

Response to Program Standard 2/Education Specialist PS 2

Program Standard 2: Communication and Collaboration

The induction program articulates with preliminary teacher preparation programs and P-12 organizations in order to facilitate the transition from teacher preparation to induction and build upon and provide opportunities for demonstration and application of the pedagogical knowledge and skills acquired in the preliminary credential program.

The induction program collaborates regularly with partner school district personnel. These may include human resource professionals for identification, eligibility, requirements for participation, and completion; educational services personnel regarding curricular and instructional priorities; and site administrators for site support of the candidate and the program. Collaboration between the induction program and administrators establishes a professional, educational community, ensuring structures that support the activities of induction and coordinating additional site/district professional development opportunities. Programs offer professional development for site administrators that emphasizes the importance of new teacher development, identifies working conditions that optimizes participating teachers' success and implements effective steps to ameliorate or overcome challenging aspects of teachers' work environments. The program also covers the foundations and processes of induction, to aid in the effective transition of the new teacher from induction to the role of professional educator.

2.1 The induction program articulates with preliminary teacher preparation programs and P-12 organizations in order to facilitate the transition from teacher preparation to induction and build upon and provide opportunities for demonstration and application of the pedagogical knowledge and skills acquired in the preliminary credential program.

Program and Implementation Plan

The Monterey County Office of Education Teacher Credentialing Program/BTSA (MCOE-TCP/BTSA) is formally partnered with thirty-five P-12 school organizations located in two California counties, one county office of education (Monterey County Office of Education), and three local universities (California State University, Monterey Bay, CalStateTEACH, and Brandman University). 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 the regional Cluster 2 BTSA induction programs on an on-going basis. 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 MCOE-TCP/BTSA staff meets regularly with representatives of the Institutions of Higher Education (IHE) serving Monterey County, including California State University, Monterey Bay, Brandman University, University of Santa Cruz, and CalStateTEACH. Representatives from CSUMB, CalStateTEACH and Brandman University are invited to serve on the Program Advisory Team. In May 2006, The MCOE-TCP/BTSA, in collaboration with the Santa Cruz New Teacher Program hosted a meeting with the University of California, Santa Cruz,

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California State Universities of Monterey Bay, and San Jose, Brandman University and CalStateTEACH. The objective was to share and learn about each other's programs. The success of that meeting led to another one in October 2006; meetings are now held twice a year. It was agreed that the collaboration and meetings would take place on a continuing basis at rotating locations. The group named itself the LTTSA group for Learning to Teach System Advisory. ([LTTSA Agenda](#)). California State University, Monterey Bay also hosts its own collaboration meeting of which we attend ([UTECE](#)).

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. The MCOE-TCP/BTSA has had a long-standing relationship with Brandman University for Continuing Education, which has led to the opportunity for participating teachers and support providers to register for and earn eight units of graduate level credit each year for two years of BTSA induction work ([Brandman Units Application](#)).

Facilitation of the Transition from Teacher Preparation to Induction

The MCOE Teacher Credentialing Program/BTSA recognizes that its professional induction program is part of a larger, comprehensive system of teacher development needed to attract talented people to education and support them in becoming accomplished professionals. Monterey County's Educator Services department has a long-standing tradition of collaboration formalized through the Program Advisory Team structure, which includes our university partners as members. The Program Advisory Team provides an ongoing forum for representatives from local teacher preparation programs to exchange information regarding program goals, content, design, anticipated changes, and to gain input from our district partners. This information is used in making decisions about professional development opportunities provided to participating teachers. The California Standards for the Teaching Profession (CSTP) provide common standards that link the teacher preparation and the induction phases. Our university-partner programs have embedded the CSTP in their courses and Teacher Performance Assessment (TPA) portfolios ([Brandman Course Content](#)).

2.2-3 The induction program collaborates regularly with partner school district personnel. These may include human resource professionals for identification, eligibility, requirements for participation, and completion; educational services personnel regarding curricular and instructional priorities; and site administrators for site support of the candidate and the program.

Collaboration with Partner School Districts

The Monterey BTSA Induction Program publishes on a yearly basis:

- [BTSA Participant Handbook](#)
- [Program Advisor Information Handbook](#)

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The appropriate publications are distributed to all participating teachers, support providers, district program advisors, and administrators. The BTSA Program Advisor Procedures Manual is utilized by the Program Advisory Team.

On a rotating basis, during the early part of each school year, the BTSA Director visits participating districts for a conference with the superintendent and site principals ([Site Visit Email](#)). One of the objectives of this visit is to provide information on the program, answer questions or give additional information as needed. Information may include eligibility, requirements for participation, and completion; curricular and instructional priorities; and site support necessary for the candidate and program. At this time the director reviews with them the calendar, handbook, and procedures manual. The director attends other meetings as the need or opportunity arises. The BTSA Director requests an opportunity to be on the district's administrative meeting schedule.

The district program advisor represents his/her district at the six yearly Program Advisory Team meetings ([PAT Meeting Schedule](#)). This model has proven to be efficient in the past and has provided a forum for examining the program regularly and implementing changes as needed. Each program advisor returns to his/her district and communicates the information to the district administrators and other essential persons such as the new teacher advisors, new teachers, and the support providers ([see Program Standard 1](#)).

The BTSA Director and BTSA staff operate an open door policy regarding communication. Emails, phone calls, faxes, requests for information, etc., are responded to on a regular and timely basis, usually within 24 hours. In addition, since the physical distances prohibit administrators from traveling to the Monterey County Office regularly, the program director often travels to their meetings in order to obtain feedback on the program and inform them about induction matters.

The MCOE-TCP/BTSA has written roles and responsibilities (may be in the form of an MOU) for the director ([Coordinator Job Description](#)), district program advisors ([Roles and Responsibilities of PA](#)), site administrators ([Memorandum of Understanding - MOU](#)), support providers ([SP Application](#) and [Agreement](#)), and participating teachers ([PT MOU](#)), which are signed and kept on file at the BTSA office each year.

The MCOE Teacher Credentialing Program/BTSA has an established Memorandum of Understanding with each of the thirty-five sponsoring districts (MOU). This MOU is updated on a yearly basis and signed copies are kept in the BTSA office. The MOU lists responsibilities in the following areas: 1.0 Project Governance; 2.0 General Responsibilities; 3.0 Fiscal Responsibilities; and 4.0 Management of Data.

2.4-6 Collaboration between the induction program and administrators establishes a professional, educational community, ensuring structures that support the activities of induction and coordinating additional site/district professional development opportunities. Programs offer professional development for site administrators that emphasizes the importance of new teacher development, identifies working conditions that optimizes

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participating teachers' success and implements effective steps to ameliorate or overcome challenging aspects of teachers' work environments. The program also covers the foundations and processes of induction, to aid in the effective transition of the new teacher from induction to the role of professional educator.

Professional Development for Administrators

Administrators will be formally trained during the school year in the new induction program: *Roles & Responsibilities of K-12 School Organizations*, which is geared to their experience level with the BTSA program ([R&R flyer](#)). In order for site administrators to ensure that a culture of support is established for participating teachers, the following topics will be covered during the administrative training, "Induction: Roles & Responsibilities of K-12 Organizations":

- What is Induction?
- Leadership
- Establishing a Culture of Support for Beginning Teachers
- Understanding the Role of the Support Provider
- Formative Assessment
- Foundations and Processes of Induction

In order to ensure that all administrators receive pertinent information, the district program advisors are also trained on an on-going basis at the PAT Meetings ([PAT Meeting ppts](#)). In turn, the program advisors will meet with their administrators as needed to brief them on the activities and requirements of the induction program. To facilitate this process, each district's program advisor is responsible for being on his or her district's Site Administrator Meeting calendar at least once a year to review and discuss:

1. Requirements of the BTSA Induction Program,
2. Site administrator roles and responsibilities, which include:
 - Conducting an initial orientation for participating teachers to inform them about site resources, personnel, procedures, and policies
 - Introducing participating teachers to the staff, and including them in the school's learning community
 - Helping to focus the learning community on the state-adopted academic content standards and performance levels for students, the CSTP, and the requirements of the Induction Standards
 - Clarifying California Teaching Credential (CTC) requirements to clear a teaching credential
 - Ensuring that site-level professional development activities related to induction occur on a consistent basis, including facilitating participating teachers' and support providers' participation
 - Participating in program evaluation
3. Program implementation strategies from the administrators that work on their site
4. Other identified issues related to induction

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In addition, site administrators are encouraged to fill out the State BTSA Survey in the spring, and those responses are examined for insights to guide program improvement. We look for confirmation of what is working well, and also focus on pertinent areas for growth and professional development.

Facilitation of Support for New Teachers

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. The MCOE-TCP/BTSA Director has established yearly calendars for coordination and communication with the various voices and stakeholders that influence, support, and collaborate with our BTSA induction program. The central purpose of coordination and communication is that each participating teacher's journey across the learning-to-teach continuum is clear, understandable, and feasible.

CSUMB has developed its own outreach system with partner districts. The department's credential programs are supported and governed by a University-Wide Teacher Education Council (UTEC). The UTEC meets twice a year and each of these sessions focus on program improvement, unit improvement, and assessment system monitoring and improvement. The UTEC is organized to represent administrators, faculty, staff, and P-12 professionals (including master teachers and principals) who participate in the preparation of future educators for the university. The UTEC is a recognized committee of the faculty senate for purposes related to curriculum, program review, and program quality, and is recognized by the university president as the governing body with authority and responsibility for teacher education. The UTEC reports its deliberations to the dean of the College of Professional Studies who serves as Chief Institutional Officer for Teacher Education. [UTEC Invitation](#)

Brandman University has also established its own system for reaching out to the community in the development of its program. The Brandman Advisory Board is similar to UTEC in its intent and processes and meets twice a year to reflect on and discuss the changing needs of future educators. The MCOE Teacher Credentialing Program/BTSA director has served as the Board's chair for the years 9-10 and 10-11. [Brandman Advisory Council Invitation](#)

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Education Specialist Program Standard 2:

The program demonstrates the capacity to offer an induction program for one or more of the education specialist authorizations by verifying the special education expertise within the program and/or through collaboration with other entities, e.g. institutions of higher education. Induction for the Education Specialist includes collaboration between general education induction and special education induction to allow for participating education specialist teachers to be part of the larger education community.

The Induction program collaborates with schools and participating teachers, colleagues and peers to assure that the candidate is able to provide necessary services to students in their Least Restrictive Environment regarding Case Management, IFSP/IEP and transition planning teams, Advocacy, Consultation and Collaboration, Co-teaching and/or professional Learning Community(ies).

ES 2.1 The program demonstrates the capacity to offer an induction program for one or more of the education specialist authorizations by verifying the special education expertise within the program and/or through collaboration with other entities, e.g. institutions of higher education.

The director of the MCOE Teacher Credentialing Program/BTSA (MCOE-TCP/BTSA) will collaborate with California State University, Monterey Bay, CSUMB, San Jose State University, MCOE Special Education and SELPA representatives, to identify who has expertise in the education specialist authorizations. These collaborations will take place formally through two meetings a year calendared by the credentialing program. In addition, Special Education Updates will be placed on the agenda of the regular (general education) Program Advisory Team meetings that take place every other month, to ensure timely dissemination of information for all potential stakeholders ([PAT Meeting Calendar](#)). All of the above mentioned Education Specialist stakeholders as well as district SPED representatives, will be invited to these meetings. Representatives from this group will discuss the existence of education specialist experts in the consortium, who may participate as support providers – either day-to-day or as the SP Expert, or consultant. Collaboration will also take place informally on an as-needed basis via email or telephone. Additionally, a list-serv will be developed through which pertinent information and requests may be sent to Human Resource officers and Special Education administrators throughout the consortium.

The MCOE Teacher Credentialing Program/BTSA will require the candidates to demonstrate verification of special education expertise through work within the program and through work and collaboration at the IHE level. The selection of coursework will be aligned with the designated candidate's field of authorization, their IIP, Site/district plans, student needs, and candidate's assignment. [Ed.Specialist Intake Form](#)

ES 2.2 Induction for the Education Specialist includes collaboration between general education induction and special education induction to allow for participating education specialist teachers to be part of the larger education community.

To ensure collaboration between general education candidates and education specialist candidates, both groups will attend four seminars throughout the year, together. This schedule will encourage the general educators to view the education specialist candidates as part of the larger educational community and provide an opportunity for them to collaborate throughout the course of the year. General Education candidates will also be provided with the [Menu of Professional Development Options](#) designed for education specialist candidates, from which they may also choose to attend in lieu of other professional development offered through MCOE-TCP/BTSA.

The culminating event of the induction experience is the BTSA Colloquium. These events happen at each district during the last months of the calendar school year. Candidates that complete the induction program successfully will have the opportunity to share the outcomes of their experience, with both general and special education completers. All candidates are required to do a 10-minute presentation around their inquiry and the evolution of their practice as a result. This experience will further facilitate all candidates as seeing each other as part of the larger education community, rather than separate entities ([Colloquium Guidelines](#)).

ES 2.3 The Induction program collaborates with schools and participating teachers, colleagues and peers to assure that the candidate is able to provide necessary services to students in their Least Restrictive Environment regarding Case Management, IFSP/IEP and transition planning teams, Advocacy, Consultation and Collaboration, Co-teaching and/or professional Learning Community(ies).

The MCOE Teacher Credentialing Program/BTSA director will attend a variety of collaborative meetings (IHE, SELPA, BTSA SPED Collaboratives) that will provide current knowledge, guidance, and information regarding special education services and implementation. In turn, information provided at these meetings will be conveyed to the Program Advisory Team (PAT) at the five regional PAT meetings, which are held every other month during the school year. Members of the PAT, (comprised of representatives from each district that has participants enrolled in the program, faculty from local IHEs, SELPA managers, and other relevant stakeholders) will use the information for collaboratively making decisions as to how candidates may best provide the necessary services to students in their Least Restrictive Environment regarding Case Management, IFSP/IEP and transition planning teams, Advocacy, Consultation and Collaboration, Co-teaching and/or Professional Learning Communities (documented on the PAT agenda). The information will also be shared with the Facilitators (seminar leaders) so they may build the seminars to contain the most current information pertinent to education specialist candidates. In turn, the candidates will document their efforts to provide necessary services as described above, in a variety of places: [collaborative log](#), [A1.1](#), [A-1.2](#), [A-2](#), [B-4](#), [D-1](#), [E-2.6b](#), [Module C](#).