

### **Program Standard 5: Pedagogy**

Participating teachers grow and improve in their ability to reflect upon and apply the *California Standards for the Teaching Profession* and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.

Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).

To maximize learning, participating teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.

Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Local district technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety.

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### **Participating Teacher Growth and Reflection**

**5.1 Participating teachers grow and improve in their ability to reflect upon and apply the *California Standards for the Teaching Profession* and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential.**

During the initial seminars, Monterey County Teacher Credentialing Program/BTSA (MCOE-TCP/BTSA) seminar facilitators guide the participating teachers, the support providers and/or district program advisors through a review of the teacher's Teaching Performance Assessments (TPA), if available. Discussion surrounding the teacher's preservice experiences, identified areas of strength, and areas for continued professional growth in alignment with the *California Standards for the Teaching Profession* (CSTP), will take place. This collaboration and documentation provides stakeholders with information on the specific areas of focus for the teachers beyond what was demonstrated for the preliminary credential. The seminars compliment the activities in Module B of the *Formative Assessment for California Teachers* ([FACT](#)), utilized by the MCOE-TCP/BTSA.

Module B activities include the Alignment Chart Discussion Guide (B-1.2) (utilizing the Teacher Preparation and Induction Alignment Chart (B-1.1) which provides reflective prompts for the participating teacher and support provider to discuss the following issues:

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- Which [Teaching Performance Expectations](#) (TPE) have had the greatest impact on the participating teacher's teaching?
- What artifacts does the participating teacher have from the teacher preparation experience?
- What are the associations between standards, expectations, and the processes of teacher preparation and induction?

Weekly meetings with a support provider provide the participating teacher with the opportunity for consistent communication with a trained veteran as well as opportunities to develop plans for the participating teacher's continued professional growth. These professional growth plans are each documented on an Individual Induction Plan (FACT document C-1, IIP) during the two-year induction program as part of the FACT ([Individual Induction Plan](#)).

### 5.2 They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.

The IIP includes a lesson plan series developed and delivered by the participating teacher. The lessons utilize the adopted academic content standards and consider the performance levels of students identified in FACT [Module A](#) (Context for Teaching and Learning; A-1 Class Profile). The curriculum frameworks and instructional materials are the primary foundational components upon which the lessons are developed. Post-observation conversations between the participating teacher and support provider, provide an opportunity for reflection on the effective use and integration of frameworks, materials, standards, and prior knowledge regarding performance levels of students.

The participating teacher's weekly communication with his/her support provider concerning FACT Modules will also enable the participating teacher to document application of the *California Standards for the Teaching Profession* ([CSTP](#)), state frameworks, and curriculum standards within the context of their classroom. In addition to the required IIP, documentation housed in the participating teacher's Induction Portfolio may include copies of the [Collaborative Log](#) signed by both the participating teacher and the support provider, induction meeting agendas and/or handouts, professional development attendance verification forms, as well as verification of attendance at conferences, workshops, and/or university courses. Further, the Induction Portfolio contains documented demonstrations, application and reflections of the participating teacher's knowledge of required elements for [Induction Standards 5 and 6](#) as completed in each FACT Module ([Mid](#) and [End-of-Year Checklist; Year 2 Mid](#) and [End-of-Year Checklist](#)).

### Use of Student Assessment Data to Inform Instruction

### 5.3 Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction.

Teachers will be engaged in the use of systems of data analysis for both summative and formative assessments that will guide their instruction. As part of FACT Modules A and C, teachers identify students with special needs for whom they document the effectiveness of instruction throughout the year. During FACT Module C, support providers guide participating

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teachers in assessing learning needs based on data in order to plan and provide appropriate learning opportunities for all students. The assessments to be used will depend on the district-adopted standards-based materials, grade level, subject area and needs of the students.

Under the guidance of an experienced and trained support provider, participating teachers demonstrate the ability to interpret student assessment data collected in Module A. The participating teachers analyze their own assessment data (Module C) and investigate effective methods of assessing student achievement. Participating teachers may include classroom examples in their portfolios of the types of assessment they analyze such as entry level, progress monitoring, and summative documentation of student academic performance in relation to the state-adopted academic content standards and performance levels for students.

Sources of Documented Evidence for the Participating Teacher and Support Provider to consider:

- FACT Module A, [A-1 \(Class Profile\)](#)
- FACT Module E, [E-3.1-3.6b \(reflective conversation guides\)](#)
- FACT [Module C](#) (designing a lesson series with differentiated instruction and modifications)
- Disaggregated student assessment data; [FACT Module C, C-3](#)
- Weekly conversations with support provider, district seminars, professional readings, and etc.
- Collaborative logs

### **Meeting the Diverse Needs of Learners**

**5.4 They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).**

At the start of each school year, completing FACT Module A (CSDC) in Year 1 serves to provide the participating teacher with information they can utilize when adopting instructional materials for a full range of learners, which may be based on the students' assessed proficiency (CELDT scores), state standardized tests, and local assessments. The California English Development Test (CELDT) is a standardized test that assesses the construct of ELP of ELs in grades K-12 in accordance with California Education Code and Title 5 California Code of Regulations.

The participating teacher demonstrates the ability to plan and deliver multi-tiered standards-based instruction to meet the individual and diverse learning needs of all students using adopted instructional materials and differentiating instruction in FACT [Module C \(C-4 Focus Students\)](#). Throughout Module C, the participating teacher focuses on three specific students with diverse needs, and differentiates strategies and materials to meet the needs of these students based on analysis of student work samples and summative and formative assessment data. Evidence of differentiation is indicated throughout the lesson plan series, on the reflection notes in Modules C and [D](#), and on the collaborative log.

The ability of the participating teacher to appropriately use adopted instructional materials and strategies for a range of learners will be documented on the Module C lesson plan series via written lesson plans, support provider observation evidence, assessment data, student work samples, and participating teacher reflections. Participating teachers will demonstrate knowledge of multi-tiered instruction and interventions through:

- FACT Module A – Students with Special Needs are identified on the Class, School, District and Community Profile, reviewed during the first FACT Module – The participating teacher is asked to create an environment that engages and integrates all students into the academic and social fabric of the classroom including the academically disabled student and the gifted and talented student. The support provider observes the participating teacher twice to ensure that he/she meets the elements of CSTP Standard 2, which includes: 2.1 Creating a physical environment that engages all students; 2.2 Establishing a climate that promotes fairness and respect; and 2.3 Promoting social development and group responsibility. With the guidance and evidence collected by the support provider the participating teacher determines to what extent his/her practice has integrated the focus student(s) into the social fabric of the classroom. Completion of FACT Module A is documented on the Mid-year FACT checklist.
- FACT Module C – The selection and the results of implementation of the most appropriate instructional strategies for the identified focus students. Completion of FACT Module C is documented on the End-of-year checklist.

Sources of Evidence for the Participating Teacher and Support Provider to consider:

- Identification of strategies utilized on lesson plan
- Results of implementation of strategies appropriate to students with special needs
- Observations
- Lesson plans
- Collaborative logs
- Individual Induction Plan

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Most of the support providers and participating teachers have completed their Cross-cultural, Language and Academic Development (CLAD) certification. For those who have not, MCOE offers classes to prepare teachers to acquire certification. A goal of MCOE-TCP/BTSA is that each participating teacher work with a support provider to apply the knowledge they learned in their teacher preparation program and continue to enhance and improve their skills and abilities in reaching every student successfully.

**Safe, Inclusive, and Healthy Learning Environments**

5.5 To maximize learning, participating teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.

FACT Module A, which is completed at the beginning of the year, requires a discussion of the resources in the community and the school, including the health professionals. In collecting information about what resources are available, the participating teacher may use a community resource directory or local site, district or county personnel; such as, the school nurse, school counselor, parent liaison, healthy start coordinator, migrant education representative, and administrators.

Each participating teacher is supported by a district program advisor and a support provider who is usually a veteran teacher at the same school. Through reflective conversations driven by FACT activities, MCOE-TCP/BTSA leaders work with the participating teacher to overcome institutional bias, so all students can meet the academic content standards and achieve a high level of performance. Participating teachers identify students who are at-risk early in each school year during FACT Module A. The support provider assists the participating teacher in identifying and obtaining the necessary services for students and their parents.

Available to MCOE-TCP/BTSA participants through the MCOE, My IRT portal, is the Lee Canter Classroom Management video series. The series covers the various aspects of organizing and managing the classroom, which includes addressing student health and safety issues. Part of the series covers an examination by each teacher of his/her classroom considering safety factors as well as looking closely at the visibility, accessibility, and distractibility aspects of the classroom. Strategies covered foster students' physical, cognitive, emotional and social well-being. [Regional seminars](#) will also address the health and safety issues at the school and classroom level, including a problem-solving session with the participants. The seminar will have experienced support providers from the district discuss their experience with student health and safety within the context of their teaching assignments. The MCOE Health and Safety coordinator will be invited to speak to these issues at the BTSA seminars.

Further evidence of knowledge of this component will be evident in the lesson plans for FACT Module C. The participating teacher will show an awareness of the environmental factors, including accident prevention, in the planning of the lessons. The participating teacher will review, reflect, and demonstrate changes in the layout of his or her classroom with the support

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provider, as documented in the Collaborative Log. Participating teachers will assess their classroom for the physical factors affecting the students' well being and learning environment: classroom setting, lighting, noise, potential of exposure to elements, odors, and toxic substances, such as pesticides. Through ongoing discussions with the support provider, participating teachers will demonstrate awareness of student needs and the ability to mitigate factors whenever possible ([Module A documents A-1, A-2](#)). By reviewing the information gathered periodically during the year, the participating teacher will demonstrate awareness of seasonal variations of physical factors affecting student well-being (social, physical, cognitive), hence learning.

Each district or school site will inform the participating teacher of the relevant Educational Code Sections regarding environmental health, as required by law. For example, the participating teacher will demonstrate knowledge of the Healthy Schools Act of 2000 (AB 2260), which requires schools to annually notify parents and staff of the pesticides that may be used in the school setting, and allows parents and staff to register for notification whenever a pesticide is used or for planned use of an agent not on the annual list. School sites also are required to post signs regarding pesticide usage.

Participating teachers implement accident prevention strategies within the classroom and the school site by using site-established procedures to maintain a safe and healthy environment. Participating teachers will assess their classroom for the physical factors affecting the potential for accidents, and will develop prevention strategies. Items to be discussed with the SP are the physical layout of classroom; movement within the classroom and on school grounds; classroom rules for placement of belongings; positioning of equipment; and cleanliness and personal hygiene.

Potential Sources of Evidence for the Participating Teacher and Support Provider to consider:

- FACT Module A (Class, School, District and Community Profiles)
- FACT Module C (Inquiry)
- Professional readings
- Collaborative Logs and/or school or district meeting agendas
- Mid-year & final review evidence: Lesson plans for Modules
- Weekly conversations with support provider
- Written reflections
- Professional readings
- District policies and regulations
- Site policies and regulations
- Posted classroom rules and safety procedures and how they serve as accident prevention strategies

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**Technology**

5.6 Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Local district technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety.

In Module A, each participating teacher must identify access to technology resource and policies at their school site (document A-3 and A-5). Upon identification of the resources, participating teachers are then asked to identify how they will use technology as an essential component for instruction to advance the learning of their students (document C-2). The participating teacher and support provider discuss and reflect on how the participating teacher may implement strategies that maximize student learning and awareness around privacy, security, and safety.

All teachers in Monterey County have access to the Educational Services department. On the Monterey County website, there is a link to the [Gradual Release of Responsibility \(GRR\) portal](#), where teachers can find multiple resources for lesson planning (Teachade) and other subject specific ideas to use in lesson planning. The Monterey BTSA Director meets with the GRR Coordinators and other Curriculum and Instruction administrators to coordinate efforts for the new teachers and their support providers to gain access to local experts, programs, and resources. Further, the Program Director works with the Educational Services Assistant Superintendent to help facilitate the work of each district's technology coordinators in the consortium to provide support for the participating teachers. Because each district's technology resources may vary, the participating teachers need assistance to clearly understand how they can best meet the needs of their students using technology, within the parameters of the technology available to them. The district technology coordinators will be invited to regional seminars to provide assistance and support so that teachers have a clear understanding of the type of technology, resources, and support available. Participants will be encouraged to tap into the resources of the [California Technology Assistance Project \(CTAP\)](#). CTAP is a statewide technical assistance program, funded by the California Department of Education (CDE). It is intended to promote the effective use of technology in teaching, learning and school administration. CTAP provides assistance to schools and districts based upon local needs in each of 11 regions in California.

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**Education Specialist Program Standard 5:**

*The Education Specialist Individual Induction Plan includes the advanced and applied pedagogy to expand the holder's expertise in delivering services. The participant shall demonstrate awareness of current research, issues and trends, evidence based practices in the field re: social, academic and behavioral intervention, and current legal issues. Education Specialists utilize advanced level data-driven instruction. Participants reflect on their preliminary teacher preparation and design a specific emphasis for their Induction based on their authorization and their employment assignment.*

*The Education Specialist Individual Induction Plan includes a menu of options such as coursework in advanced specialty specific areas, additional authorizations, opportunities for leadership or professional advancement, and professional development related to distinct specified protocols.*

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***ES 5.1 The Education Specialist Individual Induction Plan includes the advanced and applied pedagogy to expand the holder's expertise in delivering services.***

Upon acceptance into the MCOE-TCP/BTSA, Education Specialist candidates, in collaboration with their support provider and district program advisor, design an [Individual Induction Plan \(IIP\)](#). If the candidate possesses a [Transition Plan](#) from the IHE, the IIP is developed in tandem with it, to create a focused plan to maximally expand the candidate's expertise in delivering services.

Education Specialists in the MCOE-TCP/BTSA participate in the same processes delineated above, as their general education counterparts. Although they work and learn together, seminar content specific to the needs of Education Specialist candidates will be provided to allow candidates to expand their expertise in delivering services. During these seminars, Education Specialist candidates have opportunities to share evidence collected during the Inquiry process as related to their caseloads and to talk about what they are learning. Based on their credentials, assignments, and expertise, Education Specialists have opportunities to talk and collaborate with others (including their Support Provider) about the selection of focus students, entry-level assessment, lesson planning and observation. These conversations will be recorded on the [Collaborative Log](#) and additionally, on the FACT self-assessment documents.

Participating teachers have several opportunities to self-assess their professional growth related to pedagogy over time. During the self-assessment process, the Special Education teachers review the evidence collected, describe strengths and challenges, and assess their practice in relation to the Induction Standard related to pedagogy. Candidates are provided reflection planning prompts and possible sources of evidence to review when addressing these prompts. The Self-Assessments of Pedagogy document (E-2.5) in [Toolbox E](#), assists teachers in documenting their developing skills and abilities. Marking of the [Continuum of Teaching Practice](#), (which is aligned with the [California Standards for the Teaching Profession](#)), will also demonstrate growth over time.

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***ES 5.2 The participant shall demonstrate awareness of current research, issues and trends, evidence based practices in the field re: social, academic and behavioral intervention, and current legal issues.***

Research indicates that adult learning is best promoted when issues grow organically from the classroom rather than from an outside researcher. Induction embedded in the classroom is designed to be intentional, purposeful and based on evidence. The Inquiry Cycle requires that candidates examine current research, issues, trends and legal issues related to a focus question and applying new learning in the classroom. The candidate's research is documented in Module C (IIP) and revisited throughout the two-year program.

Education Specialists use advanced level data gathering tools from the Context for Teaching (A1.1) to better understand the students assigned as part of their caseload. A record of IEP dates, accommodations/modifications, behavioral support strategies, goals, benchmarks and medical conditions are collected. This data helps the candidate understand the teaching environment, identify challenges, and gather information about students, which will inform them as to best practice for social, academic and behavioral intervention.

***ES 5.3 Education Specialists utilize advanced level data-driven instruction.***

Education Specialists engage in data-driven instruction in their Inquiry Cycle by:

- Preparing for instruction by using assessment data from an entry-level assessment to identify focus students,
- Planning a lesson series and making appropriate adaptations to instruction based on data,
- Using observation data from their support provider to collect supportive evidence of implementation,
- Administering a summative assessment at the end of the lesson series and analyzing the work of the three focus students and the whole class in order to document how effective students were in meeting learning goals.

Within each Inquiry, the Education Specialist candidate compiles evidence that demonstrates awareness of current research, issues and trends related to their specific identified Inquiry focus determined by their Individual Induction Plan. The focus, process and pacing of each Inquiry assists participating teachers in improving their instructional practice based on the California Standards for the Teaching Profession, the Clear Credential Standards, P-12 academic content standards and specific Individual Education Plan goals for students. All formative assessment documents are aligned with the California Standards for the Teaching Profession and Induction standards with a specific focus for Education Specialist teachers on social, academic and behavioral interventions, and integration of knowledge concerning current legal issues related to Special Education.

The inquiry begins with a pre-assessment of the students. The assessment content and delivery depends on the inquiry question and subject being taught. At the conclusion of the lesson series

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Within each Inquiry, the Education Specialist candidate compiles evidence that demonstrates awareness of current research, issues and trends related to their specific identified Inquiry focus determined by their Individual Induction Plan. The focus, process and pacing of each Inquiry assists participating teachers in improving their instructional practice based on the California Standards for the Teaching Profession, the Clear Credential Standards, P-12 academic content standards and specific Individual Education Plan goals for students. All formative assessment documents are aligned with the California Standards for the Teaching Profession and Induction standards with a specific focus for Education Specialist teachers on social, academic and behavioral interventions, and integration of knowledge concerning current legal issues related to Special Education.

***ES 5.4 Participants reflect on their preliminary teacher preparation and design a specific emphasis for their Induction based on their authorization and their employment assignment.***

Education Specialists enter the BTSA Induction program with a background based on pre-service education and experience. Candidates are expected to reflect on this base of experience and design the emphasis of their IIP according to the constraints of their current authorization and employment assignment. Candidates are expected to work with their site and district special education directors as well as their professional learning communities to build on the skills and abilities acquired during teacher preparation.

***ES 5.5 The Education Specialist Individual Induction Plan includes a menu of options such as coursework in advanced specialty specific areas, additional authorizations, opportunities for leadership or professional advancement, and professional development related to distinct specified protocols.***

The Education Specialist has access to an Education Specialist Menu of Options that includes presentations/resources from county SELPA directors, district special education coordinators, and presenters affiliated with professional organizations such as the California Association of Resource Specialists (CARS). Topics are wide-ranging and may include district special education protocols, site/district promotional and leadership opportunities, information about specialty specific areas and credential authorizations, mainstreamed students and their impact on the school community. Education Specialists work with MCOE-TCP/BTSA and partner leadership to determine which courses are needed and to ensure that the teacher has access to them. The appropriate PD is determined through the intake process and documented and verified by the PA and the MCOE-TCP/BTSA director, on the Education Specialist's IIP and Advice and Assistance forms.