

Program Standard 11: Roles and Responsibilities of K–12 School Organizations

The induction program informs and includes school administrators and policy boards in the design, implementation, and ongoing evaluation of the induction program. K-12 school leaders set policies and take actions to promote the success of participating teachers taking participants' novice status into consideration. School site administrators provide the structure and create a positive climate for the program's intensive support and formative assessment activities.

Program and Implementation Plan

Standard 11 requires the involvement of site administrators and policy boards in the induction program; calls attention to assignment practices; requires site administrators to provide the structure and climate for the program's intensive support and formative assessment activities; and calls for site administrators to receive professional development to support them in their role. Standard 11 recognizes the critical role played by a site administrator in establishing the conditions within a local school that contribute to the success of a new teacher's induction. Program sponsors must attend to the role and needs of administrators as key variables in the quality of induction programs.

11(a) The program leader(s) clearly communicate the program's rationale, goals, and design to the school district leaders and administrators, school officials, bargaining units when present, and others responsible for employing, assigning, and supporting participating teachers.

The Sacramento BTSA Consortium Professional Teacher Induction Program publishes on a yearly basis:

- *The Consortium Calendar*
- *The BTSA Handbook*
- *The BTSA Procedures Manual with Frequently Asked Questions*

These publications are distributed to all participating teachers, support providers, advisors, district Coordinators, administrators and association presidents.

The BTSA Director and Assistant Director establish a personal meeting each November-January to review the BTSA Program within the context of the district, present new information, clarify understandings, and listen to the specific district needs with the following personnel, but not limited to:

1. Superintendent
2. Assistant superintendent of human resources
3. Assistant superintendent of business services
4. BTSA Advisor
5. BTSA District Coordinator
6. Association President

Additional meetings are established as needed. The Director, the Assistant Director and the BTSA Staff of the Sacramento BTSA Consortium Professional Teacher Induction Program operate an open door policy regarding communication. Emails, phone calls, faxes, requests for information, etc., are responded to on a regular, frequent basis.

The Sacramento BTSA Consortium Professional Teacher Induction Program has written roles and responsibilities for the director, assistant director, advisors, district coordinators, site administrators, support providers and participating teachers which are signed and kept on file at the BTSA office each year.

11(b) The K-12 school organization provides appropriate support services to site administrators, to support providers and to participating teachers.

Each of the sixteen (16) school districts within the Sacramento BTSA Consortium participates fully in our professional teacher induction program. Many of the districts required BTSA for all of the eligible teachers prior to the implementation of SB 2042. This is now a requirement from all of our districts of their eligible teachers.

District Board of Trustee and Cabinet Level Support

Each district presents information about BTSA to its Board of Trustees on a yearly or bi-yearly basis. The BTSA Director and Assistant Director are always available to join these presentations, for support or to supply information. The Consortium has provided each district with a power-point presentation about the Essence of BTSA; a clear and cogent explanation of what BTSA is and does and how it fits within the Learning to Teach System.

Each year in November and December, the Program Director and Assistant Director schedule a two-three hour meeting with each sponsoring district through the District Coordinator. Attendees at this fall meeting with the Director and Assistant Director include but are not limited to:

- Superintendent
- Assistant Superintendent of Human Resources
- Assistant Superintendent of Business Services
- The BTSA Advisor
- The BTSA Coordinator
- Teachers Association President (union)

The purpose of this yearly meeting is to individualize and personalize the service provided to each sponsoring district. Standard topics of discussion include the budget, program implementation (strengths and areas of growth based on survey and feedback evidence), and any new issues for the program as a whole. For example, last year's round of meetings focused on budget and the pending changes related to SB 2042.

District Support to Site Administrators:

The Consortium Director works closely with the superintendent of each of the sponsoring districts to establish opportunities for learning about the Induction Program, implications and the roles and responsibilities of site administrators. The preferred method of training is for the district superintendent to attend with all district certificated administration the three(3) days of Administrator BTSA Training. Times and dates are always collaboratively arrived at between the Superintendent and Program Director. This has been accomplished in fourteen (14) of our sixteen (16) sponsoring districts. The remaining two districts have agreed to schedule this intensive training in 2002-2003. In addition to the intensive three (3) day training, the Consortium offers additional opportunities to learn about the BTSA Induction Program. Administrators from our two remaining districts, Center Unified and North Sacramento Elementary, have attended some of these informative meetings.

In addition to Administrator Training related primarily to BTSA Induction, the Consortium offers sponsoring District Superintendents training related specifically to the *California Standards for the Teaching Profession (CSTP)* and Teacher Evaluation. This training is tailored specifically to the needs of the requesting district and uses the district's evaluation instrument. The essence of this training includes:

What are the Teaching Standards?

What do they look like in the classroom?

How do site administrators capture this evidence from multiple sources in a neutral manner?

How does the site administrator conduct effective teacher pre and post-conferences related to teacher evaluation?

The following districts have taken advantage of the above training opportunities within the last two years:

- River Delta Unified
- Rio Linda Elementary
- Washington Unified
- Woodland Unified
- Folsom Cordova Unified
- Natomas Unified
- Roseville City Unified
- Galt Elementary

A third opportunity for training offered through the Sacramento BTSA Consortium Professional Teacher Induction Program is related to the Peer Assistance and Review Program (PAR). This program is designed to offer assistance to tenured teachers through the support services of a Consulting Teacher. This is a state-funded program. It requires participation from any tenured teacher who receives an unsatisfactory evaluation from their site administrator. It is available on a voluntary basis for tenured teachers who seek additional support for any reason, including change in teaching assignment, stress-related life changes, etc.

The 2002-2003 Calendar of Administrator Training Opportunities

| BTSA Administrator Training | |
|---|--|
| <p>This training is designed for a District to access as a whole unit: the superintendent (s), cabinet, and all site administrators.</p> <p>It provides information pertinent to the success of beginning teachers and complete training in evaluating all teachers using the district's evaluation instruments. Practical skill building. Multiple districts work well.</p> <p>The three full days are required for certification. Two sessions are available – we encourage half of a district's administrators to attend one and half the other.</p> | <p>Tuesday, September 24 (day 1) Tuesday, October 1 (day 2) Tuesday, October 8 (day 3)</p> <p>Thursday, November 7 (day 1) Thursday, November 14 (day 2) Thursday, December 5 (day 3)</p> <p>Optional Administrator Breakfasts Open to all administrators Thursday, October 10 Wednesday, February 5</p> |
| <p>The deadline for the Sept/Oct session is September 10th. A minimum of 20 participants is required for the class to be held.</p> <p>The deadline for the Nov/Dec session is October 24. A minimum of 20 participants is required for the class to be held.</p> | |
| <p>Administrator 3-day Training Session <i>In Tri County</i></p> | <p>Tuesday, December 3 Tuesday, December 17 Tuesday, January 7</p> |

| Advanced Coaching Training (PAR) | |
|--|---|
| <p>This training is for PAR Consulting Teachers, BTSA Support Providers who would like to build deeper coaching skills. Site Administrators welcome.</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> | |

District Support to Support Providers and Participating Teachers

Each District Coordinator works collaboratively with the human resources and credential personnel within his or her district to identify eligible participating teachers. Recruitment Packets from all of our sixteen sponsoring school districts contain information about the Sacramento BTSA Consortium Professional Teacher Induction Program. A list of new hires is sent to the District's BTSA Coordinator with a list of their credentials and years of experience in July through October. The BTSA Coordinator sends a letter to each eligible new hire, inviting them to a BTSA orientation. Many follow up with phone calls and personal welcomes. Opportunity is provided to discuss eligibility, the induction program requirements, and clarification.

A collaborative orientation sponsored by the Consortium and each district is held for all eligible participating teachers, their support providers and site administrators. At the orientation each participant receives an Orientation Packet that fully discloses the requirements of the BTSA induction program. All participants register on the MyBTSA web site. All program requirements are listed for the individual participating teacher with the ability to monitor their own progress as they work towards successful completion of the Induction Program and towards their professional credential. When the participating teacher checks off a requirement as completed on MyBTSA, the item moves into a pending file waiting for verification from a support provider or district coordinator prior to the item being filed as completed. 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.

In addition to the BTSA Orientation, each district meets with their participating teachers and support providers a minimum of four times during the year. These Support and Learning Seminars are strategically woven together with the Consortium’s three (3) Hot Topics Support and Learning Seminars. The purpose and intent of this is to offer each participating teacher networking support opportunities approximately once a month, to complement the weekly individual coaching support from the support provider. The calendars for these four district seminars are agreed upon collaboratively with Consortium Leadership.

| Minimally Agreed Upon District Meetings for SPs and BTs | |
|--|---|
| Orientation: August/September September November February April <i>(Hot Topic months are October, January, and March Saturday pairs are October/November; January/February and March/April)</i> | Dates and times determined by each individual district. 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. Please invite the BTSA Director or Assistant Director to attend and visit one of your district meetings this year in addition to your Orientation. |

Lines of communication are clearly known and readily available to all program participants within each district and with the Consortium Leadership through the MyBTSA web site.

In addition to the support focused through the Induction Program, each district offers a multiple variety of curriculum support based on the state curriculum frameworks and instructional materials, and state-adopted academic student content and performance standards for district teachers, including those participating in the BTSA Induction Program. This support is typically focused on the curriculum of newly adopted text books, assessment information and strategies to improve student achievement, and state-funded opportunities such as

Assembly Bill 466, which offers schools and districts incentives for comprehensive, explicit teacher training (120 hours) in Reading Language Arts and Mathematics. Many of our districts offer additional learning opportunities for novice teachers related to classroom management and organizational skills.

11(c) The program provides professional development for site administrators in order that administrators will become familiar with the program components, formative assessment process, and development of the Individual Induction Plan. The content of this training will include, but is not limited to:

- (i) Teacher preparation across the learning-to-teach continuum;*
- (ii) Beginning teacher development;*
- (iii) Identifying working conditions that optimize participating teachers' success;*
- (iv) Taking effective steps to ameliorate or overcome challenging aspects of teachers' work environments;*
- (v) Understanding the role of support providers in the induction process; and*
- (vi) Respecting the confidentiality between the support provider and participating teachers.*

The Sacramento BTSA Consortium Professional Teacher Induction Program provides ongoing opportunities for professional development for site and district administrators regarding the Induction Program. Each year our BTSA calendar reflects 3-5 opportunities for administrators to register for this professional development. Our preferred method of providing professional development for our administrators is to work with the superintendent of each school district to make arrangements for the entire district to go through three (3) days of professional development related to Induction Program.

To date we have completed the three-day (3) Administrator Training with all administrators, including the superintendent and district level administrators, in the following 14 districts out of our 16 school districts.

1. Del Paso Heights
2. Eureka Union Elementary
3. Folsom Cordova Unified
4. Galt Joint Union Elementary
5. Galt Joint Union High
6. Grant Joint Union High
7. Natomas Unified
8. Rio Linda Union Elementary
9. River Delta Unified
10. Robla Elementary
11. Rocklin Unified
12. Roseville City Elementary
13. Washington Unified
14. Woodland Joint Unified

All Administrators from Center Unified and North Sacramento will be invited to participate in the (3) three-day Administrator Training in 2002-03. Some of them have attended a one-day overview, and a few have attended the full 3-day training.

3-Day 2002-2003 Administrator Training Schedule

| Series One | Series Two | Series Three |
|-------------------|-------------------|---------------------|
| September 24 | November 7 | December 3 |
| October 1 | November 14 | December 17 |
| October 8 | December 5 | January 7 |

See Evidence #1 of Element (c) at the end of Standard 11: 3 Day Administrator Training

In addition, two Administrator Breakfasts are scheduled in 2002-2003. The purpose of the Breakfasts is an up-date those who have gone through the 3-day training.

October 10, 2002

February 5, 2003

11(d) The program works with site administrators to establish a culture of support within their school for the work to be done between participating teachers and support providers.

Commitment from the site administrator will include, but is not limited to:

- (i) Conducting an initial orientation for participating teachers to inform them about site resources, personnel, procedures, and policies;*
- (ii) Introducing participating teachers to the staff, and including them in the school's learning community;*
- (iii) Helping to focus the learning community on the State-adopted academic content standards and performance levels for students and the California Standards for the Teaching Profession;*
- (iv) Ensuring that site-level professional development activities related to induction occur on a consistent basis, including facilitating participating teachers' and support providers' participation; and*
- (v) Participating in program evaluation.*

The Sacramento BTSA Consortium Professional Teacher Induction Program has written roles and responsibilities that each Site Administrator reviews and signs each year. These Roles and Responsibilities are discussed within the Administrator Training Series. These Administrator Roles and Responsibilities are kept on file in the BTSA office.

Each District Coordinator is on his or her District's Site Administrator Meeting calendar once or twice a year to review and discuss:

1. The induction program,
2. Site administrator roles and responsibilities, which include:
 - Conducting an initial orientation for participating teachers to inform them about site resources, personnel, procedures, and policies
 - Introducing participating teachers to the staff, and including them in the school's learning community
 - Helping to focus the learning community on the State-adopted academic content standards and performance levels for students and the *California Standards for the Teaching Profession*
 - Ensuring that site-level professional development activities related to induction occur on a consistent basis, including facilitating participating teachers' and support providers' participation
 - Participating in program evaluation
3. Program implementation strategies from the administrators that work on their site,
4. Other identified issues related to induction.

See Evidence #2 of Element (d) at the end of Standard 11: Site Administrator Roles and Responsibilities

The Sacramento BTSA Consortium Professional Teacher Induction Program conducts an Administrator Survey each winter and analyzes the responses. All administrators are encouraged to fill out the State BTSA Survey in the spring, and those responses are examined for insights. We look for confirmation of what is working well as well as to be able to focus on pertinent areas for improvement.

Ninety-eight (98) of our 125 site administrators completed the 2001-02 online State BTSA Survey.

Eighty-nine (89) site administrators responded to the Sacramento BTSA Consortium Professional Teacher Induction Program Administrator Survey.

*See the Survey Evidence in the section of Standard 11 titled: **And Our Surveys and Feedback Said . . .***

What will the participating teacher experience at his or her school site as he or she progresses through the induction program related to their site experience?

*See the Survey Evidence in the section of Standard 11 titled: **And our Surveys and Feedback Said . . .***

What will the participating teacher know and be able to do at the end of the program in relation to the support offered by their site administrator?

Participating teachers in the Sacramento BTSA Consortium Professional Teacher Induction Program have the advantage of working within one of our sixteen (16) school districts. All of our districts have revised their teacher evaluation instruments to be in line with the *California Standards for the Teaching Profession (CSTP)*. The formative assessment system used by the Consortium, the *California Formative Assessment and Support System for Teachers (CFASSST)* is aligned with the *California Standards for the Teaching Profession (CSTP)*, state curriculum frameworks and instructional materials, and state adopted student academic content standards.

The site administrator is responsible for evaluating the participating teacher on a yearly basis for the purposes of possible continued employment that leads toward tenure. Our participating teachers will have experienced the first formal assessment of their ability to help students learn with their support provider, a colleague and peer. This assessment will help prepare them for the formal administrator evaluation, which is related to employment. By the end of the program our participating teachers should be very comfortable with their own self-assessment and with the evaluation process used by the site administrator. Both assessment processes are embedded within the *California Standards for the Teaching Profession (CSTP)*.

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

The Sacramento BTSA Consortium administered a survey to site administrators at in the middle of the 2001-2002 academic year to assess new-teacher training efforts. This self-assessment instrument uses a common framing question and a six-point forced-choice Likert scale. One hundred and three site administrators responded to the survey. The survey results suggest some areas for fruitful program development.

The following conclusions can be drawn from the results of the Site Administrator Survey:

The Site Administrator Survey is reliable and valid as a measurement of attitudes.

Site administrators who had attended training had higher ratings over all questions. These levels were significantly higher in the following areas:

1. Awareness of how the BTSA program can assist them in carrying out their role and responsibilities with participating teachers
2. Success at informing staff about and designing professional development around the CSTP
3. Knowledge of CFASST

4. Understanding of support provider roles and responsibilities
5. Adequate district personnel time is provided to administer the program and provide services for participating teachers
6. Have participated in feedback about program quality and effectiveness

Site administrators gave the highest ratings in the following areas:

1. BTSA program is based on the developmental needs of beginning teachers
2. Knowledge of the needs of beginning teachers
3. Knowledge of their role in beginning teacher support
4. Knowledge of the California Standards for the Teacher Profession

Site administrators gave the lowest ratings in the following areas:

1. Their own ability to inform staff and design professional development around the CSTP
2. The adequacy of district personnel time to administer the BTSA program effectively
3. Appropriate matching of participating teachers and support providers

2. 2001-2002 Statewide Survey Results

Three groups reported on Standard 11: Participating teachers, support providers and site administrators.

| <i>Site Administrators Reported (scale of 1-4 with 4 being the highest)</i> | Means | Standard Deviation |
|---|-------|--------------------|
| Avoided assigning participating teachers to challenging assignments | 3.09 | 0.84 |
| Additional support for challenging assignments | 2.93 | 0.84 |
| Types and adequacy of support | | |
| Professional Development Workshops | 66.0% | |
| Minimizing extra duties | 47.4% | |
| Other | 18.6% | |
| BTSA foster a supportive professional culture in school | 3.10 | 0.75 |
| Site Admin knowledge of BTSA : Attended training | 86.3% | Said Yes |
| Site Admin knowledge of BTSA: Methods to get info on BTSA | | |
| Principals, administrator or cabinet meetings | 87.6% | |
| Meetings with support providers or participating teachers | 84.5% | |
| Newsletters | 47.4% | |
| Other | 26.8% | |

| | | |
|---|-------|----------|
| Understanding of purpose and importance of BTSA events | 3.53 | 0.61 |
| Understanding of knowledge/skills in formative assessment | 3.10 | 0.81 |
| Understanding of formative assessment process | 3.07 | 0.82 |
| <i>Participating Teachers Reported</i> | | |
| Participating teachers working in challenging assignments | 44.5% | Said Yes |
| Helpfulness of support for challenging assignments | 3.31 | 0.75 |
| Additional support for challenging assignments | 2.75 | 0.89 |
| School site orientation for participating teacher | 74.1% | Said Yes |
| School site orientation regarding staff | 3.29 | 0.83 |
| School site orientation regarding resources | 2.86 | 0.92 |
| School site orientation regarding procedures | 2.85 | 0.90 |
| <i>Support Providers Reported</i> | | |
| Participating teachers working in challenging assignments | 54.2% | Said Yes |
| Support for challenging assignments by the support provider | 2.78 | 0.80 |

1. Informal Program Review Conclusions

Standard 11 was not reviewed during the 2001-2002 Informal Program Review.

Analysis and Conclusions:

The evidence regarding Standard 11 demonstrates involvement of site administrators and policy boards in the induction program. More and more site administrators are aware of the need to place participating teachers in teaching assignments that have the potential for optimum success. Most site administrators realize the need for additional support when a participating teacher is placed in a challenging teaching assignment, and have taken steps towards this end. Nevertheless, participating teachers and support providers report that from 44-51% of participating teachers are being placed in challenging teaching assignments. Most site administrators have received professional development to support them in their role. The Sacramento BTSA Consortium Professional Teacher Induction Program recognizes the critical role played by a site administrator in establishing the conditions within a local school that contribute to the success of the participating teacher's induction.

**3-Day Administrator Training
Agenda**

- (a) Building A Culture Of Assessment
 - 1. Teacher Preparation Across The Learning-To-Teach Continuum
 - 2. What Is A Culture Of Assessment
 - 3. Formative Assessment Vs Summative Assessment

- (b) Beginning Teacher Development
 - 1. A Development Continuum Of Teacher Abilities
 - 2. Identifying Working Conditions That Optimize Participating Teachers' Success
 - 3. Respecting The Confidentiality Between The Support Provider And Participating Teachers

- (c) Methods Of Gathering Evidence
 - 1. Evidence Vs Opinion
 - 2. Classroom Based Research
 - 3. Five Methods Of Gathering Evidence

- (d) Conversations Using Evidence
 - 1. Attitudes For Active Listening
 - 2. Powerful Learning
 - 3. Reflective Conversations
 - 4. The Power Of Questions
 - 5. Differences Between Praise And Encouragement
 - 6. Verbs for Reflective Outcomes
 - 7. Criteria for Assessing Outcomes

- (e) Site Administrator Information And Skill Building
 - 1. The Essence Of BTSA Induction
 - 2. Taking Effective Steps To Ameliorate Or Overcome Challenging Aspects Of Teachers' Work Environments
 - 3. Coaching Strategies
 - 4. Support Strategies
 - 5. A Guide to Classroom Observation

- (f) Working With School Faculties
 - 1. Understanding Adult Learning
 - 2. Coaching Strategies
 - 3. Understanding The Role Of Support Providers In The Induction Process

(g) Readings

1. Evaluating Your Own Teaching
2. Assessing Teachers' Effectiveness
3. The Introduction to New Teachers
4. Trust: Intentions are the Message
5. Reflection in Teacher Education
6. Teacher Competency: What Administrators Can Do

BTSA Site Administrator Roles and Responsibilities:

Role for the Site Administrator

To provide support and assistance to the participating teachers on your campus and to their support providers in accordance with the BTSA Belief Statement as they participate in the Sacramento BTSA Consortium Professional Teacher Induction Program

Continuing Responsibilities for Site Administrators

1. Place Induction Program participants in classroom environments that provide optimum opportunities for professional growth and success. If a participating teacher must be placed in a difficult teaching assignment (i.e., combination classes, multiple preps, roving from room to room, hot seating, etc.), provide additional support for that participating teacher (i.e., less adjunctive duties, additional supplies, conferences, etc.). Document additional support.
2. Provide an orientation to your school site resources, personnel, policies and procedures, the “how to” and the “here’s where you will find” information necessary to a seamless entry into the school culture.
3. Collaborate with the district advisor and/or coordinator in the participating teacher and support provider matches on your site.
4. Facilitate inclusion of participating teachers in the learning community.
5. If your participating teacher’s support provider is off campus, connect the participating teacher with an on-campus “buddy teacher” to assist with daily routine/procedure questions.
6. Encourage and support a consistently established time for your participating teacher and support provider to work together on a weekly basis.
7. Attend Consortium Administrator BTSA training and your district’s BTSA Induction Orientation for participating teachers.
8. Facilitate the participation of your participating teachers in professional development activities that support their individual needs as identified through formative assessment processes.
9. Instruct your staff in the *California Standards for the Teaching Profession* and state adopted Student Academic Standards and student performance expectations. Explore their use as a structure for professional development with your faculty.
10. Participate in BTSA program evaluation.

I have read, understand and support the above document

Site Administrator Signature _____ Date _____

My Printed Name _____ District _____