

Common Standard 1: Educational Leadership

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The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks and provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service and unit accountability. All professional preparation programs are organized, governed, and coordinated with the active involvement of program faculty and relevant stakeholders. Unit leadership, with institutional support, creates effective strategies to achieve the needs of all programs and represents the interests of each program within the institution or program sponsor. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

***Induction Programs:** "Institution and education unit" is defined as the school district, county office of education or institution of higher education that sponsors the induction program and any other credential programs. The induction program's director has the authority and support needed to oversee human and fiscal resources in order to meet program goals, including professional development. The clear credential program considers adult learning styles and teaching context.*

Program and Implementation Plan:

The Monterey County BTSA Induction Program consists of a consortium school districts, local charter schools, and county office programs in Monterey and San Benito counties. (*List of Participating School Districts - Appendix #*). The lead agency for the Monterey County BTSA Induction Consortium is the Monterey County Office of Education, with the support of the Program Advisory Team (PAT). The County Office of Education generates a Memorandum of Understanding (MOU) each year detailing the agreements between the Consortium and each participating school district (*Memorandum of Understanding - Appendix #*). Strong relationships have developed over time with California State University, Monterey Bay (CSUMB), Chapman University and CalStateTEACH, Monterey Region. The Program Advisory Team (PAT) consists of: Director, program advisors from participating districts, schools, and agencies, as well as Institute of Higher Education (IHE) representatives (*Chart of Organization - Appendix #*). This structure allows for effective communication, common purpose, oversight of program components, and sharing of best practices. The Program Advisory Team meets alternate months to review and evaluate program activities (*Meeting Agenda/Sign in Sheets - Appendix #*).

The Consortium was formed in 1993 and since then has developed very positive, collaborative relationships among all stakeholders and is a successful program that serves all participants. Each participating teacher receives ongoing support, mentoring and coaching through a formative assessment process that provides opportunities to reflect on his/her teaching practice in the context of the *California Standards for the Teaching*

Profession (CSTP), the California Content Standards and induction standards. Participating teachers are supported through reflective conversations, together with formative assessment activities that include classroom observations followed by feedback, coaching and development of Individual Induction Plans (IIP) – one in the first year, two in the second year - to help improve practice (*Program Handbook, page # - Appendix #*).

Formative assessment activities used by support providers to engage the participating teachers in reflection are at the heart of the program. Support providers are released two days (*Program Handbook, - Appendix #*) in order to have adequate time for reflective conversation with participating teachers, classroom observation, and in-depth formative assessment activities. Additionally, support providers from each district meet regularly to develop skills in the following:

- Advanced coaching techniques (based on Mentoring Matters)
- Formative assessment implementation
- Equity in the Classroom
- Differentiation to support special populations, such as GATE, English Language Learners (ELL), and Special Education Students.
- Curriculum development and assessment, including content standards and performance levels
- Analyzing student work

Regular communications in the form of meetings, gatherings, and email between program staff, support providers, and site administrators ensures well articulated support to participating teachers in an induction program that leads to completion of clear credential requirements (*District Communication - Appendix #*).

The BTSA Formative Assessment System for California Teachers (FACT) is linked to powerful professional development for participating teachers. It has been differentiated to better meet elementary, secondary, and special education needs. Content includes the *CSTP*, curriculum, content and induction standards, assessment, classroom management, instructional skills, and differentiation strategies. Specially designed professional development is offered through the MCOE OMS website, to address Induction Standards 5 and 6 (a,b) and includes workshops for meeting the needs of GATE and special education students, equity training, ELL strategies, and technology (*OMS Sample Schedule - Appendix #*).

Sponsorship, Administration and Leadership

The Monterey County BTSA Induction Program places authority for the administration of its program in the hands of the Program Director, (*Director Resume-Appendix #*). One full-time secretary provides support to the program by overseeing the BTSA database to track PT and SP records, coordinate logistics for workshops and the overall management of the office activities.

Material resources provided to program participants include FACT materials, funds for support provider stipends instructional materials, a lending library, and release funds for substitutes. Members of the consortium also have access to assistance from the Monterey County BTSA staff for orientations, record keeping, data collection, and creation of professional development activities, including the training of support providers, FACT trainings, site administrator trainings and district meetings.

A signed Memorandum of Understanding specifies the roles and responsibilities between each participating district and the Monterey County BTSA Induction Consortium. Each school district assigns a district program advisor to oversee the program and serve on the Program Advisory Team. This MOU outlines the program components, roles, and responsibilities of all parties). The Program Advisory Team meets to give input on policy and program implementation for the consortium. (*Memorandum of Understanding - Appendix #*)

The Monterey County BTSA Induction Consortium established the Program Advisory Team (formerly known as the BTSA Board of Managers) that consists of the Director, the Professional Development Coordinator, the South County, district coordinators, as well as IHE representatives (*Chart of Organization - Appendix #*).

Each district advisor oversees the delivery of support services to their own participating teachers. They participate in the review and revision of the various program components, including participant trainings and seminars, budget, professional development activities, communication, data collection, and record keeping. The District Coordinator (*Role of the District Advisor - Appendix #*) has deep knowledge and understanding of the state-adopted academic content standards and performance levels for students and assists program participants as needed. The Superintendent or designee will sign The Role of the District Coordinator form indicating that he/she insures that the selected District Coordinator can perform all the duties. The consortium model allows for both collaboration and autonomy under the umbrella of the program leadership.

The Program Advisory Team meets bi-monthly to continue an on-going dialogue related to the implementation of the induction process, content standards, and critical issues faced by participants. Sharing of best practices such as newsletters, agendas for after-school seminars, colloquium formats, articles, resources, and professional development offerings enhances the knowledge and skills of the team members.

The MCOE BTSA Program Director is an experienced administrator and is responsible for the overall direction of the program. The Program Director's job description specifies in detail the roles and responsibilities as appropriate to the scope of the program (*Coordinator/Administrator (BTSA) Job Description - Appendix #*). The Director has authority over the details of program design and implementation including the development, organization, and implementation of the Monterey County BTSA Induction Program; oversight of all professional development and meetings; hiring of professional development providers, and staff; oversight of FACT implementation; the development

and oversight of the budget; monitoring program evaluation; and the management of funds to support the program.

Credential Recommendation Process

The credential recommendation process begins once a participating teacher completes all required FACT activities and reviews the portfolio with the support provider who then submits the required evidence to the district program advisor. The program advisor then reviews the year-end checklist and supporting documents and if all documents are corresponding, then the signed checklist (signed by the participating teacher, support provider, and program advisor) is submitted to the BTSA director at MCOE. Upon receipt of the year-end checklist, the director checks that the electronic database on the candidate is complete, including the checklist. If the candidate's file is complete, an Induction-41 completion letter is sent to the candidate with instructions as to how to complete the process for clearing their credential. Usually this takes the form of making an appointment with the MCOE credential analyst but if the candidate is unable to do so, they may submit all documentation by mail.

EVIDENCE

- 1-1 *List of Participating School Districts*
 - 1-2 *Memorandum of Understanding*
 - 1-3 *Chart of Organization*
 - 1-4 *Meeting Agenda/Meeting Sign in Sheets*
 - 1-5 *Program Handbook*
 - 1-6 *District Communication*
 - 1-8 *Director Resume*
 - 1-9 *Liaison & Coordinator Resumes*
 - 1-10 *Coordinator/Administrator (BTSA) Job Description*
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