

Program Standard 9: Support Provider Professional Development

Each induction program provides preparation and professional development for support providers to train them for their work with participating teachers.

Program and Implementation Plan

Standard 9 requires the preparation and professional development of support providers include training in the appropriate use of the instruments and processes of a formative assessment system. Program sponsors must provide support providers with regularly scheduled time to meet in order to develop and refine their skills. As the primary deliverers of induction services to new teachers, it is essential that support providers are well trained for their role, and that training be aligned with the goals of the program. Standard 9 specifies some of the areas in which support providers must be trained in order for the induction program to be of high quality.

9(a) The program incorporates professional development for support providers when they initially assume their roles, and offers multiple, additional opportunities to acquire and enhance their knowledge and skills.

Initial Training: The Sacramento BTSA Consortium Professional Teacher Induction Program provides six (6) days of required training for support providers working with Year I participating teachers. This training is offered during the summer months prior to the school year beginning. This training is also offered each year beginning in October. Those support providers who select the October Training are provided a required half-day “Getting Started” Training that sets the stage for developing a relationship with the participating teacher and helping that participating teacher take a close look at his/her context (California Formative Assessment and Support System (CFASST) event one.

Four days of additional required training is provided for all support providers who have completed the Year I training (six days). This training is offered during the summer months and again in October of each year.

Multiple Opportunities to Acquire and Enhance Coaching Skills and Abilities:

1. For support providers who have completed Year I and Year II Training, a one-day Up-Date is required annually. This up-date training is offered twice in the summer and once in early September on a Saturday. Attendance tracked on the MyBTSA web site.
2. The Sacramento BTSA Consortium Professional Teacher Induction Program offers multiple opportunities for self-selected extended professional development for support providers during the six S³superstrategies.sat (Saturday professional development days). Attendance tracked on the MyBTSA web site.
3. Additionally the Sacramento BTSA Consortium Professional Teacher Induction Program offers an advanced three (3)-day training sessions on “Working with Difficult Veteran Teachers” twice during each year, once in the fall and once in

the spring. This training is designed for those seeking advanced support provider coaching skills and Consulting Teachers working in the Peer Assistance and Review Program (PAR). Attendance tracked on the MyBTSA web site.

4. Each district is responsible for four sessions each year that will enhance support provider knowledge and skills. These four sessions are recorded by the District Coordinator on the MyBTSA web site (agenda, dates, time and attendance)
5. Monies (up to \$300.00) are available in district BTSA budgets to support providers each year for additional knowledge and skill building conferences, seminars, and workshops that are tailored to individual and specific needs.

2002-2003 Calendar Dates for Support Providers and their Trainers

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.

| BTSA CFASST Trainers and Presenters | |
|--|---|
| 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 |

| Support Provider CFASST Year I and Year II Update Training | |
|---|--|
| 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. | Thursday, August 1 Wednesday, August 7 Saturday, September 7 |

| 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> | |

- 9(b) *The program provides professional development for support providers including the development of the knowledge and skills needed to:*
- (i) Identify and respond to diverse needs of participating teachers;*
 - (ii) Engage in reflective conversations about teaching practice;*
 - (iii) Assist participating teachers in understanding the local context for teaching;*
 - (iv) Formatively assess participating teachers on the California Standards for the Teaching Profession and in relation to the state-adopted academic content standards and performance levels for students and state-adopted curriculum frameworks;*
 - (v) Use the evidence from formative assessments fairly and equitably with participating teachers;*
 - (vi) Use assessment evidence to develop individualized induction plans with participating teachers;*
 - (vii) Discuss with participating teachers the requirements for completion of the program and procedures for obtaining a professional credential; and*
 - (viii) Establish clear guidelines with site administrators and participating teachers in the appropriate use of assessment evidence for the purpose of professional growth and credential recommendation, not for the purpose of teacher evaluation or employment.*

The Sacramento BTSA Consortium Professional Teacher Induction Program has twenty-five (25) BTSA Trainers who have been certified by the State BTSA as *California Formative Assessment and Support System for Teachers (CFASST)* trainers. All training that is provided to our support providers begins with the training based on the state model. It includes but is not limited to:

1. Creating a foundational understanding of what a BTSA Induction Program is
2. Basic coaching skills and strategies for working with participating teachers
3. How to identify and meet the diverse needs of participating teachers
4. Developing skill to engage in reflective conversations about teaching practice;
5. Helping participating teachers understand his/her local context for teaching;
6. Learning how to use formative assessment with participating teachers against the *California Standards for the Teaching Profession (CSTP)* and in relation to the state-adopted academic content standards and performance levels for students and state-adopted curriculum frameworks and instructional materials;
7. Learning to use the evidence from formative assessments fairly and equitably with participating teachers;
8. Learning to use assessment evidence to develop individualized induction plans with participating teachers
9. Knowing and discussing with participating teachers the requirements for completion of the program and procedures for obtaining a professional credential
10. Learning how to establish clear guidelines with site administrators and participating teachers in the appropriate use of assessment evidence for the purpose of professional growth and credential recommendation, not for the purpose of teacher evaluation or employment.

See Evidence #1 for Element (b) at the end of Standard 9: Support Provider Training Agendas

9(c) *The program provides professional development training for support providers in the appropriate use of the instruments and processes of the formative assessment system, including issues of bias and fairness in conducting formative assessment with participating teachers.*

The Sacramento BTSA Consortium Professional Teacher Induction Program purchases, implements, and uses the *California Formative Assessment and Support System for Teachers (CFASST)* which was designed for California's Beginning Teachers and authored from the collaborative work of Educational Testing Services, WestEd, and Beginning Teacher Support and Assessment (BTSA) leadership from around the state. The Sacramento BTSA Consortium was in the first group to pilot CFASST. This system is very similar to the processes used in the Sacramento BTSA Consortium prior to the availability of the *California Formative Assessment and Support System for Teachers (CFASST)*.

The Sacramento BTSA Consortium Professional Teacher Induction Program includes in its training for support providers the opportunity to develop skill and expertise in the use of formative assessment. This includes:

1. Developing skill to engage in reflective conversations about teaching practice
2. Helping participating teachers understand his/her local context for teaching
3. Learning how to use formative assessment with participating teachers against the *California Standards for the Teaching Profession* (CSTP) and in relation to the state-adopted academic content standards and performance levels for students and state-adopted curriculum frameworks and instructional materials,
4. Learning to use the evidence from formative assessments fairly and equitably with participating teachers
5. Learning to use assessment evidence to develop individualized induction plans with participating teachers
6. Learning to know, understand and use the Descriptions of Practice (DOP) with participating teachers
7. Learning to know, understand and use the Profile of Practice (POP) with participating teachers
8. Learning how to know, understand and use the process of mini-classroom research known as the inquiry process with participating teachers
9. Learning how to know, understand and use the Plan, Teach, Reflect and Apply Cycle with participating teachers

See Evidence #1 for Element (c) at the end of Standard 9: Support Provider Training Agendas

9(d) *Support providers have time, supported by the program, to meet with each other to develop and refine needed support provider skills, and to problem-solve, assess and reflect on teaching.*

All support providers are required to attend four (4) district-sponsored support seminars and one BTSA Orientation that are held in cooperation and collaboration with the Consortium's three (3) Hot Topics. The District Coordinator and District Advisor are responsible for the content of these support seminars. The dates of these seminars, agendas, and attendance are recorded on the MyBTSA web site.

| Minimally Agreed Upon District Meetings for SPs and BTs | |
|--|--|
| <p>Orientation: August/September</p> <p>September November February April</p> <p><i>(Hot Topic months are October, January, and March Saturday pairs are October/November; January/February and March/April)</i></p> | <p>Dates and times determined by each individual district.</p> <p>These are the 5 meetings in our MOU. The purpose of these meetings is to balance district and consortium support without overwhelming our participants. These meetings and the 2-hour Hot Topics are the equivalent of approximately 1 meeting per month. They may be held together or separately for BTs and SPs.</p> <p>Please invite Mary &/or Barbara to attend and visit one of your district meetings this year in addition to your Orientation.</p> |

All support providers are required to attend three (3) Consortium Hot Topics each year, one in the fall, one in the winter and one in the spring. These Hot Topics are network seminars for learning and developing additional skills and knowledge as a professional educator, as a support provider. Hot Topics meets from 4:00 – 6:00 pm. These network seminars are designed as a series for extended learning and skill development. A support provider will sign up for the series (three seminars) that best meets their professional development needs. They will have the same instructor for all three sessions, and the same group of learners, all interested in the same topic. This will allow for rich discussion and the opportunity to practice skills and new learning between sessions.

Hot Topics are located in six (6) locations to accommodate the size of our Consortium and ease of travel for our participants. Participants register for the desired session(s) on line at www.btsasacramento.net. Classes are limited to 30 participants. There is a wide variety from which to select.

The combination of the four (4) District Support Seminars and the three (3) Hot Topics provide seven (7) opportunities per year for support providers to meet together to develop and refine needed support provider skills, and to problem-solve, assess and reflect on teaching.

2002-03 Hot Topics at six (6) locations, from 4:00 – 6:00 p.m.

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

9(e) The program assesses the quality of services provided by support providers to participating teachers using multiple sources of evidence, including information from participating teachers. The program leader(s) provides formative feedback to support providers on their work, and retain in the program only those support providers who are successful.

The Sacramento BTSA Consortium Professional Teacher Induction Program collects data from a variety of sources throughout the year from Program participants regarding the quality of services provided to support providers to participating teachers.

The results of this data collection are shared with each District Coordinator, who in turn shares this information with their support providers. The Consortium also provides summary information to support providers regarding both Consortium-wide assessment results as well as the results for his or her individual district, when the disaggregated information is available.

The Sacramento BTSA Consortium Professional Development Induction Program will provide support providers with the opportunity for self-assessment using a Support Provider Continuum of Practice. This is new in 2002-2003. It will be introduced to the District Coordinators and Advisors in October. They will provide it for their support providers at one of their four district support seminar meetings.

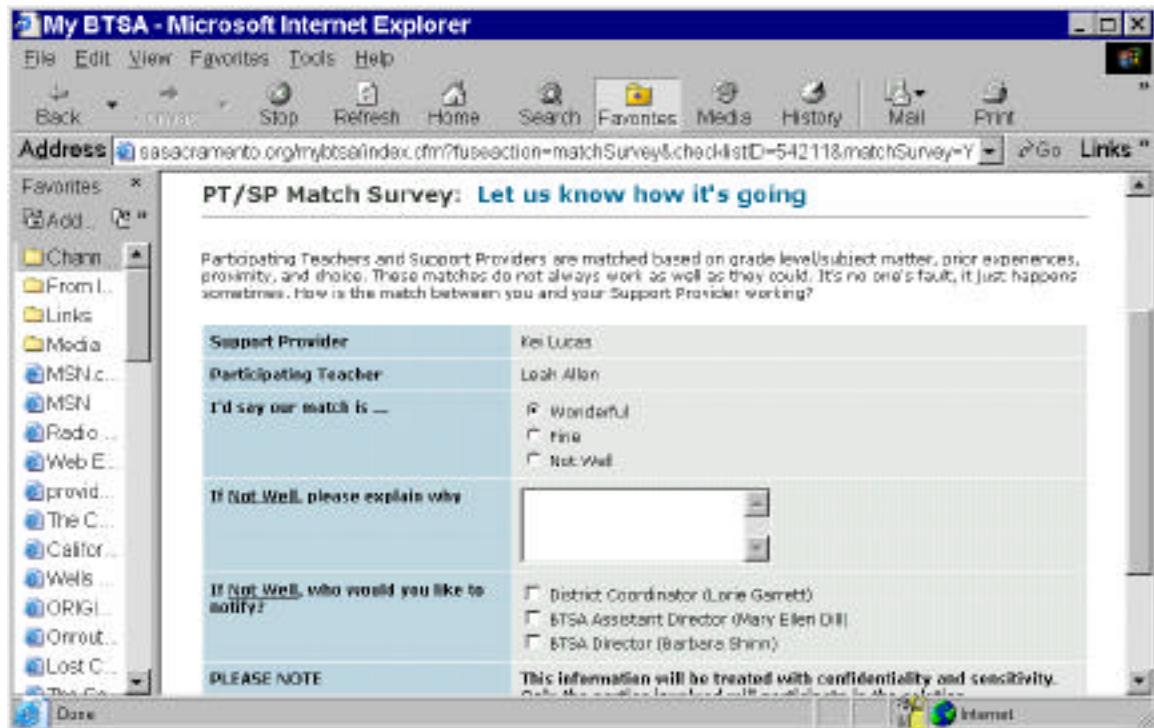
Please indicate how the program will "retain in the program only those Support Providers who are successful."

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The Sacramento BTSA Consortium Professional Development Induction Program will provide support providers with the opportunity for self-assessment using a Support Provider Continuum of Practice. This is new in 2002-2003. It will be introduced to the District Coordinators and Advisors in October. They will provide it for their support providers at one of their four district support seminar meetings. Following this introduction and the use of the self-assessment tool this first year by the support provider, the district coordinator will provide the opportunity at the fourth quarters support provider meeting for input and suggestions regarding continuing professional development for support providers. District coordinators will share this information at the May Coordinator's meeting. This information will help shape future ongoing support, both at the district level and the consortium level.

The Consortium has developed a number of ways to check on the quality of the support offered to participating teachers: (1) The Fall Survey taken in October and November asks both support providers and participating teachers to respond to such questions: On an average, how often do you meet? On an average, how long do your meetings last? Please rate the quality of your relationship? Participants are given an opportunity to make comments and/or request assistance. (2) Each district coordinator has developed a procedure within that district to monitor the success of the support provider/participating teacher match. One of these ways is collecting a copy of the Weekly Conversation Sheet. District coordinators monitor progress through CFASST Events, monitor the consistency

of the meetings and meeting length. (3) At each Consortium gathering, such as the SuperSaturdays and Hot Topics, all participants (support providers and participating teachers) are reminded that effective support and assessment are the key to our program’s success, that we operate a “no-fault” system in that matches are made to the best of our ability to match proximity, grade level and subject matter, and take into consideration the requests of both participating teachers and support provider. However, we acknowledge that under the best of circumstances, sometimes a match is not working optimum ally, and we encourage people to speak to the appropriate person is this is the case. (4) MyBTSA also offers a place connected the reporting of the Weekly Conversations for both support providers and participating teachers to rate the quality of the relationship within the match.



If Not Well, please explain why

If Not Well, who would you like to notify?

District Coordinator (Lorie Garrett)
 BTSA Assistant Director (Mary Ellen Dill)
 BTSA Director (Barbara Shinn)

This information will be treated with confidentiality and sensitivity. Only the parties involved will participate in the solution

Monitoring the success of our matches is one way of assessing the quality of a support provider's support. If a support provider and a particular participating teacher do not work out, that is considered "no fault" and a rematch is made. If, however, this becomes a pattern for the support provider, this a good indication that this veteran teacher may not be able to offer appropriate support to our participating teachers.

In the monitoring of the Weekly Conversations and the progress through the CFASST Events, district coordinators have another opportunity to evaluate the matches. When it is apparent that Weekly Conversations are not occurring on a regular basis, the district coordinator meets individually with the participating teacher and the support provider to help determine why. Occasionally, during these conversations, the district coordinator discovers that the support provider may not really understand and/or fully support the purposes of our Induction Program. This will lead to further exploration, potentially more training and support for the support provider. If, however, it is discovered that the support provider is unable to fully support the standards of the Induction Program, and meet the personal time commitment, that support provider is not asked to return as a support provider. Sometimes our support providers are highly regarded within their district for many skills, and are expected to participate in a number of district committee meetings, often functioning in a leadership role. There have been a very few times when the support provider has been guided to delay their participation in the Induction Program until their commitments to district functions are minimized. We recognize that quality support takes quality time.

The commitment of the leadership of the Sacramento Consortium BTSA Professional Teacher Induction Program is to the selection of support providers who are of the highest quality and the best suited to provide support to our participating teachers. Those support providers who do not meet this standard are not asked to continue as a support provider, but are guided to turn their talents to other arenas.

See Evidence #2 of Element (e) for Standard 9: Support Provider Continuum of Practice

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

Several stakeholder groups were asked about the Professional Development of our support providers.

| | |
|--|------|
| <i>Site Administrators reported (scale of 1-6 with 6 being the highest)</i> | |
| Support providers demonstrate an understanding of their roles and responsibilities in supporting participating teachers | 5.75 |
| Support providers at my site were well prepared to support and formatively assess participating teachers | 5.60 |
| I am able to assist support providers in their efforts to assist participating teachers | 5.40 |
| <i>District leadership reported (scale up to 50)</i> | |
| Support providers receive high quality training that enables them to fulfill their role in the support and assessment of participating teachers. | 42 |

| | |
|--|-----------------|
| <i>Support Providers reported</i> | |
| Have you been fully trained in all CFASST events necessary to support your participating teachers to this point in time? | 92% said yes |
| <i>Participating Teachers reported</i> | |
| Do you feel that the information shared with their support provider has been kept confidential? | 92% said yes |

2. 2001-2002 Statewide Survey Results

| <i>Support Providers Reported</i> <i>(scale of 1-4 with 4 being the highest)</i> | Means | Standard Deviation |
|--|-------|---------------------------|
| Usefulness of support provider Training in | | |
| Reflective conversation about teaching practice | 3.46 | 0.78 |
| Use evidence from formative assessments | 3.36 | 0.85 |
| Use formative assessment instruments | 3.23 | 0.92 |
| Use assessment evidence to develop IIPs | 3.12 | 0.84 |
| Local context for teaching | 3.10 | 1.01 |
| Respond to diverse needs of PTs | 2.93 | 0.90 |
| Knowledge and skill of trainers in | | |
| <i>California Standards for the Teaching Profession</i> | 3.70 | 0.54 |
| Interpersonal communication skills | 3.48 | 0.71 |
| Beginning Teacher development | 3.45 | 0.73 |
| Form assessment process | 3.37 | 0.70 |
| Student content standards and frameworks | 3.25 | 0.74 |
| Usefulness of formative feedback on SP work | 2.81 | 0.87 |
| Frequency of meeting with other SPs for professional development and problem solving | 88.2% | Met monthly or more |
| <i>Site Administrators Reported</i> | | |
| Extent to which SPs prepared to work with PTs | 3.59 | |

| | | |
|--|------|------|
| <i>BTSA Staff reported</i> | | |
| Support provider knowledge and skills in | | |
| Creating healthy/supportive environment for student learning | 3.71 | 0.46 |
| <i>California Standards for the Teaching Profession</i> | 3.68 | 0.48 |
| Assessing student learning | 3.52 | 0.59 |
| Beginning Teacher Development | 3.48 | 0.51 |
| Supporting equity, diversity, access to core curriculum | 3.40 | 0.65 |
| Student content standards and frameworks | 3.36 | 0.57 |
| Teaching special populations | 3.08 | 0.40 |
| Working with families | 3.04 | 0.47 |
| Teaching English Language Learners | 2.92 | 0.40 |
| Using computer tech to support learning | 2.88 | 0.53 |

3. Informal Program Review Conclusions

This standard was not reviewed in the 2001-2002 Informal Program Review.

Analysis and Conclusions:

The evidence demonstrates that the Sacramento BTSA Consortium Professional Teacher Induction Program prepares its support providers to provide support and formative assessment services to participating teachers, and that this preparation includes training in the appropriate use of the instruments and processes of the California Formative Assessment and Support System (CFASST). Support providers meet regularly to develop and refine their skills.

The continual attention to the support and training of our support providers is critical not only to the ongoing success of our participating teachers but also in order to offer an induction program of consistently high quality. The ongoing collection and analysis of data regarding the effectiveness of our support providers helps focus our support provider trainings and updates appropriately.

See Evidence #1 for Element (b) of Standard 9: Agendas for Support Provider Training.

- 1. Support Provider Training Year One, Six Days*
- 2. Support Provider Training Year Two, Four Days*

Support Provider Coaching Skills

2 Days

What Lies Beneath?

Norm Building
Assumptions
What are Standards?

Why Standards

What is the Culture of Assessment?
Creating a Culture of Assessment
Classroom Based Research

Standards Based Entries

What is BTSA?

The BTSA River with a letter of explanation
The Learning to Teach Continuum
Implementing a Formative Assessment System
State curriculum frameworks and instructional materials, Academic Content
Standards and Student Performance Measures

The Need for BTSA

Overview

Outcomes with Beginning Teachers in Mind

Introductions of Participants

Findings to Guide Implementation: Support Provider Buy in
Autonomy Information Sheet
Attitudinal Phases of New Teacher Development
Identifying New Teacher Needs

Interactive Journals (Skill Building)

Underlying Beliefs
Insights
Personal Insights
Comfort and Challenge
Issues and Concerns

Supporting the Support Provider

- An Environment for Professional Growth
- Operating Styles
- Supporting the Style
- Personal Strengths as a Support Provider
- Survey of Your Seven Styles of Learning
- Characteristics of Style
- Cognitive Shifts/Adult Learning Theory

Establishing and Maintaining Trust

- A Trusting Relationship

Meaningful Conversations between Professional Educators

- Informal Reflective Conversation
- Skills and Attitudes for a Reflective Conversation
- Reflective Conversation
- Reflective Conversation Personal Skill Building
- Conversations with a Focus
 - Conversation Guides
 - Introducing a Portfolio Process
 - Key Learning

Becoming a Reflective Educator

- Reflection
- Reflective Writing
- Analysis of Reflective Writing
- Acting Based on Reflections
- The Reflection Tree
- Reflection Tips
- How to Reflect with Meaning
- Reflection Activity
- A Standards Learning Summary

Creating a Support Relationship with Meaning for the BT

A Supportive Relationship with a *Real* BT

- Range and Selection of Strategies

- Selecting Strategies

- Practice: Choosing a Focus for an Entry

Qualities of a Support Provider

Resources

SLANT

TEAMS

SCORE

Lesson Plans (Down and Dirty)

Triangle of Learning

Grids of Learning

Curriculum Adaptations

Alternative Activities

Test Adaptations

Social Strategies

Co-Teaching

Observation Handouts from West Ed “Through Another Set of Eyes”

Educational Quotes

Educational Books for New Teachers

California Formative Assessment and Support System for Teachers (CFASST)
Year One Training

Four-Day Agenda (following 2 Day Support Provider Coaching)

Day 1

Foundations

Welcome

California Formative Assessment And Support System For Teachers (CFASST) Is
Professional Growth

California Standards For The Teaching Profession & Descriptions Of Practice

Evidence Vs. Opinion

Plan, Teach, Reflect, Apply

Linking *California Formative Assessment and Support System for Teachers*
(CFASST) Events

Understanding Local Context

Assessment Tools: Inquiry & Observation

Closure Conference: Description Of Practice & Individual Induction Plans

Colloquium

California Formative Assessment And Support System for Teachers Is Good
Teaching

Day 2

California Formative Assessment and Support System for Teachers (CFASST)
Event 2

Collecting Evidence Of *California Standards For The Teaching Profession*
Standard 2

Selecting One Element Of *California Standards For The Teaching Profession:*
Standard 2

Consulting With Colleagues

Professional Articles

Developing An Action Plan

Observation Skills Reprise

Reflection

Closure Conference & DOP

Individual Induction Plans Goals

Day 3

California Formative Assessment and Support System for Teachers (CFASST)

Event 3

Instruction Plan And Reflection

Locating Evidence Of The *California Standards For The Teaching Profession* In
The Instruction Plan

Collecting Evidence Of Standards 1,2 And 3.1

Examining Student Work

Reflecting On The Inquiry

Closure Conference And Description of Practice

Individual Induction Plan

Simulation Activity: Profile of Practice

Debriefing Simulation

California Formative Assessment and Support System for Teachers (CFASST),

Event 4

Analysis Of Students' Characteristics

Assessment Analysis

Assessment Information Gathering

Day 4

Reading Professional Articles

Selecting Another Assessment

Reflection On Assessment Inquiry

Descriptions of Practice

Individual Induction Plan

California Formative Assessment and Support System for Teachers (CFASST)

Event 6

Reflection On Professional Growth Over The Year

California Standards For The Teaching Profession 6: Developing As A
Professional Educator

Year-End Professional Judgment

Key Insights And Preparation For Colloquium

**Beginning Teacher Support And Assessment Year Two
Day One**

Supporting The Beginning Teacher
Bridging Years 1 & 2
California Standards For The Teaching Profession (CSTP) Revisited
Standard 6: Developing As A Professional Educator
After Beginning Teacher Support And Assessment

**Beginning Teacher Support And Assessment Year 2
Day Two**

Year 2 Overview & Outcomes
California Standards For The Teaching Profession (CSTP) Revisited (Again)
Guidebook Year 2
Content Standards And Framework
Framework Revisited
Reviewing The Chapter On “Universal Access”
Reflecting *On California Formative Assessment And Support System For
Teachers* (CFASST) 11-13
Year 2 Class, School, District and Community Profile (CSDC)
Content Standards And Framework: Outcomes
Short And Long Term Planning
Area Of Emphasis
Integration
Area Of Emphasis: Reflective Conversation

Beginning Teacher Support And Assessment Year 2 Day Three

Resources: Guidebook, Student Content Standards; Events 11-14
How Is It Going? Questions/Concerns/Review/Next?

Comparing Inquiries

Give-One Get-One

California Formative Assessment And Support System For Teachers (CFASST)

13 And The Plan, Teach, Reflect, Apply Cycle

A Deeper Understanding Of The Elements Assessed In *The California Formative Assessment And Support System For Teachers (CFASST)* 13

Matrix Of Evidence

Observation Evidence For 4 Elements

Closure Conference

Reflecting On *The California Formative Assessment And Support System For Teachers (CFASST)* 11-13

Framework Revisited

California Formative Assessment And Support System For Teachers (CFASST)

14-Individual Induction Plan

California Formative Assessment And Support System For Teachers (CFASST)

14

Reflections

Beginning Teacher Support And Assessment Year 2 Day Four

Inquiry: Compare *The California Formative Assessment And Support System For Teachers (CFASST)* 13 & 15

The California Formative Assessment And Support System For Teachers (CFASST) 15

California Standards For The Teaching Profession (CSTP) Standards 3 & 5

Quality Assessment

Examining And Critiquing An Entry Level Assessment

Monitoring Student Progress

Analyzing Work From A Summative Assessment

Elements Assessed & Summary Of Professional Growth

Evidence #2 of Element (e) for Standard 9; Support Provider Continuum of Practice

The following tool has been developed and is available for District Coordinators and support providers in the fall of 2002.

**Sacramento BTSA Consortium Professional Teacher Induction Program
Support Provider Continuum of Practice (SPCOP)**

Guiding the development of beginning teachers from induction through the first two years of their teaching career can be challenging and rewarding. It requires someone with an appreciation and understanding of the complexities of teaching; someone who utilizes reflection to continually improve his/her own practice; and someone who believes in the potential of participating teachers to be excellent in their teaching.

The Oakland Unified School District's Beginning Teacher Support and Assessment (BTSA) Program developed the Support Provider Continuum of Practice (SPCOP) – it has been edited and revised to better suit the needs of Sacramento BTSA Consortium Professional Teacher Induction Program. The development of this continuum is guided by key principles from the work of numerous professionals in the area of cognitive coaching, peer coaching, and teacher support programs. It is further guided by the belief that the knowledge and skills required of support providers are developmental in nature.

This continuum is designed as a pre and post (fall and spring) self-assessment and reflective tool to help each individual determine his/her own effectiveness and set appropriate goals for the improvement in the role as support provider. It is also an instrument that can be used to focus reflective conversations about the work of support providers with other BTSA participants. The use of the Support Provider Continuum of Practice by the Sacramento BTSA program will provide us with information to help support providers be more effective in their role by providing them with appropriate professional development opportunities. We will use this instrument for the first time 2002-2003.

At some point in time this tool, or a version of it, may be used in collaboration between the District Coordinator and the support provider. This discussion has not occurred. It will be placed on a late spring 2003 Coordinator Meeting Agenda for consideration.

**Sacramento BTSA Consortium Professional Teacher Induction Program
Support Provider Continuum of Practice (SPCOP)**

| Elements | Beginning Level | Developing Level | Maturing Level |
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| Demonstrate a commitment to personal professional growth and be an excellent professional role model | <ul style="list-style-type: none"> •SP attends selected required trainings and meetings with BTs •SP maintains occasional notes of interactions with BTs, observations, and other forms of assistance | <ul style="list-style-type: none"> •SP attends all required trainings for SPs and tries to accompany BTs in combined trainings •SP provides time and access to BTs for specified required duties of the program •SP keeps a log of assistance and support activities •SP takes steps to keep current on BTSA information | <ul style="list-style-type: none"> •SP actively seeks opportunities for professional development and attends all trainings •SP is persistent in helping BTs meet challenges they face in teaching •SP maintains logs, journals and/or other record keeping documents for conferencing •SP goes beyond terms of agreement in giving BTs access for formal, informal and impromptu conversations and problem solving •SP keeps current on matters related to teaching and learning, and CSTP |
| Demonstrate knowledge of beginning teacher development, identify and respond to diverse needs of participating teachers | <ul style="list-style-type: none"> •SP makes judgments regarding the work and concerns of BTs •SP shows some understanding of the variety and levels of challenges and obstacles faced by BTs •SP expects BTs to be better prepared and able to deal with classroom situations that exceed induction phase | <ul style="list-style-type: none"> •SP gives feedback that is nonjudgmental •SP understands the challenges of BTs •SP shows understanding of developing phases of teacher development (description of practice) and provides practical suggestions for improvement | <ul style="list-style-type: none"> •SP gives feedback based on evidence without judgment •SP shows empathy and understanding of challenges faced by BTs •SP is respectful of BTs as a developing and professional person •SP demonstrates understanding of developmental phases of the developing teacher and continuum of practice •SP practices attentive listening |

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| <p>Assess participating teachers formatively on the <i>California Standards for the Teaching Profession</i> and in relation to the state-adopted academic content standards, performance levels of students, and state-adopted curriculum frameworks.</p> | <ul style="list-style-type: none"> •SP observes inappropriate practices and tells BTs how to fix the situation | <ul style="list-style-type: none"> •SP identifies specific concerns •SP helps BTs analyze the situation and collaborates with BTs in generating possible resolutions | <ul style="list-style-type: none"> •SP draws on own teaching experiences and CSTP to help BTs develop deeper understanding of teacher practices •SP encourages BTs to use plan, teach, reflect and apply strategies for improving their teaching •SP gives specific and focused feedback that is based on evidence from multiple sources of data •SP uses paraphrasing and clarifying questions to guide BTs in examining their practice •SP builds confidence in BTs by giving concrete suggestions where appropriate |
| <p>Use evidence from formative assessment to develop Individual Induction Plans that guide professional development with participating teachers</p> | | | |

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| <p>Promoting planning</p> | <ul style="list-style-type: none"> •SP tells BTs about the importance of planning | <ul style="list-style-type: none"> •SP discusses the importance of having a teaching plan with necessary elements •SP offers own plans as a model to BTs | <ul style="list-style-type: none"> •SP discusses importance of having a teaching plan and guides BTs to develop a plan that gives deliberate consideration to the teaching context (i.e. factors of culture, language, and class) and articulates learning goals that are consistent with frameworks and standards •SP assists BTs in locating resources and information to use for planning and implementation •SP encourages BTs to use, plan, teach, reflect and apply strategies •SP provides BTs with opportunities for reflection and conversation of their practice as it relates to the CSTP |
| <p>Uses the evidence from formative assessment fairly and equitably with participating teachers</p> | <ul style="list-style-type: none"> •SP completes classroom observation •SP records everything that happens in the classroom without a focus •SP makes judgments about what is observed | <ul style="list-style-type: none"> •SP completes pre-conference with BTs to discuss and identify areas(s) of focus for observation •SP attempts to record data related to focus area •SP mixes judgment with evidence | <ul style="list-style-type: none"> •SP completes pre-conference with BTs to discuss and identify specific area of interest of concern using CSTP as basis for discussion •SP records and uses objective observation data evidence to guide BTs in reflective conversation and analysis |

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| <p>Give critical feedback and engage in reflective conversations about teaching practice</p> | <ul style="list-style-type: none"> •SP tells BT what worked and what did not work in the observed lesson and prescribes interventions for improvement | <ul style="list-style-type: none"> •SP shares observation data and uses reflective conversation strategies to assist BTs in process of plan, teach, reflect and apply using CSTP | <ul style="list-style-type: none"> •SP shares observation data and uses reflective conversation, strategies to examine the data, discuss modifications and alternative strategies for improvement •SP uses paraphrasing, and clarifying, and questions to guide BTs in connecting practice to student outcomes and to consider how to improve the teaching plan for future use |
| <p>Identify and respond to diverse needs of participating teachers</p> | <ul style="list-style-type: none"> •SP utilizes a communication style that demonstrates some understanding of BTs cultural background and/or communication preference •SP works to build a relationship of trust and support | <ul style="list-style-type: none"> •SP is aware of own communication style and tries to adjust supportive strategies to give consideration to BTs cultural background and/or communication preference •SP uses attentive listening, paraphrasing and clarifying strategies for building a trusting and supportive relationship | <ul style="list-style-type: none"> •SP uses communication approaches according to BTs' level of confidence, professional experience, cultures cues and interpersonal contexts •SP establishes a trusting and supportive relationship with BTs |

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| <p>Assist participating teachers in understanding the local context for teaching and modeling ongoing inquiry</p> | <ul style="list-style-type: none"> •SP shares some information with BTs about teaching from current research or professional journals •SP shares some information about personal participation in recent professional development activities •SP offers some assistance strategies •SP focuses on each situation or problem as it arises | <ul style="list-style-type: none"> •SP shares articles from professional journals with BTs •SP shares information about personal participation in in-service activities offered by the district •SP encourages BTs to sign up for one or two in-service workshops on teaching and learning •SP helps BTs identify problems and helps BTs link and generalize learning to the full continuum of possibilities indicated in the CSTP | <ul style="list-style-type: none"> •SP provides BTs with reading from professional journals, books, etc. to continually extend professional development •SP shares own professional development plan with BTs to stress importance of ongoing professional development, i.e. attendance at in-service workshops, facilitation of professional development programs, teaches and/or enrolls in college courses •SP gives concrete ideas to BTs in developing their professional development plans •SP shares with BTs how they develop and experiment with new practice •SP shares new knowledge and perplexing questions with BTs in collegial and professional manner •SP discusses with BTs multiple perspective and answers to problems •SP models openness to learning from colleagues, including BTs •SP assists and encourages BTs to explore different aspects of teaching, frequently referencing the CSTP, which link to IIP goals |
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| <p>Communicate hope and optimism</p> | <ul style="list-style-type: none"> •SP reports that BTs are having multiple problems meeting the challenges of teaching under existing working conditions •SP affirms with BTs that the challenges are insurmountable •SP points to “the system” as the cause for many of the problems faced by BTs | <ul style="list-style-type: none"> •SP helps BTs prioritize concerns and to develop a plan to overcome each obstacle systematically while giving support and assistance to BTs •SP shares with BTs own experiences in solving similar situations, drawing from practical examples that worked •SP instills a perspective that each person is a part of the “system” and makes a difference in improving it | <ul style="list-style-type: none"> •SP verbalizes and acts on a belief that a person is capable of transcending present challenges to accomplish success in future •SP capitalizes on opportunities to affirm potential in BTs becoming effective teachers to help BTs build confidence •SP shares with BTs own struggles and frustrations and how these were overcome through use of plan, teach, reflect and apply strategies •SP conveys genuine caring and concern for BTs to build trust •SP provides BTs with reflective conversation strategies to guide them in problem solving and improvement |
| <p>Discuss with participating teacher the requirements for completion of the program and procedures for obtaining a professional credential</p> | | | |

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| Maintain clear guidelines site administrators and participating teachers in the use of assessment evidence for professional growth and credential recommendation, not for teacher evaluation or employment | | | |
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