

Standard 4: Faculty

Qualified persons are hired and assigned to teach and supervise all courses and field experiences in each credential and certificate program. Faculty are knowledgeable in the content they teach, understand the context of public schooling, and model best professional practices in scholarship, service, teaching and learning. They are reflective of the diverse society and knowledgeable about cultural, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. Faculty collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution or program sponsor provides support for faculty development and recognizes and rewards outstanding teaching, regularly evaluates the performance of course instructors and field supervisors, and retains only those who are consistently effective.

Induction Programs: Faculty include leaders of the induction program and individuals who provide professional development.

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. The Monterey County Office of Education BTSA Induction Program (MCOE BTSA) leadership and partners consist of highly qualified teachers and administrators. The Monterey County BTSA Induction Program (MCOE-BTSA) utilizes the standards for professional development providers as presented by the National and California Staff Development Councils. Professional development in the Monterey County BTSA Induction Program rests on a field of knowledge about the complex relationship between teacher learning and student learning. All providers must have knowledge of the California academic content standards, state-adopted curriculum frameworks and instructional materials, and the *California Standards for the Teaching Profession* (CSTP). The role and responsibilities for each presenter are defined in the section, “Nature of Services,” of the provider’s contract (*Monterey County Office of Education Contractual Agreement - Appendix #*).

Professional Development Providers are solicited through the following means:

- Recommendations from sponsoring district administrators
- Monterey County BTSA Induction Program support providers
- MCOE staff presentations based on our participants’ assessed needs unique to BTSA (e.g. Special Education, Migrant Education, etc.)
- Experienced educational consultants from the county office and other regional resources

The purpose of professional development for our trainers is to help them to understand the role the MCOE-BTSA Induction Program plays in the larger educational system, the link between support and formative assessment, and the impact of their work with adult learners. Team building leads to a strong sense of camaraderie and collaboration. Facilitators are given the option to contribute independently, in small groups, and as a member of the larger team. Trained facilitators usually lead seminars in their

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district or nearby surrounding area but may also be asked to lead where there is a need in order to reduce the size of a seminar as a result of an increased number of new hires.

Nine of our local facilitators have completed the state provided training for using the Formative Assessment for California Teachers (FACT). MCOE-BTSA will continue to provide skill enhancement opportunities for all of our trainers as time and funds provide. Additionally, eight trainers have completed the Mentoring Matters Foundations training. Two of those trainers have attended additional skill building and implementation training. The BTSA planning team (facilitators) meets three to four times a year to gather additional information regarding professional development and to gain personal responses about how the participants have used professional development to enhance student learning.

A standard evaluation form is used for all BTSA professional development (*Appendix #*). The feedback form is distributed and collected at the conclusion of all BTSA professional development opportunities. The forms are reviewed by the presenter and analyzed by the evaluator and program leaders and utilized as a means for determining the effectiveness and value of the training. Future professional development may be determined based on the outcomes of the evaluation form. In addition, the Monterey County BTSA Induction Program uses participant feedback surveys in every professional development seminar or workshop it conducts. The results of the feedback forms are entered in the BTSA database. The data is reviewed on a regular basis and reported with mid-year and end-of-year survey data. This data provides us with the ability to evaluate and retain only those providers of highest quality who best meet the needs of our program participants. This information is then analyzed by program leaders on an ongoing basis in order to insure the quality and relevance of BTSA seminars and workshops.

Time Line	Instrument	Participants/Audience
August, December, February, April	Workshop Evaluations	Data Presented to Program Advisory Team and facilitators
December-January	Mid-Year Survey	Participating Teachers and Support Providers
April-May	Statewide Survey	Participating Teachers <ul style="list-style-type: none"> • Support Providers • Administrators • Program Staff

We analyze data from three sources annually:

1. External surveys and feedback collected by the BTSA Director using an online survey developed by Exchange Pointe International
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)

Professional development

The purpose of our professional development is to support each participating teacher over time to transfer the theory learned in teacher preparation programs into actual effective application within the context of his or her individual teaching assignment. The goal is to help the teacher become an effective professional educator. Support providers are encouraged and expected not only to assist the participating teacher in selecting the most appropriate professional development opportunities, but also to attend *with* the participating teacher whenever possible. This allows the support provider a greater opportunity to assist his or her participating teacher with implementation of new skills, strategies, and induction activities

In all districts, participating teachers receive between 75-105 hours of support each year, based on prior experience and assessed need, in the MCOE-BTSA Induction Program:

- (1) Induction Orientation (1 hour): Orientations take place regionally or by district. The focus of the event is to orient participants to the program and provide initial training in the optimal use of the Collaborative Log, and other program tools
- (2) 45-60 minutes for Induction Advisement held in each district with Consortium assistance and attended by the participating teacher, support provider and district representatives.
- (3) 45 hours of individual coaching & small group tutorials based on the *California Standards for the Teaching Profession* (CSTP) using the
- (4) *Formative Assessment for California Teachers* (FACT) Curriculum averaging 1.5 hours per week over 29 weeks.
- (5) 12 hours of formal and informal observation and assessments by the support provider with pre and post reflective conversations and recorded self-assessment on Module E, Self-Assessment documents.
 - 10-30 hours of *Professional Development* based on the CSTP and Induction Standards 5 and 6. This professional development is designed explicitly for the participating teacher based on assessed need.
- (6) District or County Seminars/Networking
 - An annual Colloquium (2 hours)
 - Seminars related to Induction Standard requirements

EVIDENCE

- 3-1 *Monterey County Office of Education Contractual Agreement*
 - 3-2 *Sample Presenter Resume*
 - 3-3 *Professional Development Provider Roles and Responsibilities*
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Assessment of Services

The Monterey County BTSA Induction Program collects data from a variety of sources throughout the year from program participants regarding the quality of services provided to support providers and participating teachers.

The results of this data collection are shared with each district program advisor, who in turn shares this information with their support providers and seminar facilitators. The Consortium also provides summary information to support providers regarding both Consortium-wide assessment results as well as the results for his or her individual district, when the disaggregated information is available.

MCOE-BTSA has developed a number of ways to check on the quality of the support offered to participating teachers: (1) A mid-year survey taken in January/February asks the participating teachers to respond to such agreements: "I value having a qualified Support Provider to work with on a regular basis," "Having the SP with me during the seminars has helped me to better understand the formative assessment process." (2) Each district program advisor has developed a procedure within that district to monitor the success of the support provider/participating teacher match. One of these ways is collecting a copy of the Monthly Collaborative Log and the Individual Induction Plans (*BTSA Collaborative Log - Appendix #*). The Collaborative Log must be co-signed by the participating teacher. Specific feedback from MCOE-BTSA leadership is given to support providers based on their log entries. District program advisors monitor the consistency of the meetings and meeting length, and also check progress through the FACT Modules, and (3) At each district-level meeting, all participants (support providers and participating teachers) are reminded that effective support and assessment are the key to our program's success, and that matches are made to the best of our ability considering proximity, grade level and subject matter. However, we acknowledge that even under the best of circumstances, sometimes a match is not working, and we encourage people to speak to the appropriate person if this is the case (District Program Advisor, BTSA Director). BTSA support providers are asked to self-assess themselves using the assessment tool developed by Podsen (2002) (*Appendix #*). Based on the outcomes of the self-assessment, the support provider then develops their own Support Provider Professional Growth plan for the year.

Monitoring the success of our matches is one way of assessing the quality of a support providers' mentoring skills. Those support providers who are not successful, as determined by support provider logs, reassignment requests, and/or participating teacher Induction Portfolio reviews, are not retained. An annual application is required from each support provider. The applications are signed by the principal or administrative designee, district coordinator, and forwarded to program staff for review and final signature.

In the monitoring of the Collaborative Logs and progress through the FACT modules, district program advisors have another opportunity to evaluate the matches. When it is apparent that weekly meetings are not occurring on a regular basis, the district program advisor meets individually with the participating teacher and the support provider to help determine why. Occasionally, during these conversations, the district program advisor discovers that the support provider may not really understand and/or fully support the purposes of our Induction Program. This will lead to further exploration, potentially more training and support for the support provider. If, however, it is discovered that the support provider is unable to fully support the standards of the Induction Program and meet the personal time commitment, that support provider is not asked to return in that role until they can do so. The commitment of the leadership of the MCOE-BTSA Induction Program is to select support providers who are of the highest quality and are best suited to provide effective support to our participating teachers.

Support Provider

Each of the twenty-seven school districts has a representative on the Program Advisory Team. The duties of the district program advisor include helping in the timely selection of support providers as stated in the Role of the District Coordinator for Beginning Teacher Support handout (*Role of the District Coordinator for Beginning Teacher Support- Appendix #*). The Memorandum of Understanding, signed by each district, states that the district agrees to “Ensure that all support providers understand their responsibilities as a support provider and the requirements of the BTSA program...” (*Memorandum of Understanding - Appendix #*). It is the role of each of the BTSA district program advisors to recruit support providers for participating teachers. In the spring, district program advisors send out support provider applications, which are found in the Program Advisory Team Procedures Manual. The responsibilities of a support provider are listed on this form (*Support Provider Application & Support Provider Requirements, Responsibilities, and Benefits-Appendix # & #*). If a teacher is interested in applying, he/she contacts his/her site administrator to sign the Support Provider Application. The district program advisor follows up with the principal at each site to recruit, mediate and monitor the selection and assignment of support providers. In the fall, a cover letter and the Principal Assurances Form (*Appendix #*) is sent to all principals to review and sign.

Also, the required orientation meeting after the selection of the support providers concentrates largely on reviewing program requirements, the contents of the BTSA Handbook, building mentoring relationships and using the Collaborative Log (*BTSA Handbook-Appendix #*). MCOE BTSA staff, together with district coordinators and the county credentials representative, conducts regional orientations (*Participating Teacher/Support Provider Orientation Agenda - Appendix #*). The support provider signs a contract agreeing to complete the responsibilities listed (*Support Provider Memorandum of Understanding – Appendix #*).

The site administrator, usually in consultation with the district program advisor, makes the final selection of a support provider. Every effort is made to match the participating teacher with a support provider who is at the same site and at the same or similar grade level. This process helps ensure that the support provider understands the “specific needs of the student population” with whom the participating teacher is working. The majority of support providers are full-time teachers, the exception being retirees. The program’s support provider agreement asks for the specific professional training and experience the support provider has, such as knowledge of needs of English Language Learners (proficiency levels and principles of language acquisition) and/or knowledge of special education needs (*Support Provider Application, Appendix #*). All support providers are required to complete training in the FACT. This two-year series of conversation and reflection-based events incorporates training in the state frameworks, content standards, and induction standards.

Support Provider Professional Development

All support providers are required to attend six district-level support meetings, one BTSA Induction Orientation, and one BTSA Colloquium. The MCOE BTSA Induction Program Director and PD Coordinator work with a team of seminar facilitators to develop the curriculum and agenda for these seminars, which are focused on the formative assessment system and application of induction standards. The seminars are organized by geographical regions. However, teachers have the option of attending a seminar outside of their region if they are unable to go on their assigned region date. The dates of these seminars, agendas, and attendance are recorded on the MCOE BTSA database. These meetings are

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designed for extended learning and skill development, allowing for rich discussion and the opportunity to practice skills and new learning. The six seminars will also provide opportunities for support providers to meet together to develop and refine needed support provider skills, and to problem-solve, assess and reflect on teaching.

The Monterey County BTSA Induction Program has eight trainers who have attended the state FACT trainings. All training that is provided to our support providers begins with

the training based on the state model. FACT Skillbuilders are used to provide support providers with foundational knowledge on how to mentor participating teachers through particular FACT modules. The following is an example of FACT Skillbuilders that may be used in the seminars:

- Formative vs Summative Assessment
- Adult Learning Theory – How New Teachers Engage
- Understanding Generational Differences
- Teaching as a Learning Journey
- Understanding New Teacher Needs
- Continuum of Interaction
- A View on Action Research
- Guiding the Inquiry Process

Training for Year 1 and Year 2 support providers includes information on identifying and responding to the diverse needs of his/her participating teachers. The training includes strategies for support providers for building relationships with their participating teachers. The support providers are shown ways to consider their participating teacher's skills and teaching context when providing support. FACT tools provided flexibility by allowing support providers to collaborate and reflect with the participating teacher to decide what type of professional development would benefit the participating teacher.

A key component of the FACT training is providing the BTSA support provider training that includes opportunities to practice engaging in reflective conversations about teaching practice through FACT principles, orientation, and module activities. The instruction includes elements of being a reflective practitioner, observing models of reflective conversations, and the practice/role play of those elements with a colleague. Additional training will be available to Year 2 support providers to give them an opportunity to learn and collaborate about ways they may improve their mentoring strategies. Specific attention is given to providing training on specific mentoring strategies for teachers of English language learners, special education populations, and equity in educational opportunity.

BTSA support provider FACT training uses Module A to provide instruction on assisting participating teachers in understanding the local context for teaching and how this context impacts their teaching decisions. The training guides the support providers to a fuller understanding of the relationship between the local context and the analysis of student information that informs teaching practice. This knowledge will prepare support providers to better assist participating teachers in developing a frame for working in the local teaching context.

In FACT seminars, support providers are instructed in the inquiry process, which includes support provider observations of the participating teacher. Assessment instruments for inquiry address establishing a positive classroom environment, designing differentiated instructional experiences, and assessing student learning. BTSA support provider training provides explicit information on how to formatively assess participating teachers on the *California Standards for the Teaching Profession* (CSTP) through the use of multiple measures, such as inquiry, analysis of student work, the classroom observations, Descriptions of Practice (DOP), and the Individual Induction Plan (IIP). The classroom observations are based on the CSTP elements and provide a holistic snapshot of participating teacher lessons. The DOP, which follows the organizational structure of the CSTP, defines four levels of practice for each of the elements of the CSTP. At the end of each inquiry and observation, the support provider assists the participating teacher in marking the DOP with the level of practice accomplished for a particular CSTP. On the IIP, the participating teacher lists areas of focus derived from the Self Assessment. A focus question and outcomes are also delineated on the IIP. IIP development and subsequent revisions are monitored through the examination of CSTP-based formative assessment during reflective conversations between the participating teacher and support provider.

BTSA support providers receive professional development on the requirements for completion of the program and procedures for obtaining a professional credential in the following ways: 1) Attendance at a required New Support Provider Orientation. 2) At the required seminars, support providers receive information and training on the Induction Standards requirements and how to embed those into the formative assessment process. 3) Opportunities to discuss completion requirements will be provided at the five support provider meetings. In addition, local experts are recruited to provide one-day workshops that focus on the new induction standards including *Mentoring for English Learners* and *Mentoring for Equity*. Other opportunities may include workshops on *Generation M* and *Having Hard Conversations*.

BTSA support provider training develops support provider knowledge and skills to maintain appropriate confidentiality between the support provider and participating teacher. The New Support Provider Training provides an opportunity for support provider and participating teacher to review the Clear Credential Candidate Application (*Appendix #*); which contains a statement acknowledging that information submitted for evidence of completion of the Clear Credential is confidential and may not be used for employment evaluation purposes.

In addition, during the BTSA sponsored Roles and Responsibilities of K-12 School Organization training (*Appendix #*), administrators will be informed of the appropriate use of the assessment evidence for professional growth and credential recommendation only. They will understand that the assessment evidence is not for the purpose of evaluation of employment.

The Plan-Teach-Reflect-Apply (PTRA) cycle guides the FACT process. The PTRA cycle is the basis of every support provider training provided by BTSA. The formative assessment modules enable participating teachers to better meet the learning needs of their students, to grow as professionals, and to attain greater confidence in their skills. The process also provides participating teachers and support providers opportunities for close collaboration as the participating teacher examines his/her practice and the formative assessment events. The Individual Induction Plan (IIP) is an application tool of the PTRA

cycle. Support providers are trained in the use of the IIP instrument and how to connect the process of its application to future professional development.

Support providers learn how to assist the participating teacher in recording his or her level of practice in Module C, using the Descriptions of Practice (DOP) assessment instrument; to this end, participating teachers may attend content specific seminars with the support provider. The FACT DOP defines four levels of accomplishment for each of the elements of the CSTP. The DOP follows the organizational structure of the CSTP. All support provider professional development includes the use of a standard evaluation form in addition to an occasional pilot of various other feedback trends from which the standard evaluation form may be modified.

Currently, all support providers are required to attend the same seminars. However, a 3year, graduated program of professional development for support providers, is currently being developed by MCOE BTSA leadership. This program would acknowledge the experience of veteran support providers and provide differentiated training to accommodate the variety of support provider experience.

The topics for the training will be determined by SB 2042 requirements, Induction Program Standards, and the FACT system. Strategies from FACT Skillbuilder training will be embedded into the FACT training to strengthen the mentoring relationship of the support provider and the participating teacher. This training focuses on the support provider as a growth agent. Additional professional development needs may be determined through analysis of IIPs, collaborative logs, and FACT observation notes. BTSA and the district program advisors will develop the content for the district-level meetings to meet the needs of the support providers.