Monterey County Office of Education
Teacher Credentialing Program/BTSA 209
Program Summary 2011

The Monterey County Office of Education Teacher Credentialing Program/BTSA (MCOE-TCP/BTSA) is a consortium of 35 school districts, including charter and private schools. The Monterey County Office of Education administers a CCTC approved induction program for multiple and single subject candidates and is designed as a two-year job embedded professional development program which builds upon and extends a participant's preparation in order to prepare him/her to meet the academic learning needs of all students. Each Participating Teacher is assigned a trained Support Provider whose role is to provide individualized support in application of Pedagogy and Universal Access in response to the assessed needs of the teacher as identified by formative assessment and reflection. The goal of the program is to offer support during a new teacher's development and advance performance by developing thoughtful, reflective practitioners early in their career. The MCOE-TCP/BTSA promotes collegiality, the importance of collaboration and life-long learning to increase teacher efficacy and retention while concurrently, improving instruction for all students.

Program Design

The MCOE-TCP/BTSA is formally partnered with 35 P-12 school organizations located in two counties, including one county office of education (Monterey County Office of Education), and three local universities (California State University, Monterey Bay, CalStateTEACH, and Brandman University). We cooperate and communicate with the teacher associations from all thirty-five school districts on an ongoing basis through emails, telephone, and at the Program Advisory Team meetings which are held 5 times per year. The Program Advisory Team consists of representatives from each participating district, and other interested stakeholders such as IHE faculty. We have worked to extend our collaboration, communication and cooperation with the institutions of higher education in our area to develop pathways for teachers from pre-service to Masters of Arts.

Program Advisors from each district and Seminar Facilitators from each region all report to Dr. Anna W. Moore. Dr. Moore, the Monterey County Office of Education BTSA Induction Program Director reports to Jeanne Herrick, Assistant Superintendent of Instructional Support and Technology. Jeanne Herrick reports to Dr. Nancy Kotowski, Monterey County Superintendent of Schools. In addition, Dr. Anna W. Moore works collaboratively with BTSA Induction Cluster 2 leaders Paula Motley and Gordon Surface who, in turn, report to the California Department of Education and The California Commission on Teacher Credentialing.

Structure of Coursework and Field Experiences in the Credential Program

Participating teachers and support providers in the MCOE Teacher Credentialing Program/BTSA have multiple opportunities to demonstrate knowledge, understanding and application of state-adopted academic content standards and performance levels for students, and of state-adopted curriculum frameworks and instructional materials, at their assigned grade levels and subject matter. To this end, they attend a minimum of 4 program-sponsored seminars and 2 professional development trainings based on their self-assessed needs. In addition, participants meet with their support providers every week. These meetings and their content are documented on the Collaborative Log that is submitted to each district Program Advisor, on a monthly basis. The teachers' capstone presentation occurs at the year-end Colloquium (year 2 only), where teachers share with their colleagues their growth over time in relation to the induction standards.

Program Modifications over the Recent Two Years

- The MCOE-TCP/BTSA program has partnered with Livetext, to develop an electronic portfolio consisting of FACT documents and artifacts. Each participant is provided with access to their own portfolio in which they can submit, receive feedback on, and complete their FACT work. The portfolio is available to them for 5 years, at which time they can pay a small fee to Livetext to have it maintained.
- In response to feedback from participants and in an effort to differentiate the induction experience to meet the needs of our participants, we have adopted the use of a PD Menu of Options. In turn, the number of mandatory seminars is decreased in lieu of the participant self-selecting the PD they need.
- To increase retention of Support Providers while also differentiating their training based on experience, we have implemented 3 new elements. First, we have begun increasing the PD options for support providers, and requiring certain trainings to occur in order based on experience, so they are scaffolded. Support Providers are also given a PD Menu of Options that includes both PD they can attend with their participating teacher, and "SP Only" PD. We have also begun implementing optional SP Forums that will provide support and training to SP's who are in need of it.

Means for Stakeholder Input

Stakeholder input is garnered from a variety of sources:
- Mid-year evaluation using an online survey developed by Sinclair Research Group
- The Statewide Survey of Beginning Teachers, Support Providers, Site Administrators, and BTSA Program Staff
- Informal Program Review of the Formal Program Review (depending on the cycle)
- Survey Monkey or other surveys may also be completed on an "as needed" basis
- Workshop/PD/Seminar evaluations

Time Line	Instrument	Participants/Audience
August, December, February, April	Workshop Evaluations	Data Presented to Program Advisory Team and Facilitators
December-January	Mid-Year Survey	Participating Teachers and Support Providers
April-May	Statewide Survey	Participating Teachers Support Providers Administrators Program Staff

The results of this data collection are shared with the program advisory team, who in turn shares this information with participants and seminar facilitators. The Consortium also provides summary information to participants regarding both Consortium-wide assessment results as well as the results for his or her individual district, when the disaggregated information is available.

Description of the Formative Assessment System

The FACT system contains five 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*.

Module A: In *Context for Teaching and Learning*, participating teachers learn about their teaching environment by identifying challenges, investigating resources, and gathering information about their students. With a support provider, participating teachers focus on their class, school, district, and community and use this information to guide instructional decisions and identify areas for professional growth.

Module B: The *Assessment of Teaching and Learning* Module provides participating teachers with the opportunity to compare and contrast the processes and outcomes of the teacher preparation program with those of the Induction Program. During this module, participating teachers consider prior knowledge and skills acquired during teacher preparation, their current context for teaching, and evidence gathered by a trained support provider during a classroom observation, to assess their teaching practice and identify strengths and areas for growth. In addition, participating teachers, with the guidance of the support provider, identify resources and support that will be needed to develop and implement their first Individual Induction Plan (IIP) and meet their professional growth goals.

Module C: As part of the *Inquiry* Module, participants gather information, collaborate with (and/or observe) a colleague, develop an action plan, implement the action plan, reflect on collected evidence and apply new learning to future practice. The results of an inquiry are used by participating teachers and support providers to explore the impact of instruction on student achievement while guiding the participating teacher's future professional development.

Module D: The *Summary of Teaching and Learning* Module is a holistic reflection on the participants teaching through a review of the Assessment of Teaching and Learning, Context for Teaching and Learning, and Inquiry into Teaching and Learning Modules.

Module E: The *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 system 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 teachers practice toward professional goals and professionally-accepted benchmarks

The four modules, utilized over a period of two years, will help participating teachers improve upon their teaching as part of a continuous improvement cycle. Growth over time is documented through the marking of the Continuum of Teaching Practice at least three times during the two-year program. The foundation of all module activities is the data-driven dialogue that is recorded and reflected upon as part of the continuous growth and improvement cycle.

In addition, a minimum of two observations of the participating teacher are conducted during the year by the formally trained support provider. 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.

Accountability

The lines of accountability begin first with the participating teacher, who documents the evidence of application of knowledge and skills for each of the elements on the Induction Completion checks. The second line of accountability lies with the support provider and program advisor who verify on the Induction Completion checks that the participating teacher has fully met each element. The third line of accountability lies with the program's completion review process. The leadership team verifies that the participating teacher has completed the Induction Program based on the supporting evidence from the Induction Completion checks. The Colloquium is the time when the participating teacher shares his or her Induction Portfolio, which includes presentation of evidence of completion of all program components.

Assessment of Candidates/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 review all the evidence in a participating teacher's Induction Portfolio to determine completion. If the support provider, program advisor and/or BTSA Director determines 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.