

# BTSA INDUCTION NEWS

BEGINNING TEACHER SUPPORT, ASSESSMENT, AND INDUCTION

Numbers to Know

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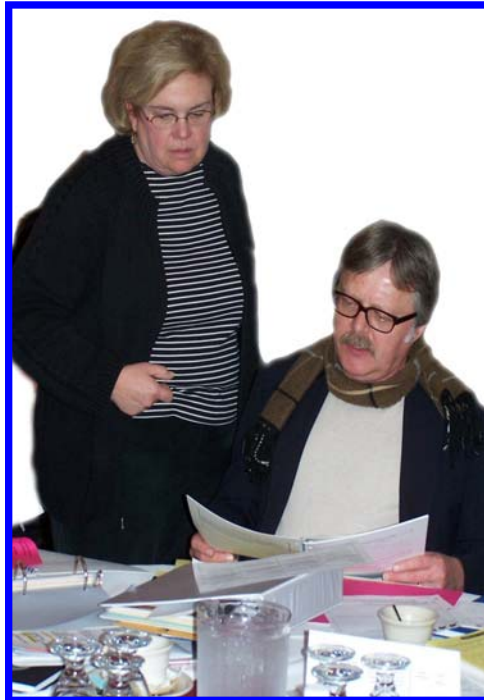
## The IIP: The Best Professional Development Imaginable

Try to imagine a professional development activity that is more promising than the following: Teachers spend the first half of their teaching year working with trained mentors examining their skills in the areas of planning, instruction, management and engagement. Then they take an entire day to reflect on their findings to identify the best focus for their professional development based on their individual needs and interests. The next three months are spent carrying out activities addressing this focus and discussing its implications with their mentor. It would be hard to find a professional development activity that offers more opportunity for growth and improvement than this process. This is the process that teachers carry out not once but twice during their two BTSA years in developing and implementing an Individual Induction Plan (IIP). This process includes all of the ingredients research indicates are necessary for effective staff development: duration, focus, activity, reflection, and, most important of all, collegial support.

The process begins early in the new teachers' first school year when they learn about BTSA, the California Standards for the Teaching Profession (CSTP), and their new students, schools,

districts and communities. Teachers then focus on the learning environment they have established and their ability to engage students. Their support providers (SP's) observe their teaching and provide them with valuable feedback all within the context of the CSTP. Additionally, during the second year, teachers carefully examine the organization and implementation of a lesson to verify that students achieve its learning goals. These activities and investigations provide the foundation upon which the teachers build their IIP. It takes a whole day of reflection and investigation to get it right, but the teachers leave excited, enthusiastic, and empowered knowing they can now focus their attention on how they will improve as a teacher so that their students will improve as learners.

Returning to their schools renewed and focused, the teachers move into action. Through conferences, workshops, professional readings, observations, discussions, new instructional activities, and the constant reflection and discussion with their SP's, each teacher works to achieve their stated goal. In the process, they build a portfolio of ideas and evidence that document their journey from novice to knowledgeable professional, the journey that all dedicated teachers seek and all administrators admire.



*Patterson support provider Cathy Mahaffey helps Participating Teacher Roy Wagner find the best IIP focus.*



## BTSA Induction Certifies Its First Teachers

There was a time when teachers could receive their Clear Professional Credentials simply by working for a few years, putting in some university time, passing some courses, and sending a letter to their university

asking for its recommendation. Seat time — the thought was — would make them good teachers. Although that option still exists for some teachers with older credentials, it is slowly being phased out in favor of something better — BTSA INDUCTION. Conceived by educators and supported by the credentialing commission, BTSA Induction offers our schools not just hope but assurances that our new teachers are the best they can be and thereby worthy of a Professional Credential. Induction begins with two years of activities, reflection, assessment and the all-important collegial support. During that time new teachers learn what is expected of them and how to achieve it. Guided by their support providers (SP's), the new teachers gain a strong foothold in their classroom and the profession while they are learning and growing on the job. And that's just the beginning. In addition to their hands-on training and active inquiry, the teachers attend the All Kids Institute, forty-five hours of training in supporting just who the name implies: All Kids. Teachers leave with a fresh view and new understanding of how to serve all students especially our EL, special needs and at risk students. Teachers also

receive training in the use of technology to help them enhance their lessons. Sound like enough? The answer is a resounding 'NO!' BTSA Induction then offers administrators what the traditional university course did not — an assessment to certify that their teachers, long since tenured, are qualified to receive their professional clear credential. The assessment is done by trained assessors who observe each candidate's teaching directly and verify that they have in fact demonstrated all of the required methods, traits and characteristics of an expert teacher. It may take more than one observation to see them all, but administrators can rest assured that their teachers have demonstrated competence and expertise.

Venessa Lind from Sylvan School District and Shelly Brooks from the Patterson School District are filing applications for their Professional Clear Credential. They will be the first two teachers to receive these credentials through the auspices of the Stanislaus County Office of Education BTSA Induction Program. These two teachers, and all those who follow in their footsteps, are entering the profession with the verified, validated, and certified skills of good teachers. This is the system for teacher credentialing administrators have always wanted. It's reached fruition, it's serving education, and it's here to stay.

For information on BTSA events, please contact Teri Maybee at 525-5131 or Ruth Des Roches at 525-6605

BTSA

**UPDATE!**



**The State Survey Is Coming :** Once again this spring participating teachers, support providers and administrators will be asked to evaluate the BTSA Induction program. The survey opens March 15, 2005 and is accessed at [www.btsa.ca.gov/](http://www.btsa.ca.gov/). Please refer to the letter recently given to your BTSA District Coordinator.

**Portfolio Read Day :** Coming June 15th, this is your chance to get a first-hand look at BTSA Portfolios, the hard evidence of teacher success. Held in the SCOE Boardroom from 9:00a.m. to 3:00p.m. with lunch provided, you can participate in the culminating activity of the year. Your support will be greatly appreciated. *Sign up to attend now.*

### Staff Development Opportunities :

## Dr. John Carr, Senior Research Associate at WestEd, Presents:

### For **ADMINISTRATORS**

#### Guiding Teachers To Differentiated Instruction Using ELD Standards

Date: March 8, 2005

Time: 1:00-4:00p.m.

Location: Modesto Police Dept./Room 101

Fee: \$60.00

### For **TEACHERS**

#### Differentiating Instruction Using ELD Standards

Date: March 9, 2005

Time: 8:30a.m.—3:00p.m.

Location: SCOE BoardRoom (second floor)

Fee: \$100.00