

## ES Standard 7, Category B: Effective Teaching for Education Specialists

*Each Education Specialist teacher shall design an Individualized Induction Plan for professional development and advanced study to clear their Preliminary Credential(s). Each participant should select appropriate professional development and/or preparation program-based coursework to expand his/her skills as an Education Specialist from the menu of options offered by the Clear Credential Preparation Program and the employing school district. These skills should be designed to enhance the participant's teaching abilities for the current teaching assignment. In addition, each Education Specialist will be provided with opportunities to complete advanced professional development in areas such as: case management, advocacy, consultation and collaboration, co-teaching, professional learning community participation and school-wide positive behavior support relevant to employment.*

*The Induction program is characterized by a depth of experience that challenges the Education Specialist fostering critical reflection, extending understanding and allows for meaningful integration of theory and practice. The participant should reflect on their preliminary teacher preparation and design a thoughtful specific emphasis from a menu of options. The specific induction emphasis should detail inquiry-based methodology and reflective practice. The participant shall demonstrate that they are a consumer of the research, i.e., current issues and trends, journal articles, evidence based research in the field, current legal issues and they are capable of advanced level data driven instruction.*

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### ***7.1 Each Education Specialist teacher shall design an Individual Induction Plan for professional development and advanced study to clear their Preliminary Credential(s).***

The MCOE-TCP uses [FACT](#) materials to advance each candidate in his/her professional practice while obtaining a California Clear Education Specialist Credential. FACT is comprised of five distinct modules ([FACT Overview](#)). They may be described as follows:

**Module A:** The **Context for Teaching** module contains several activities that provide the candidate with information that will guide classroom decision-making and identify areas for professional growth. The information and data gathered enables the candidate to understand the teaching context and aids in gathering information about the students, school, district, and community. With the guidance of their support providers, candidates 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. ([A-1](#), [A-1.2](#), [A-2](#), [A-3](#), [A-4](#), [A-5](#), [A-6](#) )

**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 candidates 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 candidates 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, candidates and their support providers will identify resources and types of support needed to meet candidates' professional growth goals. The activities contained in this module allow teachers to connect prior experience to induction. Reflective conversations occur about the candidate's understanding of the [Teaching Performance Expectations](#) (TPE), and allow the candidate 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 of the candidate by their support provider, takes place to give candidates evidence pertaining to observable CSTP and the Induction standards. Assessment tool criteria such as the [Continuum of Teaching Practice](#) (CTP) 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. ([B-2](#), [B-3](#), [B-4](#))

**Module C:** The **inquiries** within FACT Module C are a structured series of teaching activities allowing candidates 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. During the two years of Induction the candidate will design 3 Individual Induction Plans informed by the CSTP, observations, prior knowledge and skills, and research. The IIP targets the professional development and advanced study needed to expand his/her skills as an Education Specialist and requires the candidate to research beyond their preservice knowledge, as to best practice given their teaching context and needs of their students. Candidates 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 candidate's results will be used to identify and guide future professional development plans. The overall goal of the inquiry is for candidates' instruction to have a positive impact on student achievement through advanced study and professional development.

Specifically, during the Inquiry Module, candidates will gather baseline information, assess their current professional practice, and prepare a plan for professional development in an area they have targeted for growth. Candidates 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 and are 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

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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. Finally, candidates 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. ([C-1](#), [C-2](#), [C-3](#), [C-4](#), [C-5](#), [C-6](#), [C-7](#), [C-8](#))

**Module D:** The 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, candidates will have the opportunity to reflect on and summarize the growth made during their induction experience. Support providers will assist them in identifying significant work that illustrates their growth over the last year. This selection will enable candidates 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 candidates and their support providers as collaborative teaching professionals. ([D-1](#))

**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
- 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, candidates 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 candidate. 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), candidates 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 candidates to teach, and help their students learn, effectively. ([E-2-5](#), [E-2-6](#), [E-2-6a](#), [E-2-6b](#), [E-2-7](#), [E-3-1](#), [E-3-5](#), [E-3-6](#), [E-3-6a](#), [E-3-6b](#), [SPED Addendum](#))

***7.2 Each participant should seek appropriate professional development and/or preparation program based coursework to expand his/her skills as an Education Specialist from the menu of options offered by the Clear Credential Preparation Program and the employing school district.***

A [Menu of Professional Development Options](#) is offered by the MCOE Teacher Credentialing Program /BTSA (MCOE-TCP/BTSA), which targets specific skills needed by the candidate. If a candidate has an additional need that is not offered by the MCOE Teacher Credentialing Program/BTSA, he/she may also choose from an approved professional development opportunity that is offered by his/her school, district, or county. Additionally, they may also choose from regional professional development or professional development offered by an IHE anywhere throughout the state. Through the use of Filepro and data input from sign-in sheets, the Induction program staff tracks all professional development. If the candidate chooses to select an opportunity that is not offered by the Induction Program then an [Alternative Professional Development form](#) is completed by the candidate, including required [PD Reflections](#). All professional development chosen will be reviewed by district leadership to ensure alignment with district goals and candidate's IIP, and BTSA program leadership to ensure it is designed to enhance the candidate's abilities for the current teaching assignment.

In alignment with Education Specialist professional development, the seminar structure of the MCOE-TCP/BTSA guides candidates through case management knowledge and prepares the teacher to be an advocate for Special Education students. Structure includes providing balanced time for content delivery and participant reflection and application. In addition, seminar content will include opportunities for consultation and collaboration with colleagues, discussions on best practice with regards to co-teaching, participation in professional learning communities, and how to implement strengths-based classroom management in relationship to the needs and stipulations of site administration and students. Opportunities for collaboration with other Education Specialist Teachers and General Education Teachers, while also participating in a learning community, will also occur during these seminars (5/year).

***7.3 These skills should be designed to enhance the participant's teaching abilities for the current teaching assignment.***

The use of the Formative Assessment System for California Teachers (FACT) allows for support and provides an in-depth, systematic learning experience for candidates supporting their ongoing professional growth. This inquiry-based model, provides a scaffolded, two-year induction process that provides a seamless and continuous improvement cycle based on needs identified by the candidate, and the candidate's current teaching assignment. FACT uses multiple measures for assessing teacher performance and identifying areas for focused growth. These measures include observation by the support provider, multiple self-assessments, and reflection on the Continuum of Teaching Practice (CTP). It also provides candidates with support in understanding the purpose and process of setting professional growth goals through meaningful integration of theory and practice. A primary component of FACT is reflection on a menu of thought-provoking questions contained within the FACT content. Conversation and reflection between the candidate and support provider, allows candidates to extend their understanding beyond what they achieved in their preliminary program while, concurrently, enhancing their teaching abilities specific to their current teaching assignment.

*7.4 In addition, each Education Specialist will be provided with opportunities to complete advanced professional development in areas such as: case management, advocacy, consultation and collaboration, co-teaching, professional learning community participation and school-wide positive behavior support relevant to employment.*

An initial advisement meeting for the Education Specialist candidate, in collaboration with his/her support provider(s), occurs during which the candidate's [Transition Document](#) is reviewed. Soon after, an Individual Induction Plan (IIP) is developed, in which each candidate sets goals and selects appropriate topics for Professional Development based on the Transition Plan. Once the entire IIP process is completed, it is reviewed and approved by a designee from the employing district. At the core of the formative assessment system is the Plan, Teach, Reflect, Apply (PTRA) Cycle. This cycle, based on the research and findings of W.E. Deming, provides a way for candidates and support providers to work together to identify teaching strengths and areas for growth. With PTRA as the foundation, each candidate moves through a series of three inquiries. Within the inquiries, candidates use and gather evidence, and examine their teaching practice in relation to the California Standards for the Teaching Profession (CSTP) and the Program Standards for the Clear Education Specialists (aligned with the P-12 academic content standards). With guidance from their support provider, the candidate will use the evidence to discern a professional development path, during which they may focus on case management, advocacy, consultation and collaboration, co-teaching, professional learning community participation and school-wide positive behavior support relevant to employment and needs. Specifically, each Education Specialist candidate participates in relevant professional development that contributes to their specific growth needs.

Further information on options for professional development:

- [MCOE SELPA](#) provides multiple professional development opportunities for Education Specialist teachers addressing a wide range of needs. In addition, special education personnel from each entity (districts/SELPA) may be called upon to support low incidence teachers as authorization/content mentors and/or to provide specific professional development around areas of need. SELPAs work in collaboration with the California Department of Education Diagnostic Center of Northern California to provide state of the art assessment and educational planning services to assist partnering districts in determining the needs of the most complex students; onsite technical assistance and consultation in program and instructional design based on unique needs of each student; and professional development opportunities for teachers, administrators, and special education staff, including videoconferencing, presentations within the district as well as at local conferences and workshops. Topics include:

- Case Management
- Individualized Family Service Plan (IFSP)
- Individualized Education Plan (IEP)
- Transition Planning
- Advocacy Training
- Consultation and Collaboration
- Co-teaching
- Positive Behavior Support

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- **COEs and District Special Education Departments**

The Monterey County Office of Education offers a wide range of professional development choices suitable for meeting Education Specialists' needs.

- [The IRIS Center](#) includes on-demand professional development video segments, which include current research on topics such as (partial listing):
  - Accommodating Differences in the Approach to Instruction
  - Achievement for Students with Special Needs
  - All Means All: What is it About Me You Can't Teach
  - Asset-Based Education
  - Benefits of Thinking Maps
  - Climate
  - Co-Teaching
  - Differentiated Instruction
  - Inclusive Environment
  - Persistence/Impulsivity/Listening/Flexibility
  - Support the Students from Where They Come

This multi-dimensional approach to professional development:

- promotes thoughtful, reflective special education practitioners
- accelerates each candidate's professional growth
- results in retention of our newest special education teachers
- supports the ongoing development of a skillful, thriving community of Education Specialist

***7.5 The Induction program is characterized by a depth of experience that challenges the Education Specialist fostering critical reflection, extending understanding and allows for meaningful integration of theory and practice.***

Professional development, that occurs during Induction, links directly to the identified needs of the candidate while simultaneously linking the CSTP, Program Standards for the Clear Education Specialists, and P-12 academic content standards. As explained in the module descriptions above, the FACT carefully builds on the candidate's prior knowledge (Module B), scaffolds new information (IIP), and constantly moves the teacher's practice forward (PTRA, Module D, IIP) – *a meaningful integration of theory and practice*. There is a consistent focus on applying strategies, skills, and knowledge to improve teaching and student learning. This system develops habits of mind in the candidate that carry over into the life-long career of teaching and provides opportunity for candidates to integration theory and practice. There are three essential components within the FACT system:

**Standards:** The candidate has multiple, systematic opportunities within each inquiry to learn about and demonstrate knowledge, understanding and application of the CSTP, Program Standards for the Clear Education Specialists, and P-12 academic content standards, for the purpose of improving his/her teaching, and *extend understanding*.

**Evidence of Practice:** Over the course of the two-year induction process, the candidate develops a portfolio of evidence that verifies his/her completion of the three inquiries and the requirements of BTSA Induction. The portfolio also allows the candidate the opportunity to document

demonstration and application of the induction standards, over time.

**Criteria:** Within each inquiry, candidates self-assess their teaching performance using a set criteria as stated in the Continuum of Teaching Practice, for each CSTP and encompassing the components of Induction Standards 5 and 6. Each candidate's self-assessment and *critical reflection* is guided by a trained support provider and is based on evidence gathered within each inquiry using the ongoing process of Plan, Teach, Reflect, Apply and the FACT formative assessment tools. A [FACT rubric](#) is also used as a guide for completion of FACT and portfolio reviewers are calibrated across the consortium, on how to use and apply the rubric.

***7.6 The participant should reflect on their preliminary teacher preparation and design a thoughtful specific emphasis from a menu of options. The specific induction emphasis should detail inquiry-based methodology and reflective practice. The participant shall demonstrate that they are a consumer of the research; i.e., current issues and trends, journal articles, evidence based research in the field, current legal issues and they are capable of advance level data driven instruction.***

Prior to beginning formative assessment activities, and in an effort to bridge the experience from teacher preparation programs to induction, candidates complete the KWO (module B) and use it to guide their conversations with support providers about their strengths and areas of growth from the Teacher Preparation Expectations (TPE) and Teacher Performance Assessment (TPA) results, if available. The purpose of the conversation is to identify specific areas that support providers can assist candidates as they prepare for their new classroom assignment. They will also use this information to design a specific emphasis for their IIP, from a menu of options. An initial component of the formative assessment activities is the gathering of information about site resources. Using the *Site Orientation and Site Resources* ([A-3](#), [A-5](#)), the support providers assist the candidates in gaining understanding of the context in which they teach. This foundational activity asks candidates to identify resources available through the school, district, and community that support their effectiveness as a teacher and strengthens their ability to meet the needs of all students.

Each year the Education Specialist candidates and support providers identify three Focus Students on which to base their inquiry. Results of the inquiry, will be used to guide and inform instruction for all students. Using a set of guiding questions throughout the inquiry documents, candidates collect, record, reflect on, and analyze information about their students and their specific needs. Each of the guiding questions is purposeful, prompting candidates to reflect deeply about their students in order to maximize student learning. The purpose of selecting Focus Students is to provide opportunities for candidates to closely examine the effects of their teaching on individual learners. This in-depth inquiry into students' learning over time, and matched with the goals of maximizing the students' potential, develops good habits and supports the candidates' ability to more closely understand the Plan, Teach, Reflect, Apply cycle as it relates to specific evidence gathered about the Focus Student.

During the two years of induction, candidates will use the inquiry process as an ongoing resource in understanding the importance of recognizing and connecting their students' family and life

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experiences with overall student learning outcomes. Candidates and support providers begin each inquiry by reflecting on the candidate's current level of practice as related to the specific criteria in the CTP for a specific CSTP. This initial self-assessment on the CTP guides the candidate in writing an Individual Induction Plan (IIP)/Action Plan for the inquiry and in selecting a focus for his/her IIP/Action Plan. During the inquiry, Candidates also identify a Content Area Focus. The purpose of this focus is to improve the candidate's knowledge of, and ability to teach, P-12 academic content standards and performance levels for students and state-adopted curriculum frameworks.

Within each inquiry, candidates use their Individual Induction Plan (IIP)/Action Plan to embark on an inquiry of practice in the content area of focus. Candidates become consumers of research using the inquiry process to identify current issues and trends, evidence based research in the field, current legal issues, and the ability to critically process informative journal articles. In addition, the *IIP/Action Plan* is made up of a series of self-assessments, guided by a trained support provider, that are based on multiple sources of formative assessment information and evidence. The purpose of the IIP/Action Plan is to inform the ongoing professional development of candidates. Each inquiry begins with an entry-level assessment, identifying current strengths, and areas for growth. While using the tools and processes of FACT, candidates systematically reflect on their goals related to specific CSTP. The Action Plan portion provides a concrete, consistent format for ongoing inquiry-based professional growth for the candidate. Coupled with other components of the formative assessment system, the Action Plan portion provides a focused exploration to improve teaching practice. Built into the IIP/Action Plan is the fundamental process of Plan, Teach, Reflect, Apply. The candidate and support provider revisit the IIP/Action Plan at the end of each inquiry and reflect on successes and next steps.

Through the process of analyzing student work, candidates continue to move their practice forward while simultaneously maintaining a focus on their students' progress towards meeting the state-adopted academic content standards and performance levels. Each candidate learns how to carefully examine student work and use the information to demonstrate his/her ability to use advanced level data-driven instruction. Embedded within the inquiry process, the *Student Work Analysis* becomes central to the candidates' understanding of the link between their preservice knowledge, their current instructional practices and the students' performance as related to the state-adopted academic content standards. Candidates must use or develop (in collaboration with their support providers) a criterion-based rubric or assessment tool to place the student on the Student Work Analysis form. Focus Students' work is analyzed in depth. Using this analysis of student learning outcomes, candidates and support providers then develop a differentiated instructional plan to meet the assessed needs of all students.

During inquiry cycles 2 and 3, candidates write multiple lesson plans. The [MCOE FACT Lesson Plan](#) template is designed to ask candidates to think deeply about the content of each lesson. The lesson plan is based on the Madeline Hunter model which is formulated with the following in mind:

1. **Content:** Within the context of grade level, content standards, student ability/needs, and rationale for teaching, the teacher decides what content to teach.
2. **Learner Behaviors:** Teachers must decide what students will do (a)

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to learn and (b) to demonstrate that they have learned.

**3. Teacher Behaviors:** Teachers must decide which "research-based" teaching principles and strategies will most effectively promote learning for their students.

Teacher must differentiate the lesson to meet the individual learning needs of all students. The lesson plan is used to embed long-term habits of mind for lesson planning with the process of Plan, Teach, Reflect, Apply.

Candidates are presented with multiple opportunities to learn and grow via attendance at CSTP-aligned, seminars (5/year) and through weekly interaction with a support provider. Support providers attend specialized training days and seminars (3-5/year) designed to further develop and refine coaching skills and expertise. Support providers have a critical role in the implementation of the FACT. They are trained to utilize evidence, including observational evidence that focuses on classroom practice in relation to the CSTP, state-adopted academic content standards and performance levels for students, and the Education Specialist Induction Standards. Through ongoing weekly meetings, monthly seminars, and formal classroom observations, Support providers gather evidence of candidate practice and evidence of student learning. They then reflect with their candidate about this evidence in order to improve his/her classroom teaching.

To provide site-specific and contextualized support, support providers and candidates meet individually for a minimum of one hour each week. Support providers use the Individual Induction Plan, Collaborative Log, and other inquiry evidence as both a conversation guide and as a way to document and record candidates' classroom successes, challenges, and next steps in relation to the CSTP and content standards on a weekly basis. Support providers also use this evidence as a means to assess candidates' practice, prioritize and focus the work, move practice forward, and promote accountability.

During the final month of school, support providers and candidates participate in an end-of-the-year Professional Growth Reflection (module D). The support provider and candidate review all evidence of practice, such as Action Plans, Collaborative Logs, observation data, Student Work Analyses, and lesson plans. Successes are documented as related to CSTP goal areas and the selected content area. Next steps for professional growth are documented and form the basis for the professional development focus for the candidate.

Throughout the candidate's Induction experience FACT provides a formative assessment experience to ensure that each teacher is given choice in the development of his/her profession. FACT supports the implementation of standards, evidence of practice, and criteria to develop habits of mind to ensure that the candidate's professional growth is on-going and used to support student learning.