

Program Standard 6: Advice and Assistance

The induction program staff advises participating teachers about their professional development and credential completion requirements. Adequate information about program and credential requirements is readily available to all participants. The induction program staff helps participating teachers who need special assistance, verifies participation of teachers, and recommends for professional credentials only those teachers who complete the induction program.

Program and Implementation Plan

Standard 6 requires that participating teachers to receive clear information, advice and assistance regarding their professional development and credential completion requirements. It is the sponsor's responsibility to have clear procedures that enable teachers to complete induction programs and qualify for a professional credential. Program sponsors must recommend for professional credentials only those teachers who successfully complete the induction program.

6(a) The program informs all candidates of their eligibility for induction. Eligible candidates include those new to the profession who are teaching on preliminary credentials, those teaching on preliminary credentials that were prepared out of state and have less than five years experience, and those teaching on intern credentials.

Each District Coordinator works with the human resources and credential personnel within his or her district to identify eligible participating teachers. Eligibility includes:

1. Teachers in their first and second year of teaching who hold a preliminary credential,
2. Teachers from out of state with less than five years of teaching experience and have a credential issued by that state,
3. Teachers who have taught in accredited private schools here in California for six or more years and who have satisfactory evaluations,
4. Teachers who are teaching on intern credentials other than state-funded intern programs (typically these intern credentials are issued by the Commission on Teacher Credentialing through a college or university pre-service program). State-funded pre-intern and intern programs are not eligible for BTSA Induction service until they have completed the state-funded intern program.

Human Resources verifies credential information on all new hires and sends the list with credential information to the District Coordinator, July through October. The District Coordinator sends a letter to each eligible teacher informing him or her of the responsibility to complete the induction program and invites each eligible teacher to a Sacramento BTSA Consortium Professional Teacher Induction Program Orientation. The Coordinator keeps copies of these letters on file.

A BTSA orientation is held in each district for all eligible participating teachers, their support providers and site administrators. This is a collaborative orientation between the District and the Consortium. The participating teacher receives an Orientation Packet that describes the program and all requirements to successfully complete the Induction Program.

Each participating teacher will access his or her own individual and secure “My BTSA” page on the Sacramento BTSA Consortium Professional Teacher Induction Program’s web site. Each participating teacher will receive a bulleted list of what is required to complete the two-year program on the web site along with available options, suggested timelines, and guidance towards completion.

The Sacramento BTSA Consortium Professional Teacher Induction Program requires the participating teacher to present a copy of the results of successfully passing the Teaching Performance Assessment (TPA)*(as applicable) and a copy of the exiting Individual Induction Plan (IIP) from the teacher preparation program. Each participating teachers will track his or her evidence of reflective practice and document all professional credential requirements in his or her MyBTSA web site. This web site has been designed to meet all program requirements and standards. Upon successful completion of the induction program, the database will provide a report to the participating teacher that will support their application for a professional credential.

*Teacher Performance Assessment (TPA) is a new assessment required at the conclusion of teacher preparation programs through colleges, universities, or state-funded alternative certification programs. It is intended to measure the teacher performance expectations (TPEs), the skills of the emerging teacher. Every institution with a teacher preparation program must administer the Teacher Performance Assessment (TPA) in compliance with the program standards for Teacher Preparation Programs. Each candidate who successfully completes the initial teacher preparation program in compliance with the requirements for the Preliminary Credential will have access to his/her TPA results. These results (or score) must be provided to the Professional Teacher Induction Program upon enrollment or registration.

All program participants will be assigned a password for use on his or her secure MyBTSA web site. All program requirements are clearly identified. The participating teacher will be able to monitor his or her progress towards successful completion of the Induction Program. It is very easy for each candidate to know exactly what is required, what he or she as done, and what is left to do prior to being able to apply to the Commission on Teacher Credentialing for the Professional Credential. If a candidate moves from one district to another, a portable transcript is available.

The participating teacher, upon completion of a single program requirement, simply notes this by clicking the appropriate button on the MyBTSA web site. This file then moves to “pending verification.” The support provider, or District Coordinator, or BTSA Program Staff, depending on the evidence requiring verification, will verify the file. Once this has been done, the participating teacher’s file will read, Completed.

The entire two-year program is outlined on the MyBTSA web site, along with suggested timelines for completion. The support provider has access to his or her participating teacher(s) MyBTSA web site(s). This will allow the Support to monitor and provide assistance towards completion of the program.

Provide documentation that the database clearly provides information on professional credential requirements.

At the end of Standard Six, you will find documentation related to credential requirements. Some reports have been truncated so that they fit on one page for your review. These reports make it very easy for the candidate to know the status of their progress towards their credential, as well as for the consortium leadership and district coordinators.

The Reports include:

- Task Progress by Task (Any required task may be identified in the database to determine who has completed it and who has not. Sorted by consortium, district, or individual.)
- A Current Credentials Report (Sorted by consortium, district, or individual)
- A Report on Credentials Type)Sorted by consortium, district, or individual)
- A Paperwork Report (Hard copy required in the BTSA Consortium Office)
- A Paperwork Report by Form or Task
- Attendance Reports on an Individual (Keeps track of all events attended and all events for which the participant is registered.)
- Attendance Reports on an Event (Sorted by consortium, district, or individual)
- Individual Tasks and BTSA Requirements by Year 1 and Year 2

6(b) The program has a planned process for verifying each eligible teacher’s participation in the induction program, for providing feedback about each eligible teacher’s level of participation during the program, for providing special assistance to those who need it, and for arriving at a professional credential recommendation for each participant.

The Sacramento BTSA Consortium Professional Teacher Induction Program’s web based database will collect, store, track, monitor and transfer data related to each participating teacher’s participation towards successful completion of the Induction Program. The participating teacher will enter most of the data information. Selected portions of that data entry are subject to verification and approval by the support provider, the District Coordinator, or the BTSA office. Participating teachers will know at all times exactly where they stand in regards to completing the program. The database is set up with

suggested guidelines for progressing through the program. Program leaders will also have access to this information. The database is set up to automatically trigger a red flag to the District Coordinator and support provider should a participating teacher fail to make satisfactory progress in a timely manner.

This provides the opportunity for additional assistance to the participating teacher. Additional assistance may include, but not be limited to the following:

- Meeting with the participating teacher to discuss their progress
- Making a new support provider match
- Providing the funds for a substitute teacher, if appropriate
- Providing assistance and support in documenting evidence on MyBTSA web site
- Networking with additional professional educators for specifically identified support.
- Prioritizing and reducing adjunctive duties, if appropriate
- Identifying those issues that are preventing the participating teacher from completing timely progress, and problem solving those issues.

It is the intent of the program that all participating teachers who have successfully passed the teaching performance assessment (TPA) will successfully complete the Induction Program.

Upon successful completion of the Sacramento BTSA Consortium Professional Teacher Induction Program, the appropriate District's Professional Credential Induction Committee is convened to review the evidence selected and presented by the participating teacher. Upon successful review, the Committee will recommend that the BTSA Director issue the Letter of Program Completion to the Commission on Teacher Credentialing that the participating teacher can submit with his or her application for the Professional Credential.

Each District's Professional Credential Induction Committee's membership includes:

1. The BTSA Director and/or Assistant Director
2. The BTSA District Advisor
3. The BTSA District Coordinator
4. The District Assistant Superintendent of Human Resources
5. The District's Teacher Association President.

Each participating teacher will be able to track all of his/her professional growth. Once they receive their Professional Credential and are required to track the 150 hours of Professional Growth for renewal, they may continue to use the My BTSA web site as long as they teach in California. My BTSA will automatically generate an updated resume. This feature is on the web site with the hope of tracking participating teachers once they complete their BTSA Induction Program. We may be able to build other incentives that will encourage a yearly update. This will be a tremendous help in our retention records.

How does the program verify notification to eligible teachers who chose to not participate in the Sacramento BTSA Consortium Professional Teacher Induction Program?

Each Human Resources/Personnel Department informs each new hire regarding the requirements and availability of the Sacramento Consortium BTSA Induction Program with the offer of a teaching position. Human Resources/Personnel informs the District Coordinator of the status of each new hire regarding eligibility for an Induction Program within three weeks of the acceptance of an offer.

The District Coordinator contacts each eligible new hire regarding the Sacramento Consortium BTSA Induction Program. The District Coordinator sends the "Decline to Participate" statement for each eligible teacher to the Consortium Office. The Consortium Staff Secretary enters these names and social security numbers into the MyBTSA database, tagged "Eligible, Declined to Participate". This will allow the program to track by year those teachers who may choose to select another option for meeting their credential requirements.

6(c) The program provides opportunities for extending induction to those participating teachers who do not complete the program during their initial two years of teaching. These

extensions are offered according to stated program criteria at a participating teacher's request.

The Sacramento BTSA Consortium Professional Teacher Induction Program has a policy that provides opportunities to extend the induction program for those participating teachers who are not able to complete the program during their initial two years of teaching.

See Evidence #1 of Element (c) at the end of Standard 6: Extending An Induction Program Policy

6(d) *The program staff informs each participating teacher of his/her responsibility for accumulating evidence of professional growth in relation to: the State-adopted academic content standards and performance levels for students; the California Standards for the Teaching Profession; evidence of completion of an annual Individual Induction Plan; and documentation of completion of professional credential requirements.*

Each participating teacher receives a written document called the Participating Teacher Roles and Responsibilities at his or her BTSA orientation. This document is reviewed for understanding of the induction program requirements. A signed copy is kept on file in the BTSA Office.

See Evidence #2 for Element (d) at the end of this standard: Participating Teacher Roles and Responsibilities

6(e) *At the point of hiring, the program informs all eligible teachers of their responsibility to enter a professional teacher induction program within 120 calendar days of the start of the initial teaching contract and provides all eligible teachers with information about program requirements and expectations.*

Each District Coordinator works closely with his or her Human Resources Department to identify all eligible teachers. District Coordinators notify eligible teachers in writing about the requirement of SB 2042 to enroll in an accredited induction program. Eligible teachers are invited to an orientation of the Sacramento BTSA Consortium Professional Teacher Induction Program and provided full information about the program requirements and expectations.

The Orientation Packet contains:

- A Welcome Letter
- An application form - done on the My BTSA web site
- A brochure describing the Sacramento BTSA Consortium Professional Teacher Induction Program
- Roles and Responsibilities (reviewed and signed. Copy on file in BTSA Office or done on the MyBTSA web site)
- A Procedures Manual with Frequently Asked Questions and Answers, and a BTSA Handbook
- Information about earning graduate level credit with California State University, Sacramento

The two (2) hour Orientation includes:

- A power point presentation about the Essence of BTSA
- A presentation on how to use the My BTSA web site
- A brief description of how the Consortium works collaboratively with the District
- A question and answer time.

Eligible teachers who are hired after the Orientation are given an individual introduction to the BTSA program by the District Coordinator and provided with a support provider within a month of being hired up until the end of December. At this point in time, an eligible new hire may be provided support through the district's Peer Assistance and Review Program through the spring semester. The induction program will begin in July when state funding is available for that participating teacher.

Extending An Induction Program Policy

Policy Statement.

The purpose of this policy is to provide opportunities for extending the induction program to those participating teachers who do not complete the program during their initial two years of teaching. These extensions are offered according to the following program criteria.

Qualifying Criteria

1. Application for the Professional Credential shall be submitted to the Commission on Teacher Credentialing within five (5) years of being issued a Preliminary Credential. In order to apply for the Professional Credential, the applicant shall have successfully completed an accredited Professional Teacher Induction Program. It is the intent of the legislation that under most circumstances, the induction program will be completed in the initial two years of teaching.
2. A participating teacher from out-of-state, who is clearing their California credential under the Scott Bill, must apply for their California credential within the initial two years of teaching in California.
3. A participating teacher who has taught without a California credential in an accredited private school for six or more years, has satisfactory evaluations, and is now employed by a public school may clear his or her California Credential by successfully completing an induction program within the initial two years of public school teaching.

Although each participating teacher is encouraged and expected to complete the Sacramento BTSA Consortium's Professional Teacher Induction Program within the initial two years of California employment, the circumstances of life may preclude this from being accomplished. The participating teacher must request an extension of the Induction Program using the *Application to Extend the Induction Program* form to the Program Director. The Program Director will meet with the sponsoring district's BTSA Coordinator. Using the "reasonable person" approach, the following criteria will be considered in approving an extension. Appropriate documentation shall accompany the extension request.

Extension Criteria:

1. Severe personal health issues* related to the participating teacher.
2. Severe health issues related to the immediate family** of the participating teacher. The district of employment’s policies defines immediate family.
3. An approved leave of absence from the district of employment
4. Relocating to another state or country. Must return to California in time to complete the prescribed program within the five-year limitation.

* Severe personal health issue defined as under a doctor’s care, and precluded from working
 **Severe health issue related to immediate family defined as the participating teacher must stop working in order to care for immediate family member who is under a doctor’s care

Funding.

BTSA induction programs are funded by the number of eligible participating teachers being served in their first two years of teaching. That funding is currently approximately \$3,400.00 per participating teacher. Each sponsoring district must supply an additional \$2000.00 of monies towards the support of each eligible participating teacher. This is over \$5000.00 of support behind each eligible participating teacher each year for two years. Another way to view this support is approximately \$550 per month for nine months each year. These monies are used to support the services provided to that participating teacher as part of the induction program, including the stipend that the support provider earns. This stipend is a yearly contractual agreement.

The Sacramento BTSA Consortium’s Professional Teacher Induction Program will charge fees to the participating teacher when the Consortium has already received two years of funding for that participating teacher.

Fee Considerations.

No Fees	Fees Charged
The participating teacher has completed one full year of induction, is granted a full year extension, and returns for a full year of service.	The participating teacher has completed a partial year of induction. The support provider is under contract for the full year. To finish that partial year of induction, fees will be figured at \$225.00 for each month that needs to be completed. A year is based on 180 workdays. A month is based on 20 workdays. Fees are due and payable by the 5 th of each month.

Appeal.

A participating teacher may present evidence and documentation that would support an appeal of the above Fee Considerations under the circumstances of severe hardship. Appeals are made in writing to the Program Director. Upon receipt, the Program Director and the sponsoring district's BTSA Coordinator will meet to review the evidence and documentation. Participating teachers are offered an opportunity to meet as a triad. The "reasonable person" approach will be used to determine if an alternative solution is warranted.

A participating teacher who simply fails to complete the program because he or she failed to attend all required professional development, or has not completed the documentation on the MyBTSA web site of the Events in the *California Formative Assessment and Support System for Teachers* (CFASST), this teacher shall have one year in which to complete all make-up work. Should a support provider be required in order to complete the work, the participating teacher will be assessed \$225.00 per month as needed. Funds must be received prior to each month required for make-up work.

Evidence # 2 of Element (d) in Standard 6: Participating Teacher Roles and Responsibilities

**Participating Teacher Roles & Responsibilities
2002-2003**

Role for Participating Teacher

To participate fully in the Sacramento BTSA Consortium's Professional Teacher Induction Program in order to continue developing the skills towards becoming an exemplary professional educator and to successfully complete the requirements for a Professional Credential in accordance with the BTSA Belief Statement.

Responsibilities include:

1. Use the BTSA Handbook/Procedures Manual and BTSA Calendar.
2. Complete the required MyBTSA web site documentation. All requirements for completion of the Professional Credential are clearly identified and monitored on the MyBTSA web site.
3. Meet weekly with your support provider for an average 1.5 hours each week for 29 weeks each year for two years. Observations and self-assessment brings the average to 2 hours per week. Record key bullets of the reflective conversations on the Weekly Conversation Sheets provided by the Consortium.
4. Participate in informal and formal formative assessment observations with your support provider.
5. Create, implement and periodically revise an annual Individualized Induction Plan (IIP) [Action Plan] based on the results of formative assessment. Send a copy of each IIP and revision to your BTSA Coordinator on the last working day of the month in which you wrote it.
6. Develop a professional teaching portfolio (based on the evidence collected through the CFASST kit - Events 1-6 in year one and Events 7-12 in year two) that provides a basis for examining your professional practice during these weekly meetings and will supply the evidence needed to complete the Professional Credential.
7. Complete the summary interview with your support provider in preparation for your presentation at a Consortium Portfolio Colloquium.
8. Attend with your support provider and actively participate in four (4) BTSA Consortium-Wide Professional Development Days (three (3) S³superstrategies.sat and a Portfolio Colloquium), four (4) District directed support seminars, and three (3) Hot Topics!

9. Collaborate with your support provider, Site Administrator(s), BTSA participants, and colleagues.
10. Participate in the program evaluation process. Provide feedback on program effectiveness to the program director, district Coordinator, and advisory committee representatives.
11. If for any reason you and your support provider are not working together in a professional and productive manner, please inform your District Coordinator or the BTSA Director. Changes can always be made, and there is no fault or blame on anyone.

Product: A Teaching Portfolio that contains the following evidence:

1. Documents and reflections from each of the 12 Events found in the *California Formative Assessment and Support System for Teachers (CFASST)*
2. Collections of student work (selected as described within CFASST)
3. The Weekly Conversation forms
4. The Individual Induction Plans (minimum of one per year, with revisions as needed)

Each participating teacher is responsible for the collection of evidence that meets program standards regarding his or her teaching practice over the two-year period. When the program is completed, the participating teacher will be invited to select evidence from his or her teaching portfolio to present to the District's Professional Credential Induction Committee. The Committee will review the participating teacher's evidence, interview him or her, and review the completed documentation from the MyBTSA web site. When the Committee determines that the participating teacher has successfully completed the requirements of the program, the Committee will recommend to the Director of the Sacramento BTSA Consortium Professional Teacher Induction Program that a letter be issued to the Commission on Teacher Credentialing stating that the participating teacher has successfully completed the requirements for the Professional Credential.

Note: All assessments are confidential and belong to the participating teacher and the BTSA Program. District personnel shall not use information generated through the BTSA Program for employment purposes.

The Sacramento BTSA Consortium provides the following:

1. Intensive personalized coaching and support for self-assessment from a support provider (If for any reason you and your support provider are not working together in a professional and productive manner, please inform your District Coordinator or the BTSA Director. Changes can always be made, and there is no fault or blame on anyone.)

2. Three S³superstrategies.sat (professional development Saturdays), three (3) Hot Topics (Learning and Support Seminars) and a Portfolio Colloquium. Professional Development is based on participants' surveyed needs and include presenters, facilities, and all materials
3. A stipend and/or teaching supplies and materials from your district via the Consortium.
4. Access to BTSA resource library on a check out basis
5. The resources of the Sacramento County Office of Education including the SCOE website for teachers, the Elementary Center, Technology & Learning Resource Center, SB 1882 Regional Professional Development Consortium, and the Center for Middle Schools, etc.
6. Opportunity to receive graduate level academic credits at a minimal cost.
7. The newsletter, Better Teaching.

I understand I am taking on the role of BTSA participant voluntarily. I have read and understand the above document.

Signature

Printed Name

Date

Evidence: Sample Reports

All Tasks Required by the PT are reportable in a report like this Sample.

Task Progress Report By Task

Rio Linda Union Elementary SD

Current School Year (2002-2003) • Printed: 11/5/2002

Sort Order: Name

Task: BTSA ORIENTATION

<u>Name</u>	<u>Role</u>	<u>School</u>	<u>Status</u>	<u>Date Completed</u>	<u>Reviewed By</u>
Brunson, Kristen	PT2	Hillsdale Elementary	Complete	10/25/2002	Terri Babcock
Brzyszc, Judy	PT2	Aero Haven Elementary	Complete	10/24/2002	Terri Babcock
Burlin, Kimberley	PT1	Sierra View Elementary	Complete	10/24/2002	Terri Babcock
Carter, Andrea	PT1	Kohler Elementary	Complete	10/24/2002	Terri Babcock
Castaneda, Valerie	PT1	Aero Haven Elementary	Complete	10/24/2002	Terri Babcock
Drake, Bradley	PT2	Rio Linda Elementary	Complete	10/25/2002	Terri Babcock
Emerson, Doug	PT2	Frontier Elementary	Complete	10/24/2002	Terri Babcock
English, Matt	PT1	Dry Creek Elementary	Complete	10/24/2002	Terri Babcock
Erickson, Jane	PT2	Aero Haven Elementary	Complete	10/24/2002	Terri Babcock
Farmer, Teresa	PT2	Foothill Oaks Elementary	Complete	10/24/2002	Terri Babcock
Furey, Patricia	PT2	F.C. Joyce	Complete	10/24/2002	Terri Babcock
Garcia, Maria	PT1	Aero Haven Elementary	Not Done	-	-
Geiger, Amy	PT1	Kohler Elementary	Complete	10/24/2002	Terri Babcock
Green, Shelley	PT2	Woodridge Elementary	Complete	10/24/2002	Terri Babcock

A Sample Credential Report is by Name or by District and by Role.

Credentials Report

Date: 11/5/2002

Folsom Cordova USD

Sort Order: Name

Number of active participants with credential data in this district: **67**

<u>Name</u>	<u>Role</u>	<u>Credentials</u>
Erin Alexander	PT1	Preliminary Credential - Multiple Subject
Leah Allen	PT1	Batchelor of Arts in Teaching Physical Education from TX (0 years experience) Clear Crosscultural, Language and Academic Development Certificate (CLAD/BCLAD) CLAD Professional Clear Credential - Multiple Subject Professional Clear Credential - Single Subject Physical Education
Kristina Alley	PT1	Child Development Permit Preliminary Credential - Multiple Subject
Milynda Andrus- Gerger	PT1	Preliminary Credential - Multiple Subject Preliminary Credential - Single Subject Fine Arts (Art, Music, Dance, Drama)
Christi Axelson	PT1	Professional Clear Credential - Multiple Subject
Samantha Barker	SP	Professional Clear Credential - Single Subject Physical Education
Sandra Barnes	SP	National Board 2000 from CA Preliminary Credential - Multiple Subject Professional Clear Credential - Multiple Subject
Virginia Bateman	SP	Designated Subjects - Adult Credential Math Social Studies Preliminary Credential - Multiple Subject Professional Clear Credential - Multiple Subject
lisa bates	SP	Child Development Permit Clear Crosscultural, Language and Academic Development Certificate (CLAD/BCLAD) Professional Clear Credential - Multiple Subject

This Sample Report is by Credential Type: Available by district or by role or by person.

Credentials Report By Type

Current School Year (2002-2003) • Printed: 11/5/2002

Sort Order: District

Credential Type: PRELIMINARY CREDENTIAL - MULTIPLE SUBJECT (257)

<u>Name</u>	<u>Role</u>	<u>District</u>
Abate, Stephen	PT1	Woodland Joint Unified SD
Brosius, Sarah	PT1	Woodland Joint Unified SD
Burt, Rachel	PT1	Woodland Joint Unified SD
Colombani, Katie	PT1	Woodland Joint Unified SD
Doan, Jaimi	PT1	Woodland Joint Unified SD
Dry, Barbara	PT1	Woodland Joint Unified SD
Fernandez, Alma	PT1	Woodland Joint Unified SD
Ferrendelli, Marianne	PT1	Woodland Joint Unified SD
Koczian, Heather	PT1	Woodland Joint Unified SD
Matter, Sarah	PT1	Woodland Joint Unified SD
Monley, Anne	PT1	Woodland Joint Unified SD
Peyton, Susan	PT1	Woodland Joint Unified SD
Russell, Rebecca	PT1	Woodland Joint Unified SD
Rutan, Gene	PT1	Woodland Joint Unified SD
Simmons, heather	PT1	Woodland Joint Unified SD
Tognolini, Laura	PT1	Woodland Joint Unified SD
Yparraguirre, Janice	PT1	Woodland Joint Unified SD
Carlson, Cynthia(Cindy)	PT2	Woodland Joint Unified SD
Crough, Sandra	PT2	Woodland Joint Unified SD
Gomez, Sylvia	PT2	Woodland Joint Unified SD
White, Rachel	PT2	Woodland Joint Unified SD
Kelly, Gail	SP	Woodland Joint Unified SD
Ramirez-Oglesby, Maria	SP	Woodland Joint Unified SD
SantaMaria, Nancy	SP	Woodland Joint Unified SD
Townsend, Nanci	SP	Woodland Joint Unified SD

A Sample Report of Paperwork status by Individual

Paperwork Report By Individual

Current School Year (2002-2003) • Printed: 11/5/2002

LEAH ALLEN - Participating Teacher/Yr. 1

Williamson Elementary, Folsom Cordova USD

Grades: 2 • Subjects: Multiple Subject/Self-Contained

Support Provider: Kei Lucas

Williamson Elementary, Folsom Cordova USD

Grades: K,1,2,3,4,5,6 • Subjects: Special Education

BTSA Paperwork

Item	Status	Date Completed	Reviewed By
Teacher Performance Assessment and Individual Induction Plan	Not Done		
BTSA Application/Data Form	Complete	10/21/2002	Leah Allen
State Consent Form	Complete	10/21/2002	Barbara Shinn
Roles and Responsibilities Form	Complete	10/21/2002	Leah Allen
CFASST 3 - Form B: Classroom Observation 1	Not Done	-	-
CFASST 5 - Form B: Classroom Observation 2	Not Done	-	-
Statement of Completion	Not Done	-	-
Individual Induction Plan (IIP)	Not Done	-	-
Proof of Credential	Complete	9/14/2002	- Jennifer Morones

This Sample Report is by the Task/Form and by District.

Paperwork Report By Form

Center Unified SD

Current School Year (2002-2003) • Printed: 11/5/2002

Sort Order: Name

BTSA APPLICATION/DATA FORM

<u>Name</u>	<u>Role</u>	<u>School</u>	<u>Status</u>	<u>Date Completed</u>	<u>Reviewed By</u>
Budmark, Jen	PT1	Center Junior High School	Complete	10/5/2002	Jen Budmark
Childers, Lisa	PT1	Oak Hill Elementary	Complete	10/8/2002	Lisa Childers
Douglas, Karina	PT1	Spinelli Elementary	Not Done	-	-
Alexander, Susan	PT2	Spinelli Elementary	Complete	10/10/2002	Susan Alexander
Baca, Lisa	PT2	Oak Hill Elementary	Complete	9/6/2002	Barbara Shinn
Bair, Kecia	PT2	Spinelli Elementary	Complete	10/24/2002	Kecia Bair
Bridges, Brenda	PT2	Dudley Elementary	Complete	9/25/2002	Brenda Bridges
Chambers, Elizabeth	PT2	Center High School	Complete	9/25/2002	Elizabeth Chambers
Cooper, Karen	PT2	Dudley Elementary	Complete	9/12/2002	Jennifer Morones
Hardin, Jennifer	PT2	North Country Elementary	Not Done	-	-
Cunningham, Brenda	SP	McClellan High	Complete	10/23/2002	Brenda Cunningham
Day, Lori	SP	Spinelli Elementary	Complete	10/30/2002	Lori Day
Ewart, Pam	SP	Dudley Elementary	Complete	9/15/2002	Pam Ewart
Fasani, Mark	SP	Center Junior High School	Complete	10/16/2002	Mark Fasani

A Sample Report by Individual on Attendance

Attendance Report By Individual

Current School Year (2002-2003) • Printed: 11/5/2002

LEAH ALLEN - Participating Teacher/Yr. 1

Williamson Elementary, Folsom Cordova USD

Grades: 2 • Subjects: Multiple Subject/Self-Contained

Support Provider: Kei Lucas

Williamson Elementary, Folsom Cordova USD

Grades: K,1,2,3,4,5,6 • Subjects: Special Education

Attended BTSA Events

Event	Date	Hours
Hot Topics- Brain Based Learning	10/15/2002	2
SuperSaturday- k-3 Writing Skills for the Primary Student AM	10/5/2002	3
SuperSaturday- k-6 Problem Solving 101; A,B,C Math PM	10/5/2002	3

Attended District Support Seminars

Event	Date	Hours
Folsom-Cordova BTSA Family Indoor Picnic and District Expectations	10/2/2002 - 10/2/2002	2

Approved Professional Development Activities for Make-up

There are no approved professional development activities in the database for this person.

BTSA Registered Events, Not Attended

Event	Date	Reason Not Attended
SuperSaturday- k-3 Writing Skills for the Primary Student AM	1/11/2003	n/a
SuperSaturday- k-3 Writing Skills for the Primary Student AM	3/29/2003	n/a
SuperSaturday- k-6 Problem Solving 101; A,B,C Math PM	1/11/2003	n/a
SuperSaturday- k-6 Problem Solving 101; A,B,C Math PM	3/29/2003	n/a

Participating Teacher Year 1

My Tasks: Track your BTSA tasks and accomplishments

Print task list: [Current school year](#)

Complete Pending Approval In Progress or Not Yet Begun

Select a task or task group to check or update the status of a task

	Who's *	Status
Support and Assessment	-	<input type="radio"/>
Weekly Conferences	Ongoing	<input type="radio"/>
Individual Induction Plan (IIP)	2nd-3rd month	<input type="radio"/>
CFAGST 1: Class, School, District and Community Profile	1st month	<input type="radio"/>
CFAGST 2: Inquiry - Establishing an Environment for Student Learning	2nd-3rd month	<input type="radio"/>
CFAGST 3: Observation - Profile of Practice 1	4th month	<input type="radio"/>
CFAGST 4: Inquiry - Assessing Learning Experiences	5th-7th month	<input type="radio"/>
CFAGST 5: Observation - Profile of Practice 2	8th month	<input type="radio"/>
CFAGST 6: Summary of Professional Growth and Colloquium Planning	9th month	<input type="radio"/>

Participating Teacher Year 2

My Tasks: Track your BTSA tasks and accomplishments

Print task list: [Current school year](#)

Complete
 Pending Approval
 In Progress or Not Yet Began

Select a task or task group to check or update the status of a task:	When *	Status
Support and Assessment:	-	<input type="checkbox"/>
Weekly Conversations	Ongoing	<input type="checkbox"/>
CPASST 7: Class, School, District, and Community Profile	1st month	<input type="checkbox"/>
CPASST 8: Applying Framework to Practice	2nd-3rd month	<input type="checkbox"/>
CPASST 9: Inquiry - Designing a Lesson Series	3rd-4th month	<input type="checkbox"/>
CPASST 10: Components of Effective Instruction	5th month	<input type="checkbox"/>
CPASST 11: Inquiry - Assessing Student Learning Over Time	5th-6th month	<input type="checkbox"/>
CPASST 12: Summary of Professional Growth and Colloquium Planning	9th month	<input type="checkbox"/>

* Not necessarily a firm deadline, but a target timeframe for completing the task. When a numeric month appears in this column, it refers to the **program month**, with "1st month" being the month you entered the BTSA program for the current year (e.g., if you started in August, "1st month" would indicate August, "2nd month" would indicate September, etc.).