Program Standard 3: Support Providers and Professional Development Providers
The induction program selects, prepares, and assigns support providers and professional development providers using well-defined criteria consistent with the provider's assigned responsibilities in the program. The program providers receive initial and ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles. Support provider training includes the development of knowledge and skills of mentoring, the *California Standards for the Teaching Profession*, *Effective Teaching* Standards (Category B of the Induction Program Standards), as well as the appropriate use of the instruments and processes of formative assessment systems.
The program has defined criteria for assigning support providers to participating teachers in a timely manner. Clear procedures are established for reassignments when either the participating teacher or support provider is dissatisfied with the pairing.
The program regularly assesses the quality of services provided by support providers to participating teachers and evaluates the performance of professional development providers using well-established criteria. The program leader(s) provides formative feedback to support providers and professional development providers on their work, retaining only those who meet the established criteria.

3.1 The induction program selects, prepares, and assigns support providers and professional development providers using well-defined criteria consistent with the provider's assigned responsibilities in the program.

Support Provider

Each of the thirty-five 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 PA Roles and Responsibilities handout. 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…" It is the role of each of the district program advisors to recruit support providers for participating teachers. In the spring, the district program advisors send out Support Provider Applications developed by the team, for the consortium. 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. Additional well-defined criteria are spelled out on the application as well as on the Support Provider Recruitment flyer.

The responsibilities of a support provider are also listed on this form and on the Support Provider Agreement. If a teacher is interested in applying, he/she contacts his/her site administrator to sign the Support Provider Application and may then be contacted for an interview. 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 support provider signs the contract agreeing to complete the responsibilities listed. The district program advisor follows up with the principal at each site to recruit, mediate and monitor the interviews, selection, and assignment of support providers.

3.2 The program has defined criteria for assigning support providers to participating teachers in a timely manner. Clear procedures are established for reassignments when either the participating teacher or support provider is dissatisfied with the pairing.

Every effort is made to match the participating teacher and support provider within one month upon the hire of the new teacher – preferably sooner. At both the New Teacher Orientation and New Support Provider Orientation, it is explained that if the pairing is not working for either participant, they are to contact their program advisor. The program advisor will seek to mediate resolution of the issue, but if upon meeting with both participants, it is clear the relationship is not beneficial, a new support provider will be assigned within two weeks, or as soon as a replacement has been identified (no longer than 3 weeks) (BTSA Handbook and New Teacher Orientation PPT).

3.3 The program providers receive initial and ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles. Support provider training includes the development of knowledge and skills of mentoring, the California Standards for the Teaching Profession, Effective Teaching Standards (Category B of the Induction Program Standards), as well as the appropriate use of the instruments and processes of formative assessment systems.

The required New Support Provider Orientation training concentrates largely on reviewing program requirements, the contents of the BTSA Handbook, building mentoring relationships, and the importance of using the Collaborative Log. In addition, all support providers are required to complete training in FACT, which takes place at the regional seminars, over the course of the school year. This two-year series of conversation-based events incorporates training in the state frameworks, content standards, and induction standards. Training on mentoring skills also occurs based on the foundations of Mentoring Matters (Laura Lipton) and the Skillbuilders found in the FACT materials for support providers (Seminar Agenda).

Professional Development Plan

Standard 3 requires the selection of professional development providers based on their knowledge, experience and other criteria. Professional development providers, a central resource in induction, must receive training and be regularly evaluated for their effectiveness in meeting the goals of the induction program.

The MCOE Teacher Credentialing Program/BTSA utilizes the standards for professional development providers as presented by the National and California Staff Development Councils.

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Professional Development in the MCOE Teacher Credentialing Program/BTSA 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, dependent on the agreed upon stipulations between the provider and BTSA leadership.

Professional Development Providers are solicited through the following means:

- Recommendations from sponsoring district administrators
- MCOE Teacher Credentialing Program/BTSA 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 (PD) for our trainers is to help them to understand the role the MCOE-Teacher Credentialing Program /BTSA 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. Seminar facilitators are given the opportunity to contribute content and feedback on PD independently, in small groups, and as a member of the larger team (Facilitators' Meeting Agenda; Survey Monkey). Trained facilitators usually lead seminars in their 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 (Regional Seminar Schedule).

All of our local facilitators have completed the state provided training for using the Formative Assessment for California Teachers (FACT). MCOE-TCP/BTSA will continue to provide skill enhancement opportunities for all of our trainers as time and funds provide (Retreat Agenda). The BTSA planning team (facilitators) meets five times a year to gather additional information regarding professional development (PD) and to discuss their personal responses about how the participants have used professional development to enhance student learning. Meetings also include an opportunity to learn and share about the direction of PD throughout the county and how best to complement those efforts. This process enables participants to use what they are implementing according to district goals, to build their inquiry.

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. This allows the support provider a

greater opportunity to assist his or her participating teacher with implementation of new skills and strategies.

In all districts, participating teachers receive 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 (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).

(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.

(6) 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.

(7) District or County Seminars/Networking

(8) An annual Colloquium (2 hours)

(9) Seminars related to Induction Standard requirements

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 Teacher Credentialing Program//BTSA director works with a team of 13 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 (organizational chart). 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-TCP/BTSA database. These meetings are 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 (seminar schedule and agendas).

The MCOE Teacher Credentialing Program/BTSA 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 the participating teachers. The trainings also include 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. Further, FACT provides flexibility by allowing support providers to collaborate 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 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. 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, Continuum of Teaching Practice (CTP), 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 CTP, 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 CTP 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 (Module E – Toolbox sample document).

In addition, during the BTSA sponsored Roles and Responsibilities of K-12 School Organization training, 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.

Currently, all support providers are required to attend the same seminars. However, a 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. For instance, support providers that are in their second year of service attend the *Being Generationally Savvy* and *Having Hard Conversations*, workshops while support providers with more than two years experience, attend the *Identity Safe Classrooms* workshop.

The topics for the trainings are determined by 2042 requirements, Induction Program Standards, and the FACT system. Strategies from FACT Skillbuilder training are 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.

Response to Program Standard 3/Education Specialist PS 3

3.4 The program regularly assesses the quality of services provided by support providers to participating teachers and evaluates the performance of professional development providers using well-established criteria.

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)
4. Survey monkey or other informal surveys may also be completed on an "as needed" basis

A standard evaluation form is used for all BTSA professional development. The evaluation 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. The results of evaluation form analysis are disseminated and discussed at program advisor and facilitator meetings. The data is analyzed on an ongoing basis and reported with mid-year and end-of-year survey data in order to ensure the quality and relevance of BTSA seminars and workshops, forming the basis for program growth and improvement. It also assists administration in evaluating and retaining only those providers of highest quality who best meet the needs of our program participants.

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 • Support Providers • Administrators • Program Staff

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.

Response to Program Standard 3/Education Specialist PS 3

MCOE-TCP/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. (3) The participating teacher completes an Assessment of the SP at the end of the year. In addition, the Collaborative Log must be co-signed by the participating teacher. Specific feedback from MCOE-TCP/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. 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 participants to speak to their district program advisor, if this is the case. The PA will assess the situation and determine if either the case needs to be brought to the attention of the consortium director, or a new support provider is to be assigned.

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 and subsequent interview is required from each first-time support provider. The applications are signed by the principal or administrative designee, district coordinator, and forwarded to program staff for review and final signature. A Renewal Application is completed on a bi-annual basis.

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 and/or participate in a professional manner, that support provider is not asked to return in that role until they can do so. The commitment of the leadership of the MCOE-TCP/BTSA program is to select support providers who are of the highest quality and are best suited to provide effective support to our participating teachers.

Response to Program Standard 3/Education Specialist PS 3

Education Specialist Program Standard 3
Education Specialist Support Providers must hold the same Education Specialist authorization as the participating Education Specialist teacher. In areas of low incidence and rural and remote areas, induction programs are expected to work with other educational entities such as SELPAs, county offices of education and state schools, and/or to use technology to facilitate communication between support providers and beginning teachers.

ES 3.1 Education Specialist Support Providers must hold the same Education Specialist authorization as the participating Education Specialist teacher.

In the Monterey County Office of Education Teacher Credentialing Program/BTSA (MCOE-TCP/BTSA), support providers (SP) for Education Specialists candidates will be held to the same standard response as above, with some additional criteria: All candidates will have a day-to-day support provider with whom they can collaborate and reflect. Every effort will be made to match the SP's credential to that which the candidate is seeking. (Ed. Spec. Support Provider Application). However, if that is not possible due to low incidence and or remoteness of the school site, the candidate will also be served by an external SP with the same credential, through e-mentoring or other technology. The external SP will calendar a minimum of three meetings per year with the candidate and day-to-day SP (when appropriate), either face-to-face or Skype. The external SP will be expected to be available on an as-needed basis, and attend a minimum of three regional seminars. Meetings with the candidate will be documented on the Collaborative Log.

ES 3.2 In areas of low incidence and rural and remote areas, induction programs are expected to work with other educational entities such as SELPAs, county offices of education and state schools, and/or to use technology to facilitate communication between support providers and beginning teachers.

Education Specialist support providers who have the same authorization as the candidate will be identified through collaboration with the MCOE SELPA, IHEs, and the MCOE Special Education Department. Collaboration will occur formally through outreach by the program director – phone calls, email distribution, and attendance at SELPA meetings. Managers of these entities will also be requested to attend the MCOE-TCP advisory meetings, which are held five times a year. Attendance will be documented on sign-in sheets. All Education Specialist support providers will be trained in both the FACT process and standard mentoring strategies, along side the general education mentors. Break-out sessions at seminars will occur to address the special needs of the education specialist support provider and candidate and will be documented on the agendas.

Using this blended model of support (day-to-day and external SP; face-to-face and electronic communication), the MCOE TCP will also collaborate with local agencies (SELPAs, county offices of education and state schools) to facilitate communication between support providers and the candidate and work in tandem with the day-to-day support providers to provide the

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specialized advisement and assistance needed by the candidate. As previously mentioned, communication with the identified support provider with the same authorization may take place at monthly job-alike meetings, through email contact, Skype, or with traditional face-to- face meetings. For the current Level II candidate, both mentors and the Education Specialist candidate will participate in the advisement of developing an <u>Individual Induction Plan</u> (IIP), using the <u>Transition Plan</u> developed at the IHE, and based on the candidate's authorization, requirements, and preliminary credential work, which will fulfill all expectations and requirements.