



BTSA Program Implementation Plan  
2003-2004 Action Plan

**Standard 4: EVALUATION**

<b>How does evidence from the following affect your program design for 2003-2004?</b>	<b>Action Steps</b>	<b>Who is responsible ?</b>	<b>Timeline</b>
<p>From the <i>State Survey</i>:</p> <ul style="list-style-type: none"> <li>Program mean scores were comparable to those collected statewide. Scores indicate that site administrators are the least familiar with local and statewide program evaluation data.</li> </ul>	<ul style="list-style-type: none"> <li>Share results from the State Survey, Informal Program Review and the Sinclair Research Group with the advisory group, leadership team, district coordinators, site administrators, PTs, and SPs.</li> </ul>	Director	August, 2003 (District Coordinators Kick-Off) Fall Retreat
<p>From <i>Informal Program Review</i></p> <ul style="list-style-type: none"> <li>Site administrators' focus group reported that there is a need to be made more aware of any program changes that are going to or have been made based on the results of program evaluation data</li> </ul>	<ul style="list-style-type: none"> <li>Use the analysis of data by stakeholders to revise program, e.g.               <ul style="list-style-type: none"> <li>Administer a needs assessment to PTs to ascertain their professional development needs</li> <li>Share the results of this needs assessment with all stakeholders</li> <li>Administer a needs assessment of site administrators to find out support needs</li> <li>Share the results of this assessment with the appropriate stakeholders</li> </ul> </li> </ul>	Director	August, 2003
<p>From the <i>Sinclair Research Group</i></p> <ul style="list-style-type: none"> <li>SPs are highly confident in their effectiveness in working with PTs (4e)</li> <li>PTs are able to use instructional strategies that are based on content standards and student performance levels (4a)</li> <li>District leaders need to be made more aware of any program changes that are going to or have been made in this induction program based on the results of the annual program evaluation. (IS 4c)</li> </ul>	<ul style="list-style-type: none"> <li>Promote, monitor and review the use of data generated from the reports from the <i>MyBTSA</i> website by district coordinators.</li> </ul>	District Coordinators	Monthly
<ul style="list-style-type: none"> <li>Generally, participating teachers do not feel that BTSA activities are relevant to their professional development needs. District leaders are also not sure that the program-wide professional development design is based on the needs of participating teachers. The program needs to assess the needs of participating teachers at the beginning of the year and align all professional development to these needs. The needs assessment results and alignment of professional development needs to be shared with all participants. (IS 4c, 12a)</li> </ul>	<ul style="list-style-type: none"> <li>Schedule and deliver training around the requirements of SB 2042 and the Learning to Teach System to district leaders and site administrators.</li> </ul>	Director/ Assistant Director	Fall, 2003
<ul style="list-style-type: none"> <li>Site administrators feel that the program needs to provide them with higher quality support. The program leadership should assess the needs of site administrators to find out in what areas they would like more</li> </ul>	<ul style="list-style-type: none"> <li>Study the comparative district mean scores to give support in districts where mean scores are lower.</li> </ul>	Program Leaders	Ongoing

support and then devise ways of meeting these needs. (IS 4e)

--

--

--

BTSA Program Implementation Plan  
2003-2004 Action Plan

**Standard 6: ADVICE AND ASSISTANCE**

<b>How does evidence from the following affect your program design for 2003-2004?</b>	<b>Action Steps</b>	<b>Who is responsible?</b>	<b>Timeline</b>
<p>From the <i>State Survey</i>:</p> <ul style="list-style-type: none"> <li>Program data from the State Survey that addresses clarity of requirements for BTSA participation and requirements for clear credential are slightly below the state means</li> </ul>	<ul style="list-style-type: none"> <li>Schedule district orientations that review the requirements of BTSA and encourage and support each PT to use the <i>MyBTSA</i> website.</li> </ul>	<p>Director/ Assistant Director</p>	<p>Fall, 2003</p>
<p>From <i>Informal Program Review</i> (Not asked)</p>	<ul style="list-style-type: none"> <li>Schedule meetings with district leaders and human resource personnel to help them understand their role in the Induction Program so that they can better offer advice and assistance to PTs.</li> </ul>	<p>Director/ Assistant Director</p>	<p>Fall, 2003</p>
<p>From the <i>Sinclair Research Group</i></p>	<ul style="list-style-type: none"> <li>Review the PTs and SPs Roles and Responsibilities respectively as part of the tasks on <i>MyBTSA</i>.</li> </ul>	<p>Director/ Assistant Director</p>	<p>Fall, 2003</p>
<ul style="list-style-type: none"> <li>Site administrators have some concerns regarding their understanding of SB 2042</li> </ul>	<ul style="list-style-type: none"> <li>Require PTs to present a copy of the existing IIPs from the teacher preparation program if available.</li> </ul>	<p>Director/ Assistant Director</p>	<p>Fall, 2003</p>
<ul style="list-style-type: none"> <li>District leaders express some concern regarding the interaction between district human resources and credential personnel.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that each PT monitors progress towards successful completion of the Induction Program by tracking his or her evidence from in the <i>MyBTSA</i> web site.</li> </ul>	<p>SCOE Staff/District Coordinator/Support Providers</p>	<p>Monthly</p>
<ul style="list-style-type: none"> <li>90% of both SPs and PTs report that their first meeting had occurred within one month of the date that PTs had started teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a report from the database for each PT that completes the induction program to support their application for a professional credential.</li> </ul>	<p>SCOE Staff or District Coordinator</p>	<p>Spring, 2003</p>
<ul style="list-style-type: none"> <li>District leaders need more knowledge about the advice and assistance given to participating teachers</li> </ul>	<ul style="list-style-type: none"> <li>Monitor each PTs progress through the <i>MyBTSA</i> database, noting if any PT is failing to make satisfactory progress.</li> </ul>	<p>Support Providers/ District Coordinators</p>	<p>Monthly</p>
<ul style="list-style-type: none"> <li>District leaders need more knowledge for them to give adequate advice and assistance to participating teachers. (IS 6)</li> </ul>	<ul style="list-style-type: none"> <li>Assist PTs meet requirements, e.g. meeting with the PT, making a new SP match, providing funds for a substitute teacher, providing assistance and support in documenting evidence on <i>MyBTSA</i>, networking with additional professional educators, prioritizing and reducing adjunctive duties, and identifying issues that are preventing the PT from completing timely progress.</li> </ul>	<p>District Coordinator</p>	<p>Monthly</p>
	<ul style="list-style-type: none"> <li>Convene the appropriate district's <i>Professional Credential Induction Committee</i> to review the evidence selected by the PT.</li> </ul>	<p>Program Leaders</p>	<p>Spring, 2003</p>
	<ul style="list-style-type: none"> <li>Upon successful review, the Committee will recommend that the BTSA Director issue the Letter of Program Completion to the CCTC.</li> </ul>	<p><i>Professional Credential Induction Committee</i></p>	<p>Spring, 2003</p>

BTSA Program Implementation Plan  
2003-2004 Action Plan

**Standard 12: PROFESSIONAL DEVELOPMENT BASED ON AN INDIVIDUAL INDUCTION PLAN**

<b>How does evidence from the following affect your program design for 2003-2004?</b>	<b>Action Steps</b>	<b>Who is responsible?</b>	<b>Timeline</b>
<p>From the <i>State Survey</i>:</p> <ul style="list-style-type: none"> <li>Although program results closely parallel state results, soft areas appear to be the clarity of the IIP and connections between the IIP and PD activities.</li> <li>Our support providers meet with PT's on average of once a week for 60-90 minutes—the duration of meetings far exceeded the state mean.</li> </ul> <p>From <i>Informal Program Review</i></p> <ul style="list-style-type: none"> <li>PT Focus group indicate that there is not a consistent link between the IIP and what they see as their goal areas</li> <li>Most PTs saw the array of PD activities sponsored by the Consortium as helpful</li> </ul> <p>From the <i>Sinclair Research Group</i></p> <ul style="list-style-type: none"> <li>Site administrators report that they need a deeper understanding about the way in which the IIP is developed</li> <li>District leaders are not sure that the program-wide professional development design is based on the needs of participating teachers; there is a lack of knowledge regarding what needs are considered when establishing program-wide professional development priorities</li> <li>Generally, participating teachers do not feel that BTSA activities are relevant to their professional development needs. District leaders are also not sure that the program-wide professional development design is based on the needs of participating teachers. The program needs to assess the needs of participating teachers at the beginning of the year and align all professional development to these needs. The needs assessment results and alignment of professional development needs to</li> </ul>	<ul style="list-style-type: none"> <li>Administer a needs assessment to PTs to ascertain their professional development needs. Share the results of this needs assessment with all stakeholders.</li> <li>Work with SPs to develop a SP IIP focused on their identified needs; SPs use their learnings from this process to assist PTs build an IIP.</li> <li>Focus on helping SPs and PTs view the CFASST process as a structure for a conversation and to view the associated paperwork as a recording of the action and conversation between the PT and SP.</li> <li>Ask PTs to revise the copy of the existing IIPs from the teacher preparation program or to create a new one within the first month of school.</li> <li>Ensure that PTs record information from their IIP on <i>MyBTSA</i> and send a copy to SCOE.</li> <li>Use the "IIP Goals Report" and the "IIP Growth Report" generated from the <i>MyBTSA</i> website to summarize growth goals. Use this information to help design professional development offerings.</li> <li>Record information from Weekly Conversations with their SPs; this information will be used by the PT to revise their IIPs when appropriate.</li> <li>Help districts align professional development programs with the needs of the PT.</li> </ul>	<p>Director/Assistant Director</p> <p>Professional Development Trainers</p> <p>Program Leaders, District Coordinators</p> <p>Support Providers</p> <p>Support Providers</p> <p>Program Leaders, Advisory Group, Leadership Team</p> <p>Participating Teachers and Support Providers</p> <p>Director and Assistant Director</p>	<p>Summer, 2003</p> <p>Summer, 2003/ Fall, 2003</p> <p>Orientation/ Support Provider Update/ Support Provider Network</p> <p>Fall, 2003</p> <p>Fall, 2003/ Monthly</p> <p>Spring, 2003</p> <p>Monthly</p> <p>Fall, 2003</p>

be shared with all participants. (IS  
4c, 12a)

--

--

--



BTSA Program Implementation Plan  
2003-2004 Action Plan

**Standard 15: K-12 CORE ACADEMIC CONTENT AND SUBJECT SPECIFIC PEDAGOGY**

<b>How does evidence from the following affect your program design for 2003-2004?</b>	<b>Action Steps</b>	<b>Who is responsible?</b>	<b>Timeline</b>
<p>From the <i>State Survey</i>:</p> <ul style="list-style-type: none"> <li>• Program data from all four constituents, PTs, SPs, site administrators and staff reflect a program means below the statewide means</li> </ul> <p>From <i>Informal Program Review</i> (Not addressed)</p> <p>From the <i>Sinclair Research Group</i></p> <ul style="list-style-type: none"> <li>• At approximately the mid-point of the teaching year, ¾ of first year PTS have completed two CFASST Events. Just over ½ of second year PTs have achieved similar results.</li> <li>• A full one-third of PTs do not feel confident about their ability to communicate with students' families about their progress. This is particularly true among first year teachers (15g)</li> <li>• The program needs to create some professional development for participating teachers around communicating with students' families about their progress. Many participating teachers have needs in this area. (IS 15g).</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that PTs and SPs fully understand sources of evidence for meeting Standard 15 as presented on <i>MyBTSA</i> by presenting at district seminars.</li> <li>• Train SPs and PTs to use <i>MyBTSA</i> prompts to demonstrate application of Standard 15 to practice.</li> <li>• Meet with SPs through <i>SP Network</i> meetings to monitor that PTs are successfully recording their learnings.</li> <li>• Create professional development for PTs around communicating with students' families about their progress.</li> </ul>	<p>Director/ Assistant Director</p> <p>Director/ Assistant Director</p> <p>Director/ Assistant Director</p> <p>Director/ Assistant Director</p>	<p>August, 2003, District Seminars</p> <p>Fall, 2003 District Seminars</p> <p>Quarterly</p> <p>Fall, 2003</p>

BTSA Program Implementation Plan  
2003-2004 Action Plan

**Standard 16: USING TECHNOLOGY TO SUPPORT STUDENT LEARNING**

<b>How does evidence from the following affect your program design for 2003-2004?</b>	<b>Action Steps</b>	<b>Who is responsible?</b>	<b>Timeline</b>
<p>From the <i>State Survey</i>:</p> <ul style="list-style-type: none"> <li>• PT program data (using computer technology to support student learning) is slightly lower than the statewide mean.</li> <li>• Site administrators, on the other hand, see evidence that PTs have improved their computer technology to support student learning.</li> </ul> <p>From <i>Informal Program Review</i> (Not addressed)</p> <p>From the <i>Sinclair Research Group</i></p> <ul style="list-style-type: none"> <li>• There is widely varied ability among PTs to use technology to support student learning</li> <li>• There is widely varied ability among PTs to use technology to support student learning. This is an area where more professional development may be needed. (IS 16)</li> </ul>	<ul style="list-style-type: none"> <li>• Administer a needs survey to determine the technology needs of PTs.</li> <li>• Offer technology sessions as part of Professional Development sessions, e.g. lesson design, student assessment, Internet searches, etc.</li> <li>• Offer opportunities for extended technical learning through CTAP online.</li> <li>• Ensure that PTs have access and use <i>MyBTSA</i>, an interactive web-based system, to guide them through the Induction process.</li> </ul>	<p>Director/Assistant Director</p> <p>Professional Development Providers</p> <p>CTAP</p> <p>Support Provider. District Coordinator, Director, Assistant Director</p>	<p>Fall, 2003</p> <p>Quarterly</p> <p>Quarterly</p> <p>Fall, 2003</p>

## Program Name: **Sacramento BTSA Consortium**

In the final section of the Program Implementation Plan, please summarize 2 or 3 achievements of your 2002-2003 BTSA Program and challenges you may encounter as you transition to implementation of your BTSA Induction Program in 2003-04:

According to our outside evaluator, the Sacramento BTSA Consortium boasts many achievements. They include a well administered overall program, early identification and matching of beginning teachers and support providers, appropriate matching, open communication and good working relationships, a thoroughly and timely trained group of support providers, high morale, and strong collaborative relationships. The program is making a direct impact on participating teacher growth in all six CSTP. Both participating teachers and support providers say that the program is helping them to improve the academic achievement of their students.

Challenges for program improvement include: examining the strength of each district program and supporting where responses show lower than average levels, clarity in program requirements for participants and districts, making an obvious link between the needs of participating teachers and planned program wide professional development, more openness with districts regarding allocation of resources, a needs assessment and subsequent training of site administrators, and monitoring of the quality of the BTSA experience from school to school and district to district.

We are fortunate to have had our 2042 Accreditation Proposal approved early in the process, thus providing a structural blueprint for the operation of the consortium. This made the transition of leadership easier. We can also boast that we have fully revised MyBTSA, our interactive web-based system that helps the Participating Teacher, along with their Support Provider, navigate and monitor progress through the induction program. Because the system is web-based, monitoring capabilities are accessible to others serving in support roles. We anticipate that users will improve their facility with and attitude toward this tool as we leave some of the growing pains behind. MyBTSA is a visible and viable resource that would be inaccessible to our districts without the support of the consortium.

At this writing, the budget impasse continues to contribute to a backdrop of uncertainty, as many of the projected activities of this consortium are resource dependent. Our biggest challenge will be to continue to provide a high level of service in the face of diminishing resources. For example, many of our districts have consolidated positions, folding the responsibilities of BTSA into the work of already busy district administrators. We see our work in the field as even more important this year as we help our partners weather these uncertain times. We anticipate a busy year ahead.