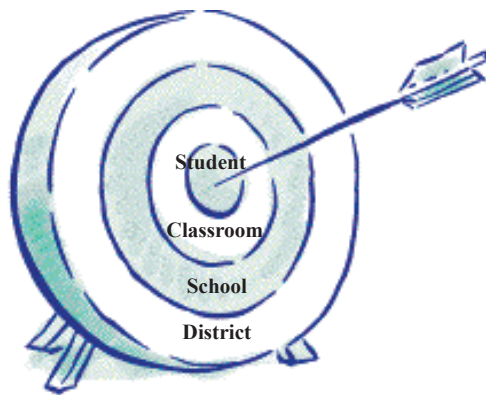


Beginning Teacher Support and Assessment: BTSA Induction



Entry One - Class Profile and Implications for Planning

Each teacher's situation is different because context is determined by various factors. Those factors include student demographics, the environments of the school and district, and the larger community from which the students come. Entry One's purpose is to take a good look at the context in which you teach, focusing very specifically on the classroom itself. You should discuss the questions about your classroom, school, district and community with your Support Provider (SP), and other school or district personnel (including your principal). Most importantly, once you have answers to the questions, consider the implications of this information as you plan for your students. Discuss with your SP the questions in the Entry One Conversation Guide and place yourself in the Continuum of Teacher Practice: Planning Instruction and Designing Learning Experiences that follow.



Participating Teacher's Name _____

School _____ District _____

Grade(s) and/or Subject(s) _____

Special Class Designation/Label _____

Support Provider _____

Date form completed _____

Information About My Class

(If you are a secondary teacher with multiple classes or periods, please select one class or combine all your classes and treat them as one.)

1. Number of students in my class: _____ #of girls _____ #of boys _____

2. Approximate age range of my students: _____

3. The ethnicities represented among my students (check all that apply) include:

<input type="checkbox"/> American Indian/Alaskan Native	<input type="checkbox"/> Filipino	<input type="checkbox"/> Pacific Islander
<input type="checkbox"/> Asian	<input type="checkbox"/> Hispanic	<input type="checkbox"/> White, not Hispanic
<input type="checkbox"/> Black, not Hispanic	<input type="checkbox"/> Multiracial	<input type="checkbox"/> Other

4. Number of my students who are English proficient: _____

5. Number of my students who are English language learners according to the California English Language Development Test (CELDT): _____

Beginning _____	Early Intermediate _____	Intermediate _____
Early Advanced _____	Advanced _____	

6. Languages other than English that my students' parents speak: _____

7. I have students with the following exceptionalities:

<input type="checkbox"/> Blind or visually impaired	<input type="checkbox"/> Learning disabled	<input type="checkbox"/> 504 Plan
<input type="checkbox"/> Deaf or hearing impaired	<input type="checkbox"/> Physically impaired	<input type="checkbox"/> Resource Program
<input type="checkbox"/> Developmentally disabled	<input type="checkbox"/> Speech impaired	<input type="checkbox"/> Autism
<input type="checkbox"/> Emotionally or behaviorally disabled	<input type="checkbox"/> ADHD	<input type="checkbox"/> Other (specify)
<input type="checkbox"/> Gifted	<input type="checkbox"/> Special home placement	

8. How many students have access to homework assistance?

<input type="checkbox"/> Most do	<input type="checkbox"/> Some do	<input type="checkbox"/> Few do	<input type="checkbox"/> None do
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9. What is the educational level of the parents of my students? (STAR testing requests this information. Feel free to attach a class roster with specific notations for each student.)

10. What technology is available in my class (or where I take my students) to increase my ability to provide standards-based instruction or support for all my students?

Information About My School

1. My school is (Check those which apply):
 - II/USP (Immediate Intervention/Underperforming School Program) School or PI (Program Improvement)
 - Title I schoolwide program
 - Charter school - Type: _____
 - Magnet school - Type: _____
 - Professional development school
 - Bilingual program - which languages? _____
 - Language immersion school - which languages? _____
 - Other - Describe: _____

2. My school has resources and personnel to assist my students. (Check all those which apply.)
 - Multi-age/Multi-grade classes
 - Department groupings
 - Teaching teams
 - Academies/Houses/Families
 - Instructional paraprofessionals or volunteersSupport Staff:
 - Counselors (behavioral), Name(s): _____
 - School Psychologist, Name: _____
 - School Nurse, Name: _____
 - Interpreters, for what languages, Name(s): _____
 - Resource Specialist(s), Name(s): _____
 - Title I support, Name(s): _____
 - Speech, Language Therapist, Name: _____
 - Teachers' of Special Needs Students, Name(s): _____
 - Healthy Start Co-ordinator, Name: _____
 - Curriculum/publishers used: _____
 - Location of Frameworks: _____

3. Number of students who attend my school: _____

4. Number of teachers at my grade level or in my department. _____

5. API data: API # _____ API State Ranking _____ API comparative ranking (1-10) _____
(on a scale of 200-1,000) (on a scale of 1-10) (compared to 100 like schools)

6. Does your school have a particular academic focus this year? (i.e. literacy, math, DataWorks, WASC, etc.)

7. Which secretary "rules the world?" _____

8. Who is your custodian? _____

9. Who are your administrators?
Names: _____ What are their responsibilities?

10. What is your school's (or district's) field trip policy? _____

11. What is your school's (or district's) policy about using guest speakers? _____

Information About My District

- How many schools are in your district? _____
of elementary schools _____ #of high schools _____
of middle/junior highs _____ #of alternative schools _____
- Whom can you ask about:
Health insurance? Name: _____
Payroll? Name: _____
Credential issues? Name: _____
Units for courses? Name: _____
Salary advancement? Name: _____
- Who is the superintendent? _____
- Who are the Board Members? _____

- Who are the district office support personnel?
Business Manager? Name: _____
Transportation Manager? Name: _____
Food Service Manager? Name: _____
- Attach a copy of the district's mission statement.

Information About My Community

- How would I describe the "neighborhoods" from which my students come?
(check all that apply)
 low income rural mountain
 medium income suburban high crime
 high income urban low crime
- What is the relationship between my school and the surrounding community? (For example, are parent and/or booster clubs active? Do parents volunteer in classrooms frequently? Does the school have partnerships with local businesses? Is there a before-school or after-school program for students? Does the Parks and Recreation program work with the school to provide services? Is the school facility used to house enrichment programs for adults?)
- Who are the major employers in my community?

