



**Early Completion Option  
DOCUMENT #1  
Experience and PD Record  
(Deadline to begin the process is October 1)**

**Purpose**

Senate Bill 57 was designed to allow eligible individuals to complete a Commission-approved professional induction program at a faster pace than the full two years required to complete all of the requirements. The intent of the law is to serve **experienced** and **exceptional** candidates. In order for a Commission-approved induction program to verify completion of the program for any candidate enrolled in the early completion option, the candidate must have demonstrated that he or she has the knowledge, skills, abilities and competencies required for the Professional Clear Credential.

**Has your administrator conducted a formal observation of your teaching?**  Yes  No

**Has your District Coordinator and/or Support Provider conducted a formal observation of your teaching?**  Yes  No

**PARTICIPATING TEACHER INFORMATION**

<b>Name:</b>	<b>Date</b>
<b>School/District</b>	

**REQUIRED DOCUMENTATION SUBMITTED TO SCOE**

<input type="checkbox"/> <b>Experience and PD Record</b>	<input type="checkbox"/> <b>Administrator Observation</b>	<input type="checkbox"/> <b>ECO Interview Form</b>
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**TEACHING EXPERIENCE**

**Number of Years Completed**

One year       Two Years       Three years

**Teaching Assignments as Teacher of Record**

**PROFESSIONAL DEVELOPMENT**

Earned while employed in the district. Do NOT include requirements that were part of your teacher preparation. Examples of PD professional development (PD) might be 466 training, technology training, content specific conferences, and/or workshops. Include the number of hours completed. Please attach attendance documentation to this ECO application.

TITLE OF TRAINING	DATES	HOURS ACCRUED



**Early Completion Option  
DOCUMENT #2  
ADMINISTRATOR RECOMMENDATION**

**Purpose:**

The purpose of ECO is to serve **EXPERIENCED AND EXCEPTIONAL CANDIDATES**. In order to qualify for ECO status, the candidate must have demonstrated that he or she has the knowledge, skills, abilities and competencies required for the Professional Clear Credential

**PARTICIPATING TEACHER INFORMATION**

<b>Candidate's Name:</b>	<b>Date</b>
<b>School/District</b>	

**ADMINISTRATOR INFORMATION**

<b>Administrator's Name:</b>	<b>Position:</b>
I have observed this candidate _____ times.	<input type="checkbox"/> I understand that this teacher <b>WILL NOT</b> receive two years of support from a mentor.

**Please mark the appropriate column that best describes this candidate's observed skills and abilities:**

Standard	Maturing Beginning Practice	Experienced Practice that Exemplifies Expectations	Experienced Practice that Exemplifies <u>Exemplary Practice</u>
1. Engages and Supports All Students in Learning			
2. Creates and Maintains an Effective Environment for Student Learning			
3. Understands and Organizes Subject Matter for Student Learning			
4. Plans Instruction and Designs Learning Experiences for All Students			
5. Assesses Student Learning			
6. Developing as a Professional			

Comments:

Please FAX to the Sacramento BTSA Consortium  
(916) 228-3921



**Early Completion Option**  
**INTERVIEW DOCUMENT #3**  
**To be completed by the prospective ECO Candidate and**  
**Reviewed by the BTSA Coordinator**

PARTICIPATING TEACHER INFORMATION		
<b>Candidate's Name:</b>	<b>School /District</b>	<b>Date</b>

INTERVIEWER SIGN-OFF	
<b>Reviewer's Name:</b>	<b>Date</b>

1. The CSTP (CA Standards for the Teaching Profession) are a core component of the BTSA Induction Program. What knowledge to you have of these standards?

2. Discuss a standards-based lesson you have developed and delivered. What is the rationale for the lesson and your choices of delivery? How does this lesson fit into long-term planning? (e.g., Show knowledge of curriculum mapping, district, site, department or grade- level long-term planning; show your standards-based lesson plan including Student Content Standard(s), student achievement goals, standards-based assessment(s), instructional strategies, student activities, and materials utilized.

**PARTICIPATING TEACHER INFORMATION**

**Candidate's Name:**

**Date**

**INTERVIEWER SIGN-OFF**

**Reviewer's Name:**

**Date**

3. Discuss your analysis of student work. From data analysis, what specifically did you learn about student academic performance (class as a whole and/or focus students)? What have you learned about your own teaching practice from the analysis? (e.g., Discuss ideas for your own next steps in using student work to guide instruction; show use of student work for progress monitoring/ checking for understanding; show evidence of planning intervention, remediation or extension for focus students based on the data.)

4. Discuss how you differentiate instruction for an English Language Learner OR a student with an IEP. Discuss how your instructional strategies and student activities differed for this student(s) and why you chose these strategies and activities.



*Early Completion Option*  
**ECO PROFESSIONAL GROWTH PLAN**

**PARTICIPATING TEACHER INFORMATION**

<b>Name:</b>	<b>School/District</b>
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**YEAR ONE (To be completed and logged into MyBTSA by June)**

FACT Tasks	Self-Assessments	Other Requirements
Benchmark #1	* Pedagogy	* SCOE Benchmark Seminars
Benchmark #2	* Equity for All Students	* Required documents posted to <i>MyBTSA</i>
Benchmark #3	* Teaching English Learners	* Posted Weekly Conversations
Benchmark #4	* Teaching Special Populations	* End of Year Event

**Interim Review Date: April 1**  
**Projected Yr 1 Completion Date: June**

**YEAR TWO (To be completed by December)**

FACT Inquiry Cycle (Completed independently)	Exit Interview
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**\*\*\*\*\*For SCOE Office Use Only\*\*\*\*\***

**DOC #1:** Experience & PD Record  
Received:

**DOC #2:** Administrator Observation  
Received:

**DOC #3:** ECO Interview Form  
Received:

Approved for ECO    YES    NO   Approved by: \_\_\_\_\_

**Interim Review Date: April 1**

**Continue as an ECO**    **Discontinue ECO Status**