

Program Standard 12: Professional Development Based on an Individual Induction Plan

Each induction program provides comprehensive, extended preparation and professional development for participating teachers designed to support their attainment of the California Standards for the Teaching Profession (CSTP) in relation to the State-adopted academic content standards and performance levels for students and state-adopted curriculum frameworks. Professional growth is guided by the development and implementation of an annual Individual Induction Plan (IIP) and documented in the participants' professional teaching credential application. Professional development and extended preparation for participating teachers is characterized by an approach that integrates the process of individualized support and assistance from support providers with formal professional development offerings.

Program and Implementation Plan

Standard 12 requires that program sponsors provide professional development for participants to support their attainment of the CSTP in relation to the state adopted standards and frameworks; requires that professional growth be guided by an Individual Induction Plan (IIP); and that the IIP be informed by the Teaching Performance Assessment as well as CSTP-based formative assessment. Program sponsors must demonstrate a commitment to the professional development and extended preparation that integrates the process of individualized support and assistance from support providers with formal professional development offerings. Standard 12 reinforces connections across the learning-to-teach continuum.

12(a) The program provides an array of professional development offerings for participating teachers that support their attainment of the knowledge and skills needed to meet the individual competencies for: teaching English learners; creating a healthy environment for student learning; supporting equity, diversity, and access to the core curriculum; teaching special student populations; and using technology to support student learning, as described in Categories B and C (Induction Program Standards 15-20).

The Sacramento BTSA Consortium Professional Teacher Induction Program expects each participating teacher to select and actively participate in 36 hours of professional development each year as a part of their Induction Program.

Based on the identified needs on their Individual Induction Plan, which is driven by the collection of evidence against the *California Standards for the Teaching Profession* (CSTP), the state curriculum frameworks and instructional materials, and state adopted student content standards; the participating teacher makes their selections and registers for:

- 3 S³ superstrategies.sat (Professional Development Saturdays) – 18 hours
- 3 Hot Topics (after school networks and learning seminars) –6 hours
- 4 District Support Seminars – 8 hours
- A Portfolio Colloquium – 4 hours

Should a teacher be involved in an AB466 school that requires 120 hours of professional development in Reading Language Arts or Mathematics (or other similar school and/or district commitments), those hours may meet the BTSA Professional Development requirement.*

* Note: The Consortium Leadership makes clear to program participants that “double dipping” is not allowed. In other words, a participant cannot earn 6 units of graduate level credit through CSU Sacramento for participating fully in BTSA *and* additional units from the district or university for AB 466 if these two programs are blended. If the participant wishes to earn units of credit for *each*, then he or she must fully complete the BTSA program including the 32 professional development hours AND complete the 120 professional development hours for AB 466 as two separate accountable systems. We believe this will be an overload for most beginning teachers, and we do not recommend this option.

The Sacramento BTSA Consortium Professional Teacher Induction Program recognizes that the profession of teaching is difficult, complex and demanding. Teaching requires progressive knowledge, skills and abilities built over the lifetime of the individual’s career as a professional educator. The research is compelling: fifty percent (50%) of those who begin teaching without support quit teaching within the first five years in California, and never return to teaching. We *strongly* recommend that participating teachers and their employing districts exercise the “reasonable person” approach to continuing professional development within the five years following completion of a teacher preparation program in which each applicant shall complete his or her professional credential work:

Type of Program	Timeline following completion of a teacher preparation program
Professional Teacher Induction Program	Years 1 and 2
CLAD certification, if required	Year 3*
Master’s Degree, if applicable	Year 4*
Apply for the professional credential	Year 5

*Years 3 and 4 could certainly be switched around, but it is imperative that the first two years be devoted to completing the professional teacher induction program.

Professional Development.

The Sacramento BTSA Consortium Professional Teacher Induction Program offers a wide array of courses and classes, each one grounded in the *California Standards for the Teaching Profession*, the state curriculum frameworks and instructional materials, and/or state adopted academic student content and performance standards. The participating teacher and his or her support provider register on-line for the course(s) that best meet the needs identified on the Individual Induction Plan of the participating teacher. Most classes are offered as a series – fall, winter, and spring – so that the learning can be accomplished over time with opportunity to practice and implement new strategies and methods within the context of the participating teacher’s teaching assignment. Class sizes average 25-30 participants (participating teachers and support providers) per class. The same instructor meets with them each time in their series.

See Evidence #1 for Element (a) at the end of Standard 12: Presenter lists for S³superstrategies.sat and Hot Topics.

These courses (Hot Topics and S³Superstrategies.sat) target the following areas:

1. Creating And Maintaining Effective Learning Environments
2. Creating A Healthy Environment For Student Learning
3. Engaging And Supporting All Students In Learning
4. Supporting Equity, Diversity, And Access To The Core Curriculum
5. Understanding And Organizing Subject Matter For Student Learning
6. Planning Instruction And Designing Learning Experiences For All Students
7. Teaching English Learners
8. Teaching Special Student Populations
9. Using Technology To Support Student Learning
10. Assessing Student Learning
11. Developing As A Professional Educator.

Each course is listed on our BTSA web site for on-line registration. Each course has identifies the title, brief description, instructor, location, date and time. A map is available to each of our Professional Development locations.

In addition to professional development opportunities through Hot Topics, S³superstrategies.sat, district seminars and workshops, each participating teacher participates in an opportunity for extensive professional growth as he or she works through the Events within the *California Formative Assessment and Support System for Teachers* (CFASST) in their weekly meetings with their support provider. Imbedded within many of these Events lie opportunities for the participating teacher, within the specific context of his or her teaching assignment, to demonstrate an extension of the knowledge and application of skills and abilities learned in his or her teacher preparation program.

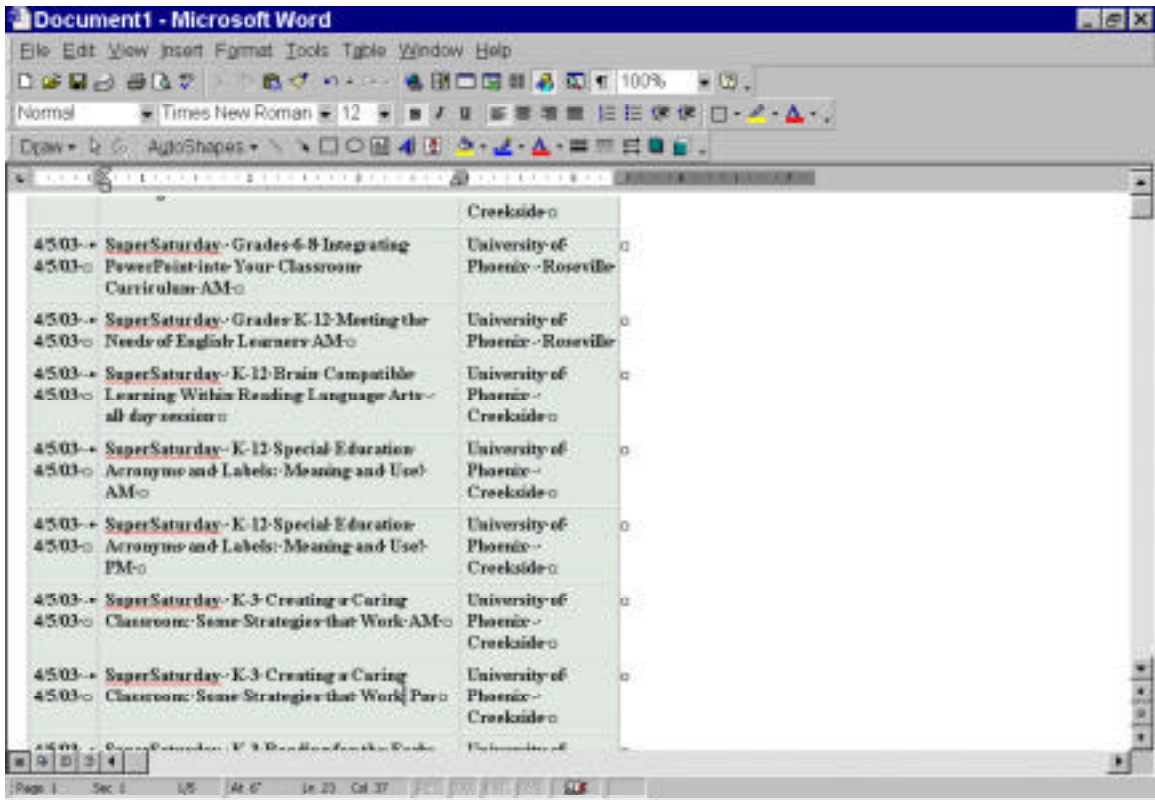
Accountability for meeting Element (e) is tracked by each participating teacher on his or her MyBTSA web site. The participating teacher documents in MyBTSA (under Program Standards 15-20) in each element's Comment Box* *how* he or she specifically demonstrated knowledge and applied skills/abilities within the context of the teaching assignment. The support provider verifies this applied evidence on the MyBTSA web site.

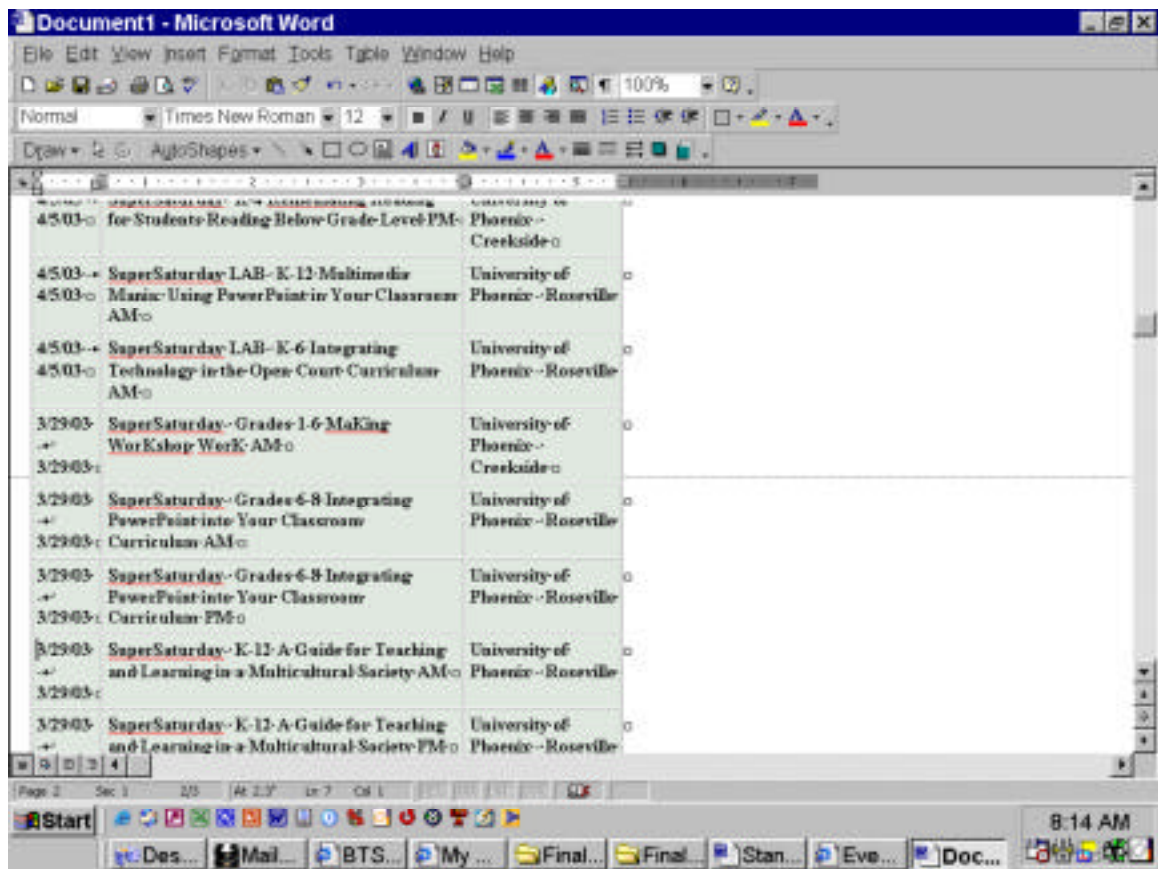
*At each element in Program Standards 15-20 on the MyBTSA web site there are suggested areas in which this standard may be met using the *California Formative Assessment and Support System for Teachers (CFASST)* Events and/or other typical opportunities that naturally occur in teaching assignments. This provides guidance for both the support provider and the participating teacher to note that as they are involved in the typical, daily routines of teaching, to be aware of and to document the ways in which extended knowledge is demonstrated as well as growing skills and abilities as applied within the context of daily teaching.

Documentation that the courses offered have components for focus areas addressed in Standards 15 – 20.

This is a sample of our professional development courses for 2002-03. We have 27 pages of courses. Instructors have aligned each to the California Standards for the Teaching Profession (CSTP). Many, in addition, apply specifically to elements within Program Standards 15-20. Each course has a description clarifying course content for the participant when they register. All registration is done online, with automatic confirmation being emailed to the participant. In the confirmation is a full description of the course, the location, times, presenter(s), date, etc.

Below these sample courses are some of the related screens that the participant uses.





[SuperSaturday- k-3 Writing Skills for the Primary Student AM](#)

[SuperSaturday- k-6 Problem Solving 101; A,B,C Math AM](#)

[SuperSaturday- k-8 Nutrition Curriculum for Your Class AM](#)

[SuperSaturday LAB- K-12 Multimedia Mania: Using PowerPoint in Your Classroom AM](#)

[SuperSaturday LAB- k-6 Integrating Technology in the Open Court Curriculum AM](#)

[Hot Topics- Family School Involvement k-12](#)

The screen the participant sees when registering for an event.

Event: SuperSaturday- k-12 Special Education Acronyms and Labels: Meaning and Use! AM
Date: April 5, 2003
Time: 8:00 AM - 11:30 AM
Type: SuperSaturdays
Location: University of Phoenix - Creekside
1760 Creekside Oaks Drive
Sacramento, 95833
923-210-2107
Presenters: Laura Christopherson
Heidi Freedman
Directions: I-5 to Garden Hwy East Left on first street- Natomas Park Dr. Right on Capital Park
Right on Creekside Oaks Dr.
Event Description: Master classroom strategies for meeting each student's needs: academic, behavioral and social needs while collaborating with special ed. teachers. Identify effective strategies to use with your at-risk student who doesn't qualify for special services.

Email Confirmation automatically sent upon registration for an event.

This message was sent from the BTSA Sacramento Consortium:

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Your registration has been processed for the following:

Event: SuperSaturday- K-12 Special Education Acronyms and Labels: Meaning and Use! AM

Master classroom strategies for meeting each student's needs: academic, behavioral and social needs while collaborating with special ed. teachers. Identify effective strategies to use with your at-risk student who doesn't qualify for special services.

Presenters: Laura Christopherson and Heidi Freedman

Date: Saturday, Apr 05, 2003
Time: 8:00 AM - 11:30 AM
Location: University of Phoenix - Creekside
1760 Creekside Oaks Drive
Sacramento CA 95833
923-210-2107

Directions: I-5 to Garden Hwy East Left on first street- Natomas Park Dr. Right on Capital Park Right on Creekside Oaks Dr.

12(b) Support providers assist participating teachers to develop and implement an Individual Induction Plan (IIP) annually, which is informed by their prior preparation, training and experience. Results of the teaching performance assessment, when available, guide initial planning. CSTP-based formative assessment evidence guides the development, monitoring and ongoing revisions of subsequent Individual Induction Plans.

Each participating teacher develops and implements a formal Individual Induction Plan (IIP) on a yearly basis, starting at the beginning of the teaching year. The support provider helps the participating teacher use information based on evidence collected against the *California Standards for the Teaching Profession* (CSTP), the results of the TPA (teaching performance assessment) when available, prior preparation, training and experiences and the Individual Induction Plan (IIP) prepared upon exiting the Teacher Preparation Program, when available. The participating teacher on his or her MyBTSA web site records the essence of the Individual Induction Plan (IIP). A hard copy of the Individual Induction Plan is sent to the BTSA office within the first three months of program participation. A new copy of each IIP is sent to the BTSA Office upon revision and the date of revision tracked on the MyBTSA web site.

The support provider guides the participating teacher through the *California Formative Assessment and Support System for Teachers* (CFASST) Events. CFASST is a structured yet flexible formative assessment and support system that consists of a series of

assessment events that focus participating teachers through a ‘plan, teach, reflect, apply’ process, and blends teaching knowledge with performance. It is for credentialed first and second year teachers with the assistance of trained and experienced educators. The process is grounded in a developmental view of teaching and integrates the *California Standards for the Teaching Profession* (CSTP), state curriculum frameworks and instructional materials, and the K-12 state adopted academic content and performance standards for students. The participating teacher and the support provider collect evidence about the participating teacher’s practice throughout the CFASST events; this evidence is collected over time as a teaching portfolio and is used to develop the Individual Induction Plan (IIP).

12(c) The IIP includes professional growth goals, outlines specific strategies for achieving those goals, including professional development activities and/or university courses; documents the participating teacher’s progress in meeting the goals; and is monitored and revised at specified intervals as additional needs are identified.

Each participating teacher includes in his or her Individual Induction Plan the following components:

1. Teaching strengths and growth areas identified against the *California Standards for the Teaching Profession*
2. Professional growth goals
3. Student outcomes
4. An implementation plan that outlines specific strategies for achieving those goals, including professional development activities or courses
5. Resources needed to support the professional growth goal

The Individual Induction Plan (IIP) documents the participating teacher’s progress in meeting his or her goals. The Individual Induction Plan (IIP) is monitored by the support provider at the conclusion of each of the twelve *California Formative Assessment and Support System for Teachers* (CFASST) Events and revisions are made as additional needs are identified.

Copies of all participating teachers’ Individual Induction Plans (IIP) and their revisions are kept on file in the BTSA office. Progress is documented on the participating teacher’s MyBTSA web site and confirmed by the BTSA Staff..

Program leaders are able to analyze reports generated from the MyBTSA web site that summarize the *California Standards for the Teaching Profession* elements and the growth goals for the participating teachers based on their Individual Induction Plans (IIPs). This information is used to solicit professional growth providers to offer courses through our S3superstrategies.sat (Professional Development Saturdays) and Hot Topics (support network and learning seminars) that best meet the identified needs of our participating teachers.

12(d) Regular, on-going formal and informal meetings between support providers and participating teachers focus on the CSTP and the state-adopted K-12 academic content standards and performance levels for students, and are structured to provide the individualized support needed by the participating teacher.

44 Hours of Individual Coaching & Small Group Tutorials based on the California Standards for the Teaching Profession (CSTP) using the California Formative Assessment and Support System for Teachers (CFASST) Curriculum averaging 1.5 hours per week over 29 weeks each academic year from July through June.

The participating teacher and the support provider gather evidence and reflections from (1) the context of the class, school district and community, (2) four focused inquiries around (a) establishing an environment for student learning, (b) assessing instructional experiences, (c) designing a standards-based lesson series, and (d) assessing student learning over time, (3) three formal observations and feedback (Profiles of Practice) as well as informal observations; (4) reflective conversations that use the evidence to lead to the individualized support needed by the participating teacher.

The participating teacher maintains evidence over a two-year period in his or her teaching portfolio, with the assistance of the support provider. A teaching portfolio 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.

12(e) The support provider and the participating teacher have sufficient time allocated by the program to work together so that participating teachers consider formative assessment evidence and develop planned, systematic opportunities to improve their teaching.

The participating teacher and the support provider in the Sacramento BTSA Consortium Professional Teacher Induction Program are expected to meet an average of 2 hours per week for 29 of the 36 weeks of teaching each year for two years. These hours are tracked on the web-based database by the participating teacher and confirmed by the support provider. This provides sufficient time so that the participating teacher is able to consider the formative assessment evidence that he or she collects with the assistance of the support provider. The participating teacher is able to use this evidence to develop a well-planned, systematic Individual Induction Plan (IIP) to improve the knowledge, skills and abilities required to be an effective professional educator. The induction program requires ninety (90) hours each year:

- a. 2 Hours for a BTSA Orientation: Held in each district with Consortium assistance. Attended by the participating teacher, support provider and site administrators.
- b. 44 Hours of *Individual Coaching & Small Group Tutorials* based on the *California Standards for the Teaching Profession (CSTP)* using CFASST (*California Formative Assessment and Support System for Teachers*) Curriculum averaging 1.5 hours per week over 29 weeks.
- c. 12 Hours of *Observations, Assessments and a Portfolio Colloquium*: First Year: 4 hours per assessment, once in fall semester and once in spring semester, in addition to the spring Colloquium (4 hours). Second Year: Multiple observations connected to the first inquiry and the spring Colloquium.
- d. 18 Hours of *Professional Development* based on the *California Standards for the Teaching Profession (CSTP)* delivered through three 6-hour Saturdays (October/November, January/February, and
- e. March/April). This Professional Development is designed explicitly for the participating teacher based on assessment. The participating teacher registers for a series of Saturdays, one in the fall, one winter and one spring. The same instructors and students meet all three Saturdays for sustained learning over time that allows for implementation and feedback. The support provider attends with the participating teacher in order to assist with implementation in the context of the participating teacher's teaching assignment.
- f. 14 Hours of *Networking Support and Learning Seminars*: Three (3) Consortium "Hot Topics" (each 2 hours) and Four (4) District Support Seminars in Integrated Support and Assessment Services (each 2 hours). Content: Clarification of CFASST curriculum, understanding new teacher development; current research in mentoring and assessing new teachers; techniques for integrating self assessment and support; case studies in induction practices; formative assessment techniques using observations and teaching portfolio evidence. Participating teachers and support providers attend these "Hot Topics" together.

Product Year One: A Teaching Portfolio (the CFASST Box) that contains evidence and reflections from (1) the context of the class, school district and community, (2) two focused inquiries around (a) establishing an environment for student learning, (b) assessing instructional experiences (3) two formal observations (Profiles of Practice); (4) creating and monitoring an on-going individual induction plan; (5) reflective conversations that demonstrate progress through the IIP and summarize growth and (6) the Weekly Conversation documentation. The Teaching Portfolios will be assessed formatively at the spring Colloquium.

Product Year Two: A Teaching Portfolio (the CFASST Box) that contains evidence and reflections from (1) the context of the class, school district and community, (2) two focused inquiries around (a) teaching a series of five consecutive lessons within an identified content area, (b) student assessment (3) several observations by the support provider related to first inquiry (Profiles of Practice); (4) continuing and monitoring an on-going individual induction plan; (5) reflective conversations that demonstrate progress through the IIP and summarize growth and (6) the Weekly Conversation documentation. The Teaching Portfolios will be assessed formatively at the spring Colloquium).

It is the goal of the Sacramento BTSA Consortium Professional Teacher Induction Program to expand the current MyBTSA web site on-line database to include an electronic portfolio within the next two years, pending availability of funds. Until that is accomplished, participants will keep their Teaching Portfolio (CFASST Box) Evidence in hard copy.

12(f) The program has clear guidelines, for the ratio of support provided to participating teachers by support providers. These guidelines are based on knowledge about learning to teach and knowledge of the level of support necessary to successfully meet the induction standards. This ratio applies to support providers who are full-time teachers, full-time released teachers, part-time teachers, or part-time released teachers.

The Sacramento BTSA Consortium Professional Teacher Induction Program implements and monitors the following ratio of support provided to participating teachers by support providers:

1. The normal number of participating teachers is one (1) or two (2) for each support provider who is a full time classroom teacher. Full time classroom teachers may serve up to 4 participating teachers *only* if the participating teachers are at the same site and with similar teaching assignments.
2. A support provider who has a full time alternative assignment (released) as support only, or who is retired, may serve up to 14 participating teachers.
3. Support providers who are under a full-time contract, but on a part-time alternative (release) assignment are pro-rated: for example, a half time release may serve 6-7 participating teachers
4. A support provider who is a half time teacher only (.5 FTE – full time equivalent) will be assigned one (1) participating teacher unless he or she specifically agrees

to serve more participating teachers using time that is not under contract. If in agreement, this support provider may serve up to seven (7) participating teachers.

All support providers, whether they are under a full or part-time contract, will participate in the full ten (10) days of support provider training. A one-day yearly update is required upon completion of the 10 days of support provider training. Ongoing opportunities to extend the knowledge, skills and abilities of providing support are offered each year.

What will the participating teacher experience as he or she progresses through the induction program in relation to Standard 11?

The Sacramento BTSA Consortium Professional Teacher Induction Program picks up at the conclusion of the teacher preparation program for each participating teacher and assists them as they continue on the Learning to Teach Continuum. The focus of the induction program is to continue to gain knowledge and to expand the skills and abilities related to being a professional educator, and at the same time, *apply* the knowledge, skills and abilities gained in the teacher preparation program within the context of their specific teaching assignment.

The participating teacher will enter the arena of California public school teaching, a highly complex and challenging task, with the assistance of a personal coach, a support provider, who will provide guidance and support over a two-year period. That support will be focused through the *California Standards for the Teaching Profession* (CSTP), state curriculum frameworks and instructional materials, state-adopted student content and performance standards. The curriculum for that support will be the *California Formative Assessment and Support System for Teachers* (CFASST). Formative assessment processes, and the evidence gathered therein, will form the basis for the participating teacher's continuing professional development and growth, documented on the Individual Induction Plan (IIP).

The Individual Induction Plan (IIP) is a cornerstone of the Sacramento BTSA Consortium Professional Teacher Induction Program. Each plan is individualized to the specific, documented needs of the participating teacher through the assistance and coaching of the support provider. The strength of our induction program rests on the expertise of our support providers to personalize support and assessment through this Individual Induction Plan (IIP).

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

The participating teacher will be able to use evidence to identify areas of strength and areas for growth, and have the opportunity to plan and access the next most appropriate steps in his or her continuing learning about how to be an excellent, effective professional educator. This ability to gather evidence about themselves and their skills, identifying strengths and areas for growth will provide each participating teacher with the skills to actually become a "life-long learner" in the pursuit of their chosen career.

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.*
Statewide Survey of Beginning Teachers, Support Providers, Site Administrators, and BTSA Program Staff
2. *Informal Program Review Self Study*

1. External Evaluation Conclusions

Site administrators rated the following statements on a scale of 1-6 with 6 being high:

BTSA support providers at my site are well prepared to support and formatively assess participating teachers	5.70
I am aware that participating teachers and support providers at my school meet regularly to assess their progress.	5.55
BTSA support providers give regular, ongoing assistance to beginning teachers at my school based on his/her assessed needs.	5.50
Participating teacher and support providers at my site are matched for grade level or subject matter, proximity, track and/or relevant experience.	5.30
Participating teachers and support providers at my school are given time and opportunities to work together on a regular, ongoing basis.	4.45

Participating Teachers and Support Providers reported mid-year:

1. First and second year participating teachers agree that they have established regular meeting times, and most have explored instructional strategies based on program standards and student performance. Approximately one-third of first-and second year participants say they have examined student performance with their support providers. Support providers report higher scores in this area.
2. Almost all support providers report that they are fully trained in the *California Formative Assessment and Support System for Teachers* (CFASST) process and that they have begun or completed the Individual Induction Plan with their participating teachers by mid-year.
3. Participating teachers find their relationship with their support provider very valuable. Over three-quarters rate this support at 8 or better (10 being high). Numbers of low rankings are negligible. Paralleling participating teachers, eighty-two percent (82%) of support providers rate their relationship with their participating teachers at 8 or higher (10 being high.)
4. Most participating teachers (60% and 57%) rate the relevance of BTSA as moderate.

Participating teachers reported on their California Standards for the Teaching Impact Survey the following:

From the beginning, this survey and its analysis in this report are intended to identify areas within the *California Standards for the Teaching Profession* in which beginning teachers perceive the BTSA Program as assisting them most in their growth as a professional educator and as reflected in their Individual Induction Plan (IIP).

Essential Impact Areas

All BTSA Participants

Beginning teachers indicate that the greatest impact of the BTSA program was in leading them to reflect on the craft of teaching, on the means to improve as a teacher and develop as a professional educator, and on the value of colleagues in helping to hone their skills (CSTP 6.1, 6.2, 6.5). This is likely a sign that they are affirming their commitment to the craft of teaching.

Likewise, all beginning teachers indicated that the program had least impact on aiding them to work with communities and families to improve professional practice (CSTP 6.3, 6.4). These may seem remote and abstract to beginning teachers already fully occupied with the daily requirements of campus life.

Year One Teachers:

Greatest Impact

As stated above, first-year teachers report the greatest impact on their reflection on the nature and practice of the teaching profession (CSTP 6.1, 6.2). After that, the BTSA program has made an impact on areas of teaching quite different from those second-year teachers report. First-year teachers say BTSA has significantly assisted them in planning and implementing classroom procedures and routines that support student learning (CSTP 2.5): they feel more confident in establishing a framework of activities. They also report that BTSA has assisted them in classroom management: establishing and maintaining standards for student behavior (CSTP 2.4), and establishing a climate that promotes fairness and respect (CSTP 2.2). These are important issues for first-year teachers facing their first classroom full of students; BTSA seems to have had salubrious results in this area.

Least Impact

Beyond feeling that BTSA has had the least impact on working with families and communities, first-year teachers believe BTSA has also had relatively low impact on their ability to guide students toward assessing their own progress in learning (CSTP 5.3); this logically must follow after the teacher has mastered strategies and means of assessment, which first-year teachers are likely still developing. BTSA also had relatively little impact on some curricular issues: use of varied materials, resources, and technologies to make content accessible to students; developing means to engage students in problem solving and critical thinking; and fostering self-directed learning (CSTP 3.5, 1.4, 1.5). First-year teachers are likely more text-focused, and still developing a sense of the shape of the curriculum; creative means of exploring it come with greater experience.

Year Two Teachers:

Greatest Impact

As mentioned, second-year teachers report that BTSA participation has had the greatest impact in stimulating them to reflect on the practice of their profession and on the possibilities for professional growth within it (CSTP 6.1, 6.2, 6.5). Second-year teachers feel that BTSA has helped them in areas that should occupy the attention of more experienced teachers: mastery of their subjects and cultivation of artful and effective means to organize and present them. They report that BTSA has aided them in demonstrating knowledge of their subject, creating an engaging classroom environment, and better organizing their curriculum to support students in its mastery (CSTP 3.1, 2.1, 3.2). More experienced teachers delve more deeply into their subjects, and seek creative strategies to engage their students; that BTSA has succeeded here is a positive sign.

Least Impact

Second-year teachers indicate least BTSA impact on aiding them in working with families and communities to improve professional practice (CSTP 6.3, 6.4). They also report relatively little impact on assisting them to find strategies for communicating with students, families, and others on student progress (CSTP 5.5). This may merit attention, particularly in the area of communicating with students.

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

2. 2001-2002 Statewide Survey Results

<i>Participating Teachers Report (scale of 1-4 with 4 being the highest)</i>	Means	Standard Deviation
Strength of connection between areas of growth and professional development activities	3.03	0.63
Clarity of understanding of professional growth plan	2.98	0.87
<i>Site Administrators Report</i>		
Clarity of understanding of professional growth plan	3.06	0.84
<i>BTSA Staff Reports</i>		
Clarity of understanding of professional growth plan	3.65	0.66

4. Informal Program Review Conclusions

The Informal Program Review found the following areas of strength:

- Support provider assist in development and implementation of the Individual Induction Plan
- Regular ongoing formal assessment between support provider and the participating teacher
- Time to build support provider and participating teacher relationship is a paramount focus of the program as documented in the programs surveys.

Areas of growth were:

- Provide more opportunities for professional development for special education, continuation schools, and secondary teachers.
- Help support providers carefully examine the meaningfulness and appropriateness of the implementation of each *California Formative Assessment and Support System for Teachers* (CFASST) Event for each participating teacher individually.

Analysis and Conclusions:

This evidence demonstrates that the Sacramento BTSA Consortium Professional Teacher Induction Program provides professional development for participating teachers to support their attainment of the CSTP in relation to the state adopted standards and frameworks. The participating teacher's professional growth is guided by formative assessment evidence and documented via an Individual Induction Plan (IIP). This evidence documents the Sacramento BTSA Consortium Professional Teacher Induction Program's commitment to the professional development and extended preparation that integrates the process of individualized support and assistance from support providers with formal professional development offerings. The evidence documents the connections across the learning-to-teach continuum.

Evidence #1 of Element (a) for Standard 12: Presenter Lists for S3superstrategies.sat and Hot Topics

**Presenter List
2002-2003**

	Name	Topic/Area	Grade
1	Atchison, Les Atchison, Kay	Culture Makes A Difference, Special Educ.	K-6
2	Babcock, Terri	Coping With Misbehaving Students	K-6
3	Bailey, Lauri Bettcher, Peg Jones, Roni	Technology	K-6
4	Bateman, Ginny Anderson, Christine	Brain Research: Ten Best Teaching Practices	4-12
5	Beaudin, Linda Revis, Jody	Multicultural; Towards Equity	K-12
6	Bengle, Donna Bengle, Steve	Reading Language Arts	K-6
7	Boone, Ernie	Facilitating Thinking In The Classroom	
8	Campbell, Patrick	(Critical Thinking, Learning Styles) Woodland	K-12
9	Carling, Christine	Reading Language Arts	K-6
10	Christiansen, Susan	English; Leadership; Teacher Research	K-12
11	Ciraulo, Karen Dultz, Cheryl	Classroom Instruction That Works	K-6
12	Daulton, Donna	Mathematics	3-5
13	Faires, Patti	When Possibility Is Fulfilled (Classroom Research) Writing – The Power Of Words	K-3
14	Gandy, Robin	Brain-Based Learning In The Classroom	K-6
15	Garrett, Lorie	Problem Solving Strategies For The Classroom/Games On Saturdays	6-8
16	Gatewood, Steve Gatewood, June	Multicultural; Towards Equity	K-12
17	Groth, Rosemarie	Reading Language Arts	6-8
18	Gust, Carol	Parents And Community	K-12
19	Harrington, Jane	Technology	K-12

20	Hegdahl, Lisa	Science And CSTP 1 Engaging Students	6-8
21	Hein, Holly Mason, Stephanie	Making Workshop Work	
22	Hollister (Lewin), Terri	Reading Language Arts	K-6
23	Hunter, Lura	Special Education	6-12
24	Joyce, Terry	Taking Away The Fear Of Teaching Art	K-6
25	Kellog, Noreen O’Kane, Pamela	Teaching Reading To Students Operating Below Grade Level	K-6
26	Kimmel, Bill	Science	6-12
27	Koch, Kathy	Leadership, Engaging Students	K-12
28	Leisley, Don Lavaroni, Charles	Leadership; Publishing Your Good Ideas	K-12
29	Loehr, Jenny	Technology	K-12
30	Magnani, Kathy	Filling Your Bag Of Tricks Classroom Community Classroom Management Energizers And Sponges	5-12
31	Mesquita, Francy	(Management – K-8 Effective Teaching) Woodland	K-8
32	Myers, Danan	Writing	K-3
33	Neill, Martha	Differentiating Instruction	K-6
34	Noyes, Cindy Barnett, Barbara Dikeos, Marilyn	Problem Solving 101, A, B And C (Math)	K-6
35	Perry, Linda	Technology	K-12
36	Phillips, Denise	Technology	K-12
37	Posmanter, Robin	Coaching	K-6
38	Raymond, Vicki	Harry Wong	K-8
39	Reed, Kim	Reading Language Arts	K-6
40	Revis, Jodi	CSTPs In The Classroom	
41	Robinson, Leslie	Classroom Culture	K-12
42	Santos, Tracy	Technology	K-12
43	Sapp, Jeffrey	Reading Language Arts And Engaging Students	K-12
44	Shoemaker, Edna	Finding A Balance As A Professional Educator	K-12

45	Somma, Kristina	Yoga – Simple Stress Relieving Techniques	K-12
46	Standley, Kathy McMillan, Aaron	Cooperative Learning	K-12
47	Townsend, Nancy	Reading Language Arts	K-6
48	Wade, P.J.	Classroom Systems Management	K-6
49	Webb, Patricia		
50	Wiegand, Ceil	Multiple Intelligences, Gifted Student's Needs, Incorporating Technology In The Classroom	K-12
51	Zarate, Tracy	Engaging All Students	K-6
52	Zoller, Kendall	Classroom Management Non-Verbal	K-6

2002-2003 Hot Topic Line up

Mills Oct. 15	Golden State (Washington) Oct. 15	Greer (Galt) Oct. 16	Natomas Oct.16	Woodland Oct. 17	Rocklin Oct.17
Lorie Garrett	Martha Neill	Danan Myers	Terri Babcock	Nancy Townsend	Danan Myers
Kathy Magnani	Danan Myers	Kathleen Standley	Kathy Magnani	Martha Neill	Donna Bengle
Cindy Noyes	Ceil Wiegand	Leslie Robinson	Martha Neill	Les Atchison	Lorie Garrett
Les Atchison		Tracy Zarate	Lorie Garrett	Leslie Robinson	Kathy Magnani
Robin Gandy		Robin Gandy	Les Atchison	Carol Gust	Cindy Noyes
Carol Gust		Carol Gust			Donna Daulton
Kim Reed					
Jan 14	Jan 14	Jan.15	Jan.15	Jan. 16	Jan.16
Lorie Garrett	Martha Neill	Danan Myers	Terri Babcock	Martha Neill	Kathy Magnani
Kathy Magnani	Danan Myers	Kathleen Standley	Kathy Magnani	Leslie Robinson	Lorie Garrett
Cindy Noyes	Ceil Wiegand	Leslie Robinson	Martha Neill	Nancy Townsend	Donna Bengle
Les Atchison		Tracy Zarate	Lorie Garrett	Les Atchison	Danan Myers
Robin Gandy		Robin Gandy	Les Atchison	Carol Gust	Cindy Noyes
Carol Gust		Carol Gust			Donna Daulton
Kim Reed					

March 11	March 11	March 12	March 12	March 13	March 13
Lorie Garrett	Martha Neill	Danan Myers	Terri Babcock	Martha Neill	Kathy Magnani
Kathy Magnani	Danan Myers	Kathleen Standley	Kathy Magnani	Les Atchison	Lorie Garrett
Cindy Noyes	Ceil Wiegand	Leslie Robinson	Martha Neill	Nancy Townsend	Donna Bengle
Les Atchison		Tracy Zarate	Lorie Garrett	Leslie Robinson	Danan Myers
Robin Gandy		Robin Gandy	Les Atchison	Carol Gust	Cindy Noyes
Carol Gust		Carol Gust			Donna Daulton
Kim Reed					