

## **Program Standard 18: Creating a Supportive and Healthy Environment for Student Learning**

*In the professional teacher induction program, each participating teacher builds upon the knowledge, skills, and abilities acquired during the professional teacher preparation program for the delivery of comprehensive support for students' physical, cognitive, emotional and social well-being. Each participating teacher understands and promotes personal, classroom, and school safety through appropriate prevention and intervention strategies. Each participating teacher demonstrates an understanding of the relationship between student health and student learning, and knows how to access local and community resources to support student health. Each participating teacher demonstrates knowledge of and implements appropriate elements of the adopted health curriculum and instructional materials for the teaching assignment. Each participating teacher knows major state and federal laws related to student health and safety, including reporting requirements and parents' rights.*

### **Program and Implementation Plan**

Standard 18 requires that induction programs build on the knowledge, skills and abilities of participating teachers acquired during professional preparation for the delivery of comprehensive support for students' physical, cognitive, emotional and social well-being. Standard 18 addresses the application of important content in the area of student health and safety.

The Sacramento BTSA Consortium Professional Teacher Induction Program provides multiple opportunities for the participating teacher to demonstrate his or her ability to teach under the weekly guidance of a personal coach (support provider). The participating teacher and support provider meet together an average of two (2) hours a week for 29 of the 36 school weeks each year for two years. Through the use of formative assessment and guided reflection the participating teacher develops and strengthens his or her ability to meet the *California Standards for the Teaching Profession* (CSTP) through use of state curriculum frameworks and instructional materials, and state adopted academic student content and performance standards. The Sacramento BTSA Consortium Professional Teacher Induction Program fully implements the *California Formative Assessment and Support System for Teachers* (CFASST). The elements of Standard 18 are met as the participating teacher completes each CFASST event or as the participating teacher describes how and to what degree he or she meets those elements through an individual and personal response in the Comment Box for each element.

Through the use of formative assessment and guided reflection the participating teacher develops and strengthens his or her ability to meet the *California Standards for the Teaching Profession* (CSTP) through use of state curriculum frameworks and instructional materials, and state adopted academic student content and performance standards. The Sacramento BTSA Consortium Professional Teacher Induction Program fully implements the *California Formative Assessment and Support System for Teachers*

(CFASST). The elements of Standard 18 are met as the participating teacher completes each CFASST event and/or as the participating teacher describes how and to what degree he or she meets those elements individually and personally in the Comment Box.

### **Comment Box**

For the Induction Program Standards 15-20, the participating teacher will explain and site evidence in the MyBTSA web site Comment Box specifically how he/she has extended, implemented and applied the knowledge identified by the element learned in his/her Teacher Preparation Program. We have listed in the MyBTSA database for each element of the Induction Program Standards 15-20 possible sources of evidence for the participating teacher and the support provider to consider. Essential training is being developed for support providers regarding this section of the program requirements and the documentation on the database. Support providers must be fully knowledgeable regarding these new program standards and their elements in order to guide the conversations and focus of the participating teacher as they progress through the twelve (12) *California Formative Assessment and Support System for Teachers (CFASST)* events. The support provider will verify on MyBTSA that the participating teacher has successfully met each element once the participating teacher has completed the Comment Box.

*See Evidence #1 at the end of Standard 18: Chart - California Formative Assessment and Support System for Teachers (CFASST) aligned to Standard 18.*

*18(a) Each participating teacher identifies environmental factors that influence student well-being, and takes appropriate actions to address student health and safety within the context of the teaching assignment.*

Sources of Evidence for the Participating Teacher and Support Provider to consider:

CFASST Events 1 and 7 (Class, School, District and Community Profiles), Inquiry 2 (Establishing an Environment for Student Learning) and 11 (Assessing Student Learning Over Time), professional readings, Weekly Conversations with support provider. Comment Box.

*18(b) Each participating teacher implements accident prevention strategies within the classroom and the school site.*

Sources of Evidence for the Participating Teacher and Support Provider to consider:

Weekly Conversations with support provider, written reflections, case studies, professional readings, district policies and regulations, site policies and regulations. Comment Box

*18(c) Each participating teacher uses a strengths-based approach to foster individual students' well being. He/she is able to communicate with students' families regarding student health and safety, and can work with families, caregivers and health professionals to create and maintain a healthful environment.*

Sources of Evidence for the Participating Teacher and Support Provider to consider:

CFASST Inquiry 2 (Establishing an Environment for Student Learning). Weekly Conversations with support provider. Parent Conferences, written reflections, professional readings, case studies, community health and safety resources. Comment box.

*18(d) Each participating teacher knows and can implement the school's crisis response plan: procedures for responding to emergency health situations; procedures for contacting staff identified as qualified to provide first aid and CPR; and conflict resolution strategies and other techniques for defusing potentially violent situations.*

Sources of Evidence for the Participating Teacher and Support Provider to consider:

Dates of reviewing crisis response plan, emergency health response procedures and violence training. Names of first aid and CPR staff and contact numbers. Weekly Conversations with support provider. Site Orientations. Case study, etc. Comment Box.

*18(e) Each participating teacher demonstrates understanding of health and safety factors such as vision, hearing, nutrition, communicable diseases, alcohol and substance abuse, and other risk behaviors that impact student health and learning. Participating teachers know how to recognize these factors, and how to access in accordance with school policy and procedures; appropriate site, local and community health and mental health resources available to help students and families: health education, school nurses, and health clerks; vision, hearing and dental clinics; nutrition and free lunch programs; speech therapy and psychological and counseling services; social workers; and child welfare and attendance workers.*

Sources of Evidence for the Participating Teacher and Support Provider to consider:

Dates for student screening for health issues as appropriate. Dates for reviewing school policy and procedures. List of resources. Dates of referrals, status and outcome. Parent conferences regarding health and safety factors. District and school communications to parents and faculty regarding health and safety factors. Comment Box.

*18(f) Each participating teacher uses appropriately the adopted health curriculum and knows how to use instructional materials in health within the context of the teaching assignment.*

Sources of Evidence for the Participating Teacher and Support Provider to consider:

Guidance from support provider through Weekly Conversations, Identify the specific adopted health curriculum, demonstrate how health instructional materials were used in the teaching assignment. Comment Box.

*18(g) Each participating teacher knows and implements as appropriate state and federal reporting requirements relating to child abuse and neglect; state and local permitted health topics; state and federal requirements as well as local policy regarding family life and sex education, and procedures for notifying parents; and parents' rights regarding instruction in health. He/she is familiar with local guidelines for accessing and using outside speakers.*

Sources of Evidence for the Participating Teacher and Support Provider to consider:

Dates for district training/instruction in child abuse, health topics, family life and sex education (family life), parent notification, parent rights, seminars and workshops, support provider focused conversations, principal focused conversations. Hot Topics, S<sup>3</sup>superstrategies.sat., etc. Comment Box.

## **Support Provider training is part of the key to success.**

The support provider is only the *first* of coaches to support the participating teacher. Our program makes it clear from the Orientation on throughout the entire two years that the support provider is the beginning of resources. The support providers are trained and encouraged to help their participating teachers network with many other teachers: other novice teachers like themselves, and with veteran teachers who have much to share. The support provider is also the key to helping the participating teacher learn about various resources at the school, district, and community level that are available to the teacher and to the students of the teacher.

We emphasize throughout the program that participating teachers are to never teach in isolation, but that communication, collaboration, sharing and continual learning are all part of what it means to be a professional educator.

It is important that the support provider be familiar with all of the elements within program standards 15-20. One of the roles of the support provider is to guide the participating teacher in developing essential skills as a professional educator. Many of those skills are identified within these program standard elements. Because there are so many “things” that come at a beginning teacher, it is critical that the support provider shape the essence of the two-year support through a thorough understanding of CFASST curriculum and materials, and these elements.

The Consortium has embedded into its CFASST Training for Support Providers essential information about creating a healthy and supportive environment. We require 6 days of training for those support providers working with Year 1 participating teachers, and 4 additional days for those working with Year 2 participating teachers. Each year in the subsequent one day of update that is required for all support providers who have completed the ten days of training, we focus a portion of that day on providing information to guide the support provider in helping the participating teacher provide comprehensive support for students’ physical, cognitive, emotional and social well-being. We identify resources within the Greater Sacramento Area that can provide vital information to the participating teacher regarding student health.

Each of our participating districts require that all new employees, including participating teachers, attend mandated inservices and instruction on major state and federal laws related to student health and safety, including reporting requirements and parent rights.

Every site administrator provides information and training at the beginning of the year for every faculty member, including participating teachers, on the school crisis plan, school safety plan, and student intervention programs operating within the school and district.

To support the use of a strengths-based approach to foster student well-being, the Sacramento BTSA Consortium Professional Teacher Induction Program provides professional development opportunities for participating teachers and support providers.

(See Program Standard 20, Special Populations, for further information regarding the strengths-based approach to foster students' well-being.)

Support providers and participating teachers alike have the opportunity to select from the following SuperSaturday classes and Hot Topic Networks that support the elements in Standard 18.

03/29/2003	8:00 AM - 11:30 AM	<a href="#">SuperSaturday- k-8 Nutrition Curriculum for Your Class AM</a>	SuperSaturdays	University of Phoenix - Roseville
03/29/2003	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- k-8 Nutrition Curriculum for Your Class PM</a>	SuperSaturdays	University of Phoenix - Roseville
01/11/2003	8:00 AM - 11:30 AM	<a href="#">SuperSaturday- k-8 Nutrition Curriculum for Your Class AM</a>	SuperSaturdays	University of Phoenix - Roseville
01/11/2003	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- k-8 Nutrition Curriculum for Your Class PM</a>	SuperSaturdays	University of Phoenix - Roseville
11/02/2002	8:00 AM - 11:30 AM	<a href="#">SuperSaturday- k-8 Nutrition Curriculum for Your Class AM</a>	SuperSaturdays	University of Phoenix - Roseville
11/02/2002	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- k-8 Nutrition Curriculum for Your Class PM</a>	SuperSaturdays	University of Phoenix - Roseville
04/05/2003	8:00 AM - 3:30 PM	<a href="#">SuperSaturday- k-12 Family School Involvement All Day Session</a>	SuperSaturdays	University of Phoenix - Creekside
03/29/2003	8:00 AM - 3:30 PM	<a href="#">SuperSaturday- k-12 Family School Involvement All Day Session</a>	SuperSaturdays	University of Phoenix - Creekside
03/13/2003	4:00 PM - 6:00 PM	<a href="#">Hot Topics- Family School Involvement k-12</a>	Hot Topics	Woodland Prairie Elementary
03/12/2003	4:00 PM - 6:00 PM	<a href="#">Hot Topics- Family School Involvement k-12</a>	Hot Topics	Greer Middle School
03/11/2003	4:00 PM - 6:00 PM	<a href="#">Hot Topics- Family School Involvement k-12</a>	Hot Topics	Mills Middle School
02/01/2003	8:00 AM - 3:30 PM	<a href="#">SuperSaturday- k-12 Family School Involvement All Day Session</a>	SuperSaturdays	University of Phoenix - Creekside
01/16/2003	4:00 PM - 6:00 PM	<a href="#">Hot Topics- Family School Involvement k-12</a>	Hot Topics	Woodland Prairie Elementary
01/15/2003	4:00 PM - 6:00 PM	<a href="#">Hot Topics- Family School Involvement k-12</a>	Hot Topics	Greer Middle School
01/14/2003	4:00 PM - 6:00 PM	<a href="#">Hot Topics- Family School Involvement k-12</a>	Hot Topics	Mills Middle School
01/11/2003	8:00 AM - 3:30 PM	<a href="#">SuperSaturday- k-12 Family School Involvement All Day Session</a>	SuperSaturdays	University of Phoenix - Creekside
11/02/2002	8:00 AM - 3:30 PM	<a href="#">SuperSaturday- k-12 Family School Involvement All Day Session</a>	SuperSaturdays	University of Phoenix - Roseville
10/17/2002	4:00 PM - 6:00 PM	<a href="#">Hot Topics- Family School Involvement</a>	Hot Topics	Woodland Prairie Elementary
10/16/2002	4:00 PM - 6:00 PM	<a href="#">Hot Topics- Family School Involvement</a>	Hot Topics	Greer Middle School
10/15/2002	4:00 PM - 6:00 PM	<a href="#">Hot Topics- Family School Involvement</a>	Hot Topics	Mills Middle School
10/05/2002	8:00 AM - 3:30 PM	<a href="#">SuperSaturday- k-12 Family School Involvement All Day Session</a>	SuperSaturdays	University of Phoenix - Creekside
11/02/2002	8:00 AM - 3:30 PM	<a href="#">SuperSaturday- k-12 Nonverbal Classroom Mangement (Envoy) All day session</a>	SuperSaturdays	University of Phoenix -

10/05/2002	8:00 AM - 3:30 PM	<a href="#">SuperSaturday- k-12 Nonverbal Classroom Mangement (Envoy) All day session</a>	SuperSaturdays	Creekside University of Phoenix - Creekside
04/05/2003	8:00 AM - 11:30 AM	<a href="#">SuperSaturday- k-5 Developing Management Systems within your Classroom AM</a>	SuperSaturdays	University of Phoenix - Creekside
04/05/2003	8:00 AM - 11:30 AM	<a href="#">SuperSaturday- k-12 Cooperative Learning and Classroom Management AM</a>	SuperSaturdays	University of Phoenix - Creekside
04/05/2003	8:00 AM - 11:30 AM	<a href="#">SuperSaturday- Grades 6-12 Classroom Systems Management AM</a>	SuperSaturdays	University of Phoenix - Roseville
04/05/2003	8:00 AM - 11:30 AM	<a href="#">SuperSaturday- k-12 I Can Do It! AM</a>	SuperSaturdays	University of Phoenix - Roseville
04/05/2003	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- Grades 6-12 Developing Management Systems within your Classroom PM</a>	SuperSaturdays	University of Phoenix - Creekside
04/05/2003	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- k-12 Cooperative Learning and Classroom Management PM</a>	SuperSaturdays	University of Phoenix - Creekside
04/05/2003	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- Grades 6-12 Classroom Systems Management PM</a>	SuperSaturdays	University of Phoenix - Roseville
04/05/2003	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- k-12 I Can Do It! PM</a>	SuperSaturdays	University of Phoenix - Roseville
03/29/2003	8:00 AM - 11:30 AM	<a href="#">SuperSaturday- k-4 Classroom Instruction that Works! AM</a>	SuperSaturdays	University of Phoenix - Creekside
03/29/2003	8:00 AM - 11:30 AM	<a href="#">SuperSaturday- k-12 Cooperative Learning and Classroom Management AM</a>	SuperSaturdays	University of Phoenix - Creekside
03/29/2003	8:30 AM - 11:30 AM	<a href="#">SuperSaturday- k-12 B.O.R.G. Cooperative Learning Strategies AM</a>	SuperSaturdays	University of Phoenix - Creekside
03/29/2003	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- k-12 B.O.R.G. Cooperative Learning Strategies PM</a>	SuperSaturdays	University of Phoenix - Creekside
03/29/2003	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- k-12 Cooperative Learning and Classroom Management PM</a>	SuperSaturdays	University of Phoenix - Creekside
02/01/2003	8:00 AM - 11:30 AM	<a href="#">SuperSaturday- k-4 Classroom Instruction that Works! AM</a>	SuperSaturdays	University of Phoenix - Creekside
02/01/2003	8:00 AM - 11:30 AM	<a href="#">SuperSaturday- k-5 Developing Management Systems within your Classroom AM</a>	SuperSaturdays	University of Phoenix - Creekside
02/01/2003	8:00 AM - 11:30 AM	<a href="#">SuperSaturday- k-12 Cooperative Learning and Classroom Management AM</a>	SuperSaturdays	University of Phoenix - Creekside
02/01/2003	8:00 AM - 11:30 AM	<a href="#">SuperSaturday- k-12 I Can Do It! AM</a>	SuperSaturdays	University of Phoenix - Roseville
02/01/2003	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- k-4 Classroom Instruction that Works! PM</a>	SuperSaturdays	University of Phoenix - Creekside
02/01/2003	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- Grades 6-12 Developing Management Systems within your Classroom PM</a>	SuperSaturdays	University of Phoenix - Creekside
02/01/2003	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- k-12 Cooperative Learning and Classroom Management PM</a>	SuperSaturdays	University of Phoenix - Creekside
02/01/2003	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- k-12 I Can Do It! PM</a>	SuperSaturdays	University of Phoenix - Roseville
01/11/2003	8:00 AM - 11:30 AM	<a href="#">SuperSaturday- k-12 Cooperative Learning and Classroom Management AM</a>	SuperSaturdays	University of Phoenix - Creekside
01/11/2003	8:00 AM -	<a href="#">SuperSaturday- Grades 6-12 Classroom Systems</a>	SuperSaturdays	University of

	11:30 AM	<a href="#">Management AM</a>			Phoenix - Roseville
01/11/2003	8:30 AM - 11:30 AM	<a href="#">SuperSaturday- k-12 B.O.R.G. Cooperative Learning Strategies AM</a>	SuperSaturdays		University of Phoenix - Creekside
01/11/2003	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- k-12 B.O.R.G. Cooperative Learning Strategies PM</a>	SuperSaturdays		University of Phoenix - Creekside
01/11/2003	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- k-12 Cooperative Learning and Classroom Management PM</a>	SuperSaturdays		University of Phoenix - Creekside
01/11/2003	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- Grades 6-12 Classroom Systems Management PM</a>	SuperSaturdays		University of Phoenix - Roseville
11/02/2002	8:00 AM - 11:30 AM	<a href="#">SuperSaturday- k-5 Developing Management Systems within your Classroom AM</a>	SuperSaturdays		University of Phoenix - Creekside
11/02/2002	8:00 AM - 3:30 PM	<a href="#">SuperSaturday- k-12 Nonverbal Classroom Mangement (Envoy) All day session</a>	SuperSaturdays		University of Phoenix - Creekside
11/02/2002	8:00 AM - 11:30 AM	<a href="#">SuperSaturday- k-12 Cooperative Learning and Classroom Management AM</a>	SuperSaturdays		University of Phoenix - Creekside
11/02/2002	8:00 AM - 11:30 AM	<a href="#">SuperSaturday- Grades 6-12 Classroom Systems Management AM</a>	SuperSaturdays		University of Phoenix - Roseville
11/02/2002	8:00 AM - 11:30 AM	<a href="#">SuperSaturday- k-12 I Can Do It! AM</a>	SuperSaturdays		University of Phoenix - Roseville
11/02/2002	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- Grades 6-12 Developing Management Systems within your Classroom PM</a>	SuperSaturdays		University of Phoenix - Creekside
11/02/2002	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- k-12 Cooperative Learning and Classroom Management PM</a>	SuperSaturdays		University of Phoenix - Creekside
11/02/2002	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- Grades 6-12 Classroom Systems Management PM</a>	SuperSaturdays		University of Phoenix - Roseville
11/02/2002	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- k-12 I Can Do It! PM</a>	SuperSaturdays		University of Phoenix - Roseville
10/05/2002	8:00 AM - 3:30 PM	<a href="#">SuperSaturday- k-12 Nonverbal Classroom Mangement (Envoy) All day session</a>	SuperSaturdays		University of Phoenix - Creekside
10/05/2002	8:00 AM - 11:30 AM	<a href="#">SuperSaturday- k-12 Cooperative Learning and Classroom Management AM</a>	SuperSaturdays		University of Phoenix - Creekside
10/05/2002	8:30 AM - 11:30 AM	<a href="#">SuperSaturday- k-12 B.O.R.G. Cooperative Learning Strategies AM</a>	SuperSaturdays		University of Phoenix - Creekside
10/05/2002	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- k-12 B.O.R.G. Cooperative Learning Strategies PM</a>	SuperSaturdays		University of Phoenix - Creekside

**What criteria will the support provider use to determine if the participating teacher has "successfully met" each element?**

Each description of each element describes the criteria that the support provider will use to determine if they can validate the participating teachers statement that the element has been met. Each elements asks the participating teacher to:

- (1) identify and assess your level of skill and knowledge
- (2) describe how you have demonstrated growth and
- (3) describe how your students have demonstrated growth.

Participating teachers are asked to be clear and to identify the evidence that supports their statements.

<b>Task:</b>	Standard 18a: Health and safety in context of teaching assignment
<b>Description:</b>	(1) Identify and assess your level of skill and knowledge as you enter the BTSA Induction Program. Describe (2) how you have demonstrated growth in your continuing development of skill and knowledge as a professional educator, and (3) how your students have demonstrated growth in learning because you have applied these skills and knowledge in your teaching. Be clear. Identify the evidence that supports and documents how you meet this standard. Describe how you used this evidence in your professional practice

<b>Task:</b>	Standard 18b: Implement accident-prevention strategies
<b>Description:</b>	(1) Identify and assess your level of skill and knowledge as you enter the BTSA Induction Program. Describe (2) how you have demonstrated growth in your continuing development of skill and knowledge as a professional educator, and (3) how your students have demonstrated growth in learning because you have applied these skills and knowledge in your teaching. Be clear. Identify the evidence that supports and documents how you meet this standard. Describe how you used this evidence in your professional practice.

<b>Task:</b>	Standard 18c: Promote student well-being with families and others
<b>Description:</b>	(1) Identify and assess your level of skill and knowledge as you enter the BTSA Induction Program. Describe (2) how you have demonstrated growth in your continuing development of skill and knowledge as a professional educator, and (3) how your students have demonstrated growth in learning because you have applied these skills and knowledge in your teaching. Be clear. Identify the evidence that supports and documents how you meet this standard. Describe how you used this evidence in your professional practice

**Task:** Standard 18d: Implement crisis response plans and procedures  
**Description:** (1) Identify and assess your level of skill and knowledge as you enter the BTSA Induction Program. Describe (2) how you have demonstrated growth in your continuing development of skill and knowledge as a professional educator, and (3) how your students have demonstrated growth in learning because you have applied these skills and knowledge in your teaching. Be clear. Identify the evidence that supports and documents how you meet this standard. Describe how you used this evidence in your professional practice.

**Task:** Standard 18e: Understand health and safety, access resources  
**Description:** (1) Identify and assess your level of skill and knowledge as you enter the BTSA Induction Program. Describe (2) how you have demonstrated growth in your continuing development of skill and knowledge as a professional educator, and (3) how your students have demonstrated growth in learning because you have applied these skills and knowledge in your teaching. Be clear. Identify the evidence that supports and documents how you meet this standard. Describe how you used this evidence in your professional practice.

**Task:** Standard 18f: Use health curriculum and materials  
**Description:** (1) Identify and assess your level of skill and knowledge as you enter the BTSA Induction Program. Describe (2) how you have demonstrated growth in your continuing development of skill and knowledge as a professional educator, and (3) how your students have demonstrated growth in learning because you have applied these skills and knowledge in your teaching. Be clear. Identify the evidence that supports and documents how you meet this standard. Describe how you used this evidence in your professional practice.

**Task:** Standard 18g: Child abuse and sex education laws/policies  
**Description:** (1) Identify and assess your level of skill and knowledge as you enter the BTSA Induction Program. Describe (2) how you have demonstrated growth in your continuing development of skill and knowledge as a professional educator, and (3) how your students have demonstrated growth in learning because you have applied these skills and knowledge in your teaching. Be clear. Identify the evidence that supports and documents how you meet this standard. Describe how you used this evidence in your professional practice.

**Please explain how each element is addressed by the CFASST events.**

Key words from these elements include: (a) health and safety in the context of teaching assignment; (b) implementing accident prevention strategies; (c) promoting student well-being with families and others; (d) implementing crisis response plans and procedures; (e) understanding health and safety and how to access resources; (f) using health curriculum and materials appropriately; and (g) child abuse and sex education laws and policies.

From pre-service instruction and student teaching, participating teachers know that students' well-being involves their physical, mental, emotional, and social aspects. Participating teachers recognize that environmental factors influence the students' well-being. Participating teachers follow their district procedures in reporting potentially dangerous health and safety issues, such as leaks in the roof or mold. Procedures for reporting health and safety issues are cited in the each site's teacher's handbook or at the first staff meeting of the year.

The CFASST Events are designed to help the participating teacher look at every student in his or her focus class. For the elementary, self-contained teacher, this is the class that the teacher teaches each day. For the secondary teacher, it is a designated period, for example, first period Chemistry. Selected CFASST Events are designed so that the participating teacher learn to embed within his or her every-day teaching the California Standards for the Teaching Profession (CSTP), student content standards, and the induction program standard 18 and its elements.

For example:

Events 1 and 7: The Class, School, District, Community Profile is a focused examination of the educational context in which the participating teacher is working. The participating teacher investigates certain characteristics of his or her classroom, school, district and community that affect his or her daily teaching. In the second year, the participating teacher analyzes the results of district and state assessments to find out about the prior academic achievement of his or her students. For English learners, the participating teacher also examines assessments of literacy in their primary language and in English. With the support provider, the participating teacher reflects on the implications of the information gathered. The information gathered in these events will be revisited during subsequent events. Two students are selected for focused attention. One will be an English learner or a student with an Individual Education Plan, and one will be a student who presents a learning challenge to the participating teacher. Selecting these two students actually represent two student types that will help the participating teacher learn to differentiate classroom instruction to better meet the needs of every student in the class. It is in the CSDC that the participating teacher will discover about his or her student health issues. Our consortium encourages support providers to invite the participating teacher's site administrator to work collaboratively with them regarding the information gathered on the CSDC. This is a perfect time for conversation around campus safety issues, crisis plans, etc.

Events 2 is an Inquiry: Establishing an Environment for Student Learning. The first element provides for a safe physical environment, and the second element addresses a safe and fair emotional environment that fosters student learning. This inquiry is designed for the participating teacher to focus on a selected aspect of his or her practice related to creating a healthy student environment for learning, design a question that may move his or her practice forward, collect some information about that question and then create a plan of action to implement within the classroom over a 4-10 week period. During that time the participating teacher collects evidence in relationship to that action plan, and with the support provider, analyzes it. In reflection at the conclusion of the inquiry, the participating teacher determines what impact this action research has had on his or her teaching practice. Many of the elements within program standard 18 could and should be embedded within this inquiry.

Events 3 and 5 and Event 9 involve observation of the teaching practice of the participating teacher by the support provider. This is the opportunity to gather evidence of what the teacher says and does and what the students say and do, in specific relationship to the CSTP and to the focused question(s) of the inquiries. At the conclusion of each classroom observation, the participating teacher and support provider participate in a closure conference which allows the participating teacher to create a profile of current practice across five of the CSTP. An Individual Induction Plan for professional development is either developed, refined, or rewritten based on the evidence gathered in prior CFASST Events. Classroom observations are a perfect place for a support provider to gather evidence on the learning environment which has been established by the participating teacher. Rich conversations result from this evidence.

Events 6 and 12 allow the participating teacher to reflect over the past year or two years of teaching and to summarize major areas of growth. The participating teacher is guided in the selection of significant work to share with colleagues at a Colloquium. These events illustrate and celebrate the work of both the participating teacher and his or her support provider as teaching professionals. The Colloquium enables the participating teacher to showcase newly acquired professional insights and skills, and to learn from the work of others.

Participating teachers follow their district's Academic Health Standards, which cover accident-prevention strategies for example, for K-2, keeping sharp objects away from eyes, ears, and nose, or for 7-8, using protective equipment. All participating teachers are required to attend a 2-hour Hazardous Materials training provided by their district and must attend annual updates.

Child Abuse regulations and the reporting process is part of each PT's pre-service work. Follow up information and specific district policies are provided to each participating teacher within his or her own district.

Each participating teacher follows his or her district policy cited in the Class, School, District, and Community Profile, (Events 1 & 7) to encourage parents to participate with the school's PTA/PTSA. Each participating teacher informs families of the health and safety issues of students; and of district-sponsored classes for parents of children from preschool through teenage years through phone calls, parent conferences, and parent newsletters.

Some of our participating teacher can also refer families to the his or her district's Healthy Start centers, which connect families to other community services. Services provided include health screenings, immunization clinics, health fairs, dental screenings, parent education workshops, and gang and violence prevention lessons.

When recognizing health and safety factors, and other risk behaviors that impact student health and learning, each participating teachers follow their district procedures to access resources available to help students and families.

Our sixteen districts provides vision/hearing screening at Grades 2 and for students who are new to the district.

Each participating teacher teaches to his or her district-adopted health curriculum standards and benchmarks according to his/her grade level assignments. Instructional materials for *Family Life* education are included in the *Family Life Binder*. Each district requires teachers who teach *Family Life* to attend an in-service presented by a health curriculum specialist. *Family Life* teachers include 5<sup>th</sup> and 6<sup>th</sup> grade teachers, 7<sup>th</sup> grade science teachers, and high school health teachers. *Here's Looking at You* materials are provided by the districts and are used for teaching about drug and alcohol abuse.

*Evidence #1 at the end of Standard 18: Chart - California Formative Assessment and Support System for Teachers (CFASST) aligned to Standard 18.*

**Program Standard 18: Creating a Supportive and Healthy Environment for Student Learning**

	<b>Health/safety of Student Environment (a)</b>	<b>Accident Prevention Strategies (b)</b>	<b>Communicates student health with families, caregivers, Health professionals (c)</b>	<b>Implements the school's crisis response plan (d)</b>
Event 1	CSDC	CSDC	CSDC	CSDC
<b>Event 2</b>	Lesson Plan	Observation	Observation	Observation
<b>Event 3</b>	Lesson Plan	Observation	Observation	Observation
<b>Event 4</b>	Lesson Plan	Observation	Observation	Observation
<b>Event 5</b>	Lesson Plan	Observation	Observation	Observation
<b>Event 6</b>	End of Year			
<b>Event 7</b>	CSDC	CSDC	CSDC	CSDC
<b>Event 8</b>	Framework	Framework	Framework	Framework
<b>Event 9</b>	Lesson Plan	Observation	Observation	Observation
<b>Event 10</b>	Reflection	Reflection	Reflection	Reflection
<b>Event 11</b>	Lesson Plan	Observation	Observation	Observation
<b>Event 12</b>	End of Year			

**Program Standard 18: Creating a Supportive and Healthy Environment  
for Student Learning**

<b>Event 1</b>	CSDC	CSDC	CSDC
--------------------	------	------	------

	<b>Implements Health and Safety factors with appropriate resources (e)</b>	<b>Uses Health and Safety State Adopted Materials (f)</b>	<b>Uses State and Federal Reporting for Health Issues (g)</b>
<b>Event 2</b>	Observation	Observation	Observation
<b>Event 3</b>	Observation	Observation	Observation
<b>Event 4</b>	Observation	Observation	Observation
<b>Event 5</b>	Observation	Lesson Plan	Lesson Plan
<b>Event 6</b>			
<b>Event 7</b>	CSDC	CSDC	CSDC
<b>Event 8</b>	Framework	Framework	Framework
<b>Event 9</b>	Observation	Observation	Observation
<b>Event 10</b>	Reflection	Reflection	Reflection
<b>Event 11</b>	Observation	Observation	Observation
<b>Event 12</b>			