

#### **Program Standard 4: Formative Assessment System**

The induction program utilizes a formative assessment system to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment guides the work of support providers and professional development providers as well as promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning. The program's inquiry-based formative assessment system, characterized by a plan, teach, reflect and apply cycle, has three essential components: standards, evidence of practice, and criteria. The formative assessment processes, designed to improve teaching practice, are based on *The California Standards for the Teaching Profession* (CSTP) and in alignment with the P-12 academic content standards. Evidence of practice includes multiple measures such as self-assessment, observation, analyzing student work, and planning and delivering instruction. An assessment tool identifying multiple levels of teaching performance is used as a measure of teaching practice. Reflection on evidence of practice is a collaborative process with a prepared support provider and/or other colleagues as designated by the induction program. Participating teachers and support providers collaborate to develop professional goals (an Individual Induction Plan) based on the teacher's assignment, identified developmental needs, prior preparation and experiences, including the Teaching Performance Assessment (TPA) results, when possible. The Individual Induction Plan (IIP) guides the activities to support growth and improvement of professional practice in at least one content area of focus. The Individual Induction Plan (IIP) is a working document, and is periodically revisited for reflection and updating.

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#### **Formative Assessment System**

4.1 The induction program utilizes a formative assessment system to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous improvement cycle.

Formative Assessment has been defined as “the performance of a learner collected over time and compared to set criteria.” The Monterey County Office of Education Teacher Credentialing Program/BTSA (MCOE-TCP/BTSA) uses the state adopted [Formative Assessment for California Teachers](#) (FACT) as their formative assessment system. The FACT system, which gives support to first and second year teachers, is based on the [California Standards for the Teaching Profession](#) (CSTP). The California State Board of Education has adopted rigorous standards that describe the content students must master by the end of each grade level. These standards are supported by the frameworks that describe curriculum and instructional practices, guide the development of assessment tools and methods to ensure that each student's progress is measured, and suggest specific strategies to promote access to appropriately challenging curriculum for students with special needs. Participating teachers of the Monterey County Teacher Credentialing Program/BTSA are encouraged to check with their program directors regarding procurement of appropriate content standards and frameworks.

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4.2 Formative assessment guides the work of support providers and professional development providers as well as promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning.

The participating teacher's induction handbook has a *timeline* for years one, two and Early Completion Option (ECO), with the activities listed for each month ([General Schedule](#)). Four modules are to be completed each year, for two years. ECO candidates complete four modules repeating the inquiry once. The support provider is required to meet weekly with the participating teacher. The weekly conversations focus on FACT Module activities connected to the teacher's classroom practice, content standards, district goals and student performance levels. Every month the support provider completes and submits a [Collaborative Log](#). The log records the date, amount of time spent, meeting focus, challenges/concerns, and the next steps for both support provider and the beginning teacher. The support provider lists the number of classroom observations for that month along with the FACT Module currently being worked on. Logs are sent to the district program advisor who verifies that they are complete. The program advisor forwards a checklist of received logs to the MCOE-TCP/BTSA program assistant, mid- and end-of-year. If the logs are incomplete in form or substance or if they are missing or late, the district program advisor will contact the support provider to help solve the problem.

Evidence collected during FACT Modules includes but is not limited to, observations, student work, lesson plans, research, and recorded reflections. Evidence of demonstration of the CSTP and Induction Standards, is generated as the FACT Modules are completed. These evidence pieces provide the focus for reflective conversations between support providers and participating teachers and may be used to demonstrate Induction Standards work.

4.3 The program's inquiry-based formative assessment system, characterized by a plan, teach, reflect and apply cycle, has three essential components: standards, evidence of practice, and criteria.

The Plan-Teach-Reflect-Apply (PTRA) cycle guides the FACT process and is the basis of every support provider training provided by BTSA. The formative assessment events enable participating teachers to better meet the learning needs of their students, to grow as professionals, and to increase 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 through the formative assessment events.

Support providers are experienced teachers trained in utilizing mentoring strategies based on the induction standards; they assist participating teachers in examining, reflecting, conversing, and documenting their teaching performance over time. Support providers observe the participating

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teacher to learn about the participating teachers' strengths and areas in need of support. Types of observations that may occur:

- Mapping
- Scripting
- Chunking
- Student/Teacher Question Patterns
- On Task Behavior
- Reinforcement and Feedback
- Teacher/Student Movement Pattern

Professional development providers, usually local experts from the county office ([PD Flyer](#)), use the outcomes of the FACT system to discern which professional development topics should be developed to support new teachers and their support providers. Through the process of “plan, teach, reflect, and apply” the participating teachers learn to improve their teaching and develop professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning. Formative assessment data guides the classroom teacher in planning appropriate instruction and assists each student in focusing their learning. A rubric is used to discern if completion *criteria* have been met. In summary, formative assessment:

- Focuses the professional growth of the participating teacher
- Guides support provider work
- Generates *evidence* for credentialing requirements
- Documents demonstration and application of [Induction Standards 5 and 6](#) for credentialing
- Focuses professional growth of the participating teacher
- Helps the support provider provide support tailored to the individual participating teacher's needs
- Involves new teachers and support providers in continuous reflection and discussion of evidence in order to make professional judgments about their professional practice.
- Includes all elements of thoughtful practice: inquiry, reflection, observation, goal-setting

**4.4 The formative assessment processes, designed to improve teaching practice, are based on The California Standards for the Teaching Profession (CSTP) and in alignment with the P-12 academic content standards.**

The FACT system contains four performance-based, job-embedded modules to support participating teachers as they move their practice forward. Through the use of evidence collection and ongoing self-assessment, each module is designed to correlate with and focus on the *California Standards for the Teaching Profession (CSTP)* and the *Induction Standards* while incorporating the *P–12 California Academic Content Standards for Students*. Teachers learn to plan and teach lessons, collect and analyze student work, and then reflect on the effectiveness of the instruction. The teacher also develops a lesson series where three focus students are identified: an English learner, another who provides a learning challenge, and a third “choice”

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student. All participating teachers are asked to use the same type evidence and formative assessment documents provided in the four modules.

In FACT, teaching is examined in relation to P-12 state adopted academic student content and performance standards, curriculum frameworks, and district goals. The Individual Induction Plan (IIP) provides a focus for inquiry, which is generally based on one of the CSTP, and stems from evidence gathered through the process of action research. The four modules, utilized over a period of two years, have direct relationships to the CSTP and Induction Standards. By completing the formative assessment modules and associated reflective conversations, participating teachers will improve upon their teaching as part of a continuous improvement cycle. The foundation of all module activities is the data-driven dialogue that is recorded and reflected upon as part of the continuous improvement.

4.5 Evidence of practice includes multiple measures such as self- assessment, observation, analyzing student work, and planning and delivering instruction.

4.6 An assessment tool identifying multiple levels of teaching performance is used as a measure of teaching practice.

As described below, self-assessment occurs in a variety of ways throughout the FACT system. The Continuum of Teaching Practice is one of two formal self-assessment tools in place. The other is also in Module E and asks the participants to find evidence that relates to their implementation of the CSTP and Induction Standards. Assessment also occurs by the support provider during observation and participant post-observation reflection:

[Module B](#): Post-observation reflection

[Module C](#): IIP

[Module D](#): Reflection on what they have learned over the year about their teaching practice

[Module E](#): Self-assessment on the [Continuum of Teaching Practice \(CTP\)](#) and Induction Standards

A minimum of two observations of the participating teacher are conducted during the year by the support provider – an informal (Module B) and formal one (Module C). Participating teachers are also encouraged to observe their support provider for a demonstration of best practice, in relation to the teacher’s identified areas of growth. Analyzing student work and planning and delivering instruction are also key pieces to the formative assessment model (Module C).

4.7 Reflection on evidence of practice is a collaborative process with a prepared Support provider and/or other colleagues as designated by the induction program.

However, of equal importance is the assessment that occurs through reflective conversation, which may occur spontaneously at seminars ([Seminar Schedule](#)) or during weekly meetings, but may also be stimulated through the use of the Conversation Guides found in Module E. The Conversation Guides are framed by the induction standards and ask the participant probing questions with regard to reflecting on their own teaching and implementation of what is commonly accepted as best practice.

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**Module A:** The **Context for Teaching** module contains several activities that provide the participating teacher with information that will guide classroom decision-making and identify areas for professional growth. The information and data gathered enables the teacher to understand the teaching context and aids in gathering information about the students, school, district, and community. With the guidance of their support providers, participating teachers will gather information and discuss the implications of their findings regarding their classroom, school, district, and community with specific attention given to getting to know their students so they may best connect the curriculum to their students' lives. The information gathered will also guide instructional and management decision-making, and help identify areas for professional growth.

**Module B:** The **Initial Assessment of Practice** is the bridge between teacher preparation and Induction Programs, comparing the outcomes and processes of each. During this module participating teachers will consider the knowledge and skills acquired during teacher preparation, their current context for teaching, and evidence gathered by their support provider during a classroom observation. The self-assessment will guide participating teachers in identifying strengths and areas for growth leading to the development of Individual Induction Plans (IIP) that will be used in subsequent inquiries. In addition, participating teachers and their support providers will identify resources and types of support needed to meet participating teachers' professional growth goals. The activities contained in this module allow teachers to connect prior experience to induction. Reflective conversations occur about the participating teacher's understanding of the [Teaching Performance Expectations](#) (TPE), and allow the participating teacher and the support provider to compare and contrast the standards of preservice with induction. Teacher Performance Assessments, if available, may also be included in this process. An informal observation takes place to give participants' evidence pertaining to observable CSTP and the Induction standards. Assessment tool criteria such as the Continuum of Teaching Practice are utilized as a springboard for reflective conversation. The CTP augments the usefulness of research-based standards. For each of six broad standards, the CTP identifies the underlying goals and provides a detailed narrative describing specific actions, attitudes, and understanding needed to reach each goal. The CTP also depicts what primary aspects of each standard looks like in action across a continuum of developing practice, as a teacher moves from being a novice to an expert, whose efforts result in improved student learning. Paired with the standards, the CTP provides readers with common concepts, language, and examples that, together, can serve several, often related, purposes.

4.8 Participating teachers and support providers collaborate to develop professional goals (an Individual Induction Plan) based on the teacher's assignment, identified developmental needs, prior preparation and experiences, including the Teaching Performance Assessment (TPA) results, when possible. 4.9 The Individual Induction Plan (IIP) guides the activities to support growth and improvement of professional practice in at least one content area of focus. The Individual Induction Plan (IIP) is a working document, and is periodically revisited for reflection and updating.

**Module C:** The **inquiries** within FACT Module C are a structured series of teaching activities allowing participating teachers to explore aspects of their teaching practice. In collaboration with

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their support provider, they will assess their practice, gather information, and collaborate with colleagues to reflect on their findings. Participating teachers will develop an inquiry question (based on CSTP and Induction Standards), create and implement an action plan, reflect on collected evidence, and apply new learning to future practice. A participating teacher's results will be used to identify and guide future professional development plans. The overall goal of the inquiry is for participating teachers' instruction to have a positive impact on student achievement.

Specifically, during the Inquiry Module, participating teachers will gather baseline information, assess their current professional practice, and prepare a plan for professional development in an area they have targeted for growth. Participating teachers will engage in a variety of data gathering practices (such as consultation and collaboration with colleagues, peer observations, and professional readings) as they implement and modify their action plan. Inquiries are comprised of a series of activities with the teacher concentrating on a distinct content area of focus, and reflecting on the information gathered. Each inquiry lasts from four to ten weeks but is revisited for continued reflection and growth. Areas covered are the learning environment, assessment, designing a lesson series, and assessment over time. Observations occur that follow the plan, teach, reflect, and apply model and consist of a lesson planned and observed. The Individual Induction Plan (IIP) is the action plan for professional development and is based on the further development of the CSTP as supported by the corresponding FACT Module reflective conversation documents. Identifying focus students for a lesson series is also included in this module as well as analyzing student work. The IIP is a working document, and is periodically revisited for reflection and updating. Finally, participating teachers will reflect on the activities, analyze what they have learned, and implement new learning. These IIP activities will help inform their practice and how to best focus their future professional development efforts.

**Module D: Summary of Teaching Practice** occurs upon completion of modules A, B, and C with the evidence and data collected in the previous modules used to determine the teacher's level of accomplishment on the CTP, the criteria for the CSTP. During the final module, participating teachers will have the opportunity to reflect on and summarize the growth made during BTSA participation. Support providers will assist them in identifying significant work that illustrates their growth over the last year. This selection will enable participating teachers to showcase and discuss their newly acquired professional insights and skills as they reflect on their work and learn from the expertise of others. The module illustrates and celebrates the work of both the participating teachers and their support providers as collaborative teaching professionals.

**Module E:**

Module E: **Reflections on Teaching and Learning (Assessment Toolbox)** provides reference documents aligned with the California Standards for the Teaching Profession and resources to support the [Standards of Quality and Effectiveness for Professional Teacher Induction Programs](#). These documents provide a frame for teachers to:

- prompt reflection about student learning and teaching practice;
- formulate professional goals to improve teaching practice; and

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- guide, monitor, and assess the progress of a teacher's practice toward professional goals and professionally-accepted benchmarks.

With the guidance of their support provider, participating teachers use Assessment Toolbox documents to self-assess on the CSTP and induction standards, and reflect on their growth over time. The Assessment Toolbox also provides conversation guides that contain reflective prompts to guide conversation between the support provider and participating teacher. Prompts that fall under the "Collecting and Contextualizing" section, support the gathering of information about students, families, school site, district, and community and teacher. In the "Extending" section (for ECO or Year 2 participants), participating teachers are asked deeper, more sophisticated reflective questions about differentiation, embedding new knowledge, and working collaboratively based on the information gathered. Each level offers the opportunity to reflect how the data gathered will enable participating teachers to teach, and help their students learn, effectively.

### **Support Provider**

Participating teachers will be partnered with veteran educators (support providers) who have been trained to support novice teachers. Support providers will use the skills of cognitive coaching, mentoring, and modeling to support participating teachers' growth. In addition, they will observe participating teachers as they teach, gathering evidence during an instructional session. Following the observation, they will confer, sharing observation evidence and other classroom data (e.g. student work samples, lesson plans) to inform future practice. Participating teachers will focus on student achievement by examining students' work. They will analyze student assessments to guide their planning and instruction. Together, they will consider evidence gathered throughout the Individual Induction Plan and complete a self-assessment that will influence decisions regarding changes in instructional practices to improve student achievement. FACT is based upon multiple sets of standards that guide the work of the support provider:

- Academic Content Standards - Support providers need to be familiar with the participating teacher's Content Standards (Grade Level/Content Area).
- California Standards for the Teaching Profession (CSTP) - Support providers assist and observe teachers using the CSTP as the measure of their practice.
- Standards of Quality and Effectiveness for Professional Teacher Induction Programs - Support providers assist and support participating teachers in understanding and demonstrating Induction Standards 5 & 6.

Participating teachers will better understand how to differentiate instruction by focusing on specific students, carefully analyzing their work and the modifications made in instruction. A close examination of student work will help participating teachers become more astute observers of data that provides clues to the types of differentiated instruction required to meet the needs of all students in the participating teachers' classrooms. Participating teachers will have the opportunity to observe skilled veterans (often the support provider) at work in the classroom as well.

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The support provider deliberately guides the participating teacher through the FACT Modules. As mentioned previously, FACT is a structured yet flexible formative assessment and support system that consists of a series of assessment events that guide participating teachers through a ‘plan, teach, reflect, apply’ process, and blends teaching knowledge with performance. The process is grounded in a developmental view of teaching and integrates the *California Standards for the Teaching Profession*, state curriculum frameworks and instructional materials, and the K-12 state adopted academic content and performance standards for students. The participating teacher and the support provider collect evidence about the participating teacher’s practice throughout the FACT activities; this evidence is collected over time as a part of the induction portfolio and is used to develop the Individual Induction Plan (IIP). The participating teacher, the program advisor and the Monterey County Teacher Credentialing Program/BTSA office keep copies of all participating teachers’ [Individual Induction Plans](#) (IIP) through the electronic portfolio system.

Program leaders will solicit professional support providers to offer workshops that best meet the identified needs of our support providers and participating teachers based on evidence gathered during the induction process. This evidence may include IIPs, [mid](#) and [end-of-year surveys](#), [seminar/other evaluations](#), anecdotal reports from program advisors/support providers, and collaborative logs.

FACT Modules integrate professional development experiences with reference to specific instruments through the Class, School, District, and Community Profile (CSDC-Module A), Inquiry, Profiles of Practice, Continuum of Teaching Practice, and the Individual Induction Plan (IIP). The support provider FACT training provides support provider training in Induction Standards 5, 6, 6a, and 6b, with an explicit view of how the processes and instruments interconnect to present a holistic view of teaching, and the influence of that teaching on student learning.

The formative assessment process and instruments are foundational to all Year 1 and Year 2 support providers. Bias and fairness in the use of formative assessment processes and instruments is both implicit and explicit and is explicitly taught to support providers as part of the training in differentiating between evidence and opinion and how to establish a trusting relationship with a participating teacher. This trust is critical; a primary component of the FACT Modules is the reflective conversations that occur between the participating teacher and support provider. Reflective conversations:

- Provide a model for one-on-one conversation structure for participating teacher and support provider
- Encourage reflection, problem solving, and goal setting, and
- Establish common understanding of rapport and the mentor’s intention in conversational structures.

## Reflection

Reflection is a critical component of the FACT system as it is the key to growth, the means of reliving or recapturing experiences in order to make sense of them, to learn from them, and to develop new understandings and appreciation. The word “reflection” comes from the Latin “*reflectere*,” meaning to bend back. In teaching, reflection is the act of stepping back and examining what teachers are doing in the classroom and how their actions affect student learning. This means asking the difficult questions:

- Are the students engaged?
- Are the students understanding the concepts?
- Are the students able to apply the knowledge learned?
- What is the evidence the above is occurring?

Reflective practitioners seek answers to such questions. The answers provide a window into an understanding of teaching. Thoughtful examination requires honest self-analysis and open communication with colleagues. Therefore, the formative assessment process also includes reflective writing and conversation. FACT reflection is aimed at action, using the information that teachers gather through the formative assessment process to identify areas of strength and growth, and ultimately to improve teaching.

## Individual Induction Plan

Each participating teacher develops and implements a formal *Individual Induction Plan (IIP)* on a yearly basis, starting at the beginning of the teaching year with foundational pieces found in FACT Modules A and B. The support provider helps the participating teacher use information based on evidence collected and examined through the lens of the *California Standards for the Teaching Profession (CSTP)*, the results of the TPA (Teaching Performance Assessment) when available, prior preparation, training and experiences, and the IIP prepared upon exiting the Teacher Preparation Program, when available. The participating teacher will send a copy of the Individual Induction Plan to the local district program advisor by a yearly-established date.

Each participating teacher includes in his or her Individual Induction Plan the following components:

1. Focus of the Inquiry: Findings of the self-assessment
2. Action Plan: Research, application, results
3. Reflection/Application: Impact on instruction and student achievement; application to future practice

An inquiry is a structured series of teaching activities in which a teacher explores a specific aspect of teaching practice. The inquiry can serve as the analysis of current practice, investigation of new strategies, and application of new learning, to ultimately improve classroom practice and student achievement. Inquiries lead to autonomous, self-reflective practitioners who continue to grow and improve throughout their career. An inquiry provides the participating teacher with an opportunity to:

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- Gather information about their practice
- Identify an area of focus/goal
- Research information related to the goal
- Develop and implement an action plan
- Reflect on collected evidence
- Apply new learning to future practice

A primary component of the inquiry is the action research process. Action research specifically refers to a disciplined inquiry done by educators with the intent that the research will inform, change and improve their practice in the future. This research is carried out within the context of each teacher's environment—that is, with the students at the school where the teacher works—focusing on questions that deal with educational matters at hand. Participants examine their own educational practice systematically and carefully, using the techniques of research. Action Research is based on the following assumptions:

- Teachers work best on problems they have identified for themselves;
- Teachers become more effective when encouraged to examine and assess their own work and then consider ways of working differently;
- Teachers help each other by working collaboratively in search of solutions to everyday real problems;
- Teachers look for ways to improve instruction and increase student achievement; and
- Teachers work with colleagues to improve their professional practice.

The process of action research assists educators in assessing their own needs, documenting the steps of inquiry, analyzing data, and making informed decisions that can lead to desired outcomes. Rather than dealing with the theoretical, action research allows practitioners to address those concerns that are closest to them, ones which they can influence and change.

With the assistance of the support provider, the participating teacher maintains evidence gathered during the inquiry, over a two-year period in his or her induction portfolio. An induction portfolio contains the following evidence:

1. Documents and reflections from each of the four FACT Modules found in the Formative Assessment for California Teachers (FACT)
2. Mid-year and End-of-year check
3. Collaborative Logs

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. When the program is completed, the participating teacher will be invited to select evidence from his or her portfolio to present at the year-end district colloquium. When the Monterey County Teacher Credentialing Program/BTSA has determined that the participating teacher has successfully completed the requirements of the program, the BTSA director will complete a letter to be issued to the Commission on Teacher Credentialing stating that the participating teacher has successfully completed the requirements for the Clear Credential.

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### **Criteria/BTSA Completion through Multiple Measures**

The FACT assessment system includes multiple measures to produce formative assessment evidence relating to the CSTP. Multiple measures, such as observations, inquiries, self-assessments including the use of the CTP, and the Individual Induction Plans comprise the foundation of the FACT induction process. A [rubric](#) has been developed to assist stakeholders in identifying if the FACT documents are completed to a high standard. At the beginning of the program, at the mid- and end-of-year checks, participants are reminded that all work in FACT should be completed at a post-graduate level (Master's).

The process through which the Monterey County Teacher Credentialing Program/BTSA program verifies completion of the professional teacher induction program begins during the first year of the program. Mid- and end-of-year, the district program advisor and/or the support provider will review the participating teacher's induction portfolio to assess progress through the program. At the end of the first year the BTSA Induction leadership conducts a review of all portfolios to assess whether or not a participating teacher needs additional assistance to be on track for completion of induction.

This assistance will result in additions to the IIP to target any incomplete work of Year 1. The district program advisor also reviews portfolios at the halfway point during a participating teacher's second year in the program. At the end of Year 2, BTSA Induction leadership will interview the participating teacher and review all the evidence in a participating teacher's Induction Portfolio to determine completion. If it is determined by the support provider, program advisor and/or BTSA Director, that a teacher's portfolio is not complete, then she or he will be notified of the deficiencies and the possible remedies. At this point, or anytime throughout the program, a participating teacher may request an extension of the induction program. ([Program Extension Request](#)).

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*The Transition Plan will be provided to the Induction Program by the Education Specialist and used as one basis for the Individual Induction Plan. The IIP will be developed by the Education Specialist, the employing district designee and the approved clear credential program representative. The IIP will incorporate a clear action plan, with dates, research, application, and expected impact on teaching/student achievement. The participant's work in formative assessment must be aligned with the credential authorization and participant's teaching assignment.*

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***ES 4.1 The Transition Plan will be provided to the Induction Program by the Education Specialist and used as one basis for the Individual Induction Plan.***

The Education Specialist candidate will provide an [Education Specialist Transition Document](#) to the Induction Program based on preliminary credential work. This plan will be used as a basis for the Individual Induction Plan developed through the collaboration of the Education Specialist candidate, the mentor(s), the Program Specialist, and the BTSA Team. The Education Specialist Candidate's work will be aligned to the credential authorization and teaching assignment of the candidate, and will provide a structure to focus the candidate in setting goals to expand his/her skill and meet student needs. The candidate will complete an [Education Specialist Initial Individual Induction Plan](#) in collaboration with a district designee and program sponsor, that outlines this agreement.

Each candidate will select appropriate professional development based on the transition plan and will be provided by our local SELPA, IHE, or district special education departments. Professional Development may be provided by other entities, but must be approved by the candidate's support team/BTSA leadership ([SELPA Catalogue](#), [CSUMB courses](#)).

Level II candidates who seek to clear their credential through induction, must go through a [Level II Application](#) process where preliminary work and experienced is reviewed and aligned with Level II requirements. Upon completion of the review, professional development and or coursework are identified using an [Ed Specialist Menu of Options](#) that will ensure the candidate meets all requirements for a clear credential.

***ES 4.2 The IIP will be developed by the Education Specialist, the employing district designee and the approved clear credential program representative. The IIP will incorporate a clear action plan, with dates, research, application, and expected impact on teaching/student achievement.***

In addition to the process explained above, upon being accepted into the MCOE Teacher Credentialing Program/BTSA for clearing the Education Specialist credential, an individual advisement meeting will be held to assist the candidate in developing a FACT [Individual Induction Plan \(IIP\)](#). The IIP will be based on previous learnings, current research, and the credential and authorizations the candidate is seeking to obtain. The plan will guide the candidate

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in expanding their skills necessary to positively impact student achievement. These details are documented in [FACT Module C \(Inquiry Module\)](#). The inquiries within FACT Module C are a structured series of teaching activities allowing participating teachers to explore aspects of their teaching practice. In collaboration with their support provider, they will assess their practice, gather information, and collaborate with colleagues to reflect on their findings. Participating teachers will develop an inquiry question (based on CSTP and Induction Standards), create and implement an action plan, reflect on collected evidence, and apply new learning to future practice. A participating teacher's results will be used to identify and guide future professional development plans. The overall goal of the inquiry is for participating teachers' instruction to have a positive impact on student achievement.

Specifically, during the Inquiry Module, participating teachers will gather baseline information, assess their current professional practice, and prepare a plan for professional development in an area they have targeted for growth. Participating teachers will engage in a variety of data gathering practices (such as consultation and collaboration with colleagues, peer observations, and professional readings) as they implement and modify their action plan. Inquiries are comprised of a series of activities with the teacher concentrating on a distinct content area of focus, and reflecting on the information gathered. Each inquiry lasts from four to ten weeks but is revisited for continued reflection and growth. Areas covered are the learning environment, assessment, designing a lesson series, and assessment over time. Observations occur that follow the plan, teach, reflect, and apply model and consist of a lesson planned and observed. The Individual Induction Plan (IIP) is the action plan for professional development and is based on the further development of the CSTP as supported by the corresponding FACT Module reflective conversation documents. Identifying focus students for a lesson series is also included in this module as well as analyzing student work. The IIP is a working document, and is periodically revisited for reflection and updating. Subsequent inquiry research questions will be developed based on the findings of previous inquiry questions. Finally, participating teachers will reflect on the activities, analyze what they have learned, and implement new learning. These IIP activities will help inform their practice and how to best focus their future professional development efforts.

The formative assessment process for all participating teachers will foster the habits of mind of inquiry, collaboration, data-driven dialogue, and reflection. For Education Specialists, the formative assessment will be aligned to credential authorization and assignment, and supported by the FACT modules (Module A-E descriptions can be found on pages 4-7 of this document).

***ES 4.3 The participant's work in formative assessment must be aligned with the credential authorization and participant's teaching assignment.***

The education specialist (Level II and preliminary) IIP will be based on previous learning experience, identified needs, and is aligned with the credential authorization the candidate is seeking and their current teaching assignment. This alignment is achieved through collaboration with the IHE, support providers, and district SPED designee or program advisor. Professional development will be chosen from the Menu of Options that will support this endeavor. The

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alignment is documented on the transition plan, application, initial IIP, and the three IIPs completed through the two year program (focus question of the IIP). Review of progress towards meeting IIP goals is monitored throughout the year by the candidate and their support provider on the collaborative log. A standard component of each induction SP/candidate meeting is a review of IIP progress-to-date. In addition, BTSA district leadership will conduct a [mid-](#) and [end-of-year check \(Year 2 mid & Year 2 end\)](#) to monitor on the candidate's progress. As with the general education participating teachers, upon completion of year two, a formal presentation of IIP outcomes will be conducted at the colloquium ([Colloquium Guidelines](#)).