

# BTSA INDUCTION NEWS

BEGINNING TEACHER SUPPORT, ASSESSMENT, AND INDUCTION

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## Good News from the State Survey!!!

A record number of administrators responded to the on-line questionnaire. For this we thank you. The results are meaningful and positive and help us improve our service to you. As part of our commitment to providing a quality induction program, we have carefully analyzed the data provided by our annual, statewide BTSA survey. There's good news from all participants involved – especially the administrators. Here are some the highlights.

✓ In the spring of 2003, 80% of site administrators with beginning teachers on campus responded to the state electronic survey. The previous year only 71% responded.

✓ Over 80% of the site administrators at our schools have attended one or more training sessions dedicated to programs of the Learning to Teach Continuum.



✓ Administrators do their best to avoid assigning new teachers to challenging assignments. When they must, BTSA helps ameliorate these situations with extra support through professional development. (In their own survey, the new teachers expressed satisfaction with the level of support provided.)

✓ Administrators expressed confidence in our training events but were a little less certain about the assessment program. This feedback is important to us because we can now promote a better understanding of that system.

✓ Administrators gave us high marks for the training and preparation of our support providers.

✓ Administrators felt that their new teachers gained the most in the areas of content standards, assessing student progress, and creating a healthy and supportive learning environment. Their area of greatest concern was the teachers' ability to integrate technology into their teaching.

✓ A major endorsement of administrators' efforts to support new teachers came from the beginning teachers themselves. Eighty-five percent of the new teachers reported that they received an on-site orientation before starting the school year. Well above the state average, our site administrators are eager to work together with the BTSA program to help these teachers get off to a great start.

We are proud to report that on most significant indicators, our program scored higher than the statewide average. Be assured that our program is serving you and your teachers effectively, and, with your help, we continue to look for ways to improve that service.

**Our thanks goes out to all administrators who helped provide us with this valuable information.**

## Individual Induction Plans (IIP): The Impetus for Change

As BTSA transitions into induction, be aware that the support and assessment components are still alive and well. To best address the new program standards, these traditional components have undergone some changes, but all-in-all, the BTSA program has undergone a subtle evolution more than a radical change. The Individual Induction Plan (IIP), the culmination of the first four months of assessment, is still the centerpiece of the program.

Imagine that a teacher spent the first four months of the school year working with a trusted veteran colleague examining her teaching in relation to the California Standards for the Teaching Profession, and then, after exhaustive analysis and introspection decided on the most fruitful area of concentrated investigation. In a sentence, that's what goes into the preparation of an IIP. Starting about this time in the school year, teachers throughout the program are choosing their plans. What could be more beneficial for our new teachers than to look closely at their teaching and find the area in which they



PT and SP's work together to find the most fruitful IIP

most want and need to improve!

Administrators can be assured that if they have concerns, those issues will be addressed in the IIP.

Teachers may focus on management issues and address their upholding high standards of behavior from their students. They may choose engagement as the most pressing issue in their teaching and find new and better ways to involve their EL, special needs, and at-risk students. They may highlight assessment since it is so important to the administration and work to find ways to clearly communicate their academic expectations and assess the students' progress toward those expectations. These are examples of areas of concern often found among the various IIP projects. The specific steps a teacher takes to address these issues is what creates the power behind the IIP. Certainly, the Individual Induction Plan is the impetus for change that best supports the needs of the students, the teachers, and the school.

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## Confidentiality: BTSA's Primary Tenet

Confidentiality between participating teachers and their support providers is sacred to BTSA. On the very first day of their training and repeatedly thereafter, support providers are reminded that what they hear, see, and discuss with their teachers, is for them alone and no one else. Participating teachers need to be candid and forthright in discussions about how to improve their teaching. Participating teachers need to know that their discussions will be kept in the strictest confidence. Support Providers should never be used as the liaison between an administrator and a participating teacher. This is a breach of the ethics for both; support providers shouldn't be "telling" on their colleagues, and principals shouldn't be discussing the performance of one teacher with another.

The question then is, given this confidentiality, how can the administrator make the most of the relationship between the support provider and the new teacher?

- Be as up front and clear as possible about what should be improved.
- Put detailed comments in writing to enable the support provider to interpret the comments clearly.
- Encourage the new teacher to share the written evaluation and/or evaluation debrief with the support provider.
- Encourage the new teacher to invite the support provider to conferences when observations and evaluations are being discussed, if you're comfortable. The veteran teacher is savvy enough to hear the real message, the emphases, the nuances of what is being communicated.

Confidentiality is a necessary part of the BTSA program. It is required in the program standards. It creates healthier relationships between participating teachers and support providers. We sincerely hope you are able to honor it.



## Upcoming Staff Development Opportunities

- COMP Training (Comprehensive Organization Management Program)
- Content Enhancement Training Routines Workshop
- Fred Jones– Management, Instruction & Motivation Workshop

**NEW!!!** •The All Kids Institute—Eventually required for ALL 2042 BTSA Induction Participants. Contact Teri Maybee at 525-5131 or Ruth Des Roches at 525-6605, if interested.