

Program Standard 3: Professional Development Providers

The induction program selects and evaluates professional development providers, using well-defined criteria consistent with the providers' assigned responsibilities in the program. The selection process is planned and carefully implemented in order to select professional development providers who will bring skills that enhance program capacity. Professional developers are well prepared to assume their responsibilities, so that their efforts are consistent with the program's design, rationale, and goals.

Program and Implementation Plan

Standard 3 requires the selection of professional development providers based on their knowledge and experience and carefully selected criteria. Professional development providers are a central resource in induction. Professional development providers must receive training and be regularly evaluated for their effectiveness in meeting the goals of the induction program.

3(a) The program defines in writing the roles and responsibilities of professional development providers, and clearly states and consistently follows procedures for making selection decisions.

The Consortium supports the standards for professional development providers as presented through the California Staff Development Council and the *California Field Guide for Teachers' Professional Development: Designs for Learning*. Professional development in the Sacramento BTSA Consortium Professional Teacher Induction Program rests on a field of knowledge about the complex relationship between teacher learning and student learning. This includes the California academic content standards, State Adopted Curriculum frameworks and instructional materials, and the *California Standards for the Teaching Profession (CSTP)*.

Professional Development Providers are solicited through a variety of means:

- Word of mouth from program participants
- Recommendations from sponsoring district administrators, current BTSA Trainers, and program staff
- Self selection, verified by the Program Director or Assistant Director

Only those providers who have actually been seen in action are considered. The provider submits a resume and is interviewed by either the Program Director or Assistant Director to determine areas of passion. The Sacramento BTSA Consortium Professional Teacher Induction Program operates under the belief that when providers teach in areas in which they have expertise as well as passion, this is the best formula to secure excellent professional development opportunities for our participants.

Participating teachers are surveyed in the fall of each year during the BTSA orientation meeting using an instrument designed by our external evaluator, Lois M.Y. Rolland, Ph.

D. to assess need focused around the *California Standards for the Teaching Profession* (CSTP). Professional Development is designed based on this input.

Professional development providers are selected primarily from classroom practitioners who have demonstrated over time their ability to:

- Develop, refine and expand teachers' pedagogical repertoire, content knowledge, and the skill to integrate both.
- Provide for and promote the use of continuous inquiry and reflection.
- Provide for collaboration and collegial work, balanced with opportunities for individual learning.
- Follow the principles of good teaching and learning, including providing comfortable, respectful environments conducive to adult learning.

Formal feedback following each provider's presentations provides program leaders with insights as to the quality and appropriateness of the provider's focus, skill and ability.

Occasionally we have the good fortune to cross paths with a provider of high quality with national or international commendations who have expert insight into the areas pertinent to induction programs. Occasionally, we are able to reach an agreement to have such providers present for our program participants. These providers pass the same scrutiny and are held to the same program standards as our local presenters. They design their presentations based on our participants' assessed need, unique to the Sacramento BTSA Consortium Professional Teacher Induction Program. These providers add a deep richness to the quality of our professional development program. To date we have used three such providers: Clare LaMeres of Lifestyles Unlimited from Montana, Kathy Koch, Ph.D., of Celebrate Kids, Inc., from Texas, and Jeffery Sapp, Ed. D., Chapman University, Southern California. Each of these providers has presented for our support providers and participating teachers annually for the past five years and have received the highest reviews. Dr. Koch and Dr. Sapp will be among our providers this year.

3(b) *Selection criteria are consistent with the professional development providers' specified roles and responsibilities, including but not limited to the following:*

- (i) *Knowledge of state-adopted academic content standards and performance levels for students; state-adopted curriculum frameworks, and the California Standards for the Teaching Profession;*
- (ii) *Knowledge of teacher development and the research base that informs induction content and practices;*
- (iii) *Knowledge of adult learning theory;*
- (iv) *Experience in training, facilitation, and presentation;*
- (v) *Knowledge of group process and high quality professional development elements;*
- (vi) *Knowledge of cultural, ethnic, language/linguistic, cognitive, and gender diversity;*
- (vii) *Willingness to work with others to create a collegial learning community;*
- (viii) *Possession of effective interpersonal communication skills; and*
- (ix) *Demonstrates commitment to personal professional growth and learning.*

The Sacramento BTSA Consortium Professional Teacher Induction Program's goal is to provide optimum opportunity for continuing professional development for its participants based on the identified needs of the individual as measured against the *California Standards for the Teaching Profession* (CSTP), state curriculum frameworks and instructional materials, and state adopted student content and performance standards. This precludes the use of providers who are developing the skills of teaching adult learners.

The Sacramento Consortium selects local practitioners as professional development providers from within the Consortium based on their area of expertise, demonstrated ability to work with adult learners, and their interest. Each one provides the Consortium with a copy of their current resume. They are recommended by their district administration for their ability to present and for the appropriateness of topic content. These providers serve in two major arenas: Hot Topics, after school network and skill building classes, and our Saturday series, S³superstrategies.sat.

See Evidence #1 for Element (b) at the end of Standard 3: Professional Development Provider Recommendation

Roles and Responsibilities for Sacramento BTSA Consortium Professional Teacher Induction Program's professional development providers have been developed and written. Providers review and sign an agreement to support these roles and responsibilities. The participants provide assessment on all professional development sessions. This feedback is shared with the presenter and used by the Director to help determine return engagements.

See Evidence #2 for Element (b) at the end of Standard 3: Roles and Roles and Responsibilities for Professional Development Providers.

3(c) The program provides education and training for professional development providers who are training support providers or participating teachers.

Twenty-five (25) of our local trainers have completed the state provided training for CFASST 1.0 and/or CFASST 2.0. Seven (7) Towards Equity trainers and eight (8) administrator trainers have been state trained. We have provided seven (7) ongoing professional development days for our trainers in 2001-2002. The purpose of these days is enhancement of their understanding of the critical essence of BTSA, of the link between support and formative assessment, and their ability to work with adult learners. Team building leads to a strong sense of camaraderie and collaboration. We will continue to provide skill enhancement opportunities for our trainers on an ongoing yearly basis.

BTSA CFASST Trainers and Presenters, 2002-3003	
CFASST Update Preparation and Training	Saturday, June 22
BTSA Core Trainers (also serve on Leadership Team)	October 23, Marriott, Rancho Cordova January 22, Napa Marriott April 9, Sacramento Area
State CFASST Network for NEW BTSA Trainers	October 22, Marriott, Rancho Cordova January 21, Napa Marriott April 8, Sacramento Area

See Evidence #3 for Element (c) at the end of Standard 3: 2002-2003 Support Provider Training Calendar

3(d) *Consultants from inside and outside the program are oriented to the program's context and communicate with program leader(s) on how to provide an educational experience for all participants.*

The Sacramento Consortium selects Professional Development Providers from outside the Consortium based on their area of expertise, demonstrated ability to work with adult learners, and their interest. The Sacramento Consortium never hires outside providers without either first seeing them in person to determine their level of expertise and capability, or without recommendations from others who have actually seen or experienced the Provider.

In order to build a culture within the Consortium over time, we had consistently used three outside providers over the past six years: Clare LaMeres, Montana, Standard Two, *Creating and Maintaining Effective Learning Environments*, Dr. Kathy Koch, Texas, and Dr. Jeffery Sapp, Southern California, in Standard One, *Engaging All Students*. We purchased books for each participant that supported these provider's teaching. We encouraged support providers to attend training with their participating teachers to ensure that implementation of effective strategies was supported.

However, we came to a crossroads in our reflection about our professional development in the spring of 2002. We review the evidence that emerges every year regarding our professional development. We embrace reflections from multiple program participants about what is working, what is not working, and what can we do to improve our program. We try to balance this input with what we know and learn from replicable and reliable research regarding teacher induction and professional development. We make

adjustments based on that evidence and feedback. We are often thanked by participating teachers and support providers for listening and responding to our their needs.

Research indicates that the most effective professional development is offered over time with the opportunity to practice, tweak the information to fit within the specific context of practice, and receive frequent feedback. This reflection led us to a new decision. We needed to change the format of our professional development Saturdays. Traditionally our third professional development Saturday had been a Curriculum Faire and was always been our most popular Saturday. In most cases, participants attended two different classes, one in the morning and one in the afternoon.

We have changed each of our Saturdays towards that approach for 2002-2003. This will allow us to offer sustained instruction over time. A participating teacher and support provider will register for a class that meets three times, fall, winter and spring and receive progressive instruction. This will provide the opportunity for the participant to implement a new practice within his or her teaching context over time with periodic feedback and follow-up. We are convinced that this will provide a more powerful learning experience for our participants.

We pay \$50.00 per hour to our local veteran teacher presenter/providers for the teaching. We pay \$100.00 per hour for presenter/providers with state/national acclaim and who have much greater expertise and exposure in their background. We are delighted to report that both Dr. Koch and Dr. Sapp have agreed to continue to be professional development providers for us under our new guidelines, even though this is quite a reduction for both of them. Each of them will be teaching a series of three Saturdays at our S³superstrategies.sat. All class sizes are now limited to 30 or less, with an exception for Dr. Koch and Dr. Sapp, who will both be scheduled in double rooms that can hold 60 participants.

Each participating teacher and support provider selects a Saturday from each pair listed below. This allows them a fall, winter and spring selection for extended learning. The support provider attends with the participating teacher in order to be better prepared to assist that participating teacher in the actual application of the learning in the classroom with students. Each Saturday is 6 hours of professional development.

2002-03 S3superstrategies.sat (Professional Development Saturdays).

- October 5 and November 2 (fall)
- January 11 and February 1 (winter)
- March 29 and April 5 (spring)

Each participating teacher and support provider selects a series of three (3) Hot Topics as well. These Hot Topics are opportunities to network with professional educators beyond the district within which they work. Six locations provide for flexibility and choice. The three Hot Topics are scheduled for a fall, winter and spring extended learning series. Hot Topics meets in the late afternoon from 4:00 – 6:00. Each District supplements these opportunities for learning and networking with their own series of four (4) Support

Seminars. These District seminars complement the Consortium Hot Topics in terms of the calendar schedule. Hot Topics are offered October, January and March. District support seminars are offered September, November, February and April. This provides each participating teacher and their support provider an opportunity for networking on basically a monthly basis. Three of those opportunities for networking are broad-based, and four opportunities are district specific.

2002-03 Hot Topics at six (6) locations

Folsom Cordova USD, Mills Middle School in Rancho Cordova

Tuesday, October 15

Tuesday, January 14

Tuesday, March 11

Washington USD, Golden State Middle School

Tuesday, October 15

Tuesday, January 14

Tuesday, March 11

Galt JUE, Greer Middle School

Wednesday, October 16

Wednesday, January 15

Wednesday, March 12

Natomas USD, Natomas High School

Wednesday, October 16

Wednesday, January 15

Wednesday, March 12

Woodland USD, Woodland Prairie Elementary

Thursday, October 17

Thursday, January 16

Thursday, March 13

Rocklin USD, Rocklin High School

Thursday, October 17

Thursday, January 16

Thursday, March 13

See Evidence #4 for Element (d) at the end of Standard 3: Presenter Guidelines

3(e) *The program regularly evaluates the performance of professional development providers.*

A feedback form, developed collaboratively with our external evaluator, is distributed and collected at the conclusion of all Consortium professional development opportunities. These are then sent to our outside evaluator who analyzes the data and provides us with a report. At the end of the year, if any of our providers have presented multiple sessions for us, all of those reports are collapsed into one overall report. This provides us with the ability to evaluate and retain only those providers of highest quality who best meet the needs of our program participants.

Focus groups are calendared to meet in November and February to gather additional information regarding professional development and will allow participants to provide feedback about how they have used professional development to enhance student learning.

Our new MyBTSA web site will allow an additional easy opportunity for program participants to communicate with program leaders.

Additional evaluation/feedback tools, which have been designed in collaboration with our outside evaluator, Lois M.Y. Rolland, Ph.D. (Sinclair Group), are collected several times throughout each year. These tools provide additional opportunity to evaluate our professional development opportunities over time.

Time Line	Instrument	Audience
August/September	CSTP Interest Inventory	Participating Teachers
October-November	How's It Going? Survey	Participating Teachers and Support Providers
January-February	How's It Going? Mid-Year Survey	Participating Teachers and Support Providers
March-April	How's It Going? End of Year Survey	Participating Teachers and Support Providers
May	CSTP Program Impact Survey	Participating Teachers

In using all of these evaluation tools, we are able to reach the first four levels of evaluation recommended by Thomas Guskey, Ph.D., author of *Evaluating Professional Development*. All five levels of evaluation should be present and ongoing in strong program evaluation. We are exploring ways to evaluate the impact of our professional development on student learning outcomes.

Guskey's Five Levels of Professional Development Evaluation include

1. Participant's Reactions
2. Participant's Learning
3. Organization Support and Change
4. Participants' Use of New Knowledge and Skills
5. Student learning Outcomes

What opportunities for professional development will the participating teacher experience as he or she progresses through the induction program?

In addition to a minimum of 42 hours of individualized coaching with a well-trained veteran teacher support provider, each participating teacher will experience thirty-six (36) hours of individually selected professional development opportunities, based upon the identified needs and direction of the Individual Induction Plan (IIP). These thirty-six hours include:

- Three S3superstrategies.sat (Saturdays), fall, winter, spring (18 hours)
- Three Hot Topics (Networking/Learning Support), fall, winter spring (6 hours)
- Four District-designed Networking and Support seminars (8 hours)
- A Portfolio Colloquium (summary conversations about key learning) (4 hours)

The purpose of our professional development is to support each participating teacher in an ongoing manner over time that will enhance his or her ability to transfer the theory learned in teacher preparation programs into actual effective application within the context of his or her individual teaching assignment; in other words, to become effective professional educators. Support providers are encouraged and expected not only to assist the participating teacher in selecting the most appropriate professional development opportunities, but also to attend *with* the participating teacher. This allows the support provider a greater opportunity to assist his or her participating teacher with implementation.

What will the participating teacher know and be able to do at the end of the program?

- Our external evaluator, Dr. Lois Rolland, reached the following conclusions from the data collected during 2001-02.

The Sacramento BTSA Consortium Professional Teacher Induction Program bases its professional development events on the assessed needs and interest of participating teachers. This is reflected in very positive ratings regarding the relevancy of professional development events and in the areas where participating teachers feel that BTSA has made the most impact.

While participating teachers initially said they were least interested in professional development relating to CSTP* 6 (Developing as a Professional Educator), at the end of the program they indicated that the greatest impact of the BTSA program was in leading them to reflect on the craft of teaching, on the means to improve as a teacher and develop as a professional, and on the value of colleagues in helping to hone their skills (CSTP 6.1, 6.2, 6.5). * California Standards for the Teaching Profession.

At the first of the year, first-year teachers reported that they were most interested in professional development in CSTP 1 and 2. At the end of the year, these same first year teachers reported that BTSA had significantly assisted them in CSTP 2 (Creating and Maintaining Effective Environments for Student Learning) and, in particular, in planning and implementing classroom procedures and routines that support student learning (CSTP 2.5): they felt more confident in establishing a framework of activities. They also reported that BTSA has assisted them in classroom management: establishing and maintaining standards for student behavior (CSTP 2.4), and establishing a climate that promotes fairness and respect (CSTP 2.2). These are important issues for first-year teachers facing their first classroom full of students; BTSA seems to have had salubrious results in this area.

- Second-year teachers feel that BTSA has helped them in areas that should occupy the attention of more experienced teachers: mastery of their subjects and cultivation of artful and effective means to organize and present them. They report that BTSA has aided them in *demonstrating knowledge of their subject, creating an engaging classroom environment, and better organizing their curriculum to support students in its mastery* (CSTP 3.1, 2.1, 3.2). More experienced teachers delve more deeply into their subjects, and seek creative strategies to engage their students; that BTSA has succeeded here is a positive sign.

The data collected also revealed areas of growth for the Sacramento Consortium. We received this information as the year progressed and have already taken steps to address these issues in the 2002-03 school year. See underlines at the end of each recommendation.

Both first and second year participating teachers reported that the program had the least impact on aiding participating teachers in their work with communities and families to improve professional practice (CSTP 6.3, 6.4). These may seem remote and abstract to participating teachers already fully occupied with the daily requirements of teaching life. However, the program may wish to examine these two areas. First year teachers report relatively little impact on assisting them to find strategies for communicating with students, families, and others on student progress (CSTP 5.5). We have contracted with Carol Gust, a Project Specialist in Family-School Involvement, to provide opportunities for professional development on our Saturdays.

First-year teachers also felt that BTSA has had relatively low impact on their ability to guide students toward assessing their own progress in learning (CSTP 5.3); this logically must follow after the teacher has mastered strategies and means of assessment, which first-year teachers are likely still developing. We have added a section in our Up-Date Training that is required for all support providers that addresses this issue. We believe that this is an area best addressed individually between the support provider and his or her participating teacher(s).

Second-year teachers report little BTSA assistance in cultivating the means to guide students in assessing their own learning (CSTP 5.3). This is related to their report that BTSA had relatively little impact in guiding them toward promoting self-directed learning among their students, or in helping them to conceive of the means to engage students in problem-solving or critical thinking as they work through subject matter (CSTP 1.5, 1.4). All of these have to do with fostering active learning, which, in a sense, requires a teacher to stop teaching for a time in order to let the students do some learning. This is an advanced teaching skill, and may be just beyond the ken of those who are just learning to teach: it comes with time and experience, but is worth addressing within the BTSA program. We have contracted with Kathy Koch, Ph.D., from Celebrate Kids in Texas to work with us on three of our Saturdays to address this area.

- BTSA had relatively little impact on some curricular issues: use of varied materials, resources, and technologies to make content accessible to students; developing means *to engage students in problem solving and critical thinking; and fostering self-directed learning* (CSTP 3.5, 1.4, 1.5). First-year teachers are likely more text-focused, and still developing a sense of the shape of the curriculum; creative means of exploring it come with greater experience. We have contracted with several presenters from John Fleischman's Instructional Technology and Learning Resources Services (Sacramento County Office of Education) to enhance our Saturday professional development opportunities in 2002-03. These include presenters from California Distance Learning Project, Educational Internet Technologies, and Outreach & Technical Assistance Network.

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. External surveys and feedback collected by our evaluator, Lois M. Y. Rolland, Ph. D., Sinclair Research Group.
2. The Statewide Survey of Beginning Teachers, Support Providers, Site Administrators, and BTSA Program Staff.
3. 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

We collected feedback at the conclusion of all sixty-four (64) opportunities for professional growth. We got a frequency of responses on ratings from 1-10 with 10 being the highest in the following six (6) areas:

1. Were the objectives accomplished?
2. Is the intention to use the information?
3. What was the degree of relevancy?
4. How much did this contribute to personal growth?
5. What was the participant's level of engagement?
6. What was the overall rating of the session?

57 of the 64 events (89%) are rated in all categories at 8 or above.

7 of the 64 events (11% had one or more of the categories rated below 8.

- Five of those 7 were represented by three (3) of our presenters. They have not been asked to return for future presentations.
- One of the five was a training on the *California Standards for the Teaching Profession* conducted for all 180 certificated employees of the River Delta Unified School District over five days stretched out over the entire 2001-2002 school year. Each day was conducted on the day before a holiday weekend at the request of the Superintendent. Those rating fell consistently just below 8 out of 10.

- The last of these seven was a Peer Assistance and Review (PAR) Training session. The trainers we selected were knowledgeable, but the audience was expecting something different. Those ratings fell consistently just below 8 out of 10. That training module has been adjusted.

2. 2001-2002 Statewide Survey Results

This new standard is not reflected in these survey results.

3. Informal Program Review Conclusions

This new standard is not reflected in the Informal Program Review.

Analysis and Conclusions:

We are always collecting feedback, evaluating it and making program decisions based on our analysis. We have an excellent professional development program planned for 2002-2003, based on our prior experiences, participant feedback and needs analysis. We have selected presenters we know, have experienced and have utmost confidence in. We have resumes on file for each provider and will continue to monitor each presentation through participant feedback. We communicate clear expectations for our providers. In the past, we did not ask a selected presenter to return when appropriate; this will continue in the future. However, we believe those will be few in number, if any.

We select our professional development providers based on their knowledge and experience and carefully selected criteria. Professional development providers are a central resource of information and inspiration to our participating teachers and support providers. The evidence demonstrates that we provide quality training to our professional development providers and that we regularly evaluate them for their effectiveness in meeting the goals of our induction program.

Evidence #1 for Element (b) of Standard 3: Professional Development Provider Recommendation

**Sacramento BTSA Consortium Professional Teacher Induction Program
Professional Development Providers Recommendation**

This form may be used to recommend a Professional Development Provider to the BTSA Leadership Team, or may be used as a reference guide by those who self-select and solicit to be a Professional Development Provider for the Consortium.

I have reviewed the desired criteria for Professional Development Providers who teach and present information to participating teachers and/or support providers within the Sacramento BTSA Consortium Professional Teacher Induction Program.

I can attest personally that the individual(s) I recommend meet these criteria. I have attended presentations made by them, or I am recommending myself and have evidence to support my meeting these criteria. This evidence is available upon request.

Desired Criteria

1. Knowledge of state-adopted academic content standards and performance levels for students; state-adopted curriculum frameworks and instructional materials, and the *California Standards for the Teaching Profession*;
2. Knowledge of teacher development and the research base that informs induction content and practices;
3. Knowledge of adult learning theory;
4. Experience in training, facilitation, and presentation;
5. Knowledge of group process and high quality professional development elements;
6. Knowledge of cultural, ethnic, language/linguistic, cognitive, and gender diversity;
7. Willingness to work with others to create a collegial learning community;
8. Possession of effective interpersonal communication skills; and
9. Demonstrates commitment to personal professional growth and learning.

I recommend the following with no reservations:

Presenter Name: _____

Phone Contact Number: _____

Email Address: _____

My name is: _____

You may contact me at: _____

Evidence #2 for Element (b) of Standard 3; Roles and Responsibilities for Professional Development Providers.

**Professional Development Provider Roles & Responsibilities
2002-2003**

Role Professional Development Provider

To offer and teach Sacramento BTSA Consortium Professional Teacher Induction Program participants outstanding opportunities to grow in the knowledge and skill of teaching in accordance with the BTSA Belief Statement.

Continuing Responsibilities for Professional Development Providers

Know state-adopted academic content standards and performance levels for students; state-adopted curriculum frameworks and instructional materials, and instructional materials, and the *California Standards for the Teaching Profession (CSTP)*

Know teacher development and the research base that informs induction content and practices.

Know adult learning theory.

Experience in training, facilitation and presentation.

Know group processes and high quality professional development elements.

Know and address the issues and impact regarding culture, ethnicity, and diversity (language/linguistic, cognitive, and gender)

Work collaboratively with others to create a collegial learning community.

Possess and use effective interpersonal communication skills.

Demonstrate an ongoing commitment to personal professional growth and learning

Deliver high quality services for which you have been contracted.

Fill out and return all required forms.

I have read, understand and support the above document

Professional Development Provider Signature

Date

My Printed Name _____ District _____

See Evidence #3 for Element (c) for Standard 3: 2002-2003 Support Provider Training Calendar



2002-2003 Support Provider Training Dates

Register for these events through the ONLINE BTSA calendar. Go to:

www.btsasacramento.org

On the home page go to Events located in the upper right hand corner. Find the date on the calendar. Click on it to register. The location and times are on this registration information (will be coming soon!).

Support Provider CFASST Year I and Year II Update Training	
<p>This update is required for all support providers who are working with first and second year BTSA teachers. SPs must attend ONE day of Update. There are three choices.</p>	<p>Thursday, August 1 Wednesday, August 7 Saturday, September 7</p>

Support Provider CFASST Year I Training	
<p>This training is for all new support providers who will begin working with first year beginning teachers. It is a 6-day training. There are two sessions listed to provide choice and options.</p> <p>All six full days must be attended to be certified and eligible to work with first year beginning teachers. This is foundational to the success of each support provider.</p>	<p>Monday, June 17 (day 1) Tuesday, June 18 (day 2) Wednesday, June 19 (day 3) Thursday, June 20 (day 4) Monday, June 24 (day 5) Tuesday, June 25 (day 6)</p> <p>Monday, October 14 (day 1) Monday October 21 (day 2) Monday, October 28 (day 3) Monday, November 4 (day 4) Tuesday, November 12 (day 5) Monday, November 18 (day 6)</p>
<p>The deadline for the summer session is June 3rd. A minimum of 20 participants is required for the class to be held. If the class is cancelled, plan on attending the fall session.</p>	

Support Provider CFASST Year II Training	
<p>This training is for all support providers who have completed the 6-day CFASST Year I training. This is required training to work with second year beginning teachers. All four full days are required for certification.</p> <p>Two sessions are available,</p>	<p>Monday, June 17 (day 1) Tuesday, June 18 (day 2) Wednesday, June 19 (day 3) Thursday, June 20 (day 4)</p> <p>Monday, October 14 (day 1) Monday October 21 (day 2) Monday, October 28 (day 3) Monday, November 4 (day 4)</p>
<p>The deadline for the summer session is June 3rd. A minimum of 20 participants is required for the class to be held. If the class is cancelled, plan on attending the fall session.</p>	

Advanced Coaching Training	
<p>This training is for PAR Consulting Teachers and for BTSA Support Providers who would like to build deeper coaching skills.</p> <p>Pre-requisite: 6-day CFASST Year I Training. Two sessions provide options.</p>	<p>Friday, August 16 (day 1) Monday, August 19 (day 2) Tuesday, August 20 (day 3)</p> <p>Monday, October 14 (day 1) Monday, October 28 (day 2) Tuesday, November 12 (day 3)</p>
<p>The deadline for the Aug session is August 1. A minimum of 20 participants is required for the class to be held.</p> <p>The deadline for the Oct/Nov session is October 1. A minimum of 20 participants is required for the class to be held.</p>	

Our Professional Development Providers who provide CFASST training have been trained at the following State provided Training of Trainers.

Name	CFASST I	CFASST I Update	CFASST II	Towards Equity	Admin- istrator
1. Barbara Shinn	X	X	X	X	X
2. Eddi Rains	X	X	X	X	X
3. Mary Ellen Dill	X	X	X	X	X
4. Susan Christansen	X	X	X	X	X
5. Charles Humbert				X	X
6. Vickie Raymond	X	X	X		X
7. Les Atchison					X
8. Linda Bersinger					X
9. Steve Gatewood				X	
10. Linda Boudin				X	
11. Lorie Garrett	X	X	X		
12. Leslie Robinson	X	X	X		
13. Caron Walker	X	X	X		
14. Marian Warren	X	X	X		
15. Christine Carling	X	X	X		
16. Annie Clouse	X	X	X		
17. Lura Hunter	X	X	X		
18. Kathy Magnani	X	X	X		
19. Danan Myers	X	X	X		
20. Cindy Noyes	X	X	X		
21. Robin Gandy			X		
22. Sharon Glover			X		
23. Terri Lewin			X		
24. Kimberly Reed			X		
25. Tracy Zarate			X		
26. Rosemarie Groth			X		
27. Martha Neill		X			
28. Robin Posmanter		X			
29. Cassie Reimer		X			
30. Edna Shoemaker		X			

See Evidence #4 for Element (d) of Standard 3: Presenter Guideline Letter sent to each presenter

**Sacramento BTSA Consortium Professional Teacher Induction Program
Professional Development Provider Guidelines
S³superstrategies.sat Guidelines**

To our Presenters:

Each Saturday will be held at a variety of facilities. Maps will be sent to you for your specific session(s) prior to your presentation.

- The doors will be open at 7:00 in the morning.
- Please arrive by 7:30 to set up your room, make sure all is in preparation, and give yourself a time to relax and have a cup of coffee or tea, etc., before you teach.
- The morning class begins at 8:30 and will end at 11:15.
- Afternoon classes begin at 12:30 and end at 3:00.
- Most presenters will teach a morning session and replicate the session in the afternoon with a new group of participants.
- A few classes are all day. This is clearly indicated on the registration form.

If you would like us to print materials for you (and we prefer this, because our print shop is a lot less expensive than going private), *please* have those materials print ready and to us no later than three (3) weeks prior to your session. Being print ready means:

- Print is black on white paper, clean (no smudges, lines, etc.).
- Number your pages
- Create a cover page with your title, name, etc.

The cover page and the last page will be colored, you may choose your color. The inside pages will be white. We will staple each packet in the upper left hand corner. The materials will be delivered to the presentation site Friday before you present and will be ready for you to pick up.

We will reimburse up to \$5.00 per session for candies, crackers, treats, etc., for participants.

- Keep your original receipts, sign them, and turn them in to us on Saturday with your time slip (you will receive an envelope on your Saturday(s) with reminders and info).
- If you need more supplies for your class, please contact me and let's talk specifically about your needs.

Most classes will be limited to 30 participants. Those presenters who teach internationally may have up to 60 in a larger room.

- Participants will “sign in” on a roster provided for you.
- You will have a feedback form for each participant to fill out. Please read these over before you leave, put them in your envelope and return them to me before you leave. Those are sent to our external evaluator to synthesize, crunch the numbers that provides pertinent information for future planning.

We provide lunch for presenters! It will be in a designated room, and ready for you at 11:15 am so you’ll not feel rushed as you prepare for the afternoon. We provide a continental breakfast for participants, but they bring a bag lunch or go out to eat.

We pay most presenters \$50 an hour for a total of \$300 for the Saturday. Those presenters with international reputations and itineraries, we pay \$100.00 per hour. You become a temporary employee of Sacramento County Office of Education.

- We need a copy of your teaching credential.
- We will provide you with the appropriate tax forms.
- On the day of the teaching you will receive a time sheet to sign and return. This way your pay will come to you in a timely manner.

As a point of information, \$50.00 an hour is the equivalent pay that a person would be making if they worked an 8 hour day for 224days, earning \$89,600 a year (average for school administrators).

- We believe in honoring our presenters for the time and effort put into preparing for and teaching at S³superstrategies.sat.
- This represents our expectation that you will be the consummate professional, well prepared, and able to meet the diverse needs of your audience.

We struggle against a culture in education that often releases professional development sessions early, with statements like, "participants like it when we let them out early." However, I have never attended outside of education that supports this concept. No matter where I go, or who the presenter is, when I am paying for the learning, the session *really does* last as long as described in the flyer. For example, Stephen Covey never stops early! SOoooo I ask that you prepare with exceptional carefulness and honor our times. Please do not dismiss your participants early. DO have enough for them to be excited about and eager to learn the full time they are with you. I appreciate you SO much, as you help us lift the bar of professionalism for educators. We require BTSA participants to attend three Saturdays each year, and we want them to leave really glad that they came, with renewed enthusiasm and wonderful ideas they can use. So please be practical, clear, and direct. Make it an exceptional day for your participants and you will be well rewarded!

If you have any questions, please email me at bshinn@scoe.net. This is the quickest way for you to get a response, or call me at 916-228-2495.

Standard 3 Suggestion: Include a copy of the My BTSA page that documents matches of PTs and SPs.

SAMPLE: This Report is sorted by PT for Center USD.

SP/PT Match Report

Date: 11/5/2002

Center Unified SD

Sort Order: PT

	YR	SCHOOL	GRADES	SUBJECTS	SP	SCHOOL	GRADES	SUBJECTS
an xander	2	Spinelli Elementary	4	Multiple Subject/Self- Contained	Lori Day	Spinelli Elementary	3	Multiple Subject/Self- Contained
a Baca	2	Oak Hill Elementary	2	Multiple Subject/Self- Contained	Rebecca Lawson	Dudley Elementary	1	Multiple Subject/Self- Contained
ia Bair	2	Spinelli Elementary	5	Multiple Subject/Self- Contained	Lori Day	Spinelli Elementary	3	Multiple Subject/Self- Contained
nda dges	2	Dudley Elementary	6	Multiple Subject/Self- Contained	Jane Purdy	North Country Elementary	5	Multiple Subject/Self- Contained
Budmark	1	Center Junior High School	7, 8	Mathematics	Candace Ray	Center Junior High School	7, 8	Fine Arts (Art, Music, Dance, Drama), History/Social Science
zabeth ambers	2	Center High School	9, 10, 11, 12	Foreign Language	Patricia Hare	North Country Elementary	6	Multiple Subject/Self- Contained
a Childers	1	Oak Hill Elementary	4	Multiple Subject/Self- Contained	Arlene Stassinis	Oak Hill Elementary	K	Multiple Subject/Self- Contained
en Cooper	2	Dudley Elementary	1	Multiple Subject/Self- Contained	Pam Ewart	Dudley Elementary	3	Multiple Subject/Self- Contained
ina uglas	1	Spinelli Elementary	5	Multiple Subject/Self- Contained	Patricia Hare	North Country Elementary	6	Multiple Subject/Self- Contained
an Gray	1	McClellan High	8	Mathematics	Brenda Cunningham	McClellan High	9, 10, 11, 12	English/Langua Arts
nifer din	2	North Country Elementary	5		Kimberly Tricomo	North Country Elementary	2	Multiple Subject/Self- Contained
ndra	2	Center	7, 8	Mathematics	Kathy	Center	7	Biology, Healt

brook		Junior High School			Magnani	Junior High School		Science, Other Science
ly Hunter	2	Dudley Elementary	1, 3	Multiple Subject/Self-Contained	Jane Purdy	North Country Elementary	5	Multiple Subject/Self-Contained
lliam kiss	1	Center Junior High School	7, 8	History/Social Science	Mark Fasani	Center Junior High School	7	History/Social Science
ila Mendell	2	Oak Hill Elementary	K, 1, 2, 3, 4, 5, 6	Other Science, Physical Education	Patricia Spore	Oak Hill Elementary	3	Multiple Subject/Self-Contained
rie ntgomery-ldoon	2	Oak Hill Elementary	4	Multiple Subject/Self-Contained	Rebecca Lawson	Dudley Elementary	1	Multiple Subject/Self-Contained
rk emore	1	Dudley Elementary	K	Multiple Subject/Self-Contained	Arlene Stassinis	Oak Hill Elementary	K	Multiple Subject/Self-Contained
rae rrow	2	Spinelli Elementary	1, 3	Multiple Subject/Self-Contained	Rosina Kirkland	Spinelli Elementary	K, 1, 2, 3, 4, 5, 6	English/Language Arts
ly phens	2	Spinelli Elementary	K, 1, 2, 3, 4, 5, 6	Biology, Chemistry, Health Science, Other Science, Physical Education	Rosina Kirkland	Spinelli Elementary	K, 1, 2, 3, 4, 5, 6	English/Language Arts
ndigo Swift	1	Center High School	9, 10, 11	Biology	Brenda Cunningham	McClellan High	9, 10, 11, 12	English/Language Arts
e ompson	2	Dudley Elementary	K, 1, 2, 3, 4, 5, 6	Fine Arts (Art, Music, Dance, Drama)	Pam Ewart	Dudley Elementary	3	Multiple Subject/Self-Contained
stinaAlison rrr	2	Center Junior High School	8	English/Language Arts	Kathy Magnani	Center Junior High School	7	Biology, Health Science, Other Science
rdall ods	1	Center Junior High School	7, 8	Mathematics	Candace Ray	Center Junior High School	7, 8	Fine Arts (Art, Music, Dance, Drama), History/Social Science
este	2	North	K	Multiple	Kimberly	North	2	Multiple

nderli		Country Elementary		Subject/Self- Contained	Tricomo	Country Elementary		Subject/Self- Contained
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This report may also be seen as:

SP/PT Match Report

Date: 11/8/2002
Center Unified SD
Sort Order: SP

NAME		SCHOOL	GRADES	SUBJECTS
Brenda Cunningham	SP	McClellan High	9-12	English/Language Arts
Windigo Swift	PT1	Center High School	9, 10, 11	Biology
Bryan Gray	PT1	McClellan High	8	Mathematics
Lori Day	SP	Spinelli Elementary	3	Multiple Subject/Self-Contained
Susan Alexander	PT2	Spinelli Elementary	4	Multiple Subject/Self-Contained
Kecia Bair	PT2	Spinelli Elementary	5	Multiple Subject/Self-Contained
Kecia Bair	PT2	Spinelli Elementary	5	Multiple Subject/Self-Contained
Pam Ewart	SP	Dudley Elementary	3	Multiple Subject/Self-Contained
Pam Ewart	SP	Dudley Elementary	3	Multiple Subject/Self-Contained
		Dudley Elementary	1	Multiple Subject/Self-Contained

Karen Cooper	PT2			
Jane Thompson	PT2	Dudley Elementary	K-6	Fine Arts (Art, Music, Dance, Drama)
Mark Fasani	SP	Center Junior High School	7	History/Social Science
William Lickiss	PT1	Center Junior High School	7, 8	History/Social Science
Patricia Hare	SP	North Country Elementary	6	Multiple Subject/Self-Contained
Elizabeth Chambers	PT2	Center High School	9-12	Foreign Language
Karina Douglas	PT1	Spinelli Elementary	5	Multiple Subject/Self-Contained
Rosina Kirkland	SP	Spinelli Elementary	K-6	English/Language Arts
Rosina Kirkland	SP	Spinelli Elementary	K-6	English/Language Arts
Denae Sparrow	PT2	Spinelli Elementary	1, 3	Multiple Subject/Self-Contained
Denae Sparrow	PT2	Spinelli Elementary	1, 3	Multiple Subject/Self-Contained
Kelly Stephens	PT2	Spinelli Elementary	K-6	Biology, Chemistry, Health Science, Other Science, Physical Education

Rebecca Lawson SP	Dudley Elementary	1	Multiple Subject/Self-Contained
Lisa Baca PT2	Oak Hill Elementary	2	Multiple Subject/Self-Contained
Carrie Montgomery-Muldoon PT2	Oak Hill Elementary	4	Multiple Subject/Self-Contained
Kathy Magnani SP	Center Junior High School	7	Biology, Health Science, Other Science
Kendra Holbrook PT2	Center Junior High School	7, 8	Mathematics
KristinaAlison Warr PT2	Center Junior High School	8	English/Language Arts
Jane Purdy SP	North Country Elementary	5	Multiple Subject/Self-Contained
Brenda Bridges PT2	Dudley Elementary	6	Multiple Subject/Self-Contained
Brenda Bridges PT2	Dudley Elementary	6	Multiple Subject/Self-Contained
Amy Hunter PT2	Dudley Elementary	1, 3	Multiple Subject/Self-Contained
Amy Hunter PT2	Dudley Elementary	1, 3	Multiple Subject/Self-Contained
Candace Ray SP	Center Junior High School	7, 8	Fine Arts (Art, Music, Dance, Drama), History/Social Science

	School		History/Social Science
Jen Budmark PT1	Center Junior High School	7, 8	Mathematics
Randall Woods PT1	Center Junior High School	7, 8	Mathematics
Patricia Spore SP	Oak Hill Elementary	3	Multiple Subject/Self-Contained
Paula Mendell PT2	Oak Hill Elementary	K-6	Other Science, Physical Education
Arlene Stassinis SP	Oak Hill Elementary	K	Multiple Subject/Self-Contained
Mark Sizemore PT1	Dudley Elementary	K	Multiple Subject/Self-Contained
Lisa Childers PT1	Oak Hill Elementary	4	Multiple Subject/Self-Contained
Lisa Childers PT1	Oak Hill Elementary	4	Multiple Subject/Self-Contained
Kimberly Tricomo SP	North Country Elementary	2	Multiple Subject/Self-Contained
Kimberly Tricomo SP	North Country Elementary	2	Multiple Subject/Self-Contained
Jennifer Hardin PT2	North Country Elementary	5	
Jennifer Hardin PT2	North Country Elementary	5	

Celeste Wunderli PT2	North Country Elementary	K	Multiple Subject/Self-Contained
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