Program Standard 1: Program Rationale and Design
The induction program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all P-12 students and retain high quality teachers. The design is responsive to individual teacher's needs, and is consistent with Education Code. It is relevant to the contemporary conditions of teaching and learning and provides for coordination of the administrative components of the program such as admission, advisement, participant support and assessment, support provider preparation, and program evaluation.
The program design provides systematic opportunities for the application and demonstration of the pedagogical knowledge and skills acquired in the preliminary credential program. The design includes intensive individualized support and assistance to each participant, collaborative experiences with colleagues and resource personnel, and an inquiry-based formative assessment system (Formative Assessment for California Teachers – FACT) that is built upon the *California Standards for the Teaching Profession*. The induction program collaborates with P-12 organizations to integrate the activities of the induction program with the professional development efforts of the district and partner organizations.

1.1 The induction program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all P-12 students and retain high quality teachers.

The MCOE Teacher Credentialing Program/BTSA (MCOE-TCP/BTSA) is currently a consortium consisting of thirty-five (35) school districts and six (6) private schools, with a long history as one of the original Cohort One BTSA programs funded in 1993. The program is designed to be a sequenced structure of extended preparation and professional development that prepares teachers to meet the academic learning needs of all K-12 students (FACT Overview). Program sponsors have created an induction program that is based on research and scholarship in the field of New Teacher Retention and Induction, and is relevant to the contemporary conditions of schooling. Since its inception, the program has continued to evolve and develop to meet the needs of participants and to support increased student achievement, based on their current context, issues, and trends.

1.2 The design is responsive to individual teacher's needs, and is consistent with Education Code.

Participating teachers in BTSA are challenged to educate diverse learners in an increasingly complex knowledge-based, technology-oriented society. New teachers, who have historically had a high rate of attrition and who are often assigned to the neediest students in schools with the least resources, will comprise the largest majority of the teaching force within the next decade. The purpose of BTSA is to enable participating teachers to transition successfully from preservice to effective professional practice that results in increased levels of student achievement in conjunction with meeting California's academic standards. Participating Teachers utilize the Formative Assessment for California Teachers (FACT), which is founded on California Education Code and is individualized for participants dependent on their prior knowledge, strengths and areas for growth, and teaching context. Program completion will serve

as a solid foundation upon which a beginning teacher will continue to build his/her professional practice.

1.3 It is relevant to the contemporary conditions of teaching and learning and provides for coordination of the administrative components of the program such as admission, advisement, participant support and assessment, support provider preparation, and program evaluation.

The MCOE Teacher Credentialing Program/BTSA is currently comprised of thirty-five (35) widely varying public school districts and six (6) private schools, all located within a large geographic area, which consists of Monterey County and also three districts in San Benito County. The commitment of sponsoring organizations is indispensable for the effectiveness and sustainability of support and assessment programs for eligible teachers. School districts range in size from 13,339 students with multiple schools (Salinas Union High School District) to 27 students in a single school district (Bradley Union School District). All thirty-five districts in Monterey and San Benito Counties have participated in the Beginning Teacher Support and Assessment program with the smallest participating only when they have new teachers employed (Lagunita with 82 students, for example).

These diverse school districts have worked together consistently over the past ten years with a united understanding of the need to provide an exemplary and systematic Induction Program for their eligible teachers and a common set of program goals, which are to:

- Facilitate a clear, articulated transition from the local university teacher preparation programs into the induction program so new teachers will increase their capacity for addressing student learning needs.
- Provide intensive individualized support and assistance to each participating teacher, through a variety of avenues including from a trained support provider.
- Offer participating teachers a comprehensive induction program to ensure that their teaching results in student achievement meeting California academic standards.
- Deliver training and support to assist participating teachers in reaching a deeper level of expertise in assessing and teaching students who are culturally, linguistically, and academically diverse.
- Ensure that an individual induction plan is implemented successfully by conducting ongoing assessment of the development of the participating teacher and monitoring and adjusting the plan as needed.
- Monitor the success of the program through ongoing research, development, and evaluation for continuous program improvement.

Participating Districts in Monterey/San Benito Counties	Grades	Enrollment
Alisal Union SD	K-6	8,343
Bradley Union SD	K-8	27
Carmel Unified SD	K-12	2,107
Chualar Union SD	K-8	350
Gonzales Unified SD	K-12	2,200
Graves SD	K-6	39
Greenfield Union SD	K-8	2,570

Jefferson Elementary SD	K-8	20
King City Joint Union High SD	9-12	2,150
King City Union Elementary SD	K-8	2,555
Lagunita SD	K-8	82
Madonna El Sasso/Private	P-8	307
MCOE Alt Ed	7-12	883
Mission Union SD	K-8	95
Monterey Peninsula Unified SD	K-12	10,858
North County Joint SD/San Benito	K-8	531
Oasis Charter School	K-6	40
Pacific Grove Unified SD	K-12	1,698
Pacific Unified SD	K-12	15
Palma High School/Private	7-12	630
Sacred Heart/Private	K-8	264
Salinas City Elementary SD	K-6	7,743
Salinas Union High SD	7-12	13,399
San Antonio Union SD	K-8	198
San Ardo Union SD	K-8	123
San Benito County Opportunity	7-12	140
San Benito High SD	9-12	2,902
San Carlos/Private	K-8	274
San Lucas Union SD	K-8	79
Santa Catalina/Private	P-12	600
Santa Rita Union SD	K-8	3,007
Soledad Unified SD	K-12	4,173
Southside Elementary	K-8	232
Spreckels Union SD	K-8	888
Washington Union SD	K-8	940
Total Student Population:		**70,462**

Completion

Each participating teacher's Induction Completion Checklists (Year 1, Year 2 Mid-year checks; Year 1, Year 2 End-of-Year Checks) provides examples of evidence that demonstrates application of the induction elements. A typical timeline for completion is two years. Requirements include:

1. Evidence to demonstrate growth in relation to the *California Standards for the Teaching Profession* (CSTP), the state-adopted academic content standards, and performance levels for student achievement
2. Evidence of completion of an annual Individual Induction Plan with revision(s)
3. Evidence to document their completion of the induction program
4. Evidence they have demonstrated and applied the California Induction Standards within the scope of the their teaching

1.4 The design is responsive to individual teacher's needs, and is consistent with Education Code.
The participating teachers will track evidence of their growth on the documents contained in the Formative Assessment for California Teachers induction modules (FACT). These modules document the participating teacher's ability to deepen his/her knowledge, skills and abilities gained in the teacher preparation program within the context of his or her specific teaching assignment. The document is reflective of implementation of the CSTP, state curriculum frameworks and instructional materials, and state-adopted academic content standards and performance levels for students. Each FACT Module and the accompanying documents are identified and listed on the mid-year and end-of-year checklist for the participating teacher to note completion. The appropriate agent – support provider, program advisor, or program leadership, verifies completion. The BTSA Director and support staff are responsible for maintaining accurate program records and monitoring processes to identify participating teachers who are not on track for timely completion.

1.5 The program design provides systematic opportunities for the application and demonstration of the pedagogical knowledge and skills acquired in the preliminary credential program.

Each participating teacher completes an Individual Induction Plans (FACT Module C) on a yearly basis. There are multiple guided opportunities to revisit the IIP and revise it as appropriate, such as at seminars, during weekly meetings between the Support Providers and Participating Teacher, and at the mid- and end-of-year-checks. This process will provide clear and compelling evidence to aid in focusing the consortium's professional development offerings.

The participating teacher keeps an (electronic) Induction Portfolio (the FACT materials with evidence from completing each module) for the duration of the two years. This induction portfolio contains the following evidence:
- Documents and reflections from each of the four modules contained in the FACT induction program (see page 8)
- Documentation of monthly collection of the Collaborative Logs
- The Individual Induction Plan and revisions
- Mid-and End-of-Year checks

Each participating teacher is responsible for the collection of evidence that meets program standards regarding his or her teaching practice over the two-year period. The MCOE Teacher Credentialing/BTSA Program Director, support staff and other designated members of the leadership team will review checklists alongside the participating teacher's module documents.

When the BTSA leadership team determines that the participating teacher has successfully completed the requirements of the program (Year 1 & 2 Mid-year Checks; Year 1 & 2 End-of-year Checks), the Program Director will issue the Induction-41 letter to the Commission on Teacher Credentialing stating that the participating teacher has successfully completed the requirements for the Clear Credential. This letter will accompany the participating teacher's application to the Commission on Teacher Credentialing for the clear credential along with the appropriate fees supplied by the applicant.

Administrative Components

All evaluation data are reported to the Program Advisory Team (sample minutes; sample PPTs) regularly by the Program Director. The mid-year data from participating teachers and support providers is collected from an online survey so that the data can be collected and analyzed immediately (Mid-year Check). Subscribing to a belief of continuous improvement, the MCOE Teacher Credentialing Program/BTSA has refined the evaluation process in order to utilize this type of data to improve the induction program. For example, the district Program Advisors are given the results of the Mid-year survey at their spring meeting during which they are provided with the time to analyze and discuss with colleagues the results. Discussion then ensues that revolves around program improvement as an outcome of survey results.

The MCOE Teacher Credentialing Program/BTSA has clearly defined outcomes for each program participant so that all of their students can meet or exceed the core state-adopted student content and performance standards (education code). With the successful completion of the Induction Program, each participating teacher will:

1. Have internalized the Plan, Teach, Reflect, and Apply cycle.
It is our goal that the teacher's instructional practice is defined by this cycle. It is imbedded and automatic in his/her lesson planning process.

2. Have internalized the Inquiry Process. It is our goal that the teacher be a continual learner, asking questions about his/her practice as a professional educator.

3. Know and understand that the Individual Induction Plan (IIP) is actually the plan that drives on-going professional development based on evidence of the participating teacher's self-assessed teaching practice against the CSTP, state curriculum frameworks and instructional materials, and state-adopted student content standards.

4. Engage in and value collaborative networking with colleagues and peers in an ongoing, continuous professional manner.

5. Demonstrate the application of the CSTP and Induction standards to support student learning and achievement.

1.6 The design includes intensive individualized support and assistance to each participant, collaborative experiences with colleagues and resource personnel, and an inquiry-based formative assessment system (Formative Assessment for California Teachers – FACT) that is built upon the *California Standards for the Teaching Profession*.

Participating teachers and support providers in the MCOE Teacher Credentialing Program/BTSA have multiple opportunities to demonstrate knowledge, understanding and application of state-adopted academic content standards and performance levels for students and of state-adopted curriculum frameworks and instructional materials, at their assigned grade levels and subject matter. Specifically, the FACT inquiry process requires that the participating teachers focus

instructional planning and assessment utilizing appropriate academic content standards. This focused planning is based on student needs assessed in FACT Modules A and B.

The opportunities referenced above include, but are not limited to:

1. FACT Modules, particularly the inquiry events and the events that focus on long-range planning, teaching, reflecting and applying knowledge, skills and understanding within the context of his or her teaching assignment.
2. Individualized coaching with a well-trained support provider, who provides guided opportunities for the participating teacher to apply knowledge and new learning within the context of the participating teacher's specific teaching assignment.
3. District and MCOE focused professional development opportunities.
4. Weekly meetings with his or her support provider to reflect upon and discuss the participating teacher's actual teaching practice and the evidence of student learning.
5. The Individual Induction Plan (IIP). The teachers who have completed their SB 2042 preservice program will have their Teacher Performance Assessment (TPA) and a current Individual Induction Plan with them, which will provide a springboard from which to launch their FACT IIP. SB 2042 requires all preliminary credential candidates pass a TPA. Professional teacher preparation programs may use the California Commission on Teacher Credentialing (CCTC) prototype TPA or they may develop their own assessment.
6. Beginning with Teaching Performance Assessment (TPA) from the teacher preparation program as a baseline, the participating teacher, in collaboration with his or her support provider, and based on evidence derived from the CSTP, state curriculum frameworks and instructional materials, state-adopted content and performance standards, will formally plan for the next best steps of professional development through an Individual Induction Plan. The plan is reviewed on a regular basis with the support provider, revising as needed. It is the IIP that guides the specific path of professional development for each participating teacher.

Each participating teacher in collaboration with the support provider, charts his/her progress through the FACT Modules and required components towards successful completion of the Clear Credential on the mid-year and end-of-year check documents. His or her work is verified by the support provider, the district program advisor, and/or by BTSA leadership. District program advisors will monitor the progress of all the participating teachers in his/her district with the collaborative logs; a compilation of which is sent to the Program Director in January and June (Collaborative Log).

Each participating teacher has occasion to select opportunities and activities that promote the deepening of knowledge, skills and abilities within the CSTP and the Induction Program standards, as follows:

- Creating and maintaining effective environments for student learning
- Creating a healthy environment for student learning
- Understanding and organizing subject matter for student learning
- Planning instruction and designing learning experiences for all students
- State-adopted academic content standards and performance levels for students

- Engaging and supporting all students in learning
- Supporting equity and diversity
- Teaching English learners
- Teaching special student populations
- Using computer technology to support student learning
- Assessing student learning
- Developing as a professional educator

These opportunities and activities are either focused or imbedded within the required hours each year of individualized coaching, self-assessment, professional development and the activities from the FACT Modules. In addition, the participating teacher may select from opportunities provided through the Monterey County Office of Education or regional/district professional development based on his or her Individual Induction Plan (IIP).

Individual Support

The overarching goal of the Monterey County's Induction Program is that each and every student in our county be able to learn every day in school to his or her maximum capacity and that every student has a teacher or teachers each year who hold the highest standards possible for them as human beings and as learners. Equity in educational access is to be the right of each student. We believe that this is most likely to occur when every teacher who successfully completes the BTSA program has internalized the following skills and abilities developed during two years of experience with the program's curriculum integrating the Formative Assessment for California Teachers (FACT):

1. **The Plan, Teach, Reflect, Apply Cycle** – Based on student achievement standards and learning styles, the teacher plans, teaches the lesson, reflects upon that lesson through a variety of lenses, evaluates the success of the lesson based on student learning, and applies the results of that reflection to his or her next plan. This process provides a systematic opportunity for the application and demonstration of pedagogical knowledge and skills obtained in the preservice credential program.

2. **The Inquiry Process** – On an ongoing and continual basis, the teacher participates in a focused inquiry through FACT about his or her current practice as a professional educator, self-assessing according to the CSTP, state curriculum frameworks and instructional materials, and student academic content and performance standards. As part of the process, the participating teacher seeks information from his or her peers and colleagues and explores research on the subject. The teacher will collect evidence from his/her students and analyze that evidence to see what difference it makes in teacher practice. Individualized support and assistance is provided by a carefully selected support provider to ensure the process is timely and effective. (See PS 3)

3. **Collaborative Networking** - Each teacher develops a collaborative style in teaching and learning, which involves networking with colleagues and exploring a variety of strategies. This process may take place on or off site, with the support provider, other participating teachers, or colleagues in the educational setting (such as resource personnel). (Seminar schedule and agendas)

4. An **Individual Induction Plan** - Every teacher who exits the MCOE Teacher Credentialing Program/BTSA will know the value of having a plan for his or her own personal professional growth in developing skills and expertise as a professional educator. This plan will be built around the inquiry-based formative assessment system (FACT), which is founded on the California Standards for the Teaching Profession.
5. **Colloquium** – The culminating event for teachers who complete the MCOE Teacher Credentialing Program/BTSA, is a combination celebration and presentation, also known as the Colloquium. Teachers share the results and learnings from their two-year induction experience, in a presentation to peers, colleagues, and administrators. The event takes place at each district during the month of May and includes time for networking and celebrating. (Colloquium Guidelines, schedule).

Accountability:

-   The lines of accountability begin first with the participating teacher, who documents the evidence of application of knowledge and skills for each of the elements on the Induction Completion checks.
-   The second line of accountability lies with the support provider and program advisor who verify on the Induction Completion checks that the participating teacher has fully met each element.
-   The third line of accountability lies with the program's completion review process. The leadership team verifies that the participating teacher has completed the Induction Program based on the supporting evidence from the Induction Completion checks. The Colloquium is the time when the participating teacher shares his or her Induction Portfolio, which includes presentation of evidence of completion of the induction program standards through the use of FACT, specifically the inquiries.

The goal is for each participating teacher to assess the level of skill for each element in the program, as they enter the program, to apply skill and knowledge in that element during the program, to document that growth, and to re-assess and document the new level of skill development at the end of the year (FACT Module C).

Induction Program Review Criteria for Successful Completion

The review of Induction evidence uses the following criteria to determine whether the participating teacher has successfully completed the program:

(1) Does the participating teacher bring selected evidence to verify and document the validity of the completion of the program elements?

(2) Is the participating teacher able to demonstrate and apply the Induction standards in his or her practice?

Guidelines Used in Making Credential Recommendations:
The leadership team uses the following guidelines in making credential recommendations to the Director of the MCOE Teacher Credentialing Program/BTSA:

A. Has the participating teacher met the five-year timeline in completing the requirements for the Clear Credential?

B. Has the participating teacher completed all requirements outlined by the renewal code on their credential: Completion of the Clear Credential Teacher Induction Program?

(1) Documentation of teaching performance assessment outcomes from the professional teacher education program, when available.

(2) An annual Individual Induction Plan (IIP), documenting planned professional growth activities based on formative assessment information and individual needs. The IIP and professional growth activities are tracked on the completion checklists and in the MCOE-BTSA database.

(3) Demonstrated application of the CSTP, state-adopted frameworks and adopted curriculum materials in one content area in the context of his/her instructional practice, showing response to individual diverse student needs, beyond what was demonstrated for the preliminary credential. The participating teacher will demonstrate applied application by discussing the artifacts (evidence) in the specific Formative Assessment for California Teachers (FACT) documents, including, but not limited to:

(1) Context for Teaching - FACT Module A

A-1 Class Profile

A-2 Classroom Layout

A-3 School and District Information/Resources

A-4 Home/School Communication

A-5 Site Orientation Checklist

A-6 Community Map

 (2) Initial Assessment of Teaching - FACT Module B

B-3 Informal Classroom Observation

B-4 Post-Observation Reflection

E 2.1 Initial Self-Assessment of CSTP

E 2.5-2.6b Initial Self-Assessment of Induction Standards

E-3.5-3.6b Conversation Guide Discussion and Reflection

(3) Inquiry - FACT Module C

C-1 Individual Induction Plan

C-2 Essential Components for Instruction

C-3 Entry Level Assessment Resource

C-4 Focus Student Selection

C-5 Lesson Plan Template for Observation

C-6 Observation Record

C-7 Analysis of Student Work

C-8 Summative Assessment

(4) Summary of Teaching Practice – FACT Module D

D-1 Culminating Questions and Reflections Guide

(5) Evidence of participation in professional development activities including:
      (a) Attendance at required MCOE-TCP Induction Seminars.
      (b) Consistent communication with a Support Provider (tracked on the
      Collaborative Log)

(6) Evidence (lesson planning, teacher observation and student data) to demonstrate knowledge
of the following:
      (a) Using technology to support student learning
      (b) Equity, diversity, and access to the core curriculum
      (c) Creating a supportive and healthy environment for student learning
      (d) Teaching English learners
      (e) Teaching special populations are tracked on the Induction Standards Self-
      Assessment, during the portfolio reviews
      (f) CSTP and Induction standards

1.7 The induction program collaborates with P-12 organizations to integrate the activities of the
induction program with the professional development efforts of the district and partner
organizations.

The MCOE Teacher Credentialing Program/BTSA places authority for the administration of its
program in the hands of the Program Director, (Director Resume). 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, FACT On-line
Portfolio Directions, BTSA handbook, 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. The director actively is involved in local IHE
advisory meetings, California Council on Teacher Education.

Roles and Responsibilities

The 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*). The Director has authority over the details of program design and
implementation including the development, organization, and implementation of the MCOE
Teacher Credentialing Program/BTSA; 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 accreditation; and the
management of funds to support the program.

Response to Program Standard 1/Education Specialist PS 1

All personnel are selected through a screening process based on position classifications, postings, criteria, interviews, and previous experience at either a district or the Monterey County Office of Education.

The MCOE Teacher Credentialing Program/BTSA leaders have a role in building professional development capacity in the districts, coordinating with existing county and regional services. The MCOE Teacher Credentialing Program/BTSA has accessed the State-wide Trainer of Trainers Model in order to prepare professional development providers to offer and provide quality services for our support providers and site administrators. Research verifies the two most significant influences in the professional life of a novice teacher are the coach/ support provider, and the principal /site administrator. The MCOE Teacher Credentialing Program/BTSA has made a commitment to invest and prepare trainers to provide support for site administrators in relation to novice teachers. Local trainers, called Facilitators, meet at least five times a year to discuss seminar content, evaluations, and to grow professionally in their facilitation practice (Facilitator Meeting Agenda).

The MCOE Teacher Credentialing Program/BTSA works collaboratively and cooperatively with a number of local professional development resource providers in order to meet the individual needs of our participating teachers, focusing on areas addressed by the CSTP, state curriculum frameworks and instructional materials, and state-adopted student content and performance standards. They also work with the program leaders in the region to help identify, access and coordinate with existing professional development projects in the Monterey area and throughout California. The following program representatives and regional collaborative partners include:

Jeanne Herrick, MCOE Director of Educational Services
Jordan Alexander-Santana, Social Sciences Coordinator
Linda Dilger, Mathematics Coordinator
Martine Cisneros, Educational Technology Coordinator
Cathy Cranson, Language Arts Coordinator

The MCOE Teacher Credentialing Program/BTSA works closely with local Institutes of Higher Education and their teacher preparation faculty including (IHE Meeting agenda):

- Dr. Irene Nares-Guzicki, Chair, Teacher Education Department California State University, Monterey Bay
- Dr. Mark O'Shea, Intern Coordinator Education, California State University, Monterey Bay (CSUMB)
- Dr. Carolina Serna, Associate Professor, CSUMB School of Education
- Dr. Alice Flores, Regional Center Academic Director, CalStateTEACH Monterey Bay Region.
- Dr. Care Terkelson, Associate Professor, Brandman University, Monterey

Brandman University also provides an opportunity for BTSA participants to earn university professional growth credit. Both participating teachers and support providers may register for and earn up to sixteen units of graduate level credit each year for two years. (Brandman/Chapman Application).

Professional Development

The MCOE Teacher Credentialing Program/BTSA works collaboratively and cooperatively with each sponsoring district regarding professional development (PD). So as not to overwhelm the participating teachers, selected district professional development activities are substituted for BTSA provided professional development (see Program Standard 3). In addition to mandatory seminars, the program does offer optional professional development for both support providers and participating teachers. For example, PD is being offered on the Gradual Release of Responsibility Model, Teacher for Equity, and Successful Mathematics Implementation (Flyers for trainings).

Budget

The Monterey County BTSA Director maintains the overall BTSA budget. Districts are provided $2100 per teacher with $1800 paid to the Support Provider by the district. Private school teachers and those that fall outside of the two-year window of initial *use* of their preliminary credential, are charged $2500 per year, for participation. As the Teacher Credentialing Block Grant funds have been moved into the Tier III system, advocating for the appropriate use of the funds has been of primary concern. Status of the program budget is provided to the Program Advisory Team on a biannual basis. (District and Participant MOUs)

Participating Support and Resources

Each participating teacher receives between 75-105 hours of support each year, based on prior experience and assessed need, in the MCOE Teacher Credentialing Program/BTSA:
(1) Induction Orientation (2 hours): Orientations take place initially in the hiring district. Critical elements are reviewed in Seminar A. The focus of the professional development session is to orient participants to the program and provide initial training in the optimal use of the Collaborative Log, FACT, and other program tools. (NTO PPT)
(2) 45-60 minutes for Induction Advisement is held in each district with consortium assistance and attended by the participating teacher, support provider and district representatives.
44 hours of individual coaching and small group tutorials based on the CSTP and using the FACT Curriculum averaging 1.5 hours per week over 35 weeks.
(3) 12 hours of formal and informal observation and assessments by the support provider with pre and post reflective conversations and recorded self-assessment on the Continuum of Teaching Practice (CTP)
(4) Professional Development based on the *California Standards for the Teaching Profession* (CSTP) and Induction Standards five and six. This professional development is designed explicitly for the participating teacher based on assessed need and coursework during preservice preparation. Content for the professional development is based on the outcomes of their FACT

work. For Support Providers, PD also can take the form of Skillbuilders (from the FACT curriculum), or from outside trainers such as Jennifer Abram's "Having Hard Conversations".

To discern and plan for PD needs of participants, we analyze data from three sources annually:

1. Mid-year external survey and feedback collected by the MCOE Teacher Credentialing Program/BTSA.
2. The Statewide Survey of Beginning Teachers, Support Providers, Site Administrators, and BTSA Program Staff.
3. Seminar evaluations. (Sample evaluation)
4. Accreditation Activities (depending on the cycle we are in and the year). (Accreditation System Summary)

Collaboration

It is the goal of the MCOE Teacher Credentialing Program/BTSA that our collaboration with institutions of higher education and other local BTSA induction programs be coordinated through ongoing formal and informal communication. To facilitate this process, the MCOE Teacher Credentialing Program/BTSA Director and administrative team, have established yearly calendars for coordination, orientation and communication with the various voices and stakeholders that influence, support, and collaborate with our BTSA induction program. The central purpose of all of this coordination and communication is that each participating teacher's journey across the learning-to-teach continuum is clear, understandable, comprehensive, and achievable.

The MCOE Teacher Credentialing Program/BTSA is formally partnered with thirty-five P-12 school organizations located in two California counties (MOU 2010-11), one county office of education (Monterey County Office of Education), and three local universities (California State University, Monterey Bay, CalStateTEACH, and Brandman University; (IHE Collaborative Agenda). We cooperate and communicate with the teacher associations from all thirty-five school districts when requested, with the subject matter projects housed at the University of California, Santa Cruz, and with the regional Cluster II BTSA induction programs on an on-going basis (Cluster 2 Contacts). For many years, we have worked to extend our collaboration, communication and cooperation with the institutions of higher education in our area to develop pathways for teachers from pre-service to Masters of Arts.

The BTSA Director meets regularly with California State University, Monterey Bay teacher education representatives, including the Coordinator of the Intern Program and the Regional Center Academic Director for CalStateTEACH (emails of meetings scheduled). The MCOE Teacher Credentialing Program/BTSA has had a long-standing relationship with Brandman University for Continuing Education. Participating teachers and support providers may register for and earn eight units of graduate level credit each year for two years of FACT induction activities. (Brandman/Chapman Application)

Response to Program Standard 1/Education Specialist PS 1

The Monterey County BTSA Director meets with district program advisors bi-monthly at the Program Advisory Team meeting to review program data and discuss customizing the Induction program to best meet and compliment district needs. (PAT Meeting Information). This is a shared exchange of information, listening, and decision- making that helps keep key decision makers engaged and informed. A representative (Program Advisor) from each of the BTSA sponsor organizations sits on the Program Advisory Team. At these meetings, processes to identify program outcomes, review procedures, coordinate efforts, and allocate resources are utilized. Districts are given the materials regarding the professional development at the Program Advisory Team meetings.

Coordination between the MCOE Teacher Credentialing Program/BTSA and sponsoring districts occurs as the Director encourages program advisors to identify proposed or established district professional development that may complement the participating teacher's IIP. This process will enable program advisors to utilize local experts and ease the impacted schedule of the participating teacher while concurrently, addressing district goals. (Program Advisor Roles and Responsibility).
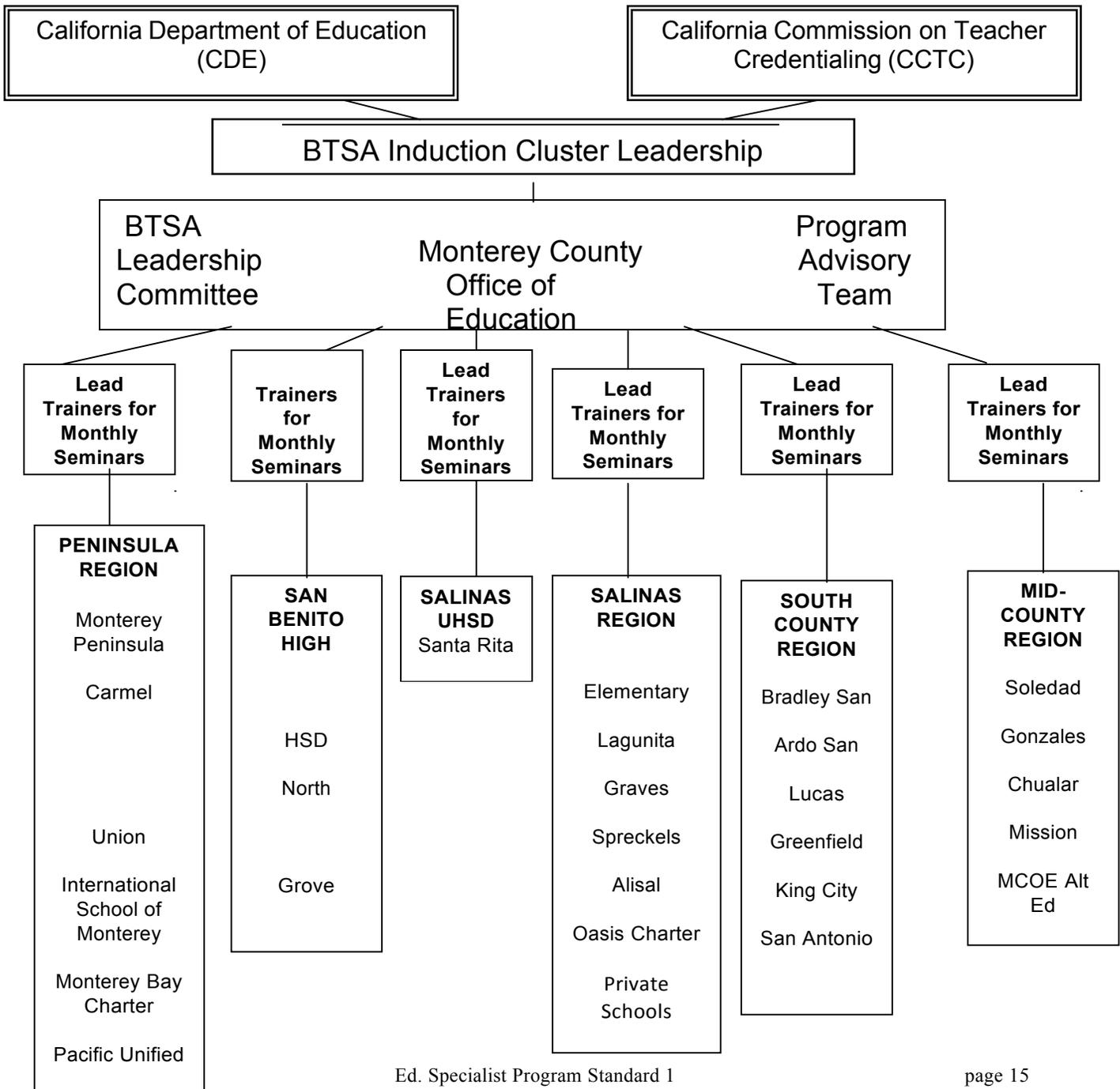
Each district holds an orientation for participating teachers and support providers. (New Teacher Orientation Powerpoint, New SP Orientation PPT).This effort is a shared responsibility between the BTSA Leadership and the District. The Monterey BTSA Director (and Coordinator) presents the requirements of induction and available county resources and the District shares the unique specifics of the induction program within that district. Regional seminars include opportunities for districts to include information about the needs and culture of each district, in addition to how participants may support the specific goals of the district through the induction process. While they are encouraged to attend seminars at their regular regional location, if "life happens" participating teachers and support providers then have a choice of days and times to attend across the consortium. The Program Advisors work towards interviewing participating teachers upon completion of BTSA program completion to ensure all induction standards have been met. Program Advisors then report back concerns to the MCOE-TCP/BTSA Leadership team. (PA Roles and Responsibility).

Organizational Structure of MCOE BTSA

Through an administrative structure of shared decision-making between the Monterey County Teacher Support Systems staff and the Program Advisory Team, all qualified beginning teachers within the consortium have access to an effective and timely program. Each district has an appointed district Program Advisor who manages the program implementation as designed and supported by the Monterey County BTSA Program administration.

**Monterey County
Beginning Teacher Support and Assessment
Induction Program**

California Department of Education (CDE)	California Commission on Teacher Credentialing (CCTC)

BTSA Induction Cluster Leadership

BTSA Leadership Committee	Monterey County Office of Education	Program Advisory Team

Lead Trainers for Monthly Seminars	Trainers for Monthly Seminars	Lead Trainers for Monthly Seminars	Lead Trainers for Monthly Seminars	Lead Trainers for Monthly Seminars	Lead Trainers for Monthly Seminars

PENINSULA REGION	SAN BENITO HIGH	SALINAS UHSD	SALINAS REGION	SOUTH COUNTY REGION	MID-COUNTY REGION
Monterey Peninsula		Santa Rita	Elementary	Bradley San	Soledad
Carmel	HSD		Lagunita	Ardo San	Gonzales
	North		Graves	Lucas	Chualar
Union			Spreckels	Greenfield	Mission
International School of Monterey	Grove		Alisal	King City	MCOE Alt Ed
Monterey Bay Charter			Oasis Charter	San Antonio	
Pacific Unified			Private Schools		

Response to Program Standard 1/Education Specialist PS 1

The MCOE Teacher Credentialing Program/BTSA is a Consortium of collaborative partners:

- Up to 35 school districts within Monterey and San Benito Counties (depending on which have qualified participants in a given year)
- The Monterey County Office of Education
- California State University, Monterey Bay
- Brandman University, Monterey Center
- CalStateTEACH, Monterey Region

Formalized in a Memorandum of Understanding (MOU), these partners work together to create a quality standards-based induction program for eligible teachers building on the high-quality traditions developed by the BTSA program over its seventeen-year history. The purpose of the Induction Program is to offer top quality services, support and assessment to eligible teachers that will help retain the best teachers in public education and enhance the learning of each student with those teachers. Each partner works to implement common induction processes, activities and procedures that build upon district and partner organizations' professional development efforts. As per the MOU, districts agree to:

(1) Continue to utilize a memorandum of understanding between each of the district partners and the Monterey County Office of Education, the LEA for BTSA, to clarify roles and responsibilities.

(2) Distribute state generated monies to the partners for teacher support. Each district sets up a BTSA budget, which includes the LEA reimbursements for support providers and substitute time. The BTSA Director oversees the overall budget, which accounts for all state monies and local revenue resources. BTSA pays support provider stipends, substitute costs related to classroom observations, and all sponsored BTSA Induction professional development. (Monterey County BTSA Budget)

(3) Utilize the support provider selection process and training provided by MCOE Teacher Credentialing Program/BTSA. (see PS 3)

(4) Provide professional support for the district program advisor who supervises the induction program within the district. The program advisor meets with the BTSA Director and leadership team on a bi-monthly basis as a member of the Program Advisory Team.

Response to Program Standard 1/Education Specialist PS 1

Education Specialist Program Standard 1
The design involves collaboration between the approved clear credential program and the employer, offering multiple opportunities for support and professional development of Education Specialist candidates in their early years of teaching. Education Specialist teachers shall select appropriate professional development and/or preparation program-based coursework to expand skills and to pursue advanced study with consideration of assignment and Education Specialist authorization. These skills should be designed to enhance the participant's teaching abilities and reflect inquiry based methodology and reflective practice.

ES 1.1 The design involves collaboration between the approved clear credential program and the employer, offering multiple opportunities for support and professional development of Education Specialist candidates in their early years of teaching.

In addition to credentialing general education teachers, the MCOE Teacher Credentialing Program/BTSA plans to serve employed Education Specialist candidates holding a preliminary credential with the following authorizations as an Education Specialist credentialing agency:

- Mild/Moderate,
- Moderate/Severe,
- Deaf and Hard of Hearing,
- Visual Impairment,
- Physical Impairment,
- Early Childhood, and
- Communication Development

The program also plans to serve holders of the Education Specialist Level 1 credential. In supporting the Level 1 Education Specialist, Level II content will be explicitly detailed in each Individual Induction Plan (IIP) based on the experiences and needs of each candidate and the specific credential and/or authorization they are pursuing. (Referral Form).

The following key elements of the design provide systematic opportunities for the application and demonstration of the pedagogical knowledge and skills through intensive individualized support and assistance, which is grounded in collaboration in an inquiry-based formative assessment system that takes into consideration the candidate's assignment and authorization:

- Timely admission and advisement (Process to Enroll, MOU): Candidates will meet with a District Program Advisor within 30 days of hire, to discuss next steps. They will also take part in a New Teacher Orientationwhere they will be advised as to the processes involved in participation in the program.
- Highly skilled support providers (Ed.Spec.SP recruitment flyer; Ed.Spec.SP Application; SP Interview questions): Support providers are recruited by their districts in April of the year prior to service. The are interviewed by BTSA personnel at the district and from the county office, and their application must be approved by the district site administrator before they can be assigned a candidate. This process demonstrates collaboration between employer and program personnel.

- Meaningful, job-embedded formative assessment (FACT): All FACT work requires deep reflection that connects and builds upon the candidates preservice experience and builds upon the candidates in-service opportunities to demonstrate and apply the induction standards. All FACT documentation requires the candidate be employed and use their context for completing the program.
- Optional Professional Development (PD) Workshops (Menu of Choices): Candidates are required to go to a minimum of 5 seminars but are also given the opportunity to attend other professional development seminars based on their areas of growth identified on the IIP. PD may be provided by district or program, dependent on resources and the needs of the candidate.
- Program Evaluation (Seminar evaluation, mid-year survey, state survey): The mid-year and end-of-year state survey are completed by all participants on an annual basis. In addition, all seminars and professional development sessions are evaluated by all participants. Evaluations are also completed at the Program Advisory and Facilitator's meetings.
- Partnerships (MOU; LTTSA Agenda; UTEC Mtg): The MCOE-TCP/BTSA director is active on several advisory committees to ensure collaboration with community and IHE colleagues.

ES 1.2 Education Specialist teachers shall select appropriate professional development and/or preparation program-based coursework to expand skills and to pursue advanced study with consideration of assignment and Education Specialist authorization.

Education Specialist candidates will participate in all of the activities described in Program Standard 1, for General Education multiple and single subject credential candidates. Upon application to begin the program, an employed Education Specialist Candidate will meet with a designated BTSA Program Advisor (PA) who is employed by the hiring district, to collaborate with regard to the candidate's Individual Induction Plan (IIP). Along with the program director, the PA, candidate, and day-to-day Support Provider will communicate with the LEA's SELPA to determine which trainings offered by the SELPA, will facilitate the candidate's successful completion of the program. Supporting coursework at local IHEs as well as on-line courses, (CSUMB Course List) may be identified as possible opportunities for further professional development (MCOE Ed.Spec. Intake Form). In order to pursue advanced study, candidates in the program will choose from Education Specialist PD that incorporates the Induction Standards: *Option (1)* an **Area of Emphasis** in their Preliminary Credential area of study leading to a Clear Credential; *Option (2)* an Added Authorization integrating the Area of Emphasis and the Induction Standards; or *Option (3)* IHE Advanced Coursework (e.g., Master's Degree). The candidate will choose an Inquiry Question outlining research to expand his/her skills as an Education Specialist. Candidates will demonstrate and address competency of the required standards and if applicable, Level II related competencies, in three ways:

1. Professional development activities with participation verified by Program Faculty, will provide evidence of knowledge and understanding;
2. Formative assessment documents completed during fieldwork, while partnered with a well-qualified Support Provider, provide evidence of demonstration and application of the standards; and/or

3. Coursework transcripts provide completion evidence of advanced coursework (e.g., Health/CPR and Technology courses). While participating in induction, candidates may take up to 12 units to satisfy Level II standards.

The trainings chosen will be documented on the IIP and tracked by the Program Advisor. Candidates transitioning from Level 1 to Induction, will use the Level 1 Transition Plan to identify the required areas of growth in the authorization. Further, they will develop an IIP to fulfill those requirements, and foster development based on their authorization and assignment. The pre-service training and authorization identified in the Transition Intake Interview, will assist the candidate in meeting all of the requirements for the authorization they are seeking and Level II standards, if appropriate. During the interview, candidates discuss their needs for professional development and/or advanced study specific to the standards in technology, health, English language skills (reading), subject matter competence, English Learner authorization, CPR, and the US Constitution. Part of the process encourages candidates to consider adding the authorizations that they may need for their current positions, such as autism (for those that did not gain this authorization from their preliminary programs), TBI, ED, DB, OHI, and/or OH. This process is especially important for teachers who have a Level I credential and are planning to earn the clear credential through the induction program. The coursework requirements specifically related to the Level II credential (such as health, technology, and autism for candidates with the mild/moderate Level I credential) will need to be considered in each PT's IIP and will be identified In the Level II Needs Assessment Document. The interview occurs within 30 days of the start of the calendar school year, and is conducted by the district PA. The SP and other stakeholders may also take part. The district PA and MCOE-TCP/BTSA program director, are responsible for verifying documentation that trainings satisfy the candidate's applicable standards (Level II and/or Induction). (please see "Directions" at the bottom of this document). Specific evidence collected that verifies that a candidate has met the eight Level II Competency Standards for M/ M, the seven Level 2 standards for M/S, and the three standards for ECSE will include transcripts and Verification of Completion forms.

Transitional Support for Level 1 Candidates: Candidates who completed a Level 1 (1997) teacher preparation program may have content gaps. Seminars and BTSA sponsored Professional Development provide advanced preparation to support the professional development needs of the general education and Education Specialist. SPs attend seminars with the PTs in order to assist with implementation in the context of the PT's current assignment and to integrate the formative assessment activities. Depending on IIP goals, PD will support Education Specialists in gaining a deeper understanding of content. Workshop topics include:

- o Legal issues
- o Advanced data driven decision making
- o Advanced behavioral, emotional and environmental supports
- o Transition planning
- o Case management
- o Consultation/collaboration

The Health requirement for Level II can be met through an approved university course or through a CSUMB (or other) sponsored course that meets the advanced health requirements including CPR. The technology requirement can be met through an approved university course or through CTAP courses that are offered through the Consortium. The credential requirements are outlined in the *Sp. Ed Intake Advisement form* that takes into consideration the district's needs and candidate short term and long-term goals. Verification of completion of these requirements include transcripts and other official documentation provided by the PD provider. Validation of the verification will be completed by the MCOE-TCP/BTSA director.

Professional decisions related to teaching and continuing professional development are documented in a formal, written Individual Induction Plan (IIP). The IIP (3 in two years, each building on the outcomes of the previous IIP) tracks the candidate's appropriate professional development and/or preparation program-based coursework over a two-year period within an Area of Emphasis based on Education Specialist authorization: Mild/Moderate, Moderate/Severe, Early Childhood Special Education, Deaf and Hard-of-Hearing, Physical and Health Impairments, or Visual Impairments. On the IIP, the candidate can choose an Inquiry Question based on individual needs. This individualized approach affords the candidate the opportunity to align his/her professional growth goals with school and district professional development efforts with consideration of assignment (e.g. grade-level, student population, and/or subject area taught.). Also, it respects the hard work required to achieve the Preliminary Credential and lends support for choice as a professional educator.

A trained, day-to-day Support Provider is assigned to each teacher offering individualized, on-demand support during and after the instructional day in response to the assessed needs of the teacher. Through this model, participating teachers experience enhanced professional growth and development that is job embedded which builds upon their preparation program through a rich and thoughtful formative assessment process over two years. Each year, teachers engage in the cycle of inquiry with their experienced Support Provider, and chart progress on the Continuum of Teaching Practice, which is aligned to the revised California Standards for the Teaching Profession.

An Education Specialist Support Provider, who has at least five years of teaching experience, and holds the same credential the candidate is seeking to clear, will also be identified and assigned by either the program director or district PA. Resources from local IHEs and Credentialing Programs outside of the consortium, may be drawn upon for identifying the Education Specialist Support Provider. A Support Provider interview will take place, and the site administrator at the Support Provider's place of employment, must sign a statement that ensures the good standing of the support provider in the educational community. If proximity is a challenge, e-Mentoring, Skype, or other electronic means will be utilized to enable the candidate, day-to-day SP, and Education Specialist Support Provider to meet and collaborate bi-monthly on topics such as effective teaching strategies and professional development opportunities that supports the candidate in expanding their skills and increase their knowledge beyond their

preservice education. Of primary consideration when meeting and planning professional development, will be the current assignment and Education Specialist Authorization the candidate is seeking. The meetings and outcomes will be documented on the Collaborative Log, which is submitted to the district PA for review. The PA, in turn, submits confirmation of Collaborative Logs, to the BTSA assistant who records them in the candidate's electronic file.

ES 1.3 These skills should be designed to enhance the participant's teaching abilities and reflect inquiry based methodology and reflective practice.

The Formative Assessment for California Teachers/Education Specialist encourages reflection through inquiry and will be used as the foundation for the candidate's professional development. Candidates will be required to complete three inquiries during their two years in the induction program. Each inquiry will be based on the outcomes of reflective conversation with their colleagues and support providers, as to the teacher's area(s) of growth based on their particular context, prior knowledge and teaching assignment. Support Providers will be provided with the Level II standards and trained to ensure the PT addresses the Level II competencies. The training may occur through use of the Menu of Options for Education Specialists and/or through focus groups. Focus groups will meet both at the beginning of the year and again in the spring, to ensure alignment of the candidate's IIP with Level II competencies. The competencies specific to the candidate's credential and authorization(s) will be address throughout FACT such as in the lesson plans, analysis of student work, lesson observations by the SP, marking of the CTP, and reflections (Module E – specifically 3.6b, Special Populations). All of which will serve as evidence the candidate has demonstrated the specific competencies outlined in the Level II standards for the credential and authorization(s) they are seeking.

Once an area of growth is identified, the candidate will then initiate research on the topic and document their findings in their FACT portfolio. They will also implement strategies that are unveiled through research and collaboration. The inquiry module will provide an opportunity for candidates to write lesson plans that address the needs of their particular group of students. Combined with analysis of student work during the inquiry, the inquiry process allows the candidate opportunities for demonstrating their application of knowledge as outlined in the Level II standards and authorization they are seeking. The outcomes of the research, based on Entry Level and Summative Assessments, are used as a springboard for future research as a way to demonstrate reflective practice. Reflective practice is also recorded on the Collaborative Log, Summary of Teaching Practice (FACT Module D) in the Induction Standards Self-Assessments (FACT Module E).

In addition, the candidate will use the Continuum of Teaching Practice to document their growth over time based on the CSTP. This document is reflected on at the beginning of the year, and then after the subsequent inquires. Last, the candidate will reflect on feedback from the support provider's observations. They will use this feedback to improve their instruction to best meet the needs of their students.

Directions for completing the intake process for participation in the Education Specialist (ES) Clear Credential Induction Program:

1. The ES candidate submits the *ES Clear Credential Induction Program Application* to their District Program Advisor, who keeps a copy and forwards the original to MCOE-TCP/BTSA. The application may be found on the MCOE website at www.monterey.k12.ca.us.

2. The district Program Advisor (PA) coordinates and attends an Intake appointment with the ES candidate and the day-to-day Support Provider. The Specialist Support Provider and IHE representative should be included if possible. Together, document on the *Education Specialist Advice and Assistance* form how the candidate has satisfied or intends to satisfy the demonstration and application of each induction and/or Level II standard (in the "NOTES" section). Use the *Professional Development Menu of Options for Education Specialist Candidates* to identify PD that may satisfy unmet requirements. If it is unknown how the element will be satisfied, note "TBD". This document is a "working document" which the PA initials and dates in the "Verified By" section, as standards are demonstrated during the two-year induction process.

3. At the end of each year in the program, submit the completed Advice and Assistance form with supporting documentation to MCOE-TCP/BTSA. Copies should also be provided to the candidate and kept by the PA.

4. Upon acceptance into the program, together, the PT and SP(s) complete the *Initial IIP* using the PT's Transition Document completed at the IHE. The Initial IIP is built as an outcome of the Transition Document and supports the completion of the FACT IIP (module C). The Initial IIP is due by September 30th to the PA and MCOE-TCP/BTSA.