

**FOUNDATIONAL STANDARDS
FOR ALL MULTIPLE SUBJECT AND SINGLE SUBJECT
PROFESSIONAL TEACHER INDUCTION PROGRAMS**

Program Standard 1: Sponsorship, Administration, and Leadership

The induction program is sponsored by one or more organizations that demonstrate a commitment to teacher induction. The program has qualified leader(s) who implement the program within an administrative structure that effectively manages and delivers support and formative assessment services to participating teachers.

Program and Implementation Plan

Standard 1 requires sponsors to establish an administrative structure that effectively manages and delivers support and formative assessment services to participating teachers. Program sponsors must have the necessary commitment and knowledge to implement high quality induction; roles and responsibilities must be clearly defined; and resources appropriately allocated.

1(a) The induction program sponsors demonstrates commitment to the program through the clear and appropriate allocation of authority, initiative, and sufficient resources to support program implementation. The program assigns personnel and material resources to each sponsoring organization in proportion to its level of effort and degree of responsibility.

The Sacramento BTSA Consortium Professional Teacher Induction Program has eighteen (18) program sponsors who demonstrate commitment to the program through clear lines of authority and initiative.. We have assigned sufficient personnel and material resources to each of our sponsoring organizations effectively and appropriately.

- 16 local K-12 School Districts
Located in three counties, **Sacramento County** (Center, Del Paso, Folsom Cordova, Galt Elem. and Galt High, Grant, Natomas, North Sacramento, Rio Linda, River Delta, Robla), **Placer County** (Eureka, Rocklin, and Roseville City) and **Yolo County** (Washington and Woodland)
- 1 County Office of Education
Sacramento County Office of Education
- 1 Institute of Higher Education
California State University, Sacramento

The Sacramento BTSA Consortium Professional Teacher Induction Program clearly meets the general guidelines established by the State BTSA Task Force for determining administrative positions and support-staff time based on the number of participating teachers.

These state guidelines are:

<u>State Guidelines</u>	
Number of Participating Teachers	Administration Full Time Equivalent (FTE)
50	.5 ⁺ FTE
100	1.0 FTE
100-200	1.5 FTE
200 – 300	2.0 FTE
Above 300	A leadership structure that is appropriate to program design
Number of Participating Teachers	Support Staff Full Time Equivalent (FTE)
50	.5 – 1.0 FTE
100 - 200	1.0 – 1.5 FTE
200 - 300	1.5 – 2.0 FTE
Above 300	A leadership structure that is appropriate to program design

The Sacramento BTSA Consortium Professional Teacher Induction Program allocates the following personnel in the administration of the program:

Number of Participating Teachers	Administration	FTE
564	Director	1.00
	Assistant Director	1.00
	District Advisors	2.00
	District Coordinators	8.95
	Total	12.95

Number of Participating Teachers	Support Staff	FTE
564	Program Analyst	1.00
	Administrative Assistant	0.75
	Staff Secretary	1.00
	College Student Assistants	1.00
	Total	3.75

The Sacramento County Office of Education (SCOE) is the Lead Educational Agency (LEA) for the Sacramento BTSA Consortium Professional Teacher Induction Program, which is located in the division of Instructional Support Services (ISS). SCOE supports BTSA by employing and housing within Instructional Support Services the five Consortium staff of:

- One (1) Director II (Barbara Shinn),
- One (1) Assistant Director (Mary Ellen Dill),
- One (1) Program Analyst (Jean Hitz),
- One (1) Administrative Assistant (Kris Silbaugh),
- One (1) Staff Secretary (Jennifer Morones),
- Two (2) Student assistants work on a part-time basis (Sherry Thao and Dua Moua).

Each BTSA staff member is placed appropriately on the Sacramento County Office of Education (SCOE) salary schedule. Each staff member meets the written position classification developed by the Human Resources Division specific to his or her job classification, roles and responsibilities within the Sacramento County Office of Education.

Sacramento County Office of Education (SCOE) further supports BTSA by contributing \$37,000 towards printing costs. Additional resources are available to the Consortium through, communication and collaboration within Sacramento County Office of Education (SCOE), i.e.:

- Instructional Support Services (ISS) and others such as
- Outreach and Technical Assistance Network (OTAN), and
- California Technology Assistance Project (CTAP).

The Sacramento BTSA Consortium Professional Teacher Induction Program is governed by the Program Director who implements a participatory management style using an Advisory Council in collaboration with District Coordinators and a Leadership Team.

See Evidence #1 for Element (a) at the end of Standard 1: BTSA Organizational Chart and the Organizational Chart for Sacramento County Office of Education

- **Program Director**

The Sacramento BTSA Consortium has been a leader within statewide BTSA programs since its inception in 1993. The current Program Director, Barbara Shinn, assumed the leadership of the Sacramento BTSA Consortium from Dr. Margaret Olebe in 1996. Under her direction the program has grown from 150 beginning teachers to stabilize between 550 and 600 participating teachers within the past three years. This program has been blessed with strong leadership and commitment to our purpose and mission.

Purpose: To deliver participating teacher-centered quality services.

Mission: Participating teacher experience enhanced professional growth and development, and become increasingly attached to teaching through a rich and thoughtful two-year induction process. Participating teachers gain a professional voice working in close concert with experienced, well-trained colleagues. Each charts his or her progress through the continuum of skills, knowledge and abilities associated with the *California Standards for the Teaching Profession* and will implement state curriculum frameworks and instructional materials, and state-adopted student content and performance standards within specific grade levels and subject matter.

The Director attends all State BTSA meetings, State Colloquiums and Cluster One meetings, and offers expertise and support to state leadership. Her style is one of collaboration, inclusion and shared leadership. She values diverse points of view, solicits both input and suggestions based on evidence.

- **Assistant Director**

The Assistant Director, Mary Ellen Dill, joined the Sacramento BTSA Consortium in 1998. Prior to this assignment she had played a strong role in the foundational beginnings of the Sacramento BTSA Consortium through the Folsom Cordova Unified School District. She was one of the first support providers selected to serve beginning teachers and served on the Consortium Leadership Team. A visionary, her strong commitment to quality services for participating teachers is well known throughout the Consortium. One of her primary areas of focus is professional development, working with our twenty-five BTSA trainers to provide quality training for support providers and administrators.

See Evidence #2 for Element (a) at the end of Standard 1: Director and Assistant Director Resumes.

- **Advisory Council.**

The Advisory Council is made up of District Advisors, Community Advisors and Standing Members. The Advisors' role is to support the program through advisement and in accordance with our BTSA Belief Statement. The Advisory Council meets four (4) times a year (August, September, February and March) and has the responsibility for advising on policy, program evaluation and fiscal resources. The Advisory Council's membership includes the:

1. District Advisors: The District Superintendents/designee of sponsoring districts

2. Community Advisors:
 - Presidents/designee of the Teachers Associations (union) of sponsoring districts
 - California State University, Sacramento, a sponsor; College of Education, Dean, and College of Continuing Education, Program Director (Other deans/designees from additional local universities have agreed to join the Advisory Council for 2002-2003.)
 - A Representative of the Sacramento County Office of Education, Lead Educational Agency (LEA). (The Assistant Superintendent of Instructional Support Services)
3. Standing Members: The Consortium director and assistant. The program director is the Executive Director of the Advisory Council.

Each sponsor selects their BTSA Advisor based on program criteria, capacity and interest.

Calendar dates have been established to enhance communication with the entire Advisory Council as a whole, and with separate groups within the Council in order to provide additional focus and clarification

BTSA Advisors, 2002-2003	
Fall Kick Off Meeting BTSA Advisors only	Tuesday, August 13 Wednesday, February 19
Advisors invited to attend the Fall Retreat in Tahoe	Fall Retreat: Zephyr Point, Tahoe Wednesday eve. September 18 Thursday, September 19 Friday, September 20
Spring Planning Retreat, Zoo	Tuesday, March 4

BTSA Association Presidents, 2002-2003	
For the Teachers' Association Presidents Only	Thursday, August 22 Monday, December 2
Joining the Spring Planning Retreat at the Sacramento Zoo	Tuesday, March 4

Collaboration with Pre Intern, Intern, University Partners, 2002-2003	
Project Pipeline (Pre Intern, Intern)	Wednesday, August 21
University of Phoenix National University CSU, Sacramento Chapman University Laverne University	Wednesday, December 4
Joining the Spring Planning Retreat at the Sacramento Zoo	Tuesday, March 4
Area BTSA Directors	Tuesday, December 10 Tuesday, February 4

See Evidence #3 for Element (a) at the end of Standard 1: BTSA Belief Statement.

Advisory Council Members

District	Advisor	Association Presidents	University Advisors	
Center Unified	Audrey Lytle	Shelly Barth	CSU Sacramento	Michael Lewis Rina DeRose-Swinscoe
Del Paso Heights Elementary	Alice Fletcher	Alice Fletcher	National University	JoAnn Hammer
Eureka Union Elementary	Bob Schultz	Janet Person	UC Davis	Harold Levine
Folsom Cordova Unified	Mark Rickabaugh	Bette Hickok	Chapman University	Pat Hammer
Galt Joint Union Elementary	Karen Schauer	Deb Kenneweg	University of Phoenix	Angie Strawn
Galt Joint Union High	Craig Murray	Hugh Mooney		
Grant Joint Union High	Mary Navarro	John Ennis	Sacramento COE	Joyce Wright
Natomas Unified	Henrietta Sakamaki	Mary Ellis		
North Sacramento Elementary	Phyllis Young	Janet Schafer	Alternative Certification Project Pipeline	Margaret Fortune
Rio Linda Union Elementary	Kris Halverson	Judy Croce		
River Delta Unified	Dennis Grewer	Peter Hamilton		
Robla Elementary	Sue Shorey	Jeannette Kajka		
Rocklin Unified	Paul Carras	Barbara Moreno		
Roseville City Elementary	Jerry Jorgenson	Sandy Roullier		
Washington Unified	Paul Johnson	Patty Yamat		
Woodland Joint Unified	Ben Flores	Janet Levers		

- **District Coordinators.**

The Coordinator’s role is to implement the program successfully within his or her district in accordance with our BTSA Belief Statement. Each Consortium district selects a District Coordinator based on criteria, capacity and interest based on the program’s written Roles and Responsibilities for District Coordinators. District Coordinators are district level administrators, site administrators and/or teachers-on-special assignment. District Coordinators meet monthly with the Director and Assistant Director and quarterly with the Advisory Council. Each District Coordinator is responsible for the day-to-day operation of the induction program within his or her district. Districts follow our program guidelines to determine the amount of FTE (full time equivalency) needed to effectively implement the program.

Program Guidelines		
10 – 20 participating teachers	1 hour daily	0.16 FTE (1/6)
21 - 40 participating teachers	2 hours daily	0.33 FTE (2/6)
41 - 50 participating teachers	3 hours daily	0.50 FTE (3/6)
51 –60 participating teachers	4 hours daily	0.66 FTE (4/6)
61 - 100 participating teachers	6 hours daily	1.00 FTE (6/6)

2001-2002 District Coordinators		
District	Number of Participating Teachers	Coordinator FTE
Center Unified, Kathy Magnani	23	.33
Del Paso Heights Elementary, Juanita McCruider	15	.16
Eureka Union Elementary, Clara Taylor	13	.33
Folsom Cordova Unified, Lorie Garrett	54	1.00
Galt Joint Union Elementary, Christine Carling	22	.33
Galt Joint Union High, Brian Deis	23	.33
Grant Joint Union, Edna Shoemaker	51	1.00
Natomas Unified, Henrietta Sakamaki and John Paris-Salb	51	.66
North Sacramento Elementary, Annie Clouse	37	.33
Rio Linda Union Elementary, Terry Babcock	64	1.00
River Delta Unified, Ceil Wiegand	17	.33
Robla Elementary, Gail Hunt	6	.16
Rocklin Unified, Marty Flowers	31	.33
Roseville City Elementary, Vickie Raymond	41	1.00
Washington Unified, Bill Mesquita	51	.66
Woodland Joint Unified, Leslie Robinson	65	1.00
Total	564	8.95

Coordinators meet with the Director and Assistant Director on a monthly basis that includes a two-day Fall Retreat in September and a full day Spring Planning Retreat in March. Coordinators meet with the Advisory Council four times per year.

Nine (9) of the District Coordinators are also CFASST Trainers and have completed the State Training of Trainers for Year One and Year Two. Each of them has had opportunity to train participating teachers and support providers. These trainers work with their fellow District Coordinators and keep them abreast of new developments and insights.

BTSA Coordinators, 2002-2003	
<p>These are required meetings for all district coordinators. These include the monthly meetings, the fall retreat, the spring planning Retreat and a colloquium.</p> <p>Coordinators are encouraged to visit each S³superstrategies.sat in the Morning.</p>	<p>Tuesday, August 13 Fall Retreat: Zephyr Point, Tahoe Wednesday eve. September 18 Thursday, September 19 Friday, September 20 Tuesday, October 29 Tuesday, November 19 Tuesday, January 28 Tuesday, February 25 Spring Planning Retreat, Zoo Tuesday, March 4 Tuesday, April 29 Tuesday, May 13 Colloquium & Year End Celebration Thursday, May 15 Tuesday, May 20 Wednesday, May 28</p>

- **Leadership Team.** The Leadership Team consists of five District Coordinators, selected according to the criteria of an adopted policy for a three-year rotational term, the Director and Assistant Director. The Leadership Team:
 1. Attends Cluster One regional meetings
 2. Works together to establish and present the agendas for the monthly Coordinator meetings
 3. Represents the various client groups and factors that each member reflects
 4. Takes an active role in the leadership of the Sacramento BTSA Consortium Professional Teacher Induction Program

The Leadership Team meets with the Director and Assistant Director at the conclusion of each Cluster One regional meetings to determine what information needs to be shared with the rest of the BTSA Advisors and Coordinators, and the best method for sharing that information.

Leadership Team members serve on a three-year rotational basis that allows a combination of consistency, new ideas and shared leadership opportunities. The Leadership Team is accountable to the Director

BTSA Leadership Team, in addition to Coordinator Meetings	
CCTC Standards Conference	August 8 and 9, Sacramento
Cluster One Regional Meetings	October 24, 25, Marriott, Rancho Cordova January 23, 24, Napa Marriott April 10, 11, Sacramento Area
The Leadership Team will meet on the evenings of Oct 24, Jan 23, and April 10 to plan the following Coordinator meeting agenda.	

See Evidence #4 for Element (a) at the end of Standard 1: Roles and Responsibilities of the governing members of the Sacramento BTSA Consortium Professional Teacher Induction Program: (1) Director, (2) Assistant Director, (3) Advisor, (4) Coordinator, (5) Leadership Team

See Evidence #5 for Element (a) at the end of Standard 1: Consortium Leadership Team Policy

1(b) The program has clearly specified roles and responsibilities for each sponsor about program oversight and implementation; each sponsor designates a primary contact person for the program.

A Memorandum of Understanding (MOU) exists between the Consortium and each participating district and institute of higher learning (IHE), which clearly outlines the roles and responsibilities of each organization. This MOU is updated, signed annually and on file in the Consortium office. Each participating district has selected a District Advisor and a District Coordinator. The Advisor serves as a policy-making member, while the District Coordinator is responsible for the day-to-day operations of the BTSA Program within his/her district.

See Evidence #6 for Element (b) at the end of Standard 1: Memorandum of Understanding Templates for (1) Institute of Higher Learning and for (2) Districts

The primary contact person for each sponsor is:

CSU Sacramento	Michael Lewis and Rina DeRose-Swinscoe
University of Phoenix	Angie Strawn
National University	Shannon Knepper
Sacramento COE	Joyce Wright
Center Unified	Kathy Magnani
Del Paso Heights Elementary	Juanita McCrunder
Eureka Union Elementary	Clara Taylor
Folsom Cordova Unified	Lorie Garrett
Galt Joint Union Elementary	Christine Carling
Galt Joint Union High	Brian Deis
Grant Joint Union	Edna Shoemaker
Natomas Unified	Henrietta Sakamaki
North Sacramento Elementary	Annie Clouse
Rio Linda Union Elementary	Terry Babcock
River Delta Unified	Ceil Wiegand
Robla Elementary	Gail Hunt
Rocklin Unified	Marty Flowers
Roseville City Elementary	Vickie Raymond
Washington Unified	Bill Mesquita
Woodland Joint Unified	Leslie Robinson

See Evidence #4 for Element (a) at the end of Standard 1: Roles and Responsibilities of the governing members of the Sacramento BTSA Consortium Professional Teacher Induction Program: (1) Director, (2) Assistant Director, (3) Advisor, (4) Coordinator, (5) Leadership Team

1(c) The program establishes a representative leadership team. The program leadership team demonstrates the depth of knowledge and understanding necessary to be able to implement an induction program. The team is knowledgeable about the state-adopted academic content standards and performance levels for students, preliminary teacher preparation, induction, and ongoing professional development, and has a commitment to teacher education that spans organizational boundaries. The team actively participates in ongoing professional development, research, and related technical support activities.

The Director of the Sacramento BTSA Consortium Professional Teacher Induction Program has established a leadership system with representatives from three stakeholder groups:

1. An Advisory Council (made up of District Advisors and Community Advisors),
2. District Coordinators,
3. A Leadership Team from within the District Coordinators.

In addition, the Director actively solicits information, input and feedback from the following via surveys, focus groups, interviews, and consultations:

1. An external evaluator, Dr. Lois Rolland,
2. Participating Teachers,
3. Support Providers,
4. District and site administrators.

The Director has a firm belief that leadership is awarded to those who earn it through trust, demonstrated vision and commitment. The Sacramento BTSA Consortium Professional Teacher Induction Program gains its strength from the diversity of voices that contribute to shared decision-making that is one of our cornerstones.

See Evidence #5 for Element (c) at the end of Standard 1: Consortium Leadership Policy.

1(d) The program sponsors specify in writing the roles, and responsibilities of one or more qualified program leaders, responsible for the overall direction of the program. These roles and responsibilities are appropriate to the scope of the program. The program leaders have appropriate authority over the details of program design and implementation.

Roles and responsibilities are defined and written for each governing member, including the Director, Assistant Director, Advisors and District Coordinators. These are reviewed, updated, signed annually and kept on file in the BTSA Office.

See Evidence #4 for Element (a) at the end of Standard 1: Roles and Responsibilities of the governing members: (1) Director, (2) Assistant Director, (3) Advisor, (4) Coordinator, (5) Leadership Team

And Our Surveys and Feedback Said . . .

In this section we share pertinent information gleaned from the data and analysis of our 2001-2002 surveys and feedback. This is evidence of a functioning program in continual growth. We are consistently seeking to balance:

- The need for stability and predictability for our participants, and
- The need to be an organization that listens to our stakeholders and makes modifications that will significantly improve the quality of the services delivered.

We analyze data from three sources annually:

1. Surveys and feedback collected by our external evaluator, Dr. Lois Rolland, of the Sinclair Research Group.
2. The Statewide Survey of Beginning Teachers, Support Providers, Site Administrators, and BTSA Program Staff.
3. Data and feedback from our Informal Program Review or our Formal Program Review (depending on the cycle we are in and the year).

See Evidence #s 1, 2, and 3 in the Appendix:

1. *Summative Program Evaluation Report 2001-2002 for the Sacramento BTSA Consortium by Lois M.Y. Rolland, Ph. D., of the Sinclair Research Group;*
2. *Statewide Survey of Beginning Teachers, Support Providers, Site Administrators, and BTSA Program Staff*
3. *Informal Program Review Self Study*

1. External Evaluation Conclusions

District leaders believe that

- That the consortium is well led and well administered.
- They clearly understand their roles and responsibility within the district and within the consortium.
- Their district's program conforms to BTSA guidelines and that the Consortium achieves its goals.
- Their district allocates sufficient resources to ensure the success of the work of participating teachers the support providers.

2. 2001-2002 Statewide Survey Results

<i>Program Staff Reported (scale of 1-4 with 4 being the highest)</i>	Means	Standard Deviation
Roles and Responsibilities of program staff	3.87	0.34
Allocation of authority	3.84	0.37
Roles and responsibilities of sponsors	3.48	0.85

3. Informal Program Review Conclusions

The Informal Program Review identified the following strengths of the program:

- Coordinators Meetings
- Handbook and Procedures Manual
- That the program has strong leadership and effectively manages and delivers support and formative assessment services to participating teachers
- That program leaders have appropriate authority over the details of program design and implementation.

Areas of Growth identified:

- Encouraging the development of district-level leadership teams beyond the district coordinator and district advisor.

Analysis and Conclusions:

All three sources of data indicate the Sacramento BTSA Consortium Professional Teacher Induction Program has qualified leaders who implement a strong program that effectively manages and delivers support and formative assessment services to participating teachers. Program sponsors demonstrate the commitment and knowledge that enables them appropriately allocate resources and offer a continuously high-quality induction program.

Evidence #1 for Element (a) Standard 1: BTSA Organizational Chart and Sacramento County Office of Education Organizational Chart

Evidence #2 for Element (a) Standard 1: Director and Assistant Director Resumes

Resume

Barbara L. Shinn

Home Address

3534 Willard Way
Rocklin, CA 95677
(916) 624-5641
bshinn@scoe.net

Office Address

Sacramento County Office of
Education
9738 Lincoln Village Drive
Sacramento, CA 95827
(916) 228-2405
FAX (916) 228-3921
bshinn@scoe.net

California Credentials

General Elementary	K-9	Life
Specialist, Learning Handicapped	K-12	Life
Resource Specialist Certificate of Competence	K-12	Life
Administrative Services	Pre-School, K-12, Adult	Life

Education

University of San Francisco	Graduate Work, Educational Administration	1986-1988
California State University, Sacramento	Graduate Work, Special Education	1976-1978
	<i>A.B. Thesis towards Master's Degree</i>	
Oregon College of Education	Graduate Work, Teacher Education	1964-1966
College of Idaho	B. A. Degree, Major: Teacher Education	1960-1964

Minors: English & History

ADMINISTRATIVE and TEACHING BACKGROUND

1997 - Current	Director, Beginning Teacher Support and Assessment (BTSA) , Sacramento BTSA Consortium, Sacramento County Office of Education, Sacramento, California
1996 - 1997	Director, Elementary Division; including Coordinator Beginning Teacher Support and Assessment (BTSA), Coordinator Mentor Teacher Services, Coordinator Gifted and Talented Education (GATE). Folsom Cordova Unified School District, Sacramento County, California. 13,600 ADA.
1989 – 1996	Director, Personnel Services, including Coordinator Beginning Teacher Support and Assessment Program, Coordinator Mentor Teacher Services. Folsom Cordova Unified School District, Sacramento County, California.
1987 – 1989	Director, Certificated Personnel Services: Assistant to the Deputy Superintendent, Personnel including Coordinator Mentor Teacher Program. Folsom Cordova Unified School District, Sacramento County, California.
1986 - 1987	Principal, Theodore Judah Elementary School. Folsom Cordova Unified School District, Sacramento County, California.
1984 - 1986	Principal, Blanche Sprintz Elementary School. Folsom Cordova Unified School District, Sacramento County, California.
1982 - 1984	Vice Principal, Blanche Sprintz Elementary School. Folsom Cordova Unified School District, Sacramento County, California.
1980 – 1982	K-12 Special Education Program Specialist. Folsom Cordova Unified School District, Sacramento County, California.

1977 - 1980	Special Education Learning Handicapped Special Day Class Teacher. Folsom Cordova Unified School District, Sacramento County, California.
1976 -1977	Resource Specialist Learning Handicapped. Folsom Cordova Unified School District, Sacramento County, California.
1969 - 1972	Special Education Learning Handicapped Special Day Class Teacher. Folsom Cordova Unified School District, Sacramento County, California.
1969 Summer	GATE Teacher: Math, Music, and Art Magnet. Hayward Unified School District, Alameda County, California.
1966 – 1969	Classroom Teacher, Grades 5 and 6. Hayward Unified School District, Alameda County, California.
1964 – 1966	Classroom Teacher, Grade 6. Salem Unified School District, Marion County, Oregon.

Professional Development

Trainer of Trainers Certification

Certified Trainer, Induction Specific (1997 – 2002):

California Formative Assessment and Support System for Teachers (CFASST),
Years I and II, including all updates.

Support Provider Training

Towards Equity Training

BTSA Administrator Training

Taking Center Stage (Middle School), Certified Trainer, California Department of
Education, Middle Grades. 2001-02.

Seven Habits of Highly Effective People, Certified Trainer. Covey Leadership
Center, Sundance, Utah, 1992.

National Outcome-Based Education, Certified Trainer, Phoenix, Arizona. 1985.

Positive Classroom Management, Certified Trainer. Frederick H. Jones &
Associates, Inc., 1985.

Staff Development Trainer of Trainers, Certified Trainer. California State
Department of Education, 1990.

Teacher Expectation Student Achievement (TESA), Certified Trainer, Sam
Kerman, Mary Martin, Los Angeles, 1985.

Project Impact Certified Trainer, Orange County Office of Education, 1983.

Professional Development Trainings

New Teacher Trainer Support, California New Teacher Project, 1992.

Pathwise Assessor Training through Educational Testing Services, 1996.

Leadership Training with Focus in Human Resources

“Principles of Graphic Facilitation, Grove Consultants International,
Sacramento, CA., 1998

School Finance and Management Conference. School Services of California, 1993-94, 1994-95, 1995-96.

”Learning Styles,” Executive Leadership Conference: January 1996.

“Leading in Difficult Times”, Executive Leadership Center: Association of California School Administrators, 1995.

League for Educational Administrator Development, Sacramento Project LEAD, 1991, 1992, 1993, 1994, 1995.

Personnel Institute. Association of California School Administrators, Pomona, CA. 1992, 1992, 1993, 1994.

School Business Academy. Association of California School Administrators, Pleasanton, CA., 1993-94.

“**Transformational Leadership,**” Bay Area Region IV Professional Development Consortia: Annual Summer Consortium, 1993, 1994.

Negotiations Symposium. Association of California School Administrators, San Diego, CA., 1994.

Personnel Academy. Association of California School Administrators, Santa Clara County Office of Education, 1991-92.

United States & World Leadership Conference in the Language Arts. Silver Burdett & Ginn Publishing Company, Asilomar, CA., 1989.

McGrath Template for **Communication Training.** Law Offices of Mary Jo McGrath. 1991.

Leadership Training with Focus in Human Resources (continued)

Affirmative Action in the 1990’s, The Law of **Applicant Background Checks, Americans with Disabilities Act; Sexual Harassment** in the Workplace; the Clinton Agenda & New California Requirements and **Employee Leaves** in the 1990’2, **The Civil Rights Act** of 1991. Law firm of Littler, Mendleson, Fastiff, Tichy & Mathiason. 1998-1995.

Honors Received

- 1992 **Association of California School Administrators Leadership Award.** *Awarded for leadership in the Mentor Teacher Services Program*
- 1985 **Computer Assisted Instruction Award.** *Awarded by the Folsom Cordova Unified School District's Administrators' Association for leadership in technology at the elementary school level.*
- 1989 **United States & World Leadership Language Arts Participant.** *Selected as one of two from California along with two from every other state and representatives from eight foreign countries to attend Silver Burdett & Ginn Publishing Company's week focusing on language arts at Asilomar, California.*

Publications and Writings

- 2002 *Administrator Training: Teacher Evaluation in California Against the California Standards for the Teaching Profession (Training Manual)*
- 2000 *Working With Reluctant Veteran Teachers (Training Manual)*
- 1989, 1994 *Management Guide to Employee Performance Evaluations. (Training Manual) Revised*
- 1993 *"Pipeline M.A.T.C.H. "; Pipeline Journal, Spring, 1993.*
- 1992 *White Paper; "Project Pipeline: Military Alternative Teacher Certification and Hiring", Sacramento Public School Consortium District Intern Program.*
- 1992 *A Guide to Affirmative Action (Training Manual)*
- 1992 *The Americans With Disability Act: Break the Attitude Barrier (Training Manual)*
- 1992 *The Power Pinch – Sexual Harassment in the Work Place (Training Manual)*

Professional Activities

California State Council of Staff Development, Board of Directors
Association of California School Administrators (ACSA), Elementary
Administrators Committee
American Association School Personnel Administration
California Educational Placement Association
Central Valley Personnel Study Group. Program Coordinator
Folsom Cordova Administrator's Association
Project Pipeline, Charter Executive Board Member
Special Education Local Plan Area (SELPA)

Community Involvement

Folsom Chamber of Commerce, Member
Soroptimists International of Orangevale, CA, Program Coordinator
Soccer Youth League, Rocklin, CA Member
Valley Springs Presbyterian Church of America, Roseville, CA, Member,
Financial Board
Singles Christian Outreach, Greater Sacramento Area. President and Co-Founder
In serviced parents on elementary education programs: Gifted and Talented
Education (GATE); Special Education: Awareness: "Walk In Another Pair of
Shoes;" Language Arts in the Elementary School: How to Help Your Child Be A
Success in School.

Funded Competitive Grants

Current	BTSA consistently funded at 550 participating teachers per year No longer competitive grant funds, but funded via legislation	\$1.8 mil
1994 - 1995	BTSA (Beginning Teacher Support & Assessment) - Sacramento BTSA Consortium, major participant	\$610,000
1993 – 1994	BTSA (Beginning Teacher Support & Assessment); Sacramento BTSA Consortium, major participant	\$680,000
1986 – 1987	Outcome Based Mathematics Project through Sacramento County Office of Education, author	\$25,000
1986 – 1987	California Education Initiatives Fund through Bank of America, author	\$10,690
1985 – 1986	Region 4 Teacher Education and Computer Center Grant, author	\$7,845

Courses Taught: Certificated, Classified, Parent and Community

California Formative Assessment and Support System for Teachers, Year II, (24 hour course)

California Formative Assessment and Support System for Teachers, Year I (36 hour course)

Towards Equity Training (12 hour course)

Beginning Teacher Support and Assessment Administrator Training (18 hour course)

Working with Reluctant Veteran Teachers (18 hour course)

Peer Assistance and Review Training and Coaching (18 hour course)

Seven Habits of Highly Effective People (30 hour course)

Divorce Care (26 hour course)

Administrator Training in Personnel Issues (32 hour course)

Critical Thinking: Project Impact (30 hour course)
Introduction to Teaching (30 hour course)
Creating A Learning Environment (30 hour course)
New Teacher In-service (6 hour course)
New Employee In-service, (3 hour course)
Leadership Training: Improbable People for Impossible Tasks
Positive Classroom Management and Instruction (15 hour course)
Clinical Supervision: Clinical Teaching (18 hour course)
Right Brain, Left Brain (3 hour class)
Walk in Another Pair of Shoes (6 hour class)

Strategic Leadership

Provided leadership and support to the **Mentor Teacher Services and Beginning Teacher Support and Assessment (BTSA) Programs.**

Provided Leadership and support as **Lead Reviewer** for **Beginning Teacher Support and Assessment (BTSA) Formal Program Review** for three years; for Western **Association of Schools and Colleges (WASC) Review** of The Cascade School, Preparatory Residential High School and for the Sterne School of San Francisco (Special Education Middle and High School) and as Lead Reviewer for State of California **Quality Reviews** in Elk Grove Elementary Schools.

Provided leadership and support to implement annual **Evaluator Competence Certification Training** for all certificated management using a combination of technical support and a hands-on approach.

Provided leadership and support in Contract Negotiations, Certificated and Classified, through implementing interest based and win-win bargaining strategies. Authored Year Round Education Certificated & Classified Contract Language.

Provided leadership and recruitment for **Affirmative Action** through Project Pipeline. Testified in support of Pipeline Legislation approved in 1993, Alternative Teacher Certification Consortium (MATCH and TEACH).

Other Experience

Technology

- Supporting leadership in the development of a Beginning Teacher Support and Assessment (BTSA) interactive web-based database to track progress through the new SB2042 Professional Teacher Induction Credentialing Program known as MyBTSA. Access through www.btsasacramento.org.
- Supported the development of a Beginning Teacher Support and Assessment (BTSA) web site at www.btsasacramento.org.
- Researched, developed, implemented, coordinated and supervised the automation of the personnel department of the Folsom Cordova Unified School District. Author of California Education Initiatives Fund and Region 4 Teacher Education and Computer Center grants. Developed, funded and implemented one of the first computer labs in an elementary school in Folsom Cordova Unified School District. Experience on the Internet. bshinn@scoe.net.

Special Projects

- Supervised development, implementation and evaluation of Mentor Teacher Services, Beginning Teacher Support and Assessment (BTSA), California New Teacher Program, Outcome Based Mathematics Project, Seven Habits of Highly Effective People courses and projects.
- Major project writer for California Educational Initiatives Fund, OBE and Special Education grants.

School District Reorganization

- Experienced in school district reorganization procedures, criteria, legal issues, and community impact. Folsom Cordova Unified School District.

School District Declining Enrollment

- Experienced in closing three schools as a result of declining enrollment of over 1000 K-12 students due to the closure of Mather Air Force Base over a three-year period in Folsom Cordova. 1991-1994.

Personal Qualities and Aptitudes

Leadership: Confident, visionary leadership with high personal standards of honesty and integrity.

Communication: Clear, articulate, empathic communications which facilitates consensus through open dialogue.

Motivation: An effective motivator with the ability to facilitate groups to action towards identified goals.

Organizational Theory: Ability to analyze and problem solve effectively, organize plans and ideas.

Power and Authority: Ability to make decisions based on data in concert with policy decision makers.

Change: Ability to respond to changing educational needs with flexibility and creativity.

Conflict Resolution: Ability to deal positively with people individually and in groups.

Teamwork: Ability to identify strengths of colleagues and delegate appropriate tasks.

Resume

MARY ELLEN DILL

Home Address

3410 Potter Lane
Sacramento, California
(916) 485-4961

Work Address

Sacramento County Office of Education
2738 Lincoln Village Drive
Sacramento, CA 95821
(916) 228-2236

CALIFORNIA CREDENTIALS

Certificate of Eligibility for the Administrative Services Credential	June 2002
Clear Single Subject Teaching Credential	07/01/2004
Preliminary Administrative Services Credential	07/01/2004
Clear Specialist Instruction Credential in Special Education	07/01/2004
Life Standard Designated Subjects Teaching Credential	
Clear Standard Secondary Teaching Credential	06/30/1085

EDUCATION

National University	Masters Program, Educational Leadership 2001-2002
University of LaVerne	Doctorate Program, Educational Leadership 1999-
University of LaVerne	Masters Program, Educational Leadership 1994-1996
California State University, Sacramento	Masters Degree, Special Education 1982-1984
California State University, Sacramento	Bachelor of Arts, Major: Consumer Economics, Health and Safety, Driver Education 1973-1976
American River College	Associate of Arts Degree 1970-1973

CONTINUING PROFESSIONAL DEVELOPMENT

- California School Leadership Coach**, School Leadership Center, Sacramento County Office of Education 1999-
- California School Leadership Foundations Academy**, School Leadership Center, Sacramento County Office of Education, 1997-2000.
- California Formative Assessment and Support Systems for Teachers, Trainer of Trainers**, Cluster One Northern California, 1998-
- Working with Reluctant Teachers Presenter at the California Mentor Conference**, San Diego and Sacramento, California 1999, 2000
- BTSA CFASST Year 2 Pilot Program Trainer**, Sacramento County Office of Education and California State BTSA Program, 1998.
- Assessor of Private School Credentialing**, California State Credentialing Program, 1998.
- BTSA Administrator Training**, Pilot Program and Sacramento County Trainer. 1997-
- Pathwise Assessment Training**, California Beginning Teacher Support and Assessment Program, 1996
- Praxis Assessment Training**, California Beginning Teacher Support and Assessment Program, 1994
- Beginning Teacher Support and Assessment Program, Folsom Cordova Unified School District: Support Provider, Observer, District Coordinator, District Trainer, and Sacramento County BTSA Trainer**, 1992-1998.
- BTSA Special Education Pilot Program**, Sacramento County Office of Education and California State BTSA Program, 1992
- Mentor Teacher/New Teacher and Support Program**, Folsom Cordova Unified School District and the California New Teacher and Support Program, 1988-1992.
- Beginning Teacher Support and Assessment Research and Development, West Ed**, San Francisco, California, 1988-1998.
- Conflict Management Trainer, CLRE Center**, Sacramento County Office of Education, 1992.
- Classroom Management Trainer, Mentor Teacher Program**, Folsom Cordova Unified School District, 1988-1998.
- Home Economics Leadership and Management State Conference Presenter**, Los Angeles, CA. 1992
- Special Education Strategy Intervention Trainer of Trainers, University of Kansas and the Sacramento County SELPA, 1990.
- TESA (Teacher Expectation Student Achievement)**, University of San Francisco, 1990.
- Quest International Trainer for Students, Parents, and Communities**, 1989.
- University of San Diego Courses completed in: Self-esteem, High Risk Students, and Cooperative Learning, 1988.
- Here's Looking at You 2000, Sacramento County, Ca. 1984
- Deschler Study Skills Workshop**, 1984.

Administrative, Teaching, Supporting, Training Background

- 1998-Present** **Assistant Director, Beginning Teacher Support and Assessment (BTSA), Sacramento Consortium.**
Sacramento County Office of Education, California
- 1996-1998** **Vice Principal, Mitchell Middle School.** Folsom Cordova Unified School District Sacramento County, CA
- 1996-1998** **Vice Principal Summer School Mills Middle School.** Folsom Cordova Unified School District Sacramento, County CA.
- 1992-1998** **District Coordinator, Trainer, Support Provider, Assessor, Beginning Teacher Support and Assessment.** Folsom Cordova Unified School District, Sacramento County, CA.
- 1993-1996** **Classroom Teacher, Grades 7-9. Skills for Adolescence Pilot Program/Parent Program.** Folsom Cordova Unified School District, Sacramento County, CA
- 1992-1993** **Classroom Teacher, Grades 7-9. Consumer Economics.**
Folsom Cordova Unified School District Sacramento County, CA.
- 1984-1992** **Resource Specialist/Special Day Class, Grades 7-9.** Folsom Cordova Unified School District Sacramento County, CA
- 1984-1998** **Summer School Proficiency Instructor,** grades 7-12: Science, Driver Education, Health/Safety Folsom Cordova Unified School District, Sacramento County, CA
- 1990-1996** **Master Teacher for Student Teachers,** Phases 1-3. In conjunction with California State University, Sacramento County, CA.
- 1976-1984** **Home Teacher, Adult Education, Teacher's Aide: All Academic Content Areas/All Grades.** Folsom Cordova Unified School District Sacramento County, CA
- 1976-1979** **Summer School Instructor,** grades 10-12, Driver Education/Health and Safety. Grant Unified School District, Sacramento County, CA

Honors Received

1992-1996 Teacher of the Year Award Mitchell Middle School. *Award voted upon by the students of Mitchell Middle School.*

1976 Graduated with Honors in Consumer Economics. *An academic award for achievement.*

Publications and Writings

2000 Peer Assistance and Review Manual: Section on Assessment.

1998- Sacramento County Trainers Manuals.

1998-1999 Beginning Teacher Support and Assessment Quarterly Newsletter.

Professional Activities

Association of California School Administrators (ACSA)
Association for Supervision and Curriculum Development (ASCD)
Folsom Cordova Administrators' Association
Council for Exceptional Children
Phi Kappa Phi
Special Education Local Plan Area (SELPA)
Sacramento School Leadership Center
Center for Youth Citizenship

Community Involvement

Lyon's Quest Carmichael Chapter, Carmichael, CA. *Member.*
Zion Lutheran Church, North Highlands, California. *Member, Education Committee.*
El Camino Parent Booster Club, Carmichael, CA. *Member.*
Whitney Little League Baseball Boosters Club, Carmichael, CA. *Member.*
Mission Oaks Parks and Recreation Booster Club, Carmichael, CA. *Member.*
In-serviced parents on the middle school program Quest: Skills for Adolescence for three years, Rancho Cordova. CA. *Instructor*

Funded Grants

1998	Safe Schools	\$7,000.00
1996	Home Economics	\$5,000.00

Courses Taught

Administrator Training in BTSA (*18 hour course*)
Peer, Assistance and Review (*12 hour course*)
Classroom Management (*10 hour course*)
Conflict Management (*10 hour course*)
California Standards for the Teaching Profession (*30 hour course*)
Skills for Adolescence Parent Training (*18 hour course*)
Strategies Intervention Model Based on Content/Skill Focus (*6 hours each: class*)
Working with Reluctant Teachers (*12 hour course*)
Cooperative Learning (*6 hour class*)
CFASST Year One (*48 hour course*)
CFASST Year Two (*20 hour course*)

Other Experiences

Program Formal Review

Experienced a Formal Review for the Sacramento Consortium Formal Review and participated on a Formal Review Team for Merced's BTSA Project.2000.

Informal Review

Participated in informal reviews with other BTSA Projects. 1992-

Collaboration with other Educational Agencies

Work in collaboration at the Sacramento County with the Instructional Services Department, the School Leadership Center, the Law group, and the Special Education SELPA.

Special Projects

Design, develop and deliver teaching standards training to district staff in Yolo, Placer, and Sacramento Counties.

Sacramento BTSA Consortium Professional Teacher Induction Program Belief Statement

Our goal is to build a learning community of and for professional educators. We continuously seek new ways to create and construct meaning and understanding of our experiences as we journey through our chosen profession. Community is built through trust and collaboration as we grow in the knowledge, skills and abilities associated with teaching. We understand that teaching and learning are complex activities, and that risks are necessary to promote growth in our students and ourselves. Our collegial relationships are built on the following beliefs:

1. Professional development activities are most effective when professionals are involved in setting their own goals, contribute to identifying their preferred methods of learning, and make decisions about how to best integrate new learning into their practice.
2. We cannot give what we do not have. To instill a reverence and excitement for learning in our students, we must first have that experience as learners. We build a continuous learning environment for *all* if the adults invited into the environment are learners and their learning collaborations are encouraged and recognized.
3. Adult learners will engage in learning if they are:
 - Involved in the process of discovering teaching innovations in which they are interested. There is more than one way!
 - Encouraged to question current assumptions and explore new findings while gaining expertise.
4. Change is a process of re-socialization that takes place over time and requires interaction. Coaching sessions and collegial collaborations are the most effective methods for initiating and sustaining substantive change.

On-going professional growth of teachers is critical to the process of reaching and teaching every student to his or her personal potential.

BTSA believes in...

- **LEARNING**

Lifelong learning is a source of joy, excitement and deep satisfaction, especially when shared with others.

- **TEAMWORK**

Collaborations, collegiality and mutual support are essential to building an environment of trust and respect that encourages professional growth.

- **INNOVATION**

Growth is possible only with change. Change and discovery require risk-taking and the questioning of assumptions.

- **DIVERSITY**

There are many paths to success and many ways to learn and grow. The differences among us enrich the growth experience for all of us.

- **PARTICIPATION**

Active involvement in one's own professional growth is critical to success.

Evidence #4 for Element (d) of Standard 1: Roles and Responsibilities of the Governing Members:

- (1) *Program director*
- (2) *Program assistant director*
- (3) *Advisory Council members (District and Community Advisors)*
- (4) *Consortium Leadership Team*
- (5) *District Coordinators*

Program Director Roles and Responsibilities

Role for Director

To administer the Sacramento BTSA Consortium Professional Teacher Induction Program in accordance with the BTSA Belief Statement. The program director represents one (1) full time equivalent (FTE) employee.

Continuing responsibilities include but are not limited to:

- 1. Develop and maintain a professional support program that enables each participant to acquire the skills, abilities and knowledge as outlined in the *California Standards for the Teaching Profession*, state-adopted frameworks and the state adopted academic student standards.
- 2. Establish a representative leadership team with clear roles and responsibilities.
- 3. Fulfill the responsibilities of an executive officer of the advisory board.
- 4. Coordinate with district coordinators in the selection, supervision and evaluation of support providers and trainers to insure consortium-wide quality and consistency.
- 5. Establish and maintain the *California Formative Assessment and Support System for Teachers (CFASST)*, using initial induction plans and subsequent formative assessment recommendations as a basis for services.
- 6. Formulate and put in place a communication plan that both disseminates information and provides for feedback from all participants.
- 7. Design and conduct periodic program evaluations and present the reports to the advisory board, along with recommendations for program modification.
- 8. Maintain accurate records, complete required reports and administer the budget.

I understand and will effectively fulfill the role and responsibilities of a BTSA Program Director.

Signature

Printed Name

Date

Program Assistant Director Roles and Responsibilities

Role for Assistant Director

To administer the Sacramento BTSA Consortium Professional Teacher Induction Program in accordance with the BTSA Belief Statement under the supervision and direction of the program director. The program assistant director represents one (1) full time equivalent (FTE) employee.

Continuing responsibilities include but are not limited to:

1. Assist in developing and maintaining a professional support program that enables each participant to acquire the skills, abilities and knowledge outlined in the *California Standards for the Teaching Profession*, state-adopted frameworks and the state adopted academic student standards.
2. Assist in coordinating with district coordinators in the selection, supervision and evaluation of support providers and trainers to insure consortium-wide quality and consistency.
3. Guide and direct all training activities for support providers and site administrators.
4. Assist in establishing and maintaining the *California Formative Assessment and Support System for Teachers (CFASST)*, using initial induction plans and subsequent formative assessment recommendations as a basis for services.
5. Assist in maintaining a communication plan that both disseminates information and provides for feedback from all participants.
6. Assist in designing and conducting periodic program evaluations along with recommendations for program modification; assist in analyzing the data.
7. Assist in maintaining accurate records, completing required reports and administering the budget.

I understand and will effectively fulfill the role and responsibilities of a BTSA Program Assistant Director.

Signature

Printed Name

Date

**District Advisor Roles and Responsibilities
2002-2003**

Role for the District Advisor

To provide oversight and support to their District Coordinator and the Sacramento BTSA Consortium Professional Teacher Induction Program in accordance with the BTSA Belief Statement. The District Advisor is the district superintendent/designee.

Continuing Responsibilities for the District Advisor

1. Meet with the Program Director four times per year, (1) Kick Off meeting in August, (2) Fall Retreat in September, (3) Spring Planning Retreat in April, (4) to be calendared.
2. Review program evaluations.
3. Advise and make recommendations on policy and procedures.
4. Insure fiscal responsibility; review the budget.
5. Provide feedback to the program director.
6. Participate in program evaluation.
7. Act as liaison to other community groups
8. Support the District Coordinator in his/her tasks:
 - a. Select support providers for the following year according to program standards
 - b. Submit an electronic copy of the district's support provider selection process to the BTSA Director.
 - c. Provide orientations for the PTs, SPs, and SAs.
 - d. Match PTs with SPs on the MyBTSA web site in accordance with Professional Teacher Induction Standards
 - e. Submit an electronic copy of the four (4) District BTSA meeting agendas to the BTSA Director and verify attendance on MyBTSA web site.
 - f. Submit an electronic copy of your annual BTSA budget
 - g. Send a hard copy of the district's BTSA End of Year Detail Budget for prior school year.
 - h. Submit retention data for prior school year.

Specific Tasks for the District Advisor

1. Submit your state-wide survey, April
2. Submit your BTSA Leadership survey, April

I understand and will effectively fulfill the role and responsibilities of a BTSA District Advisor.

Signature

Printed Name

Date

**Advisory Council Roles and Responsibilities, Community Members
2002-2003**

Role for Advisory Council Member

To provide oversight and support to the Sacramento BTSA Consortium Professional Teacher Induction Program in accordance with the BTSA Belief Statement

Continuing Responsibilities for Community

Advisory Council Members

1. Meet with the Program Director four times per year, (1) Kick Off meeting in August, (2) Fall Retreat in September, (3) Spring Planning Retreat in April, (4) to be calendared.
2. Review program evaluations.
3. Advise and make recommendations on policy and procedures.
4. Insure fiscal responsibility; review the budget.
5. Provide feedback to the program director.
6. Participate in program evaluation.
7. Act as liaison to other community groups

Advisory Council Membership includes:

- Presidents/designee of the Teachers Associations (union) of sponsoring districts
- Dean/designee of California State University, Sacramento, a sponsor. Other deans/designees from additional local universities have been invited to join the Advisory Council for 2002-2003. Much interest has been expressed.
- Sacramento County Office of Education, Lead Educational Agency (LEA), representative and
- The Consortium director and assistant director. The program director is the Executive Director of the Advisory Council.

I understand and will effectively fulfill the role and responsibilities of an Advisory Council Member.

Signature

Printed Name

Date

Consortium Leadership Team Roles and Responsibilities

Role for Consortium Leadership Team

To provide clarification, insight, and support to the Program Director and Assistant Director in accordance with the BTSA Belief Statement

Continuing Responsibilities for Consortium Leadership Team

The responsibilities of the Leadership Team include, but are not limited to:

- Attending Cluster Meetings
- Meeting with the Director and Assistant Director to plan and conduct the Monthly Coordinator Meetings
- Represent the various client groups and factors that each member reflects
- Take an active role in the leadership of the Sacramento BTSA Consortium Professional Teacher Induction Program
- Insure that when the Team selects a new member, all factors are considered, and Leadership Team opportunities become available to each district within the Consortium over a period of time.

I understand and will effectively fulfill the role and responsibilities of a BTSA Consortium Leadership Team.

Signature

Printed Name

Date

**District Coordinator Responsibilities
2002-2003**

Role for Coordinators

To insure the successful implementation of the BTSA Induction Program within your district in accordance with the BTSA Belief Statement.

Continuing Responsibilities for Coordinators

- Read and respond to BTSA email daily
- Enroll all eligible new hires in the BTSA Induction Program prior to their first working day or within two weeks of hire.
- Stay current on BTSA activities by checking the MyBTSA web site frequently
- Attend all Coordinator meetings
- Document all planning and collaboration activities with your District Advisor
- Serve as liaison with the LEA, Program Director and district personnel
- Monitor PT/SP matches for effectiveness
- Send the BTSA Director electronic or hard copies of all meeting agendas with your district personnel (superintendent, cabinet, board trustees, teachers association, administrators, etc.)

Tasks for Coordinators

TASK	DUE DATE	VERIFIED or whatever you called this area
Select support providers for the following year according to program standards	May 15th	
Submit an electronic copy of your district's support provider selection process to the BTSA Director.	September 15th	
Provide orientations for your PTs, SPs, and SAs.	July 1st through September 30th	
Match PTs with SPs on MyBTSA in accordance with Professional Teacher Induction Standards	July 1st through September 15th	
Submit an electronic copy of your four (4) District BTSA meeting agendas to the BTSA Director and verify attendance on MyBTSA.	2 in the fall, September and November 2 in the spring, February and April	

Submit your state-wide survey	April/May	
Submit your BTSA Leadership survey	April/May	
Submit an electronic copy of your annual BTSA budget	November 15th	
Send a hard copy of your district's BTSA End of Year Detail Budget for prior school year.	October 15th	
Submit retention data for prior school year.	September 15th	

I understand and will effectively fulfill the role and responsibilities of a BTSA District Coordinator.

Signature

Printed Name

Date

Evidence #5 for Element (c) of Standard 1: Sacramento BTSA Consortium Professional Teacher Induction Program Leadership Team Policy.

Sacramento BTSA Consortium Professional Teacher Induction Program Leadership Team Policy

History

The Sacramento BTSA Consortium Professional Teacher Induction Program was first funded in the spring of 1992-93 for implementation in the fall of 1993. For the next three years, under the leadership of Margaret Olebe, a team consisting of Mary Sechser (Folsom Cordova), Mary Dill (Folsom Cordova), Patti McCurdy (Sacramento City), Frank Meder (Sacramento City), Susan Christiansen (San Juan) and Nancy Jordahl (Grant) accompanied Margaret in working with WestEd, a Research Foundation in San Francisco.

In March of 1997 Margaret Olebe took a position with the Commission on Teacher Credentials. Barbara Shinn took on the position of Consortium Director. Mary Dill, Patti McCurdy, Susan Christiansen, Frank Meder and Nancy Jordahl continued to serve in an informal leadership capacity. In the fall of 1997 Barbara invited Gayle Moore (Elk Grove) to participate with the team.

During the year of 1998-99, the legislature fully funded BTSA and BTSA expanded rapidly. The State Task Force divided the state into five Clusters. Sacramento is in Cluster One. Each BTSA Project was invited to bring a Leadership Team to three Cluster Meetings. Nancy moved out of state and two more, Sharon Pia from El Dorado County (writing a planning grant for a funded project in 1998-99) and Leanne McComas (Rio Linda) were invited to participate with Mary (who was now the Assistant Director), Patti, Susan, Frank and Gayle.

July 1, 1999, Sacramento City and San Juan became independent BTSA projects.

Need

Taking into consideration the above changes and growth of BTSA, the need to move from an informal selection of team members to a more formal structure became evident. A policy that ensured the selection of a leadership team would represent the various client groups and issues of the greater Sacramento Area and allow every district opportunity to participate in leadership. The factors taken into consideration in selecting this new team include: geographic area, district size, district type, gender, ethnicity, Year Round Calendars (YRE)/Traditional Calendars, Administration/Certificated Teachers and BTSA experience.

Policy

The Leadership Team is made up of five District Coordinators plus the Director and Assistant Director. The five District Coordinators serve four (4) years on staggered terms. When a member leaves the Leadership Team (for whatever reason - term ends, the person moves, takes another position, etc.), the remaining Team Members invite another District Coordinator to join the Leadership Team, taking into consideration all of the above factors.

The 1999-2000 Team

Gayle Moore, Elk Grove
Susan Christiansen, San Juan
Leanne McComas, Rio Linda
Eddi Sowa, Grant
Charles Humbert, River Delta
Director
Assistant Director

Suggested Current Term duration

2001-2002
2001-2002
2002-2003 (retired)
2003-2004 (left Grant)
2004-2005 (retired)
Standing Member
Standing Member

The 2002-2003 Team

Bill Mesquita, Washington
Juanita McCruider, Del Paso Heights
Vickie Raymond, Roseville City
Leslie Robinson, Woodland
Marty Flowers, Rocklin
Director
Assistant Director

Term Ends at the conclusion of:

2002-2003
2003-2004
2003-2004
2004-2005
2005-2006
Standing Member
Standing Member

Team Roles And Responsibility

The responsibilities of the Leadership Team include, but are not limited to:

- Attending Cluster Meetings
- Meeting with the Director and Assistant Director to plan and conduct the Monthly Coordinator Meetings
- Represent the various client groups and factors that each member reflects
- Take an active role in the leadership of the Sacramento BTSA Consortium Professional Teacher Induction Program
- Make sure that when the Team selects a new member, that all factors are considered, and that Leadership Team opportunities are available to each district within the Consortium over a period of time.

Policy Adopted November 30, 1999.

Evidence #6 for Element (b) of Standard 1; Memorandum of Understanding Templates

1. *District*
2. *Institutes of Higher Education*

**District Memorandum of Understanding
2002-2003**

A. General

1. This Memorandum of Understanding (MOU) is entered between the Sacramento County Office of Education (SCOE), Local Education Agency for the Sacramento Beginning Teacher Support and Assessment Consortium, and the _____ *name of school district* _____ to implement the Beginning Teacher Support and Assessment Program.

B. Parameters

1. Starting and ending dates.
The effective date is July 1, 2002, and the concluding date is June 30, 2003.
2. Contract and monitoring responsibilities for the MOU rest with the Sacramento County Office of Education (SCOE).
3. Full and complete descriptions of terms and conditions are contained in *the 2000-2001 Program Improvement Plan, the 2002-2003 Procedures Manual, and the 2002-2003 Handbook*. Each District Coordinator has a copy of each document.

C. Purpose

1. The purpose of the MOU is to establish a formal working relationship between the parties to this agreement and to set forth the operative conditions, which will govern this partnership. SCOE and _____ *name of district* _____ will form a partnership in providing and coordinating services as part of the Sacramento Consortium Beginning Teacher Support and Assessment Program, hereafter referred to as SCBTSA.

D. Responsibilities - General

1. SCOE agrees to the following:
 - a. Employ (1) a full time program director and (2) a full time assistant director to perform services as described under the heading *Program Director and Assistant Program Director* in the *2002-2003 BTSA Handbook and Procedures Manual*.
 - b. Employ a full time program analyst, a three-quarters (3/4) administrative assistant, a full time staff secretary and two part-time student assistants to support the administration of the program.
 - c. Provide workspace for the program director, assistant director, program analyst, administrative assistant, staff secretary, office support services, and meeting space for program activities.
 - d. Develop and establish contracts with outside vendors for professional services to include, but not limited, to:
 - Program Evaluation
 - Professional Development Services
 - e. Provide a process for equitable distribution of support and formative assessment services to participating teachers, support providers in all participating districts.
 - f. Establish and maintain accurate records and reports. Maintain a confidential file on each participating teacher which includes the:
 - State Consent Form,
 - BTSA Application,
 - Participating Teacher Roles and Responsibilities Form,
 - Copies of each CFASST (*California Formative Assessment and Support System for Teachers*) Profile of Practice (POP), administered no less than twice the first year and once the second year,
 - Individual Induction Plan (IIP) and IIP revisions and
 - Statement of Completion for each year.
 - g. Convene the Advisory Council four times a year and District Coordinators monthly, and develop other administrative processes as provided for in the program description.

- h. Establish and coordinate three (3) S3superstrateies.sat (Professional Development Saturdays) and three (3) Hot Topics Support and Learning Seminars for participating teachers and their support providers to be held in multiple locations throughout the Consortium.
- i. Participate informal and informal program evaluation at both the state and local level.
- j. Supply to the Commission on Teacher Credentialing and California State Department of Education reports and other information as requested on all matters related to program requirements and activities.
- k. Issue a Letter of Recommendation to the Commission on Teacher Credentialing for each participating teacher who successfully completes the Sacramento BTSA Consortium Professional Teacher Induction Program in order for him/her to apply for the California Professional Teaching Credential.

2. _____ (*School District*) agrees to the following:

- a. Appoint a district coordinator with sufficient FTE (full time equivalency chart below) to fulfill the coordinator roles and responsibilities (see attached) for the actual numbers of beginning teachers in the district program.

1 – 20	participating teachers	1 hour daily	0.17 FTE
21 - 40	participating teachers	2 hours daily	0.33 FTE
41 – 50	participating teachers	3 hours daily	0.5 FTE
51 –60	participating teachers	4 hours daily	0.66 FTE
61 - 100	participating teachers	6 hours daily	1.0 FTE
- b. Appoint a district advisor, the district superintendent/designee, to meet with the program director and the Advisory Council four times a year and fulfill the district advisor role and responsibilities.
- c. Identify and serve all participating teachers who are eligible for BTSA services as described by State guidelines.
- d. Identify all school sites with eligible participating teachers and provide appropriate and sufficient information to all site administrators.
- e. Provide participating teachers compensated time for one-to-one or small group consultations between the support provider and participating teacher(s) as described in the 2002-2003 Procedures Manual.

- f. Provide participating teachers twenty-four (24) hours of compensated time for group professional development activities (three Saturdays: S³superstrategies.sat) and three (3) Hot Topics (support and learning seminars).
- g. Provide eight (8) hours of Professional Development through four (4) district seminars during the year focused on the identified needs of your participating teachers and their support providers, and coordinated with the Consortium Calendar.
- h. Provide experienced teachers selected as support providers the opportunity for compensated time to participate in 6 days of CFASST Professional Development for Year One and 4 days of Professional Development for Year Two, and each yearly update after completing Year I and Year II training.
- i. Participate in the program evaluation.
- j. Issue a Letter of Recommendation to the Commission on Teacher Credentialing for each participating teacher who successfully completes the Sacramento BTSA Consortium Professional Teacher Induction Program in order for him/her to apply for the California Professional Teaching Credential.

E. Responsibilities - Fiscal

- 1. SCOE, in its capacity as LEA, agrees to the following:
 - a) Overall fiscal responsibility for the administration of the grant funds, to include submission of year-end expenditure reports, and any other documentation sought by the California Department of Education and /or Commission on Teacher Credentialing.
 - b) Develop and maintain a budget that allocates amounts sufficient to meet the costs of implementing its program responsibilities as described in Section D. 1 above. The amount allocated to SCOE is *[FILL IN AMOUNT FOR EACH FISCAL YEAR]*
 - c) Expend income according to regularly established policies and procedures of the funding agency and the organization.

d) Establish a progress payment schedule and reporting requirements for the transfer of funds to _____. In general, payments will be made quarterly upon submittal of fiscal receipts for BTSA Program activities within the district and a to-date copy of the district's detail BTSA Budget printout. Each district will receive one-half of the per participating teacher state funds awarded to the Sacramento County Office of Education as the Lead Education Agency (LEA) for the Sacramento BTSA Consortium Professional Teacher Induction Program. In addition, each district will be provided the district's indirect on the monies awarded. The remaining slightly less than one half of the participating state funds will remain in the Consortium Budget. Each district is required by legislation to add to this Consortium awarded District BTSA budget a \$2000.00 in-kind allocation per eligible participating teacher.

2. _____ *[SCHOOL DISTRICT]* _____ agrees to the following:

- a) Overall fiscal responsibility for the administration of its share of grant funds, to include quarterly and year-end expenditure reports sent to the BTSA SCOE Office, and any other documentation sought by SCOE in its capacity as LEA. A copy of the to-date district detail BTSA budget printout must accompany each submission for funds for the funds to be released.
- b) Develop and maintain a district BTSA budget that is comprised of:
 - The monies awarded from the grant through the Consortium: one half plus indirect of the monies generated from the state by each participating teacher, and
 - \$2000.00 district-generated in-kind funds for each participating teacher as required by legislation._____ *Name of district* _____ will receive \$ _____ based on the participation of _____ *number* _____ eligible district participating teachers in the program.
- c) Expend income according to regularly established policies and procedures of the funding agency and the organization.
- d) Submit program and fiscal reports to SCOE in its capacity as LEA according to the schedule set out for progress payments. In general, SCOE will transfer funds to _____ quarterly. Funds transferred from the LEA will be recorded as a transfer. A copy of the districts detailed to-date BTSA is required to accompany the invoice for each transfer of funds from SCOE to the district.

F. Other Conditions

1. Any and all products developed by SCBTSA are the exclusive property of the Sacramento County Office of Education. School districts, their employees, staff, and subcontractors shall not have the right to disseminate, market or otherwise use the products without the expressed written permission of SCOE and SCBTSA.
2. SCOE and SCBTSA shall have the authority to adapt and adopt materials developed by SCBTSA for dissemination purposes.

By _____ By _____
Signature of Authorized Official Signature of Authorized Official
Sacramento County Office of Education _____ Name of district _____

Title _____ Title _____

Date _____ Date _____

**Institute of Higher Education (IHE) Memorandum of Understanding
2002-2003**

A. General

1. This Memorandum of Understanding (MOU) is entered between the Sacramento County Office of Education (SCOE), Local Education Agency for the Sacramento Beginning Teacher Support and Assessment Consortium, and the _____ *name of IHE* _____ to implement the Beginning Teacher Support and Assessment Program.

B. Parameters

1. Starting and ending dates.
The effective date is July 1, 2002, and the concluding date is June 30, 2003.
2. Contract and monitoring responsibilities for the MOU rest with the Sacramento County Office of Education (SCOE).
3. Full and complete descriptions of terms and conditions are contained in *the 2000-2001 Program Improvement Plan, the 2002-2003 Procedures Manual, and the 2002-2003 Handbook*. Each IHE Representative has a copy of each document.

C. Purpose

1. The purpose of the MOU is to establish a formal working relationship between the parties to this agreement and to set forth the operative conditions, which will govern this partnership. SCOE and _____ *name of IHE* _____ will form a partnership in providing and coordinating services as part of the Sacramento Consortium Beginning Teacher Support and Assessment Program, hereafter referred to as SCBTSA.

D. Responsibilities - General

1. SCOE agrees to the following:
 - a. Employ (1) a full time program director and (2) a full time assistant director to perform services as described under the heading *Program Director and Assistant Program Director* in the *2002-2003 BTSA Handbook and Procedures Manual*.
 - b. Employ a full time program analyst, a three-quarters (3/4) administrative assistant, a full time staff secretary and two part-time student assistants to support the administration of the program.
 - c. Provide workspace for the program director, assistant director, program analyst, administrative assistant, staff secretary, office support services, and meeting space for program activities.
 - d. Develop and establish contracts with outside vendors for professional services to include, but not limited, to:
 - Program Evaluation
 - Professional Development Services
 - e. Provide a process for equitable distribution of services to participating teachers, support providers in all participating districts.
 - f. Establish and maintain accurate records and reports. Maintain a confidential file on each participating new teacher which includes the:
 - State Consent Form,
 - BTSA Application,
 - Participating teacher Roles and Responsibilities Form,
 - Copies of each CFASST (*California Formative Assessment and Support System for Teachers*) Profile of Practice (POP), administered no less than twice the first year and once the second year,
 - Individual Induction Plan (IIP) and IIP revisions and
 - Statement of Completion for each year.
 - g. Supply to the Commission on Teacher Credentialing and California State Department of Education reports and other information as requested on all matters related to program requirements and activities.
 - h. Convene the Advisory Council four times a year and District Coordinators monthly, and develop other administrative processes as provided for in the program description.

- i. Establish and coordinate three (3) S³ superstrategies.sat (Professional Development Saturdays) and three (3) Hot Topics Support and Learning Seminars for participating teachers and their support providers to be held in six locations throughout the Consortium.
 - j. Participate informal and informal program evaluation at both the state and local level.
 - k. Issue a Letter of Recommendation to the Commission on Teacher Credentialing for each participating teacher who successfully completes the Sacramento BTSA Consortium Professional Teacher Induction Program in order for him/her to apply for the California Professional Teaching Credential.
2. _____ *IHE*) _____ agrees to the following:
- a. Appoint an Advisor with sufficient time to fulfill the Advisor Role and Responsibility.
 - b. Meet with the Sacramento BTSA Program Director four times per year, (1) Kick Off meeting in August, (2) Fall Retreat in September, (3) Spring Planning Retreat in April, (4) to be calendared.
 - c. Review program evaluations.
 - d. Advise and make recommendations on policy and procedures.
 - e. Insure fiscal responsibility; review the budget.
 - f. Provide feedback to the program director.
 - g. Participate in program evaluation.
 - h. Act as liaison to other community groups

E. Responsibilities - Fiscal

1. SCOE, in its capacity as LEA, agrees to the following:

- e) Overall fiscal responsibility for the administration of the grant funds, to include submission of year-end expenditure reports, and any other documentation sought by the California Department of Education and /or Commission on Teacher Credentialing.
- f) Develop and maintain a budget that allocates amounts sufficient to meet the costs of implementing its program responsibilities as described in Section D. 1 above. The amount allocated to SCOE is *[FILL IN AMOUNT FOR EACH FISCAL YEAR]*
- g) Expend income according to regularly established policies and procedures of the funding agency and the organization.

F. Other Conditions

1. Any and all products developed by SCBTSA are the exclusive property of the Sacramento County Office of Education. School districts, their employees, staff, and subcontractors shall not have the right to disseminate, market or otherwise use the products without the expressed written permission of SCOE and SCBTSA.

2. SCOE and SCBTSA shall have the authority to adapt and adopt materials developed by SCBTSA for dissemination purposes.

By _____	By _____
Signature of Authorized Official Sacramento County Office of Education	Signature of Authorized Official _____ <i>name of IHE</i> _____
Title _____	Title _____
Date _____	Date _____