

MURRIETA VALLEY UNIFIED SCHOOL DISTRICT

Standards of Quality and Effectiveness for Professional Teacher Induction

Program Standard 1: Program Rationale and Design

The induction program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all P-12 students and retain high quality teachers. The design is responsive to individual teacher’s needs, and is consistent with Education Code. It is relevant to the contemporary conditions of teaching and learning and provides for coordination of the administrative components of the program such as admission, advisement, participant support and assessment, support provider preparation, and program evaluation.

The program design provides systematic opportunities for the application and demonstration of the pedagogical knowledge and skills acquired in the preliminary credential program. The program design includes intensive individualized support and assistance to each participant, collaborative experiences with colleagues and resource personnel, and an inquiry-based formative assessment system that is built upon the California Standards for the Teaching Profession. The induction program collaborates with P-12 organizations to integrate induction program activities with district and partner organizations’ professional development efforts.

Standard Strand	Program Narrative
<p>The induction program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all P-12 students and retain high quality teachers.</p> <p>The design is responsive to individual teacher’s needs, and is consistent with Education Code.</p> <p>It is relevant to the contemporary conditions of teaching and learning and provides for coordination of</p>	<p>The Murrieta Valley Unified School District (MVUSD) BTSA Induction Program is a two-year professional teacher induction program designed to support the professional development of newly-credentialed, beginning teachers and fulfill the requirements for the California Clear Multiple and Single Subjects Credentials. Participating Teachers (PTs) receive structured support and formative assessment through observation and feedback from an experienced teacher that builds on their work in preliminary credential programs and is designed to prepare them for professional practice. This assessment is not connected to individual performance evaluation.</p>

the administrative components of the program such as admission, advisement, participant support and assessment, support provider preparation, and program evaluation.

The MVUSD BTSA Induction Program utilizes the Formative Assessment for California Teachers (FACT) system which consists of modules that blend teaching knowledge with performance through a “plan, teach, reflect, apply” process. Through the use of evidence collection and ongoing self-assessment, each module is designed to focus on the California Standards for the Teaching Profession (CSTPs) and the Induction Standards while incorporating the K-12 California Academic Content Standards for Students.

The fact that BTSA Induction teachers have already met basic credential standards means that they are ready to expand, enrich and deepen their teaching knowledge and skills through collegial reflection, professional development and action research. The MVUSD BTSA Induction Program utilizes the FACT system, supported through regular seminars, triad meetings, online support, cohort meetings, and individual classroom observations and coaching sessions with assigned Support Providers (SPs). MVUSD BTSA Induction PTs have the opportunity to participate in a variety of professional development opportunities to support their Individual Induction Plan (IIP) and observe exemplary teaching practices. PTs collaborate with their SPs to assess and reflect on their practice as it aligns with the CSTPs.

Year One PTs work with SPs, BTSA staff, and district curriculum specialists to build and refine a foundation

	<p>of teaching skills based on the CSTP, emphasizing classroom environment and student engagement. Teachers also work on direct explicit instruction, strategies, and assessment.</p> <p>Year Two PTs work with SPs, BTSA staff, and district curriculum specialists to develop an in-depth understanding of content standards and frameworks and incorporate them into classroom lessons. This second year involves advanced curriculum preparation and focuses on subject matter, unit-length instructional delivery, differentiating the curriculum, and assessment over time.</p> <p>This logically sequenced and purposeful program design is achieved through the careful coordination of the MVUSD BTSA Induction Program's efforts with other district and outside resources. The administrative structure of the program supports this coordination. The program is operated and overseen by the BTSA Induction Program Coordinator, the BTSA Induction Program Secretary, the BTSA Leadership Team, and the BTSA Advisory Committee.</p> <p>The BTSA Advisory Committee provides oversight of and advisement for the program. In addition to the BTSA Induction Program Coordinator, it includes administrative representatives from Human Resources, Educational Services, and site administration, as well as teacher representatives from the elementary, middle, and high school levels, and</p>
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from special education. One support provider and participating teacher, as well as representatives from Institutes of Higher Education (IHE), also participate. These meetings allow for input from a variety of stakeholders, providing a broad perspective that ensures the program is aligned to district goals and initiatives while responsive to the needs of PTs. The committee, which meets at least four times per year, is also responsible for the selection of qualified Support Providers ([See BTSA Advisory sample agenda](#)).

The BTSA Leadership Team (BLT), which includes the BTSA Induction Program Coordinator, and an experienced SP from K-2, 3-5, middle school, high school, and special education, meets monthly to plan, evaluate, and guide all program activities. This includes the planning of orientation, monthly seminars, professional development opportunities, and colloquium. The BLT also plans and provides initial and ongoing training and support of SPs. The BLT relies heavily on evaluation and survey data in its guidance of the program ([see sample BLT agenda and minutes](#)).

The MVUSD BTSA Induction Program also coordinates its efforts with Human Resources. HR personnel provide initial assessment and advisement of candidates regarding BTSA and/or Induction participation, and they are then contacted by the MVUSD BTSA Induction Program, welcomed and advised of program requirements. Ongoing

communication and collaboration with the HR department ensures that this process is seamless and that PTs receive support in a timely manner ([see Advisement documents](#)).

Fall Triad Meetings with site administrators (SAs) help ensure the program is coordinated at the site level ([see sample Fall Triad Agenda](#)). Regular Roles and Responsibility training for SAs takes place at monthly Administrative Council and Assistant Principal meetings ([see sample R & R training](#)). These efforts help ensure that PTs receive appropriate and relevant support at the site level

The MVUSD BTSA Induction program is committed to training all SPs in the FACT System, cognitive coaching, and mentoring. All SPs attend initial FACT training and follow up training that incorporates skill building modules. Mentoring Matters training is infused in this process in order to develop skills in providing effective and appropriate support. An online BTSA Support Provider Resources training is also used to provide ongoing access to resources and training materials, as well as online opportunities to interact and collaborate with other SPs ([see overview of SP training](#)).

The individualized nature of the FACT system, the alignment of support and inquiry to the CSTPs, induction standards, Academic Content Standards and Frameworks, and district goals and initiatives, and the

	<p>ongoing communication and collaboration with a wide range of district personnel outside resources, help ensure that the program is responsive to individual teacher needs, consistent with Education Code, and relevant to contemporary conditions of teaching and learning.</p>
<p>The program design provides systematic opportunities for the application and demonstration of the pedagogical knowledge and skills acquired in the preliminary credential program. The program design includes intensive individualized support and assistance to each participant, collaborative experiences with colleagues and resource personnel, and an inquiry-based formative assessment system that is built upon the <i>California Standards for the Teaching Profession</i>. The induction program collaborates with P-12 organizations to integrate induction program activities with district and partner organizations' professional development efforts.</p>	<p>All PTs participate in a program orientation designed to inform them of the purpose of induction, explain the mission and goals of the MVUSD BTSA Induction Program, and how it aligns with district goals and initiatives, provide an overview of the FACT system, including its alignment with preliminary teacher preparation programs, module summaries, and the tools and processes used, and outline candidate requirements. The orientation makes it clear that the district values the reflective teacher practice and ongoing teacher development that induction is designed to foster and promote. PTs receive the MVUSD BTSA Induction Handbook and an orientation to the online BTSA Induction course, where they complete the BTSA Consent Form and participate in a follow up online forum.</p> <p>Seminars are offered monthly and consist of two parts: a seminar on particular topics relevant to a particular element of the FACT system and inquiry process; work in smaller cohort groups so that PTs and SPs are able to collaborate on the induction process. Additionally, this time may also be used to discuss individual needs and gather data for specific topic trainings. Each</p>

seminar has an online follow up component that includes access to additional resources that will support their work in the FACT modules, includes an online follow up forum, and an online seminar evaluation (See sample seminar agenda/BTSA induction course screencapture).

In order to ensure that PTs receive relevant and effective support, SPs are selected based on professional skills and are specifically trained in formative assessment, coaching/mentoring, CSTPs, Induction Standards, and observation and evaluation skills. Each year of participation in the Induction Program, PTs collaborate with their SPs to develop IIPs outlining focus areas of inquiry based on self-assessment findings related to the CSTPs. The Inquiry process involves research, application of new knowledge, teaching, assessing, gathering and interpreting data from the whole class and focus students, then reflecting on the results and the process. Improved teaching resulting in improved student performance is the purpose of the Inquiry. Working through the Inquiry process at least twice during Induction provides guidance and multiple opportunities for the PTs to apply and demonstrate skills learned in their pre-service training and developed or enhanced through their induction experience.

The MVUSD BTSA Induction Program utilizes an ongoing and frequent observation/formative

	<p>assessment approach to supporting each participant in the development of skill building of the CSTPs. PTs are given the opportunity to visit and observe in classrooms of teachers with exemplary skills in the use of differentiation strategies and pedagogical skills. They are accompanied by a SP in order to maximize the follow up discussions, and plan for implementation on the part of the PT. While PTs and SPs are specifically matched, there is also a fluid arrangement whereby a PT needing assistance in a specific area may work also with another SP with expertise in a specific area, such as Special Education or Technology. Following the initial classroom observations of the PT by the SP, a lesson is planned by the PT, and arrangements made to be video taped or observed photographed and/or scripted. After the taping or observation, the PT and SP use the evidence to assess application skills against the Continuum of Teaching Practice (CTP). Regular walk-through observations by SPs and the program coordinator are completed and findings dated and added to the CTP document to provide an ongoing record of growth. Additional observations may be requested by the PT or recommended by the SP to strengthen the evidence of application of CSTPs. During each year of participation, PTs are required to do at least one Inquiry (Action Research) project based on the CSTPs. Project planning, preparation, completion and assessment is monitored by the SP, and is part of the FACT system.</p>
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	<p>Participation in district-sponsored professional development workshops and Professional Learning Communities (PLCs) is required by MVUSD for all teaching staff, and the full-time release BLT teacher members lead many of these workshops, enabling them to effectively assist PTs in folding the new information and skills into their teaching practice. The BLT has developed a menu of staff development opportunities, both face-to-face and online, specifically designed to meet the needs of PTs (see Menu of Staff Development Opportunities and Menu of Online Staff Development Opportunities).</p> <p>Local mid-year evaluations and yearly end-of-year state evaluations are administered and resulting data is analyzed by the BLT and the BTSA Advisory Panel for the purpose of monitoring effectiveness of the MVUSD BTSA Induction Program, to determine areas where changes to the program should be made, and to ensure PTs receive relevant, high quality support.</p> <p>The MVUSD BTSA Induction Program collaborates with the district Educational Services professional development plan and with site administrators to combine efforts and reduce redundancy in professional development efforts for participating teachers. The MVUSD BTSA Induction Program is under the direction of Educational Services, which includes Curriculum and Instruction, and with whom full-time-release TOSAs are shared, serving as BTSA Induction Support Providers and District Professional</p>
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	Developers. The BTSA Induction Coordinator and Director of Curriculum and Instruction collaborate on TOSA job responsibilities and funding, to ensure integrity of funding and professional development opportunities for PTs.
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MURRIETA VALLEY UNIFIED SCHOOL DISTRICT

Standards of Quality and Effectiveness for Professional Teacher Induction

Program Standard 2: Communication and Collaboration

The induction program articulates with preliminary teacher preparation programs and P-12 organizations in order to facilitate the transition from teacher preparation to induction and build upon and provide opportunities for demonstration and application of the pedagogical knowledge and skills acquired in the preliminary credential program.

The induction program collaborates regularly with partner school district personnel. These may include: human resource professionals for identification, eligibility, requirements for participation, and completion; educational services personnel regarding curricular and instructional priorities; and site administrators for site support of the candidate and the program.

Collaboration between the induction program and administrators establishes a professional, educational community, ensuring structures that support the activities of induction and coordinating additional site/district professional development opportunities. Programs offer professional development for site administrators that emphasizes the importance of new teacher development, identifies working conditions that optimize participating teachers' success and implementing effective steps to ameliorate or overcome challenging aspects of teachers' work environments, and the foundations and processes of induction, in order to effectively transition the new teacher from induction to the role of professional educator.

Standard Strands	Program Narrative
The induction program articulates with preliminary teacher preparation programs and P-12 organizations in order to facilitate the transition from teacher preparation to induction and build upon	The Murrieta Valley Unified School District (MVUSD) BTSA Induction Program articulates with preliminary teacher preparation programs in a number of ways. The MVUSD BTSA Induction Program has a long-standing collaborative relationship with several local

and provide opportunities for demonstration and application of the pedagogical knowledge and skills acquired in the preliminary credential program.

Institutes of Higher Education (IHEs). Currently there are representatives from two local IHEs on our BTSA Advisory Committee. These representatives are asked to provide information and updates on the preliminary teacher preparation programs, and to provide their input into the development of our induction program so that it is well articulated with the pre-service experience of our Participating Teachers (PTs). The BTSA Induction Coordinator serves on the Credential Advisory Boards for these local IHEs as well, which provides an opportunity to gain further insights into the pre-service experiences of PTs, and to support those programs by sharing information and ideas from the world of induction.

Both PTs and SPs are able to apply work from their participation in the MVUSD BTSA Induction Program toward graduate units of credit at local IHEs (see [Extended Education Credit Documents](#)).

Program leadership also collaborates with IHEs to identify examples of evidence which might be used to satisfy both programs where PTs are concurrently enrolled in a Level 2 Special Education program and BTSA Induction. This takes place at the BTSA Advisory committee meetings, as well as by attending regional IHE Collaboratives (see [sample Cluster Six Schedule of Events](#)). Representatives from IHEs are also frequent participants at BTSA Cluster 6 cluster and network meetings, which the coordinator and/or BTSA Leadership Team (BLT) representatives attend. The

Cluster Regional Directors facilitate presentations by and collaboration with these IHE representatives.

The program coordinator works with local IHEs who have Interns working in MVUSD by assigning and monitoring experienced “Teacher Partners” for the Interns (see Intern/Teacher Partner Agreement document)

The MVUSD BTSA Induction Program also collaborates with other P-12 organizations to make sure we are maintaining quality program operations. Through regular participation in various BTSA Induction activities, we are able to examine specific BTSA Induction Program components and collaborate on practices which are most likely to lead to grooming successful PTs. Annually, the MVUSD BTSA Induction Program Coordinator participates in the Statewide BTSA Directors’ Conference and all Cluster activities for BTSA Induction Programs. The MVUSD BTSA Induction Program Coordinator and at least one member of the BLT attend all network meetings, and various trainings focused on formative assessment programs, skill building in mentoring/coaching, and other trainings involving pedagogy, diversity/differentiation, and universal access. Additionally, BLT members participate in county-sponsored training and/or leadership meetings, which address areas of BTSA Induction Program concern. All of these activities provide collaborative time to compare program practice and share strategies for success.

The induction program collaborates regularly with partner school district personnel. These may include: human resource professionals for identification, eligibility, requirements for participation, and completion; educational services personnel regarding curricular and instructional priorities; and site administrators for site support of the candidate and the program.

Within the MVUSD, the BTSA Induction Program Coordinator collaborates with a variety of partner school district personnel. Administrative representatives from the Human Resources and Educational Services departments, along with a site administrator, are members of the BTSA Advisory Committee. The BTSA Advisory meetings provide regular collaboration time with these partner personnel, offering opportunities to give and receive feedback on program quality. The program coordinator also meets regularly with other Human Resource staff, including the credential analyst, to discuss program issues or individual participating teachers. The program coordinator participates in the weekly Education Services Department meetings, which provides regular opportunities to update the department on program activities and to ensure program activities are aligned to district goals. The coordinator also participates in the monthly Administrative Council and Assistant Principal meetings where district policies and goals are aligned and information shared. The coordinator regularly has an opportunity to present information about the MVUSD BTSA Induction program at these meetings. Finally, the BLT meets monthly with the Director of Educational Services. These meetings provide an opportunity to ensure that induction program activities and other professional development activities are aligned with district goals and initiatives. Fall Triad Meetings are scheduled with each PT and the PT's principal and SP. These meetings are

	<p>designed to ensure the principal is aware of the induction requirements and activities in which the PT will participate, and to help initiate a collaborative approach to supporting the PT. (see Fall Triad Agenda).</p>
<p>Collaboration between the induction program and administrators establishes a professional, educational community, ensuring structures that support the activities of induction and coordinating additional site/district professional development opportunities. Programs offer professional development for site administrators that emphasizes the importance of new teacher development, identifies working conditions that optimizes participating teachers' success and implementing effective steps to ameliorate or overcome challenging aspects of teachers' work environments, and the foundations and processes of induction, in order to effectively transition the new teacher from induction to the role of professional educator.</p>	<p>The MVUSD BTSA Induction Program Coordinator communicates and meets with the Human Resources Department, including the Coordinator of Certificated Personnel and the Certificated Credential Analyst on a regular basis to discuss program issues and/or individual PT needs.</p> <p>All new teachers meet with one of these two people prior to hiring. If the determination is made that the newly hired teacher is eligible for BTSA Induction, the following three forms are completed and signed with the Coordinator of Certificated Personnel or the Certificate Credential Analyst:</p> <ol style="list-style-type: none"> 1. Eligibility Advisement 2. Credential Completion Requirements 3. Participating Teacher Memorandum of Understanding (MOU) <p>These forms are then forwarded to the BTSA Induction Program Coordinator for signature and to initiate communication with the new PT. During the initial interview with the newly hired teachers, the BTSA Induction Program Coordinator discusses the Early Completion Option (ECO) for those new teachers who may be eligible. For those eligible candidates who desire to enter the ECO program, an application is</p>

provided, and upon completion of the application and requested verifying documentation, the BTSA Induction Program Coordinator meets with the new teacher to review the process for completion (**see ECO application**). Hiring updates are sent from Human Resources to the BTSA Induction Program Coordinator as they occur.

Site Administrators (SAs) are kept informed of PT/SP assignment, and are invited to contact the BTSA Induction Program Coordinator for specific concerns regarding PT performance. This allows for input from the SA without affecting the PT/SP confidentiality.

Fall Triad Meetings are held with each PT and the PT's principal and SP. These meetings are designed to ensure the principal is aware of the induction requirements and activities in which the PT will participate, and to help initiate a collaborative approach to supporting the PT, thus fostering site-level support. They are also used as an opportunity for the PT to ask questions of the principal that might help complete the Context for Teaching and Learning module, thus involving the SA in the process from the beginning. The SP also emphasizes the confidential nature of the SP-PT relationship. The SA also signs an annual **MOU** regarding their responsibilities for support of participating teachers and upholding the integrity of the BTSA Induction Program at this meeting. Finally, SAs are encouraged to support the priority of BTSA Induction meetings and/or events over extra-curricular,

advisement, or coaching duties, and advise their PTs accordingly (see Fall Triad Agenda).

Roles and Responsibilities Training for SAs is also held throughout the year at Administrative Council and Assistant Principal meetings to review and/or update BTSA Induction requirements and activities, to discuss strategies for supporting new teachers whose assignments are more challenging due to lack of resources, configuration of their class(es) or multiple class preps, and to review mid-year and year-end survey data. SAs participate in activities that are designed to raise awareness of the needs of PTs and to develop their knowledge and skills in supporting new teachers (see sample PPT presentation).

Regular updates about the MVUSD BTSA Induction Program are also provided to SAs and other stakeholders through the BTSA Blog. A link to each new post on the BTSA Blog is sent to all stakeholders, including teachers, site and district administrators, school board members, Cluster Regional Directors, and IHE partners. The blog is designed to inform these stakeholders of MVUSD BTSA Induction Program news and events, explain the FACT System and induction process, and to profile year 2 PTs. (see Blog sample).

Individual site visits by the BTSA Induction Program Coordinator, and brief presentations by the BTSA Induction Program Coordinator at Elementary Principals, Middle School Triad, and High School Triad

	<p>meeting, also help foster a spirit of collaboration between the program and other administrative personnel. Administrators—one site principal, the Assistant Superintendent of Human Resources, or designee (currently, the Deputy Director of Human Resources), and the Assistant Superintendent of Educational Services or designee (currently the Director of Educational Services) serve on the BTSA Advisory Committee, and provide additional opportunities to collaborate on ways to optimize new teacher working conditions.</p>
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MURRIETA VALLEY UNIFIED SCHOOL DISTRICT

Standards of Quality and Effectiveness for Professional Teacher Induction

Program Standard 3: Support Providers and Professional Development Providers

The induction program selects, prepares, and assigns support providers and professional development providers using well-defined criteria consistent with the provider’s assigned responsibilities in the program.

Consistent with assigned responsibilities, program providers receive initial and ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles. Support provider training includes the development of knowledge and skills of mentoring, the California Standards for the Teaching Profession, Effective Teaching Standards instruments and processes of formative assessment systems.

The program has defined criteria for assigning support providers to participating teachers in a timely manner. Clear procedures are established for reassignments when either the participating teacher or support provider is dissatisfied with the pairing.

The program regularly assesses the quality of services provided by support providers to participating teachers and evaluates the performance of support providers and professional development providers using well-established criteria. The program leader(s) provides formative feedback to support development providers on their work, retaining only those who meet the established criteria.

Standard Strand	Program Narrative
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The induction program selects, prepares, and assigns support providers and professional development providers using well-defined criteria consistent with the provider's assigned responsibilities in the program.

In recognition of the critical role played by Support Providers (SPs) and Professional Developers, the Murrieta Valley Unified School District (MVUSD) BTSA Induction Program utilizes a selection process based on the assigned responsibilities of each within the BTSA Induction Program and the skills necessary to carry out those responsibilities.

SP openings are posted via mass e-mail to all MVUSD Teachers and posted at school sites.

MVUSD SP applicants must meet the following requirements:

- Permanent, credentialed teacher.
- Successfully taught in the MVUSD for three of the past five years, spending at least 50% of a full-time position providing instruction to students.
- Can demonstrate exemplary teaching abilities, as indicated by effective communication skills, extensive knowledge and master of subject matter, and mastery of range of teaching strategies necessary to meet the needs of pupils in different contexts.

SPs are selected according to the following qualifications:

Knowledge of:

- Exemplary teaching practices and the California Standards of the Teaching Profession (CSTP)
- A wide range of teaching strategies necessary to meet the needs of pupils in different contexts

- Peer coaching strategies and instructional practices related to the adult learners
- District curriculum, instructional materials, assessments and California's State Instructional Frameworks
- Interpersonal and oral communication skills
- Safety rules and regulations for this position

Ability to:

- Participate in the Formative Assessment for California Teachers (FACT) system
- Guide and support beginning teachers through the BTSA Induction/FACT process and utilize the CSTP to guide progress towards professional growth goals
- Develop confidential, collegial relationships and maintain frequent contact with assigned beginning teachers
- Observe beginning teachers in their classrooms, provide opportunities for reflection, and offer feedback in a constructive and timely manner
- Teach model or demonstration lessons for beginning teachers
- Communicate effectively with teachers, administrators and all district personnel engaged in teacher support
- Conduct workshops and present information to groups of teachers and/or administrators.
- Work successfully with diverse groups of people
- Be a productive, flexible, and active team member
- Establish and maintain effective work relationships

with those contacted in the performance of required duties

- Exercise independent judgment and problem-solving skills related to specific areas of responsibility
- Handle all matters in a tactful, courteous, and confidential manner so as to maintain and/or establish good public relations
- Learn the appropriate rules, regulations, and technical procedures used in BTSA Induction/FACT
- Learn the operations, procedures, policies and requirements of BTSA Induction/FACT
- Understand and carry out oral and written instructions, policies, and procedures in an independent manner

Applicants complete a BTSA Support Provider application ([see application](#)) and obtain three online recommendations, including one from the principal, one from a colleague, and one from a bargaining unit member ([see recommendation form](#)). The application requires the teacher to outline experience and skills in working with adult learners in a variety of settings, including one-on-one, during collaborations, and as presenters. The recommendation forms ask the responder to comment on the candidate's teaching ability and ability to work with and support adult learners. They are then observed in their classroom ([see observation form](#)) and interviewed by ([see interview questions](#)) the BTSA Induction Program Coordinator and members of the PAR Joint Committee. The

	<p>interview questions require applicants to demonstrate the skills, knowledge, and experience they possess that will enable them to provide effective one-on-one support to participating teachers (PTs) and to provide professional development to groups of PTs. They include questions about specific support issues and scenarios they may confront when working with a PT, as well as steps and considerations they would take in designing a professional development workshop for adult learners. The interview panel discusses the applications, recommendations, observation forms and interview quality of each applicant, ranks them, and then, based on the needs of the program, determines which applicants will be hired.</p> <p>Selected applicants then sign a Memorandum of Understanding (MOU), which further delineates the job responsibilities.</p>
<p>Consistent with assigned responsibilities, program providers receive initial and ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles. Support provider training includes the development of knowledge and skills of mentoring, the California Standards for the Teaching Profession, Effective Teaching Standards instruments and processes</p>	<p>The MVUSD BTSA Induction Program utilizes Teachers on Special Assignment (TOSA) and full time teachers as part-time SPs.</p> <p>The program provides for the initial training and ongoing professional development of SPs in several ways. The TOSAs who serve as SPs serve on the BTSA Leadership Team (BLT) and were initially trained through BTSA Cluster training as Trainer of Trainers for the formative assessment program, which is currently</p>

of formative assessment systems.

the FACT system, based on the CSTP. At least one TOSA attends, along with the BTSA Induction Program Coordinator, cluster network meetings for continuing skill building and refinement of mentoring/coaching skills, use of FACT and use of Effective Teaching Standards instruments. The program coordinator attends all Cluster 6 cluster meetings and provides information, updates, and new ideas shared at these meetings to the BLT.

The BTSA Induction Program Coordinator and TOSA SPs then plan and deliver initial and follow-up trainings to the hourly SPs. SPs are fully trained in the CSTPs, FACT, Induction Program Standards, mentoring/coaching skills, strategies for ensuring equity such as differentiation, and strategies for special education students in the regular education classroom. The training is organized as follows:

- Two initial full day training sessions that provide an overview of the BTSA program and requirements, introduction to and practice using the FACT system modules, exploration of action research components, and an introduction to Mentoring Matters (see Initial Training Agenda)
- Two half-day follow up trainings per year based on training needs identified through in-house and statewide surveys, as well as through the SP Action Plan developed annually (see sample follow up agenda)
- An online *BTSA Support Provider Resources* course that provides additional resources and a

platform for ongoing collaboration with fellow SPs (see online course screen capture sample)

The full-time-release TOSAs also serve as MVUSD Professional Development Providers (PDPs), providing training to BTSA participating teachers, site staffs, district site administrators, BTSA Advisory Board, Board of Education, and bargaining unit leadership. In addition to the FACT training they have received, as outlined below, these TOSAs are experienced, highly skilled, and well-trained, and have been selected to reflect a range of expertise spanning the grade levels. They have received extensive training in cognitive coaching and in specific areas of professional development related to district initiatives and goals, including the implementation of state-adopted instructional materials, developing professional learning communities, utilizing instructional technology, literacy development, differentiation, Response to Intervention, using Thinking Maps, and a variety of other areas. The TOSAs meet monthly with the Director of Educational Services and the BTSA Induction Program Coordinator to plan, coordinate professional development activities, assess the effectiveness of professional development efforts, and identify additional training needs. These monthly meetings help ensure that professional development opportunities are responsive to the needs of our PTs and aligned to district goals and expectations (see menu of Staff Development Opportunities and Online Staff Development Opportunities).

	<p>Other PDPs meet with the BTSA Coordinator to discuss expectations, and all are asked to view the BTSA Orientation vodcast prior to providing their services. This vodcast tutorial provides an overview of the purpose of BTSA induction and is designed to provide PDPs with a framework for the training they provide to help ensure this training meets the needs of our PTs. They will also collaborate with the TOSAs to ensure the trainings they offer are aligned to program needs and district expectations.</p>
<p>The program has defined criteria for assigning support providers to participating teachers in a timely manner. Clear procedures are established for reassignments when either the participating teacher or support provider is dissatisfied with the pairing.</p>	<p>The MVUSD BTSA Induction program coordinator works with the BLT to match PTs with SPs within 30 days of the start of the school year or date of hire (whichever comes later). Consideration of teaching assignment (level and subject matter) and geographic location of the assigned site is taken. When there is the possibility of a PT-SP mismatch, specific steps are outlined in the MVUSD BTSA Handbook for remedying the situation. A “PT/SP Concern Form” is completed and submitted to the BTSA Induction Program Coordinator. The form is reviewed by the coordinator who determines whether the situation can be remedied while maintaining the existing assignment and appropriate steps are taken to do so. Otherwise, a “Request for Pairing Reconsideration” document may be completed and submitted to the BTSA Induction Program Coordinator, who then meets with the individual to evaluate the request and make a determination regarding a new PT-SP assignment. If</p>

	<p>the PT or SP is not satisfied with the BTSA Induction Program Coordinator's decision, s/he can appeal to the BTSA Advisory Committee for further remedy.</p>
<p>The program regularly assesses the quality of services provided by support providers to participating teachers and evaluates the performance of support providers and professional development providers using well-established criteria. The program leader(s) provides formative feedback to support development providers on their work, retaining only those who meet the established criteria.</p>	<p>The MVUSD BTSA Induction Program ensures improvements and modifications to the professional development and support offered to PTs by maintaining an ongoing evaluation of SPs and PDPs. Following each BTSA Work Session/Seminar, PTs are asked to respond to an evaluation of the session in the online BTSA Induction Course (see sample evaluation). An evaluation is designed for each professional development experience. Each asks specific questions based on the nature of the workshop about the quality and applicability of the content as well as the effectiveness of the delivery/presentation. These questions are asked on a 4-point Likert scale. In addition, for each workshop, PTs are also invited to share what they valued most about the experience and what additional support they would like to have received in two separate comment sections. The results are shared at BLT meetings, and BLT members discuss where and how improvements may be made. Non-BTSA staff development presentations offered in the district are also evaluated by participants, and those results are available to the BLT members, as well. Local BTSA mid-year surveys are conducted to collect data from PTs regarding their evaluation of the support services they receive from the program and from their SP. Annual state survey evaluations are done each spring,</p>

with data regarding SP services from site administrators and PTs. Mid-year and state surveys are analyzed by the BLT and shared with all SPs. Results of all assessment efforts are shared with the BTSA Advisory Committee at the regular meetings held throughout the school year.

Experienced SPs mentor new SPs by assisting them with their PTs and having them observe the veteran's work with PTs. They provide feedback on work conducted with their PTs as well. Spring Triad meetings also provide an opportunity for the BTSA Induction Program Coordinator to provide formative feedback to SPs. At these triad meetings, the coordinator meets with the SP and PT to discuss progress and to provide the PT an opportunity to share the focus of their inquiry. It also provides an opportunity to identify additional needs that the PT may have. The coordinator then meets individually with the SP to discuss the progress and provide feedback and additional support as needed (see Spring Triad Agenda).

At the end of each year, SPs complete the "Continuum of Support Provider Practice". This instrument is a reflective self-assessment rubric based on elements of effective mentoring/coaching. The SP then discusses the results, along with other information, such as SP time logs, notes from the Spring Triad meetings, and evaluation/survey results, with the BTSA Induction Program Coordinator. The coordinator provides

	<p>feedback to the SP, and they work together to complete a “Support Provider Action Plan,” which serves as a plan of action for conducting an inquiry into their role as a SP.</p> <p>SPs may be released from duties based on inadequate communication/collaboration with PT or by personal request from PT or SP.</p>
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MURRIETA VALLEY UNIFIED SCHOOL DISTRICT

Standards of Quality and Effectiveness for Professional Teacher Induction

Program Standard 4: Formative Assessment System

The induction program utilizes a formative assessment system to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment guides the work of support providers and professional development providers as well as promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning.

The program’s inquiry-based formative assessment system, characterized by a plan, teach, reflect and apply cycle, has three essential components: standards, evidence of practice, and criteria. The formative assessment processes, designed to improve teaching practice, are based on The California Standards for the Teaching Profession (CSTP) and in alignment with the P-12 academic content standards. Evidence of practice includes multiple measures such as self assessment, observation, analyzing student work, and planning and delivering instruction. An assessment tool identifying multiple levels of teaching performance is used as a measure of teaching practice. Reflection on evidence of practice is a collaborative process with a prepared support provider and/or other colleagues as designated by the induction program.

Participating teachers and support providers collaborate to develop professional goals (an Individual Induction Plan) based on the teacher’s assignment, identified developmental needs, prior preparation and experiences, including the Teaching Performance Assessment (TPA) results, when possible. The Individual Induction Plan (IIP) guides the activities to support growth and improvement of professional practice in at least one content area of focus. The Individual

Induction Plan (IIP) is a working document, and is periodically revisited for reflection and updating.

Standard Strand	Program Narrative
<p>The induction program utilizes a formative assessment system to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment guides the work of support providers and professional development providers as well as promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning.</p>	<p>Murrieta Valley Unified School District (MVUSD) BTSA Induction Program utilizes the Formative Assessment for California Teachers (FACT) as its formative assessment system for BTSA Participating Teachers (PTs). FACT is a two-year program through which, when working with a trained Support Provider (SP), PTs have the opportunity to learn and grow professionally. FACT is built on four modules offered each year and designed to provide new teachers flexibility to build on the knowledge, skills, and abilities that each individual brings to the BTSA Induction Program. The modules, which have built-in “choice points” to offer differentiation opportunities for programs and for individual new teachers, are as follows:</p> <p><u>Context for Teaching and Learning</u>—In this module, PTs improve their ability to plan and execute instruction through a thorough knowledge of individual and collective instructional needs of their students by developing an understanding of their context for teaching. They develop knowledge of their students, their school site, and community. This knowledge serves as a foundation for the inquiry.</p> <p><u>Initial Assessment of Teaching and Learning</u>—During BTSA Orientation, PTs examine the Teacher Preparation & Induction Alignment Chart to familiarize</p>

themselves with how the Induction process is related to the TPEs and TPAs which they were required to meet during the credentialing process. The module then to deepen their exploration of the connection between the TPEs and the California Standards for the Teaching Profession (CSTPs). PTs complete an initial assessment of practice, which includes an initial observation by SPs. A reflective conversation leads to a self assessment of practice that sets the stage for the inquiry process.

Inquiry into Teaching and Learning—PTs develop into reflective practitioners through designing an inquiry (action research) plan for instructing their class based on information obtained in the completion of the first two modules and built upon the CSTPs and the Induction Standards.

Summary of Teaching and Learning—following the completion of their inquiry, PTs engage in a final assessment of their growth and development. In collaboration with their SPs, they gather evidence and artifacts from their inquiry and other experiences that demonstrate how their practice aligns to the CSTPs, assess themselves against these on a developmental continuum, and prepare to demonstrate this learning at the colloquium.

Information gathered, assessed and reflected upon by the PTs and SPs, during the completion of all modules is used to determine professional development needs.

	<p>Throughout the year, the SPs and program coordinator meet as the BTSA Leadership Team (BLT) to discuss PT progress, use of the FACT materials, seminar evaluations, and survey results to assess training needs and determine ways to boost the learning results of PTs. Frequently, an SP is invited to meet with the PTs of another SP, individually or in small cohorts, to assist in areas of a particular SP's expertise. In the case of many of the identified professional development needs, the BLT designs and offers a menu of additional trainings, which are open to all district teachers, including PTs. As other professional development needs are identified, other Professional Development Providers (PDPs) are brought in to provide individual or small group workshops. (See Menu of Staff Development Opportunities & Online Staff Development Opportunities) Many of these offerings are a direct result of feedback from SPs based on their work with PTs, from needs identified on mid-year and end-of-year surveys, and from seminar evaluations. The MVUSD BTSA Induction Program is committed to ensuring availability of resources needed to improve instruction and student achievement.</p> <p>MVUSD has implemented the use of Professional Learning Communities (PLCs) on each school site, and induction participants are involved in these groups. Their participation affords an opportunity for reinforcement of their BTSA Induction FACT work (i.e. inquiry, data-driven dialogue, and reflection) with a</p>
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	<p>second group of peers engaged in improving practice and, consequently, student performance. At the MVUSD BTSA Induction orientation, the connection between PLC work and the Plan-Teach-Reflect-Apply cycle embedded into the FACT system is established in order for PTs to see the alignment to district goals and the long-term importance and relevance of the reflective practice fostered through induction to their future professional work.</p>
<p>The program’s inquiry-based formative assessment system, characterized by a plan, teach, reflect and apply cycle, has three essential components: standards, evidence of practice, and criteria. The formative assessment processes, designed to improve teaching practice, are based on The California Standards for the Teaching Profession (CSTP) and in alignment with the P-12 academic content standards. Evidence of practice includes multiple measures such as self assessment, observation, analyzing student work, and planning and delivering instruction. An assessment tool identifying multiple levels of teaching performance is used as a measure of teaching practice. Reflection on evidence of practice is a collaborative process with a prepared support provider and/or</p>	<p><i>The Plan, Teach, Reflect, Apply</i> cycle is threaded throughout the FACT system, guiding both PTs and SPs in identifying the processes within the cycle as progress is made through the system. The PT has the opportunity to use the California Academic Content Standards for instructional planning, collect student work and analyze for level of understanding by class and individual focus students, and then self-assess according to the CSTPs, resulting in the PT’s ability to apply important instructional techniques for improvement of student learning and to grow as a professional.</p> <p>FACT focuses on the CSTPs for guiding the behavior and performance of the teacher. The behavior and performance of students is based on the California Academic Content Standards according to subject matter and grade level. Using the structure of the modules in FACT with guidance and coaching of trained SPs, the beginning teacher may build confidence and expertise in instructional practice.</p>

other colleagues as designated by the induction program.

Ongoing lesson planning for the whole class, with special attention to needs of English Learners and students with special needs, regular observations by SPs, including analysis of videotaped lessons, collection and analysis of student work, and reflection on all of these pieces of evidence support and inform PTs about their professional growth. Evidence and artifacts from all of these various sources is gathered and compiled into an evidence portfolio that will be used by the PT, in collaboration with the SP, to reflect upon and assess practice.

As an assessment for teaching performance level, the MVUSD BTSA Induction Program uses the Continuum of Teaching Practice (CTP), which is aligned with the CSTPs and Induction Standards 5 (Pedagogy) and 6 (Universal Access: Equity for All Students) to afford PTs self-assessment on the CSTPs and Induction Standards simultaneously, again reinforcing the interconnectedness of the two. Use of the CTP as a tool for assessing practice is an important part of two annual program seminar sessions. PTs are introduced to the purpose of the CTP, the different developmental levels, and the use of the CTP to assess practice. The SP guides the PT through the assessment, helping the PT to list various pieces of evidence from their practice related to the strand of the CSTP being evaluated. Based on this, the PT then places themselves into one of the 5 developmental levels for this strand. This assessment is ongoing, with evidence being added as it is gathered, and dates included to show direction

	<p>and timeline of growth. It is completed, initially, following the completion of the first two FACT modules in order to help the PT target areas for growth that can be explored during the inquiry. It is updated periodically throughout the inquiry process, and then prior to the colloquium.</p>
<p>Participating teachers and support providers collaborate to develop professional goals (an Individual Induction Plan) based on the teacher's assignment, identified developmental needs, prior preparation and experiences, including the Teaching Performance Assessment (TPA) results, when possible. The Individual Induction Plan (IIP) guides the activities to support growth and improvement of professional practice in at least one content area of focus. The Individual Induction Plan (IIP) is a working document, and is periodically revisited for reflection and updating.</p>	<p>An Individual Induction Plan (IIP) is developed collaboratively following development and completion of the FACT <i>Context for Teaching and Learning</i> module, and the <i>Initial Assessment of Teaching and Learning</i> module, and prior to commencing the <i>Inquiry into Teaching and Learning</i> module. The IIP acts as a guide for utilizing the information and skills from their pre-service training, along with the information and insights from the first two modules, to create an Inquiry question (in a particular content area) and develop an action plan for the inquiry. The SP works with the PT throughout the IIP development process and the inquiry process. As the PT works through the Inquiry process, he/she refers back to the IIP for guidance in carrying out the plan and to make adjustments as necessary. Ongoing reflective conversations between the SP and PT regarding instructional planning, following observations, and during and after examination of student work, help guide the PT in the professional growth areas identified in the IIP. Adjustments or updates to the IIP may include adding new strategies for improving student performance to investigate or research, seeking additional professional development opportunities, adding new assessments, or analyzing additional student work.</p>

	The IIP thus serves as a “living” document that both guides and reflects the candidates’ individual and collaborative inquiry efforts.
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MURRIETA VALLEY UNIFIED SCHOOL DISTRICT

Standards of Quality and Effectiveness for Professional Teacher Induction

Category B: Programs Provide Opportunities for Participants to Demonstrate Effective Teaching

Program Standard 5: Pedagogy

Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.

Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).

To maximize learning, participating teachers create and maintain well-managed classrooms that foster students’ physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.

Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Local district technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety.

Standard Strand	Program Narrative
Participating teachers grow and improve in their ability to reflect upon and apply	During the Murrieta Valley Unified School District (MVUSD) BTSA Induction orientation and work

the *California Standards for the Teaching Profession* and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.

sessions, Participating Teachers (PTs) do an initial examination of a matrix, which displays TPEs, TPAs and California Standards for the Teaching Profession (CSTPs) to better understand the progression from pre-service understanding of concepts to current application of those concepts. This is designed to ensure they understand that induction will build upon and extend what they have already learned during their preliminary credential training. In the Formative Assessment for California Teachers (FACT) *Assessment of Teaching and Learning* module, this analysis is deepened as part of a conversation with their SP and they examine the Teacher Preparation and Induction Alignment Chart, and utilize it in completing their K-W-O form prior to their initial observation. This process honors what they have already learned in teacher preparation while also helping them understand where they still need to go in order to develop as a professional educator. As part of the reflective conversations (E-3) in this module, the Support Providers (SPs) also discuss the curriculum frameworks, academic content standards, adopted instructional materials, and district curriculum guidelines with the PT as a part of their self-assessment. Taken together, evidence gathered from the analysis of the Teacher Preparation and Induction Alignment Chart, the Initial Observation, post observation reflection, and reflective conversations help PTs establish a focus area for their inquiry that will build upon what they already learned during teacher preparation so that they can develop as a professional

practitioner.

The Portfolio Review Team, which includes the BTSA Leadership Team (BLT) and members of the BTSA Advisory Committee, must verify evidence of application that participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. The review team works in pairs to evaluate each portfolio using the **Completion Review Forms**. The team norms itself with model portfolios to ensure each pair is consistently using the same criteria to evaluate each portfolio. The team discusses what, in addition to completed FACT documents, constitutes appropriate evidence of application, including evidence from observations, lesson plans, videos, photos, candidate reflections, assessments, student work, meeting/workshop notes and agendas, communication logs and emails, forum posts, and other artifacts. When issues arise, the pair consults with another pair of reviewers, and then with the program coordinator for final decisions about the quality of the evidence provided by the participating teacher. The program coordinator also compiles feedback from the portfolio review team to use in improving future training of PTs and providing improved resources for PTs in developing quality portfolios, as well as

	<p>to improve the review process. Each pair, in addition to completing the review forms, provides specific feedback, which may affirm the evidence or provide constructive remarks for improvement, in the form of written commentary. This feedback is written on the form and in a follow up email to PTs verifying portfolio completion (see Sample Completed Email). If portfolios lack sufficient evidence, the PT is contacted, provided feedback, and given an opportunity to provide additional evidence for a make up review (see Sample Incomplete Email).</p>
<p>Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).</p>	<p>MVUSD uses assessment data extensively, and site level administrators meet with full school teaching staffs, grade level teams, and departments to analyze data and plan for ways to meet needs of groups of students and individual students to improve academic performance. As site staff members, PTs are given multiple opportunities to understand scores and intervention options for their classes as part of the district's Professional Learning Community (PLC) initiative. MVUSD also uses the Response to Intervention (RTI) model to identify students needing intervention as early as possible to begin intervention as soon as possible, and afford those students the best opportunity to remediate and move forward. During program orientation, the connection between the processes used during induction and those utilized by district PLCs are established.</p>

	<p>During the FACT <i>Context for Teaching and Learning</i> module, PTs develop a Class Profile that helps them identify individual learning needs of students. As part of the Reflective Conversations with SPs about their Class Profiles, PTs are provided with additional tools for detection of deficits, protocols for referral for intervention, and strategies and resources to further assess and support students with specific learning needs. Many of the identified students are placed in reading and math intervention programs and are monitored on a quarterly basis for progress. The results are shared with each student's teachers who record these results on report cards. PTs who have students enrolled in any of the intervention programs are kept apprised of their students' progress and expected to communicate results to parents. Through participation in the MVUSD BTSA Induction Program and at the site level, PTs are offered multiple professional development opportunities in instructional differentiation. SPs meet both individually and in small cohorts (using the PLC model) to foster collaboration, habitual thoughtful planning, use of formative assessment with students, review and analysis of student work, and revision to lesson plans. They can take advantage of the areas of expertise of other SPs during these collaborations. Support with differentiation, formative assessment, and scaffolding are part of the SP/PT meetings. SPs also accompany PTs on observation visits to classrooms of experienced teachers who are exemplary in their practice. Observation checklists are used to highlight specific</p>
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pedagogy and Universal Access strategies. PTs are given 2 release day or 4 half days to participate in these observations, and it includes reflective conversations with the SP on what was observed.

The use of assessment data is also an essential part of the inquiry process during the FACT *Inquiry into Teaching and Learning* module. PTs are taught to utilize pre-assessments, formative assessments/progress monitoring, and post-assessments as an essential component of the inquiry process, and to ensure that the inquiry leads to measurable learning results for students. They are taught to incorporate multiple forms of assessments to ensure the full range of learners in their classrooms have the opportunity to demonstrate what they have learned. This ensures that PTs practice data-driven instructional decision-making while understanding that data must include multiple types of assessments given during all stages of the learning process to inform instruction.

Formal planning and observations of lessons, as well as “drop in” observations by SPs, provide formative feedback and direction for PTs to work toward refining particular pedagogical practices (those addressed in Standards 5, 6a and 6b).

Participating teachers must include in their portfolios evidence of their use and interpretation of student assessment data from multiple

	<p>measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction, as well as evidence of their ability to plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners). The portfolio review team must verify and comment upon this evidence of application using the Completion Review Forms.</p>
<p>To maximize learning, participating teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.</p>	<p>The importance of creating and maintaining well-managed classrooms that foster students' physical, cognitive, emotional and social well-being is established from the very beginning of the PTs induction experience. Starting with orientation, PTs are introduced to district expectations and protocols, and provided with strategies to utilize from the very beginning of the school year. Assessment of the learning environment is an important element of the <i>FACT Assessment of Teaching and Learning</i> module. During this module, the SPs videotape the lesson during the initial observation, and they are trained to include a wide sweep of the classroom that captures the room environment, and focuses on the students and their behavior and level of engagement—not just what the PT is doing instructionally. This becomes a</p>

powerful tool in their self-assessment on the CSTPs and Induction Standards using FACT E-2 forms. SPs are also trained to help PTs conduct this self-assessment in light of what they discovered about their students, school site, and community in the *Context for Teaching and Learning* module. This way, their self-assessment takes into consideration the specific needs of their students and the expectations of the school, district, and community for effective and safe learning environments. For year 1 PTs in particular, when improvements are called for based on this self-assessment, PTs are encouraged to make this a focus of their inquiry. As part of their action research, they are encouraged to take advantage of additional staff development opportunities or resources that can help them improve their ability to provide a safe, inclusive, and healthy learning environment.

The mission of the MVUSD is: *To inspire every student to think, to learn, to achieve, and to care.* In keeping with this mission, the MVUSD BTSA Induction Program has developed a variety of face-to-face and online staff development opportunities designed to promote safe, inclusive, and healthy learning environments. These include our *Classroom Management* and *Working with Families* training sessions. The former is embedded into our program orientation in order to ensure all new PTs are initiated into district expectations for creating and maintaining well-managed classrooms, and are provided with tools, resources, and strategies for doing this effectively. The training includes research on the

	<p>impact of effective classroom management on student engagement and learning, strategies for building classroom communities, process for developing appropriate and effective classroom rules, rewards, and consequence systems, ideas for creating positive room environments and engaging arrangements, and techniques for utilizing effective classroom procedures. The <i>Working with Families</i> training is designed to help PTs understand the importance of developing a collaborative relationship with the parents and guardians of students in order to positively impact student learning. The workshop helps PTs see the value of proactive communication as a way to partner with students' families (see menu of Staff Development Opportunities and Online Staff Development Opportunities). Site level programs for character development are also in place on each campus, and involve participation from each teacher and class. The Expected Student Learning Results (ESLRs) at our high schools developed through their accreditation process reflect expectations for students, which encompass skills typically found in healthy learning environments where mutual respect amongst the entire campus population exists. Preventive, as well as intervention counseling is available K-12, and all teachers are contacted by and given the opportunity to engage in communication with the counselors to stay apprised of student needs and to collaborate regarding reinforcement opportunities within the classroom which the teacher may use for the class and for individual students.</p>
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	<p>PTs are required to include evidence in their portfolio of their ability to create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being, and that they develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol. The portfolio review team must verify and comment upon evidence of application using the Completion Review Forms.</p>
<p>Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Local district technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety.</p>	<p>A workshop on <i>Appropriate and Responsible Use of Technology</i> is offered to all PTs by the District Director of Technology and the District Director of Safety. This is conducted every two years at one of the monthly BTSA seminars in order to ensure that all PTs are trained during the course of the two-year program. The training informs the PTs of all district technology use policies, and provides updated information on issues related to safe and appropriate use of technology by staff and students. Special emphasis is given to the use of social network technologies so that PTs are aware of privacy, security, and safety issues inherent with these and remain current in the technologies students are accessing. (see seminar agenda)</p> <p>Technology use is encouraged, monitored, and assessed at the district and site level and by the MVUSD BTSA Induction Program. Workshops are offered in regard to use of technology by teachers for data management, curriculum and instructional</p>

enhancement, and engagement of students for learning as part of the menu of face-to-face and online staff development opportunities ([see menu of Staff Development and Online Staff Development Opportunities](#)). Additionally, the BTSA Induction Program Coordinator and one of the Teacher On Special Assignment (TOSA) SPs serve as district instructional technology trainers. The program coordinator has expertise in the use of blogging, online threaded discussion, podcasting, and vodcasting. The TOSA SP is an expert in the use of the district's Schoolwires program, which is used by teachers to develop class websites, and in our district's Discovery Education subscription, which provides streaming video for classroom use. They provide instructional technology training at one of the monthly program seminars for year 2 PTs that introduces them to each of these areas in which technology can be incorporated into instruction. They are also available to work individually with PTs who are incorporating instructional technology into their inquiry and action research plan. As new programs and equipment become available, PTs are encouraged to participate in training on innovative use of technology, and mini-workshops on how to infuse technology into lessons for differentiation purposes, and for providing students more access to the curriculum.

PTs are required to include evidence in their portfolio that they are fluent, critical users of technological resources and use available

	<p>technology to assess, plan, and deliver instruction so all students can learn, and that they enable students to use technology to advance their learning. The portfolio review team must verify and comment upon evidence of application of the use of technology to deliver instruction, to have students explore content, and to allow students to demonstrate before the portfolio is approved as completed using the Completion Review Forms.</p>
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MURRIETA VALLEY UNIFIED SCHOOL DISTRICT

Standards of Quality and Effectiveness for Professional Teacher Induction

Program Standard 6: Universal Access: Equity for all Students

Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments. They maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

When planning and delivering instruction, participating teachers examine and strive to minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices.

Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards.

Standard Strand	Program Narrative
<p>Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments. They maximize academic achievement for students from all ethnic, race, socio-</p>	<p>The Murrieta Valley Unified School District (MVUSD) BTSA Induction Program offers a bias workshop during one of its monthly seminars to Participating Teachers (PTs), designed to assist the PT in identifying personal beliefs and recognizing potential biases in the areas of ethnicity, race, socio-economic,</p>

economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

cultural, academic, and linguistic/family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs. The training is also designed to provide strategies that help PTs avoid practices that may create perceptions of bias among students, such as techniques for calling on or engaging students in equitable ways. In addition to the aforementioned topics, PTs are apprised of and given copies of SB 71: (The California Comprehensive Sexual Health Education Law) and AB 537: (The California Student Safety and Violence Prevention Act of 2000), which specifically address the responsibility of school personnel in safeguarding students from physical, mental or emotional harm caused by prejudice in these areas, during this training.

In addition to the above training, PTs have access to a variety of workshops designed to provide strategies that engage all students and ensure access to the curriculum for the full range of learners. These include workshops that promote active engagement, providing choice, addressing learning styles, and providing scaffolds and differentiated support (see menu of Staff Development and Online Staff Development Opportunities).

Work in the Formative Assessment for California Teachers (FACT) *Context for Teaching and Learning* and *Assessment of Teaching and Learning* modules

	<p>also helps ensure that PTs self-assess how effectively they maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs. By connecting their Class Profiles and the reflection on the initial classroom observation, which includes a focus on the learning environment, to their Self – Assessment of the California Standards for the Teaching Profession (CSTP) and Induction Standards explored during these modules, PTs are able to identify how equitable and inclusive their learning environments are. They can then address areas for concerns during their inquiry, and can investigate strategies for improvement into their action research. This may include taking advantage of additional staff development opportunities, or working with Support Providers (SPs) with expertise in key areas in which they need improvement.</p> <p>PTs are required to include evidence in their portfolio of their ability to protect and support all students by designing and implementing equitable and inclusive learning environments, and that they maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners;</p>
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	<p>and students with a combination of special instructional needs. The portfolio review team must verify and comment upon evidence of application using the Completion Review Forms.</p>
<p>When planning and delivering instruction, participating teachers examine and strive to minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices.</p>	<p>Work in the <i>FACT Context for Teaching and Learning</i> and <i>Assessment of Teaching and Learning</i> modules help ensure that PTs are aware of the importance of delivering instruction in a manner that minimizes bias and is culturally responsive. Work in these two modules helps PTs identify areas where they need to improve practice in this regard, and then sets the stage for action research into ways to develop practice to be bias-free and culturally responsive. SPs are trained to help PTs assess practice and provide support where improvements are needed. SPs work together to share expertise to ensure the needs of all PTs are met when they identify areas of need. Meetings with SPs, individually or in groups, then assist PTs in striving to provide safe and equitable classrooms where all students may learn to the best of their abilities. Examination of lesson plans, student work and observation debriefing also focus on equity and universal evidence. District training opportunities offered to support pedagogical practices in such areas as special education, Supporting English Learners, Response to Intervention, GATE, differentiation, Marzano strategies, incorporating technology and developing professional learning communities, are all designed to ensure equity and access for the full range of learners in order to close any achievement gaps</p>

	<p>(see menu of Staff Development and Online Staff Development Opportunities). These components are all combined to create evidence for inclusion in the BTSA Induction Evidence Portfolio to substantiate the presence of an inclusive learning environment for the classroom of each PT.</p> <p>PTs are required to include evidence in their portfolio of their ability to examine and strive to minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices. The portfolio review team must verify and comment upon evidence of application using the Completion Review Forms.</p>
<p>Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards.</p>	<p>SPs collaborate with and coach PTs to reference the gathered information on the selected focus students, and members of the focus class continuously weaving the information into instructional planning. Lesson plans, observations and student work are gathered as evidence for the Induction process. Through reflective conversations throughout the FACT modules, SPs and PTs collaborate on strategies that will ensure the full range of learners, as identified in their Class Profile and through ongoing assessments of their students, are provided equitable access to the curriculum. The MVUSD places high importance on the issue of equity for all students and the application of the highest standards of teaching in order to prepare all students in the district for graduation and participation in the</p>

	<p>community as thinking, responsible citizens. As a result, MVUSD has provided a variety of interventions through its RTI model to meet the needs of students. SPs work with PTs to ensure they are aware of intervention resources available at the site and district level including Computer Aided Instruction resources, such as Read 180, System 44, Rosetta Stone, and Fast Math, as well as appropriate personnel they can collaborate with, including Speech Therapists, School Psychologist, resource teachers, ELD and Title I specialist. SP training includes making them aware of district and site level resources they can refer PTs to or refer to themselves if they need assistance providing strategies that can support individual needs of some learners. PTs have constant exposure and encouragement in development of this mindset as a part of their daily work with students.</p> <p>PTs are required to include evidence in their portfolio of their ability to use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards. The portfolio review team must verify and comment upon evidence of application using the Completion Review Forms.</p>
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Program Standard 6A: Universal Access: Teaching English Learners

To ensure academic achievement and language proficiency for English Learners, participating teachers adhere to legal and ethical obligations for teaching English Learners including the identification, referral and re-designation processes. Participating teachers implement district policies regarding primary language support services for students. Participating teachers plan instruction for English Learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures such as the California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments.

Based on teaching assignment and the adopted language program instructional model(s), participating teachers implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD.

Participating teachers instruct English Learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling.

Standard Strand	Program Narrative
<p>To ensure academic achievement and language proficiency for English Learners, participating teachers adhere to legal and ethical obligations for teaching English Learners including the identification, referral and re-designation processes. Participating teachers implement district policies regarding primary language support services for students. Participating teachers plan instruction for English Learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures such as the California English Language Development</p>	<p>BTSA Participating Teachers (PTs) are offered training opportunities in the reading and understanding of CELDT scores, the English Language Development/ English Language Arts Standards Map, and the Murrieta Valley Unified School District (MVUSD) District Plan for English Learners. The training also helps PTs identify site and district resources available to help them support English Learners. This training is incorporated into one of the BTSA Induction seminars, and is also available as a district face-to-face and online workshop each fall (see menu of Staff Development and Online Staff Development Opportunities).</p> <p>During the Formative Assessment for California</p>

Test (CELDT), the California Standards Test (CST), and local assessments.

Teachers (FACT) *Context for Teaching and Learning* module, SPs work with PTs as they develop their Class Profile to help them identify English Learners, understand how to recognize their level of proficiency and literacy using CELDT and CST scores, identify site and district resources available to help them meet the needs of the English Learners they have identified, and strategize support they can provide these students. In the FACT *Assessment of Teaching and Learning* module, SPs help PTs self-assess how effectively they are prepared to support the needs of their English Learners. Reflective conversations during these two modules can help PTs identify focus areas for their inquiry that can lead to investigations into planning instruction to better meet the needs of English Learners.

PTs are required to include evidence in their portfolio of their ability to adhere to legal and ethical obligations for teaching English Learners including the identification, referral and re-designation processes, that they implement district policies regarding primary language support services for students, and that they plan instruction for English Learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures such as the California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments. The portfolio review team must verify and comment upon evidence of

	application using the Completion Review Forms.
<p>Based on teaching assignment and the adopted language program instructional model(s), participating teachers implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD.</p>	<p>Based on training received in utilizing CELDT and CST scores to recognize proficiency levels, and using the Class Profile developed in the FACT <i>Context for Teaching and Learning</i> Modules, PTs collaborate with their SPs to ensure they are utilizing the appropriate instructional model to support the needs of their English Learners. Based on the self-assessment of the induction standards in the FACT <i>Assessment of Teaching and Learning</i> module, SPs have reflective conversations with PTs to determine how prepared they are to provide the appropriate model, and then support them in identifying resources or obtaining training that will ensure they are prepared to provide the appropriate instruction.</p> <p>PTs are required to include evidence in their portfolio that they implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD. The portfolio review team must verify and comment upon evidence of application using the Completion Review Forms.</p>
<p>Participating teachers instruct English learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their students' primary language and proficiency</p>	<p>Based on areas for improvement identified while working in the first two FACT Modules, PTs are encouraged to investigate instructional strategies that will support their English Learners based on their proficiency levels. SPs can point them to a variety of resources, including working with SPs with expertise in</p>

levels in English considering the students' culture, level of acculturation, and prior schooling.

supporting the needs of English Learners and attending district trainings on scaffolding techniques for English Learners (see menu of Staff Development and Online Staff Development Opportunities). An observation checklist helps observers obtain evidence of each PT's use of strategies appropriate for the English Learners in his/her classroom. The PTs use FACT instructional plans showing strategies for differentiation and adaptations for specific English Learners in the class for inclusion in the BTSA Induction Evidence Portfolio. SP observations of those lessons, and notes on follow-up reflective conversations may also be included in the portfolio. Accompanying samples of student work showing evidence of differentiation for English Learners further validate that the PT is differentiating instruction based upon their students' consideration of the students' primary language and proficiency levels in English, and are included in the portfolio.

PTs are encouraged to contact district or site level translators for communication with families of English Learners. Additional encouraged is collaboration between PTs and site level English Learner Development class teachers for appropriate modifications in their class and for joint reinforcement of effort. Notes of parent meetings and student work resulting from these meetings may be included in the portfolio as well. Expert teacher leaders also offer workshops in SDAIE techniques, GLAD, and SIOP strategies, and are also available to work with PTs,

individually or in groups, as requested. Site level trainings are given in Thinking Maps, and Use of Interactive Notebooks. All new teachers are also trained in the effective use of the *Murrieta Valley Unified School District English Language Learner Report Card Addendum*. Work with SPs also helps ensure that PTs are using adopted standards-aligned materials, including the Universal Access components of these programs. Trainings, such as Thinking Maps, are available to provide PTs with strategies for providing supports and scaffolds for special needs students when using the adopted curriculums. SPs work with PTs to ensure they are aware of intervention resources available at the site and district level for English Learners, including Computer Aided Instruction resources, such as Read 180, System 44, and Rosetta Stone, as well as appropriate personnel they can collaborate with to help students access the adopted curriculum.

PTs are required to include evidence in their portfolio of their ability to instruct English learners using adopted standards-aligned instructional materials and to differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling. The portfolio review team must verify and comment upon evidence of application using the **Completion Review Forms**.

Program Standard 6B: Universal Access: Teaching Special Populations

To ensure academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs) including the identification and referral process of students for special services. Participating teachers implement district policies regarding support services for special populations. Participating teachers communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral and social needs.

Based on assessed student needs, participating teachers provide accommodations and implement modifications. Participating teachers recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.

Participating teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing paraeducators, using assistive and other technologies).

Standard Strand	Program Narrative
<p>To ensure academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs) including the identification and referral process of students for special services. Participating teachers implement district policies regarding support services for special populations. Participating teachers communicate and</p>	<p>All Year 1 Participating Teachers (PTs) attend a training on Special Education Students in the Regular Classroom at one of the BTSA Seminars. During this time, the PTs may take advantage of reviewing the procedures and protocols for Student Study Teams, IEP meetings, and 504 Plans. They also are introduced to basic strategies for supporting special education students in their classes. PTs are also encouraged to attend additional workshops available to district teachers (see menu of Staff Development and Online Staff Development Opportunities).</p> <p>At the site level, these topics are reviewed as well. PTs are notified of students in their classes who have IEPs, 504 Plans, GATE students, and students with severe</p>

collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral and social needs.

medical conditions. These are noted in the Class Profile, which is part of the Formative Assessment for California Teachers (FACT) *Context for Teaching and Learning* module. The PT will discuss the needs and possible accommodations with their SP, as well as their BTSA cohort members.

Site level Case Carriers for students with IEPs and 504 Plans also keep the PTs apprised of classroom modifications, student progress, and needs for additional services, IEP or 504 Plan meeting dates, and any changes in services for specific students. SPs help ensure PTs know how to access all site and district resource personnel who can assist PTs in supporting the needs of their special populations.

PTs are required to include evidence in their portfolio of their ability to adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs) including the identification and referral process of students for special services, to implement district policies regarding support services for special populations, and to communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral and social needs. The

	<p>portfolio review team must verify and comment upon evidence of application using the Completion Review Forms.</p>
<p>Based on assessed student needs, participating teachers provide accommodations and implement modifications. Participating teachers recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.</p>	<p>A BTSA Seminar is devoted to discussion of Positive Behavioral Support (PBS), and during lesson planning discussions between PTs and SPs, PTs are reminded of PBS and encouraged to include considerations in their instructional plans. These plans and observation notes may be included in the portfolio as evidence. One of the Teacher on Special Assignment (TOSA) SPs is a special education teacher who is available to work with all PTs individually or in groups. When developing strategies for modifying instruction is part of a PTs inquiry, this TOSA SP is available to provide additional support or assistance.</p> <p>PTs are offered the opportunity to join Special Education teachers and aides in a district workshop on Co-Teaching, to better understand how to collaborate with Special Education personnel in the instructional process. Notes from this session, collaboratively developed lesson plans, observation notes, student work and reflective notes from this process may also be included in the BTSA Induction Evidence Portfolio as evidence for application of the process in their teaching.</p> <p>PTs are required to include evidence in their portfolio of their ability to provide accommodations and implement modifications, to recognize student</p>

	<p>strengths and needs, to use positive behavioral support strategies, and to employ a strengths-based approach to meet the needs of all students, including the full range of special populations. The portfolio review team must verify and comment upon evidence of application using the Completion Review Forms.</p>
<p>Participating teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing paraeducators, using assistive and other technologies).</p>	<p>Work with SPs also helps ensure that PTs are using adopted standards-aligned materials, including the Universal Access components of these programs. SPs collaborate with PTs on strategies for modifying instructional materials and/or providing scaffolds to ensure access to the content. Trainings, such as Thinking Maps, are available to provide PTs with strategies for providing supports and scaffolds for special needs students when using the adopted curriculums. SPs work with PTs to ensure they are aware of intervention and support resources available at the site and district level including Computer Aided Instruction resources, such as Read 180 or System 44, as well as appropriate personnel they can collaborate with in supporting the individual learning needs of students.</p> <p>PTs are required to include evidence in their portfolio of their ability to instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing paraeducators, using assistive and other</p>

	<p>technologies). The portfolio review team must verify and comment upon evidence of application using the Completion Review Forms.</p>
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PAR JOINT & BTSA ADVISORY COMMITTEE MEETING



Thursday, August 26, 2010

4:00 PM

DSC, Ed. Services Conference Room (Upstairs)

Agenda

- I. **Introduction and Welcome of new member: Shannon Augustin, participating teacher representative from MVHS.**
- II. **Appoint new Chair, elect new Co-Chair and Secretary for PAR Joint Committee**
- III. **Agenda Review & Approval**
- IV. **May Minutes Review & Approval**
- V. **Calendar of Meetings**
- VI. **BTSA Program Update**
 - a. **New Support Provider Needs**
 - i. **Current Assignments/Needs**
 - ii. **Interest List**
 - iii. **Selection Process**
 - b. **Biennial Report**
 - c. **State Survey Data**
 - d. **New BTSA Induction Course**
- VII. **PAR Program Update**
 - a. **Voluntary Participant Update**
 - b. **Review of Joint Rules & Procedures**
- VIII. **Budgets**
- IX. **Member's Roundtable**
- X. **Adjourn**

****Next Meeting ...October**



**BTSA Leadership Team
Monday, 8/23/10 - DSC
Meeting Agenda**

Norms:

Cell phones on vibrate—or OFF.

Items to bring to meeting noted on agenda.

Actively participate.

Be on time to start & to finish.

Remain focused on Agenda

Agenda:

- Assignments & SP Interest List
- Consent Form Reminder
- Support Logs & Other Google Docs & MVUSD Induction Course
- New CTP
- Work Session Planning
- Biennial Report / State Survey Data

Items to Bring to Meeting:

- ◆ **Personal Calendars**



Murrieta Valley Unified School District
BTSA Leadership Team
Meeting
August 1, 2010



Members Present: Erica Franklin, Sue Hall, Tammy Koeppen, Michelle McCarthy,
and, Sean McCarthy

Absent: Mary Sousounis

Handouts provided: June 14th meeting minutes and June 3rd, 7th, & 14th Completion Review Notes

Meeting began at approximately 10:00 a.m.

Items Discussed:

- Assignments – discussed number of PTs manageable for TOSAs
 - 2-3 max for Tammy, Michelle, & Mary
 - 4 max for Sue
 - Pat will continue with Li
 - We'll have to train additional SPs – Erica to put together list of those interested for PAR Joint Committee to review and begin application/interview process.
- BTSAsupport / Moodle
 - We will no longer be using BTSAsupport.com, instead we'll use the BTSA Induction Course created in Moodle as well as Google documents.
 - Support logs will be done via a form in google docs which will be shared with your PT and a print out provided for signature at each work session for accountability purposes.
 - To access online BTSA Induction Course, login into mvusd.mrooms.org. For Google docs, Erica will send you a link.
 - Erica to add FACT documents, PT handbook, and work session schedule to online course under resources.
 - Erica to email PTs with login instructions for online course and will cc TOSAs.
- Orientation – scheduled for Wednesday August 4th here at the DSC in conference room B.
 - All year one and new year two participants were invited (total of 9).
 - Sean and Sue will present. Other TOSAs do not have to attend.
 - Powerpoint reviewed and updated. Copy of powerpoint posted in the Orientation section of the BTSA Induction online course.
- Biennial Report – due to state August 15th but we want to get it turned in this week.
 - Reviewed and worked on report for completion.
- Work Sessions
 - Location to be computer lab at VMHS (hopefully).
 - Time changed to end at 5:30.
 - Erica to email year two PTs to bring CTOP

Meeting adjourned at approximately 1:30 p.m.

Next Meeting(s): August 23rd BLT (12:30) & September 1st Work Session



MVUSD BTSA INDUCTION

Professional Teacher Induction Program

Eligibility Advisement



The MVUSD BTSA Induction program is available to new or recently credentialed teachers who hold a California multiple subject, single subject, or education specialist teaching credential and are employed as a credentialed teacher. The following information is required to determine program eligibility. *(Please print clearly – do not abbreviate.)*

Name: _____ Social Security #: _____
(first name) (middle initial) (last name) (last four digits only)

Email: _____ Phone: _____ Mailing Address: _____

School Site: _____ Hire/Start Date: _____ Full-time Part-time _____ %

Valid California Credential(s)	<u>Preliminary</u>	<u>Professional Clear</u>	<u>Intern/Emergency*</u>	<u>Issuance Date</u>	<u>Years Taught</u>
Multiple Subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Single Subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
	<small>(Subject)</small>	<small>(Subject)</small>	<small>(Subject)</small>		
Education Specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____	_____
Designated Subjects	<input type="checkbox"/>	<input type="checkbox"/>		_____	_____

*What requirements remain for your preliminary credential? _____

*When will you be eligible to apply for your preliminary credential? _____

Teacher Preparation Program Institution: _____ Completion Date: _____

Program Standard: SB 2042 Ryan Out-of-State([]3-4 years experience or []equivalence) Other _____
 Emphasis Program: 1059 CLAD BCLAD

Check the following credential requirements completed for your current California teaching license:
 5th Year (30 semester units after bachelor's degree) Student Teaching/Supervision

Have you previously participated in a commission-approved BTSA or Induction Program? Yes No Don't Know

If yes, provide prior participation dates, sponsor, and completion date or reason not completed: _____

(Please Note: If this is your third year in a BTSA/Induction program, you may be required to pay a participation fee.)

Please carefully read the following statement. Your signature below indicates that the information provided by you is true and accurate, that you are receiving advisement regarding your credential and induction status, and that you acknowledge responsibility to complete the requirements necessary to secure and maintain a valid teaching credential. This form is not a commitment to participate in the program; it is to determine your eligibility for participation. Teachers eligible for the MVUSD BTSA Induction Program will only be officially enrolled upon completing the state BTSA Induction participation consent form.

Teacher's Signature: _____ Date: _____

Based on the above information, it has been determined that:

You do not meet eligibility requirements for enrollment.

You are eligible to participate in the MVUSD BTSA Induction Program. Eligible teachers are advised to:

- Meet with the program Coordinator/Director to review participation options.
- Attend an orientation and complete a state BTSA Induction participation consent form to officially enroll.
- Complete all program and credential requirements.

Your orientation is scheduled for: _____

Credential Advisor's Signature: _____ Date: _____

BTSA Coordinator/Director's Signature: _____ Date: _____



MVUSD BTSA INDUCTION Professional Teacher Induction Program Credential Completion Requirements



Name: _____ **SSN:** ____-____-____ **School Site:** _____
(first name) (middle initial) (last name) (last four digits)

Assignment: _____

Current Teaching Credential:

Term: Preliminary Professional Clear

Type: Multiple Subject Single Subject _____ Education Specialist _____
(Subject(s)) (field)

Valid Dates: _____ to _____

Program Needs: Induction/2042 BTSA Early Completion Option

		Date Completed	Verified By	Verification Source		
A	Program Advisement					
	Teaching Credential					
	Orientation and Enrollment					
	Year 1 Consent Form					
	Year 2 Consent Form					
B	FACT	Year 1	Module A			
			Module B			
				IIP		
				Module C		
				Module D/E		
				Mid-Year Survey		
				State Survey		
				Colloquium		
				Continuum of Teacher Development		
		Year 2	Module A			
			IIP			
			Module C			
			Module D/E			
			Module C			
			Module D/E			
			Mid-Year Survey			
			State Survey			
			Colloquium			
			Continuum of Teacher Development			
	C	Induction/2042 Evidence Requirements				
<small>(Preliminary credential coursework can not be included.)</small>						
		Pedagogy (Std. 5)				
		Universal Access (Std. 6)				
		English Learners (Std. 6A)				
	Special Populations (Std. 6B)					

My signature below acknowledges that I have been advised of credential requirements and that I am aware of my responsibility to provide evidence of program completion in order to request a recommendation for the professional credential through my district.

 Participating Teacher's Signature Date



MVUSD BTSA INDUCTION
Professional Teacher Induction Program
MOU of Participating Teacher
Participation Expectations



Responsibilities of the participating teacher will be to:

- Demonstrate an understanding of professional teaching through engagement in the two-year BTSA Induction program.
- Create, revise, and implement Individual Induction Plans (IIPs) that define goals and objectives for professional growth based on the formative assessment information, Teaching Performance Assessment (TPA) if available, and individual needs.
- Demonstrate application of the California Standards for the Teaching Profession (CSTP), the state-adopted academic content standards and performance levels for students, and state-adopted curriculum frameworks.
- Participate in professional development activities, including attendance at planned events.
- Develop a personal teaching portfolio while completing FACT Modules and professional development activities to provide a basis for continued examination of professional practice and growth. (*Applies only to Induction/SB2042 program*)
- Collaborate with support provider, site administrator, program participants, and other colleagues.
- Participate in the observation assessment process and use the results to chart professional development through further mentoring and training activities.
- Participate in program evaluation and provide feedback on program effectiveness to principal, support provider, coordinator, and program representatives, including the completion of a mid-year survey and an end-of-year state survey each year of the two-year program.
- Maintain and present supporting evidence of program completion to apply for the professional credential (including saving and appropriately backing up electronic files).

My signature below acknowledges that I have received a copy of this document.

Signature _____ Date _____

Printed Name _____ Site _____



BTSA Induction Program BTSA PARTNERSHIP MEETING

Triad General Agenda

- **Overview of FACT System**
- **Overview of Program Requirements**
- **Collaborative Support**
- **Confidentiality Requirements/MOUs**
- **Module A**
- **Q & A**

BTSA
Roles and Responsibilities
Training

Administrative Council Meeting

December 9, 2009

Statewide Administrator Survey Data

5. Most teachers find their beginning years challenging

- a. Are you able to avoid assigning BTSA teachers to challenging assignments.
- b. offer additional support to BTSA teachers placed in challenging assignments?
- c. what does this support look like?

Release Time

Prof. Development workshops

Minimizing extra duties

Other

- d. How adequate is this support in meeting PTs needs?

6. How clear is your understanding of your role in supporting the BTSA Induction Program?

1=not at all clear 2=somewhat clear 3=clear 4=very clear

Mean	Std Dev	Mean	Std Dev
------	---------	------	---------

2.78	0.84	2.73	0.79
------	------	------	------

3.19	0.75	3.36	0.67
------	------	------	------

% Yes

79.9 %

89.9 %

64.6 %

19.5 %

% Yes

90.9 %

100.0 %

100.0 %

18.2 %

Mean	Std Dev	Mean	Std Dev
------	---------	------	---------

3.20	0.64	3.45	0.69
------	------	------	------

3.22	0.73	3.20	0.92
------	------	------	------

Unless otherwise noted: 1= "Not" 2="Somewhat "

3="Fairly"

4="Very"

Statewide PT Survey Data

10a. Was your teaching assignment more challenging than other teachers at your site?

Yes

19.2 %

No Responses

Somewhat

26.9 %

3.8 %

No

50.0 %

b. If you answered 'Yes' or 'Somewhat' to 10a, did you receive additional support that was helpful?

Mean Std Dev

3.00

1.11

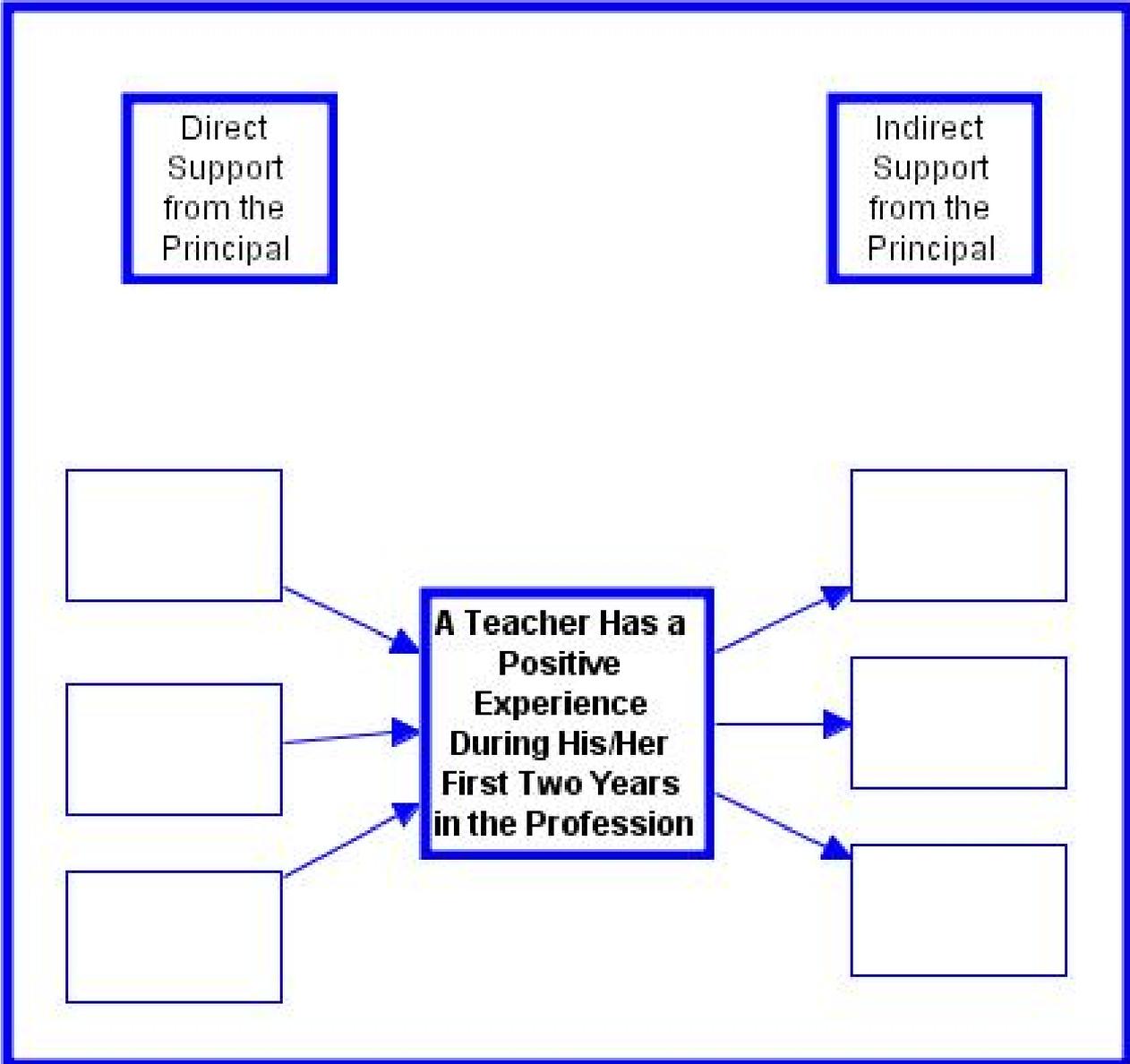
Unless otherwise noted: 1= "Not " 2="Somewhat" 3="Fairly" 4="Very"

Direct
Support
from the
Principal

Indirect
Support
from the
Principal



**A Teacher Has a
Positive
Experience
During His/Her
First Two Years
in the Profession**



Support Provider Training

Initial Training

MVUSD BTSA Induction Program Support Providers go through two days of initial Support Provider Training. This initial training includes the following:

- Day One:
 - Overview of Support Provider Expectations
 - Overview of procedures for completing time logs and time cards
 - Continuum of Support Provider Practice and Support Provider Action Plans
 - Overview of program surveys/evaluations
 - FACT System Overview
 - Context for Teaching and Learning Module
 - Assessment of Teaching and Learning Module
- Day Two:
 - Introduction to Action Research
 - Inquiry into Teaching and Learning Module
 - Summary of Teaching and Learning Module
 - Mentoring Matters

In addition to attending this two-day training, SPs are encouraged to complete the modules for one of their own classes so that they can become intimately familiar with the modules.

Ongoing Training

All support providers participate in ongoing training to enhance their development as support providers. This training includes the following:

- FACT/Mentoring Matters follow up training: these are half day sessions designed to target specific components of the induction process. They include Skill Builder activities and other training based on SP needs.
- Online Support Provider Resource Course: this online course provides access to resources for SPs, an environment to collaborate with other SPs, and a platform for completing their Continuum of Support Provider Practice and Support Provider Action Plans.



BTSA Induction Program Work Session #1

NORMS: Cell phones on vibrate or off. Be on time to start & to finish.
Remain focused on Agenda. Bring homework as assigned.
Participate actively. Warm-Up Activity = Check online
course for assignments due

September 1, 2010

AGENDA

VMHS Computer Lab

Mini-Workshop

- Evidence Portfolios/Binders
Organization / collecting evidence / backing up electronic files
- Online Course
- Year 1 & Year 2 BTSA Induction Checklists
- Focus on A – Context for Teaching

Work Session

- Work on A

Homework

- Work Session Evaluation
- Forum Question
- Complete all of A – Context for Teaching

Next Work Session is: October 6, 2010 – 3:30 to 5:30
Vista Murrieta High School - computer lab

Activities

- Forums
- Resources

Search Forums

Advanced search ?

Administration

- Grades
- Profile

Course categories

- Miscellaneous
- English
- Driver Education
- Mathematics
- NBCT
- Staff Development
- Social Studies
- Science
- Special Education
- All courses ...

Welcome to BTSA Induction!



- MVUSD BTSA Induction
- Getting Started
- Navigating the BTSA Induction Online Course Tutorial
- Announcements - Read Now!
- Ask Your Facilitators

(No news has been posted yet)

Upcoming Events

- BTSA Work Session
Wednesday, 3 November,
03:30 AM
» 05:30 AM

[Go to calendar...](#)
[New Event...](#)

Recent Activity

Activity since Thursday, 14
October 2010, 01:30 AM
[Full report of recent activity...](#)

Nothing new since your last login

1 BTSA Orientation Seminar

- BTSA Orientation Overview
- Orientation Forum
- Orientation Evaluation
- BTSA Consent Form
- Orientation Resources and Handouts

2 September Seminar

- September Seminar Overview
- September Seminar Forum
- September Seminar Evaluation
- Seminar Review Video

3 October Seminar

- October Seminar Overview
- October Seminar Forum Activity
- October Seminar Presentation Video
- Johnny the Bagger
- October Seminar Evaluation
- October Seminar Make Up Requirements
- Make Up #1: "Making a Difference" Forum Activity
- Make Up #2: "TPE vs CSTP" Forum Activity
- Make Up #3: "CTP Developmental Levels" Forum Activity

4 FACT Documents

- FACT User's Guide
- FACT Documents

5 BTSA Resources

- BTSA Induction Participant Handbook
- 2010-2011 BTSA Induction Work Session Schedule & Location
- Organizational Checklists
- PT Observation Prep Checklist
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Teacher Support & Development

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ONLINE STAFF DEVELOPMENT OPPORTUNITIES

Educational Services is pleased to offer online staff development opportunities for district staff. These online workshops are designed to replicate existing staff development offerings while harnessing the power of our online learning management system. The workshops include multimedia presentations and interactive activities, and can be accessed by teachers at any time and on any day (*Note: multimedia presentations in these trainings work best with a high speed internet connection). They are completely self-paced, and can be taken informally by staff who simply wants to access the information and resources, or formally by completing all required activities and receiving documentation for completing the course, including verification of certificated professional growth hours.

The current online workshop menu includes the following:

Classroom Management: This workshop is designed to support teachers in the development of an effective classroom environment. Teachers will learn to develop and implement effective classroom rules, consequences, and rewards systems to help ensure positive, on task student behavior, as well as techniques for implementing effective procedures. It includes strategies for fostering student-to-student and student-to-teacher connections, and for developing a positive environment to create a student-centered classroom (2 hours)

Working with Families: This workshop explores techniques for positively interacting with parents and families to support student learning. It examines societal changes over the years that have influenced the parenting and parental interaction with schools. Techniques for proactively engaging parents and families are presented, along with specific strategies for successful parent phone calls, emails, and conferences. Scenarios are explored to support teachers in dealing with difficult parent conferences in order to achieve positive outcomes for students (2 hours)

Facilitating PLCs: This workshop is designed for teachers who are facilitating their grade level Professional Learning Communities. It includes strategies for working with adult learners, for establishing and implementing norms to support the work of the PLC, and for setting the stage for the ongoing work of the PLC. The latter includes examining the current reality the team faces, establishing long term SMART goals, and identifying essential common outcomes. The main focus of the workshop is facilitating the ongoing work of a PLC team, including developing common formative assessments, analyzing results of these assessments, and utilizing these results to inform instruction and drive professional growth. (2 hours)

Thinking Maps Day 1 Training: This training replicates the initial full day Thinking Maps training. Teachers are introduced to the research and rationale behind the effectiveness Thinking Maps and learn the difference between Thinking Maps and other types of graphic organizers. Teachers are then introduced to each Thinking Map, and have an opportunity to develop a strategy for using each map in their own classroom. A plan for implementing Thinking Maps is presented, along with strategies for utilizing the maps to support content area literacy. Teachers then develop a strategic plan to teach each map to their students and implement their use into their curriculum (6 hours)

Creating Vodcasts (Screencast) Tutorials: This training is designed to help teachers develop vodcast tutorials that can be used to support student learning. Vodcasts are video podcasts that students can view on their computers. These tutorials can be linked or embedded into your class website so that students can access them at any time. Teachers will learn how to access free or open source programs and web services that can be used to create and store vodcasts, as well as techniques for posting your vodcasts into your Schoolwires web pages. Strategies for utilizing vodcasts to support student learning, include pre-vodcasting, will also be explored (3 hours)

To enroll in any of the above workshops, please email [Erica Franklin](#). You will have 30 days to complete an online workshop (extensions may be granted if you require more time).

*Note: Utilizing these courses works best with a high speed internet connection. They are intended to be utilized from home and/or during non-school hours as district internet access during the regular school day may not be sufficient to view the multimedia course content. If you are accessing the course from school, the best option is to do so before or after regular school hours, or during PLC/staff meeting time when there is likely to be less district-wide internet usage.

We hope to expand these online offerings during the course of the year, so check back frequently if you do not see a workshop that meets your needs. If you have a request for an online workshop you would like to see offered, please email your request to [Sean McCarthy](#).

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STAFF DEVELOPMENT MINI-WORKSHOPS

Educational Services is pleased to offer a series of staff development mini-workshop opportunities for district staff. Space at these workshops is limited to the first 20 teachers to sign up (online versions of these workshops are either currently available or will be available after the workshop date if you are unable to attend). To sign up for any of the mini-workshops, please email [Erica Franklin](mailto:Erica.Franklin@mvusd.net) no later than the Friday before the scheduled mini-workshop.

The current workshop menu includes the following:

Classroom Management: Wednesday, September 8, 4-6pm, DSC Rm. B

This workshop is designed to support teachers in the development of an effective classroom environment. Teachers will learn to develop and implement effective classroom rules, consequences, and rewards systems to help ensure positive, on task student behavior, as well as techniques for implementing effective procedures. It includes strategies for fostering student-to-student and student-to-teacher connections, and for developing a positive environment to create a student-centered classroom.

NBCT/Take One! Support Meetings, 2nd Thursday of Each Month, MES Computer Lab

These support meetings are designed to support district teachers through the National Board Certification or Take One! process. They provide an opportunity for candidates to receive assistance from district NBPTS-trained Candidate Support Providers or to collaborate with other candidates in their certificate area. Please email [Sean McCarthy](mailto:Sean.McCarthy@mvusd.net) for specific dates and times for these meetings and to RSVP.

Understanding CELDT Scores and ELD Standards, Wednesday, September 22, 4-6pm, DSC Rm. B

This workshop is designed to show teachers how to use CELDT scores and the ELD standards to identify the needs of English Learners in the regular classroom.

Working with Families: Wednesday, October 13, 4-6pm, DSC Rm. B

This workshop explores techniques for positively interacting with parents and families to support student learning. It examines societal changes over the years that have influenced the parenting and parental interaction with schools. Techniques for proactively engaging parents and families are presented, along with specific strategies for successful parent phone calls, emails, and conferences. Scenarios are explored to support teachers in dealing with difficult parent conferences in order to achieve positive outcomes for students.

Thinking Maps Day Follow Up--Using the Frame of Reference/Teaching Writing: Wednesday, November 10, 4-6pm, DSC Rm. B

This training is a follow up to the initial full day Thinking Maps training. We will explore strategies for using the Frame of Reference in a variety of ways to enhance your use of Thinking Maps and extend student thinking. We will also look at ways to use Thinking Maps in all parts of the writing process. Teachers who attend this training should bring a sample of a Thinking Map that they have used in their classroom.

Working with Special Populations: Wednesday, December 1, 4-6pm, DSC Rm. B

This training will provide basic strategies for supporting special education students in the regular classroom.

Using Thinking Maps to Support English Learners: Wednesday, January 19, 4-6pm, DSC Rm. B

This workshop explores techniques for enhancing your use of Thinking Maps to support English Learners in your classroom. Teachers should already be using Thinking Maps prior to attending this workshop.

Developing Academic Vocabulary in Mathematics: Wednesday, February 9, 4-6pm, DSC Rm. B

This workshop is primarily designed to support English Learners in math courses, but all students can benefit from the strategies that will be shared to support academic vocabulary development.

Thinking Maps Day Follow Up--Using the Thinking Maps in place of Graphic Organizers and Worksheets: Wednesday, March 9, 4-6pm, DSC Rm. B

This training is a follow up to the initial full day Thinking Maps training. Teachers who attend this workshop must bring a current textbook and samples of graphic organizers and worksheet they currently use in the classroom. Strategies for using Thinking Maps in the place of textbook activities, graphic organizers, and worksheets will be presented. Teachers who attend this training should bring a sample of a Thinking Map that they have used in their classroom.

Differentiating Literacy Instruction for Elementary Students: Wednesday, April 27, 4-6pm, DSC Rm. B

Meeting the individual learning needs of your students can be done through guided reading, but how can you be sure they are internalizing what you are teaching them so they can use these skills independently? Learn how to incorporate more one-on-one reading time in with students and strategies for ensure they successfully utilize the skills they have learned while reading on their own.

Differentiating for GATE Students: Tuesday, May10, 4-6pm, DSC Rm. B

University Credit & Coursework Opportunities

Course Credit for MVUSD BTSA Induction Participation

The following courses are specially designed for both Participating Teachers and Support Providers to obtain college units of credit for participation in and the completion of the MVUSD BTSA Induction Program.

UNIVERSITY	COURSE NAME	COURSE #	UNITS	COST per Unit	TOTAL COST*	REGISTRATION DEADLINE
Concordia University	Induction/BTSA Participation First or second year teachers and Mentors – for application contact Dr. Sandra Scharlemann @ Sandra.Scharlemann@cui.edu or (949) 854-8002 x1811	Contact Concordia	3 graduate credits OR 3 cont. ed. credits	\$175 per graduate OR \$90 per cont. ed.	\$525 Or \$270	Contact Concordia by April 30 th
CSUSM	Murrieta Valley USD – 1 st YR Beginning Teachers	EDBT E508	3 semester	\$65	\$195*	Register Online By April 30th
CSUSM	Murrieta Valley USD – 2 nd YR Beginning Teachers	EDST E509	3 semester	\$65	\$195*	Register Online By April 30th
CSUSM	Murrieta Valley USD – 1 st YR Support Providers	EDBT E510	3 semester	\$65	\$195*	Register Online By April 30th
CSUSM	Murrieta Valley USD – 2 nd YR Support Providers	EDBT E511	3 semester	\$65	\$195*	Register Online By April 30th
*CSUSM also charges an \$11 transcript fee . Transcripts from CSUSM will need to be requested/ordered at the end of the course in June if you wish to receive one.						
USD	BTSA Induction Year I for Participating Teacher	EDU 509AV (1009 30)	5 semester	\$60	\$300	Register Online By April 30th
USD	BTSA Induction Year II for Participating Teacher	EDU 509AW (1009 30)	5 semester	\$60	\$300	Register Online By April 30th
USD	BTSA Induction for ECO (Early Completion Option)	EDU 509AX (1009 30)	5 semester	\$60	\$300	Register Online By April 30th
USD	BTSA Induction Year I for Support Provider	EDU 509AY (1009 30)	5 semester	\$60	\$300	Register Online By April 30th
USD	BTSA Induction Year II for Support Provider	EDU 509AZ (1009 30)	5 semester	\$60	\$300	Register Online By April 30th
USD automatically sends a transcript to each registrant at no additional charge.						

Registration instructions and course details can be found on the BTSASupport.com website under Resources / Download Files / University Credit for Completion of BTSA. If you have any further questions or concerns, please contact the BTSA Department at (951) 696-1600 x1019 for the BTSA Coordinator or x1028 for the BTSA Secretary.

IMPORTANT: If using units to advance on the salary scale, a Certificated Course Approval Form needs to be completed and submitted to HR prior to registration. This form can be found on the district website under Staff/Employee Forms.

Cluster 6 Calendar 2010-2011 Schedule

Training/Meeting	Day	Date	Time	Location	Room
<i>Cluster Meetings</i>					
Kick-Off Cluster Meeting	Wednesday-Thursday	September 29-30, 2010	Day 1: 9:00 a.m. – 4:00 p.m. Day 2: 8:30 a.m. – 3:30 p.m.	Riverside County Office of Education Conference Center 3958 Twelfth Street Riverside, CA 92501	Landis 1 / Landis 2
Winter Cluster Meeting	Wednesday-Thursday	January 26-27, 2011	Day 1: 9:00 a.m. – 4:00 p.m. Day 2: 8:30 a.m. – 3:30 p.m.	Riverside County Office of Education Conference Center 3958 Twelfth Street Riverside, CA 92501	Landis 1 / Landis 2
Spring Cluster Meeting	Wednesday-Thursday	May 4-5, 2011	Day 1: 9:00 a.m. – 4:00 p.m. Day 2: 8:30 a.m. – 3:30 p.m.	Riverside County Office of Education Conference Center 3958 Twelfth Street Riverside, CA 92501	Landis 1 / Landis 2
FACT Network Meetings					
Continuum of Teaching Practice (CTP) Roll-Out	Wednesday	August 11, 2010	8:30 a.m. – 3:30 p.m.	Riverside County Office of Education Conference Center 3958 Twelfth Street Riverside, CA 92501	Hyatt 1
	Thursday	October 28, 2010	9:00 a.m. – 3:30 p.m.	Riverside County Office of Education Conference Center 3958 Twelfth Street Riverside, CA 92501	Landis 1/Landis 2
	Wednesday	January 12, 2011	9:00 a.m. – 3:30 p.m.	Riverside County Office of Education Conference Center 3958 Twelfth Street Riverside, CA 92501	Landis 1/Landis 2
SpEd Writing Support/Read Around	Tuesday	November 2, 2010	9:00 a.m. – 3:00 p.m.	Riverside County Office of Education Conference Center 3958 Twelfth Street Riverside, CA 92501	Landis 1/Landis 2
	Thursday	January 20, 2011	9:00 a.m. – 3:00 p.m.	Riverside County Office of Education Conference Center 3958 Twelfth Street	Landis 1/Landis 2

Training/Meeting	Day	Date	Time	Location	Room
				Riverside, CA 92501	
	Thursday	March 24, 2011	9:00 a.m. – 3:00 p.m.	Riverside County Office of Education Conference Center 3958 Twelfth Street Riverside, CA 92501	Landis 1/Landis 2
	Tuesday	May 17, 2011	9:00 a.m. – 3:00 p.m.	Riverside County Office of Education Conference Center 3958 Twelfth Street Riverside, CA 92501	TBD
Accreditation Technical Assistance Meetings	Tuesday	August 31, 2010	9:00 a.m. – 3:00 p.m.	Riverside County Office of Education Conference Center 3958 Twelfth Street Riverside, CA 92501	Landis 1/Landis 2
	Wednesday	November 10, 2010	9:00 a.m. – 3:00 p.m.	Riverside County Office of Education Conference Center 3958 Twelfth Street Riverside, CA 92501	Gregory
	Thursday	February 24, 2011	9:00 a.m. – 3:00 p.m.	Grant Educational Center Library 4011 14 th Street Riverside, CA 92501	Library
New Program Leaders Technical Assistance	Wednesday	September 15, 2010	9:00 a.m. – 12:00 p.m.	Riverside County Office of Education Conference Center 3958 Twelfth Street Riverside, CA 92501	Smith
BTSA Induction Program Leader's Academy	Tuesday-Wednesday	October 5-6, 2010	8:30 a.m. – 3:00 p.m.	Riverside County Office of Education Conference Center 3958 Twelfth Street Riverside, CA 92501	Landis 1 / Landis 2
	Tuesday-Wednesday	March 8-9, 2011	8:30 a.m. – 3:00 p.m.	Riverside County Office of Education Conference Center 3958 Twelfth Street Riverside, CA 92501	Landis 1 / Landis 2
CCAC	Tue, Wed, Thu & Fri	October 12-15, 2010		DoubleTree Hotel Sacramento 2001 Point West Way Sacramento, CA 95815	TBD
IHE Collaborative	Wednesday	July 14, 2010	9:00 a.m. – 12:00 p.m.	Location TBD	TBD

Training/Meeting	Day	Date	Time	Location	Room
(Clusters 4/6)					
	Thursday	December 9, 2010	9:00 a.m. – 12:00 p.m.	Location TBD	TBD
	Tuesday	March 22, 2011	9:00 a.m. – 12:00 p.m.	Location TBD	TBD
Accreditation Site Visits	Sunday-Wednesday	January 30-February 2, 2011	TBD	Rialto USD #611 324 N. Palm Avenue Rialto, CA 92376	TBD
	Monday-Thursday	April 11-14, 2011	TBD	Fontana USD #606 9680 Citrus Avenue Fontana, CA 92335	TBD
Cluster Region Director/State Leadership Team Meetings	Wednesday-Thursday	August 18-19, 2010	Day 1: 9:30 a.m. -4:30 p.m. Day 2: 8:30 a.m. – 3:00 p.m.	Sacramento, CA	TBD
	Tuesday- Wednesday	October 19-20, 2010	Day 1: 9:30 a.m. -4:30 p.m. Day 2: 8:30 a.m. – 3:00 p.m..	Sacramento, CA	TBD
	Wednesday-Thursday	December 1-2, 2010	Day 1: 9:30 a.m. -4:30 p.m. Day 2: 8:30 a.m. – 3:00 p.m.	The Mission Inn Hotel & Spa 3649 Mission Inn Avenue Riverside, CA 92501	TBD
	Wednesday-Thursday	February 9-10, 2011	Day 1: 9:30 a.m. -4:30 p.m. Day 2: 8:30 a.m. – 3:00 p.m.	Sacramento, CA	TBD
Spring LTTC Meeting and CRD/SLT Meeting	Tuesday-Friday	April 5-8, 2011	Day 1: 9:30 a.m. -4:30 p.m. Day 2: 9:30 a.m. – 4:30 p.m. Day 3: 8:30 a.m. – 4:30 p.m. Day 4: 8:30 a.m. – 3:00 p.m.	Southern California	TBD
	Tuesday-Thursday	June 8-9, 2011	Day 1: 9:30 a.m. -4:30 p.m. Day 2: 8:30 a.m. – 3:00 p.m.	Sacramento, CA	TBD



Intern/Teacher Partner Agreement

Recognizing the importance of multiple support options, the Murrieta Valley Unified School District offers help and assistance to Intern Teachers. This assistance is provided by an experienced tenured teacher from their school site.

The responsibility of the teacher partner is to meet monthly to inquire, share, advise, reinforce, and support the Intern teacher in relation to their teaching assignments. It is recommended that meetings occur more often at the beginning the school year.

Realizing that Intern support entails extra time and planning on the part of the experienced teacher, the district, through the Peer Assistance & Review (PAR) Program, extends the offer of extra duty pay (paid hourly up to C-5) not to exceed \$500.00 for the year.

I am an experienced tenured teacher and I have read and accept the Intern/Partner Teacher Agreement conditions outlined above. I elect to be a partner with _____, an Intern Teacher during the 2010-2011 school year.

Print Name of Tenured Teacher _____ Site _____

Signature of Tenured Teacher _____ Date _____

Please return this form, signed and dated, to the PAR Program Secretary, Erica Franklin in Ed. Services.

Extra duty payments will be processed two times a year noting dates and topics of meetings up to the allotted amount. Certificated Extra Duty Timecards need to be signed and submitted along with the completed log sheet on December 1st and May 1st. Log sheets are attached and/or can be obtained from the PAR Program Secretary, Erica Franklin.

**MURRIETA VALLEY UNIFIED SCHOOL DISTRICT
BTSA INDUCTION PROGRAM
SB 57 EARLY COMPLETION OPTION
REQUIREMENTS**

Completion of the program as outlined below will meet the induction requirements for a Professional Clear Credential for authorized candidates. (Some candidates may have additional requirements as determined by the CCTC.)

All other induction requirements remain the same as required by the regular induction program including credential advisement, staff development, and support provider assistance.

Requirements: Anticipated Length – 18 months

Year 1 Program

- ◆ Orientation – August
- ◆ FACT Module A
- ◆ FACT Module B
- ◆ Individual Induction Plan
- ◆ FACT Module C Inquiry
- ◆ Professional Development workshops as needed for Inquiry completion
- ◆ Colloquium
- ◆ Regular communication with the Support Provider
- ◆ Satisfactory MVUSD Teacher Evaluation

Year 2 Program:

- ◆ Individual Induction Plan
- ◆ FACT Module C Inquiry
- ◆ Professional Development workshops as needed for Inquiry completion
- ◆ Colloquium
- ◆ Regular communication with the Support Provider

**MURRIETA VALLEY UNIFIED SCHOOL DISTRICT
BTSA INDUCTION PROGRAM
SB 57 EARLY COMPLETION OPTION (ECO)
QUALIFICATIONS**

Qualifications:

Candidates must be eligible to participate both through a recommendation from their support provider and principal and by meeting the following criteria:

- Possess a preliminary or professional clear California teaching credential.
- Meet the definition of a highly qualified teacher as defined by *No Child Left Behind*.
- Have three or more years of successful* teaching experience (in the previous 5 years) as the teacher of record in California or in another state or country, or in an accredited private school (this does not include substitute teaching).
- Meet or exceed a standards-based teaching evaluation at the highest level in the previous teaching assignment based on classroom observation, to include all six standards of the California Standards for the Teaching Profession (CSTP).
- Approval from the current site administrator as a high performing candidate and recommendation by assigned support provider.

*Positive, standards-based evaluations of teaching performance that meet or exceed the rating of satisfactory in all areas evaluated. Evaluation from the previous administrator must be submitted with application to the BTSA Induction Program administrator.

Cautions:

The progress of ECO candidates will be assessed mid-year by the assigned support provider and the BTSA Induction Program Coordinator. If a candidate is not successfully progressing on pace for early completion of the program, or if the candidate fails to demonstrate skills and abilities on a level expected of and consistent with an early completion, adjustments will be made as deemed necessary and appropriate by the BTSA Leadership Team, and if necessary, the candidate will be placed in the regular full length professional induction program.



Murrieta Valley Unified School District (MVUSD)
Beginning Teacher Support and Assessment (BTSA)
Induction Program

MEMORANDUM OF UNDERSTANDING (MOU)

As a Site Administrator, I agree to:

1. Participate in appropriate BTSA Site Administrator Training annually (including but not limited to K-12 Roles and Responsibilities).
2. Conduct an orientation for Participating Teachers to inform them about site resources, personnel, procedures, and policies.
3. Introduce Participating teachers to the staff and include them in the school's learning community.
4. Provide additional assistance and/or resources to Participating Teachers who are assigned to more challenging settings.
5. Help to focus the learning community on the State-adopted academic content standards and performance levels for students and the *California Standards for the Teaching Profession*.
6. Ensure the site-level professional development activities related to induction occur on a consistent basis, including facilitating Participating Teachers' and Support Providers' participation.
7. Participate in program evaluation.

Print Name _____

School Site _____

Signature _____

Date _____

Email address _____

Teacher Support & Development



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3/23/2010

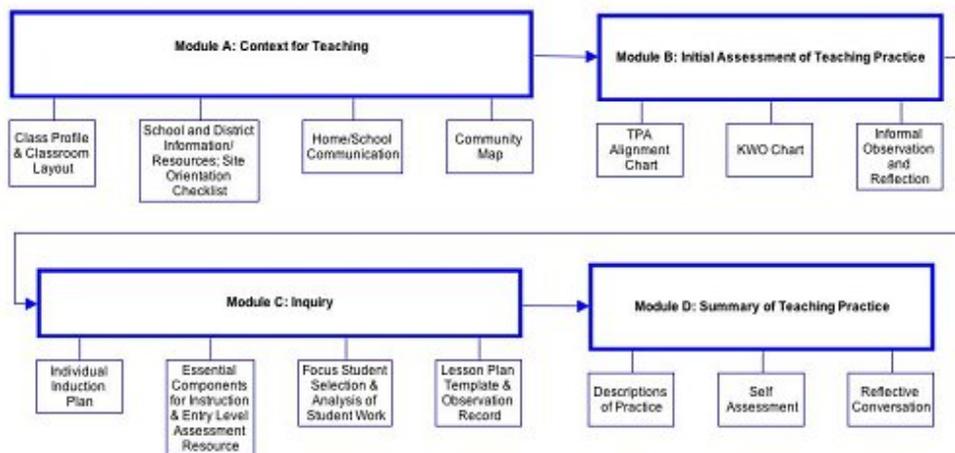
FACT: Improving Practice through Inquiry

"Many educational innovations come and go, but the systematic study of teachers' own classroom practice is a concept that has proven its staying power!"—from *The Reflective Educator's Guide to Classroom Research*

As explored in the last BTSA Blog, our new induction tool, FACT (Formative Assessment for California Teachers) replaced the old, one-size-fits-all CFASST system and now provides a more individualized approach to induction. At the heart of FACT is action research. As stated in the FACT User's Guide, "Action research specifically refers to a disciplined inquiry done by educators with the intent that the research will inform and change their practice in the future. This research is carried out within the context of the teachers' environment—that is, with the students and at the school in which the teachers work—focusing on questions that deal with educational matters at hand."

This gives our district's BTSA participants an opportunity to tailor their induction program to meet their immediate needs by identifying the specific problem or issue they want to explore in order to improve teaching and learning in their classrooms. Working with their support providers, they develop an inquiry question that will drive their classroom research. "Rather than dealing with the theoretical," the FACT User's Guide explains, "action research allows practitioners to address those concerns that are closest to them, ones which they can influence and change."

FACT includes four modules which take teachers through the inquiry process. Modules A and B help them explore their teaching context and assess their current teaching practices in order to help them identify a focus for their inquiry. Module C takes them through the inquiry process itself, while Module D is the Summary of Practice that gives teachers an opportunity to reflect on and summarize their growth. The Flow Map below illustrates this process:



This year's BTSA participants are currently conducting their action research, which is part of FACT Module C. Below is a sample of the inquiry questions being explored:

- How will incorporating technology into my teaching practices affect student engagement and achievement?
- How can I incorporate engagement strategies into my math classroom to improve student motivation and engagement that results in improved student achievement?
- How can I design and implement more effective small groups during UA time to accommodate all, but especially my special populations?
- How can I facilitate a deeper understanding of the concept of place value for second grade students through the use of math centers?
- How can I engage and support my students within the new math program/standards to create instruction and activities that require deeper thinking and allow them to apply it in all areas of their daily lives?

Recent Postings

[Welcome to the New School Year!](#)

[BTSA Star - Betty Choe](#)

[BTSA Star - Krisi Guzman](#)

[BTSA Star - Tracy Quigley](#)

[BTSA Star - Holly Key](#)

[FACT: Improving Practice through Inquiry](#)

[BTSA--Not What It Used to Be!](#)

Postings by Month

[September 2010](#)

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BTSA Induction Support Provider Application

Application for part-time Beginning Teacher Support & Assistance (BTSA) Induction Support Provider.

Application Due:

* Required

Teacher's Name *

School Site *

Room # *

Current Assignment *

Contact Number *

Please indicate if # is hm, wk, or cell

Qualification requirement checklist: *

Please check & complete each item

- Permanent, credentialed teacher.
- Successfully taught in the MVUSD three of the last five years, spending at least 50% of a full-time position providing instruction to students.
- Can demonstrate exemplary teaching abilities, as indicated by effective communication skills, extensive knowledge and master of subject matter, and mastery of range of teaching strategies necessary to meet the needs of pupils in different contexts.

Number of years tenure *

References

Three recommendations are required as indicated below. We will contact each person you list for a recommendation via an online form.

Reference 1 - Please indicate the name of your site principal *

Reference 2 - Please indicate the name of a fellow classroom teacher *

Reference 3 - Please indicate the name of a MTA Member *

Degrees Earned: *

Credentials/Certificates Held (i.e. NBCT, GATE, SDAIE, CLAD) *

Grade Level(s) Taught & Number of Years *

Have you had any training in peer or cognitive coaching? *

If yes, please describe training and # of years trained.

Are you or have you been a member of district/site committees/teams (i.e. curriculum, literacy, writing, AVID/PATH, vertical team, dept. chair, grade level leader) *

If yes, please list all committees/teams and # of years served on each.

Areas of Expertise *

Please check all that apply.

- Special Education
- Math
- Science
- Social Studies
- Technology
- Writing
- Language Arts
- Content Area Literacy
- P.E.
- VAPA
- ELL
- Instructional Planning
- 40 Development Assets
- Elements of Effective Instruction (EOEI)
- Differentiation
- Intervention/RTI
- Assessment/Multiple Measures
- Engaging Students/Active Participation
- Classroom Management
- PATH/AVID
- Diverse Teaching & Learning Styles
- Parent Communication
- Organization of Curriculum
- Content Standards/State Frameworks
- Other

For all areas checked above, please indicate training/experience in each: *

Please provide specifics such as SDAIE, ILAST, Writing Project, Math Institute, etc.

Skilled in providing assistance to aspiring teachers:

Please check all that apply.

- Successful experience as a BTSA Support Provider
- Successful experience as a PAR Consulting Teacher
- Successful experience in the supervision of aspiring teachers (i.e. Master Teacher, Partner Teacher for Intern)

For any experience checked above, please indicate year(s) in which experience occurred

(i.e. Support Provider in 2004-2006, master teacher in 2008, etc.)

Other Experience:

By checking "I agree" I authorize all personnel information relating to my teaching experience and performance to be reviewed by the BTS/PA/ Committees. All information shall remain confidential. *

- I agree
 I disagree

By checking "I agree" if selected, I will provide support to my assigned teacher(s) and successfully complete training as requested by the BTS/PA/ Committees. *

- I agree
 I disagree

By checking "I agree" I am verifying that all information provided is true and accurate *

- I agree
 I disagree

Submit

Recommendation for BTSA Induction Support Provider Applicant

Thank you for completing this recommendation form. Your responses will help us determine if the applicant has the knowledge, skills, and dispositions necessary to support teachers in the MVUSD BTSA Induction Program. Your responses will be kept confidential. If you have any questions about any item on the form, please contact Sean McCarthy.

* Required

Recommender's Name *

Title *

Site *

Providing a recommendation for... *

Name of teacher

How long have you known/worked with the applicant and in what capacity? *

Please rate the candidate in the following areas: *

	Not Effective	Somewhat Effective	Effective	Highly Effective	No Basis for Judgement
Classroom Management	<input type="radio"/>				
Fostering Student-Centered Environments	<input type="radio"/>				
Working with Students' Families	<input type="radio"/>				
Student Engagement	<input type="radio"/>				
Whole Group Instruction	<input type="radio"/>				
Small Group and/or Cooperative Learning	<input type="radio"/>				
Using Instructional Technology	<input type="radio"/>				
Using Assessment/Data to Inform Instruction	<input type="radio"/>				
Differentiating/Individualizing Instruction	<input type="radio"/>				
Supporting Special Education Students in the Regular or Special Education Classroom	<input type="radio"/>				

Supporting English Learners in the Regular or Special Education Classroom	<input type="radio"/>				
Differentiating Instruction for Gifted Students	<input type="radio"/>				
Collaborating with Colleagues	<input type="radio"/>				
Supporting Adult Learners	<input type="radio"/>				
Reflective Practice	<input type="radio"/>				
Time Management	<input type="radio"/>				

Please comment on this applicant's overall effectiveness as an instructor. Please comment specifically on the applicant's ability to engage all students through the use of a variety of instructional strategies: *

Please comment on this applicant's ability to individualize instruction to meet the learning needs of all students. Please comment specifically on the applicant's ability to support special populations of students, including special education students, English learners, and gifted students: *

Please comment on this applicant's understanding and use of formative assessment to inform his/her instruction: *

Please comment on this applicant's ability to interact positively and supportively with colleagues: *

Please add any additional comments you would like to share regarding this applicant:

Murrieta Valley Unified School District

**CLASSROOM OBSERVATION
For Support Provider**

APPLICANT: Cherie McGregor

SITE: TMS

DATE: Sept. 28, 2010

	Performs at an excellent level or demonstrates knowledge or skills at a superior level.	Performs at somewhat higher than mid-range level or demonstrates knowledge or skills somewhat higher than mid-range level.	Performs at a mid-range or demonstrates knowledge or skills at mid-range level.	Performs below mid-range level or demonstrates knowledge or skills somewhat below mid-range level.	Performs at a very low level or not at all, demonstrating little or no knowledge or skills.
--	--	---	--	---	--

California Standards for the Teaching Profession

CSTP 1 – Reinforcement and Motivation

100 95 90 85 80 75 70 65 60 55 50 45 40 35 30 25 20 15 10 5 0

CSTP 2 – Classroom Management

100 95 90 85 80 75 70 65 60 55 50 45 40 35 30 25 20 15 10 5 0

CSTP 3 – Content Knowledge and Instructional Strategies

100 95 90 85 80 75 70 65 60 55 50 45 40 35 30 25 20 15 10 5 0

CSTP 4 – Standards Based Sequenced Instruction

100 95 90 85 80 75 70 65 60 55 50 45 40 35 30 25 20 15 10 5 0

CSTP 5 – Correct Level of Difficulty, Modifications as Needed

100 95 90 85 80 75 70 65 60 55 50 45 40 35 30 25 20 15 10 5 0

Circle appropriate point value. Total and divide by five.

Average score is _____

Signature of Rater: _____

COMMENTS: _____

Peer Assistance and Review Joint Committee
Questions for Support Provider Interview
September 28, 2010

1. Describe the skills that will enable you to support and coach teachers in developing their professional practice.
2. Describe some typical problems experienced by beginning teachers?
Veteran teachers.
3. Choose to answer two of the items from A-C for this question:

What assistance could you give a teacher assigned to.....?
 - A. A class with a large group of English language learners? (ELL)
 - B. A class with a large group of students designated Learning Disabled? (RSP/504)
 - C. A class with a GATE cluster of students?
4. You are asked to develop a workshop on one of three topics to be presented by yourself and other Support Providers:
 - Classroom management practices
 - Differentiation
 - Reluctant learners

¹Which would you choose?, ²What steps and considerations are important as you develop the session? ³What would the session cover?
5. What have you done recently to support your own personal and/or professional development?
6. If selected would you be willing to support a participant not at your site and/or at a different grade level?



Murrieta Valley Unified School District (MVUSD)
Beginning Teacher Support and Assessment (BTSA)
Induction Program

MEMORANDUM OF UNDERSTANDING (MOU)

As a Support Provider, I agree to:

1. Participate in BTSA seminars and workshops, BTSA Orientation, and the annual BTSA Colloquium.
2. Assist and guide the Participating Teacher(s) in completing all requirements of the BTSA Induction program, including FACT modules and the induction evidence portfolio.
3. Make weekly contact with assigned Participating Teacher(s) [minimum of 4hrs/month-36 hours during the academic school year] and complete monthly Support Logs.
4. Provide appropriate technical assistance in the classroom for Participating Teachers which supports goals of the Individual Induction Plan (IIP).
5. Maintain PT confidentiality during the formative assessment process.
6. Communicate with the Site Administrator about FACT content and time commitments.
7. Communicate with and respond to requests for information from the MVUSD BTSA Induction Program in a timely manner, and complete all surveys and program evaluations.
8. Participate in on-going professional development for support providers and FACT related training to enhance my effectiveness as a support provider.

Print Name _____

School Site _____

Signature _____

Date _____

Email address _____

Initial SP Training Agenda

BTSA SP: Day One Training Overview - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://mvusd.mrooms.org/mod/resource/view.php?id=1757

Most Visited Getting Started Latest Headlines

pdfforge explore with YAHOO! SEARCH Search PDFCreator eBay Amazon Options

MDL > BTSA SP > Resources > Day One Training Overview [Update this Resource](#)

Day one of the Initial FACT Training is designed to provide a broad overview of the MVUSD BTSA Induction Program. The training will include:

- Goals of the MVUSD BTSA Induction Program
- Overview of the program, including program structure and resources, PT and SP expectations, and timelines
- SP time logs and time cards
- FACT System Introduction
 - System Overview
 - Context for Teaching and Learning Module
 - Assessment of Teaching and Learning Module
 - Reflective conversations and observations

Follow Up Activities:

- Please complete the FACT Initial Training Day One Evaluation
- Please complete the Support Provider Consent Form
- Carefully review all documents for the first two modules, and consider completing some or all of the module activities with your own classes and teaching context:
 - Choose 2-3 of your students to profile for the Context for Teaching and Learning Module
 - Complete the K-W-O, video tape yourself teaching, and then arrange to meet with an experience Support Provider or other colleague to reflect on your lesson
- Consider joining an experienced Support Provider on an observation and/or observation follow up reflective conversation--we can provide you with a half or full day sub for this
- Review the MVUSD BTSA Induction Program Handbook



Support Provider - Follow Up Training Monday, 4/12/10 - DSC Agenda

Norms:

Cell phones on vibrate—or OFF.

Be on time to start & to finish.

Items to bring to meeting noted on agenda.

Remain focused on Agenda

Minutes to be emailed out 1-3 days after each meeting

Actively participate.

Agenda:

- FACT Process Debrief
- Action Research
 - Discussion of *The Reflective Educator's Guide to Action Research*
 - Focus Area: Connecting Focus Questions to Action Research
- Open forum

Items to Bring to Meeting:

- ◆ Personal Calendars

BTSA Support Provider Resources

MDL > BTSA SP Switch role to... Turn editing on

- People**
 - Participants
- Activities**
 - Assignments
 - Forums
 - Resources
- Search Forums**

Advanced search ?
- Administration**
 - Turn editing on
 - Settings
 - Assign roles
 - Grades
 - Groups
 - Backup
 - Restore
 - Import
 - Reset
 - Reports
 - Questions
 - Files
 - Unenrol me from BTSA SP
 - Profile
- Course categories**
 - Miscellaneous
 - English
 - Driver Education
 - Mathematics
 - NBCT
 - Staff Development
 - Social Studies
 - Science
 - Special Education
 - All courses ...

Topic outline



- 1 Support Provider Resources

 - BTSA Consent Form
 - SUPPORT LOG
 - PT Video Observation Form
 - Site Administrator MOU
 - Triad Meeting Agenda (general)
 - Triad Meeting Sign-In Sheet
 - MVUSD BTSA Induction Program Handbook
- 2 BTSA Leadership Team (BLT) Meeting Minutes

 - August 2, 2010 BLT Meeting Minutes
 - August 23, 2010 BLT Meeting Minutes
- 3 FACT Initial Training

 - Day One Training Overview
 - FACT Day One Training PowerPoint
 - FACT Day One Training Evaluation
- 4 FACT Follow Up Training
- 5 Mentoring Matters
- 6 Support Provider Individual Development

 - Support Provider Individual Development Process
 - Continuum of Support Provider Practice
 - Upload Your SP Continuum and Action Plan
- 7 Support Provider Book Study

Latest News

[Add a new topic...](#)

14 Oct, 06:43
 Sean McCarthy
 Support Provider Consent Form [more...](#)
[Older topics ...](#)

Upcoming Events

There are no upcoming events

[Go to calendar...](#)
[New Event...](#)

Recent Activity

Activity since Thursday, 14 October 2010, 01:21 AM
[Full report of recent activity...](#)

Course updates:

Added Resource:
[Day One Training Overview](#)

Added Resource:
[FACT Day One Training PowerPoint](#)

Added Resource:
[MVUSD BTSA Induction Program Handbook](#)

Added Resource:
[FACT Day One Training Evaluation](#)

New forum posts:

14 Oct, 06:43
 Sean McCarthy
"Support Provider Consent Form"



MVUSD BTSA Induction Program

Participating Teacher/Support Provider Concern Form

The relationship between the BTSA support provider and the participating teacher is at the heart of the Induction Process. Occasionally, for a wide variety of reasons, this relationship does not work as well as it should. If you find yourself in this situation, please complete this form and sent it to the MVUSD BTSA office. This form is confidential, and concerns expressed will be held in confidence unless permission is granted by you to release that information.

Participating Teacher Name: _____

Support Provider Name: _____

Concern: _____

Additional Comments: _____

You will receive a response by phone in regards to your concern. Please indicate below the number where you can be reached and the best time to call.

Phone: _____ Best Time to Call: _____

Signature: _____ Date: _____

Mail to:
BTSA Induction
MVUSD Educational Services
41870 McAlby Court
Murrieta, CA 92562



Request for Pairing Reconsideration

Name _____

Phone # _____ Address _____

Site _____ Work Phone _____

Grade _____ Subject _____

I would like to set up a meeting with the BTSA Induction Program Director to discuss and get support with my Support Provider/Beginning Teacher match.

I request a new Support Provider for the following reasons:

I request a new Beginning Teacher for the following reasons:

FOR PROGRAM STAFF ONLY

Date of Conference _____

Action Taken: _____

Requires new match New SP/BT _____

Signature - BTSA Induction Program Director

Date

February Seminar Evaluation

- *1 Rate how helpful the February Seminar was in meeting your needs for developing a specific, meaningful focus question for your inquiry on a scale from 1 (not helpful) to 4 (very helpful).

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- *2 Rate how helpful the February Seminar was in meeting your needs for identifying measurable results for your inquiry on a scale from 1 (not helpful) to 4 (very helpful).

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- *3 Rate how helpful the February Seminar was in meeting your needs for developing a specific, meaningful action plan for your inquiry on a scale from 1 (not helpful) to 4 (very helpful).

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- *4 What was the most important thing you learned from the February Seminar?

- 5 What additional information or support do you feel you still need and didn't receive from the February Seminar?



BTSA Induction Program BTSA PARTNERSHIP MEETING

Spring Triad General Agenda

- **Purpose of Spring Triad**
- **Goals of and Requirements of Colloquium**
- **Inquiry Progress Check & Feedback**
- **Additional Resources Needed**
- **Q & A**



Continuum of Support Provider Practice

Name: _____
Date: _____

The Continuum of Support Provider Practice can be used in three ways:

- 1) As a personal self-assessment and reflective tool to help each individual determine his/her own effectiveness and set appropriate goals of the improvement in the role as a support provider.
- 2) As a document that can help focus reflective conversations about the work of support providers with BTSA participants.
- 3) To provide the BTSA Induction Program with information that will guide the BTSA leadership in designing appropriate professional development opportunities to assist support providers in being more effective in their role.

Directions:

1. Take time to reflect upon your year so far as a support provider.
2. Consider each of the following descriptors.
3. Place yourself on the continuum for each descriptor. As you do, think about evidence you might have to justify this placement.

Element	Beginning Level	Developing Level	Maturing Level
Understanding the needs of Participating Teachers	<ul style="list-style-type: none"> SP makes judgments regarding the work and concerns of PT SP shows some understanding of the variety and levels of challenges faced by PT SP expects PT to be better prepared and able to deal with classroom situations that exceed induction phase 	<ul style="list-style-type: none"> SP gives feedback that is nonjudgmental SP understands the challenges of PT SP shows understanding of developing phases of teacher evidence (description of practice) and provides suggestions for improvement 	<ul style="list-style-type: none"> SP gives feedback based on evidence without judgment SP shows empathy and understanding of challenges faced by PT SP is respectful of PT as a developing and professional person SP demonstrates understanding of developmental phases of the PT and description of practice SP practices attentive listening
Providing Instructional Support	<ul style="list-style-type: none"> SP observes inappropriate practices and tells PT how to fix the situation 	<ul style="list-style-type: none"> SP identifies specific concerns SP helps PT analyze the situation and collaborates with PT in generating possible solutions 	<ul style="list-style-type: none"> SP draws on own teaching experiences and CSTP to help PT develop deeper understanding of teacher practices SP encourages PT to use plan, teach, reflect and apply strategies for improving their teaching SP gives specific and focused feedback that is based on evidence from multiple sources of data SP uses paraphrasing and clarifying questions to guide PT in examining their practice SP builds confidence in PT by giving concrete suggestions where appropriate
Promoting Planning	<ul style="list-style-type: none"> SP tells PT about the importance of planning 	<ul style="list-style-type: none"> SP discusses the importance of having a teaching plan with necessary elements SP offers own plans as a model to PT 	<ul style="list-style-type: none"> SP discusses the importance of having a teaching plan and guides PT to develop a plan that gives deliberate considerations to the teaching context (i.e. factors of culture, language, and class) and articulates learning goals that are consistent with frameworks and standards SP assists PT in locating resources and information to use for planning and implementation SP encourages PT to use plan, teach, reflect and apply strategies SP provides PT with opportunities for reflection and conversation of their practice as it relates to the CSTP and Induction Standards

Element	Beginning Level	Developing Level	Maturing Level
Conducting professional observations	<ul style="list-style-type: none"> • SP completes classroom observation • SP records everything that happens in the classroom without a focus • SP makes judgments about what is observed 	<ul style="list-style-type: none"> • SP completes pre-conference with PT to discuss and identify area(s) of focus for observation • SP attempts to record data related to focus area • SP mixes judgment with evidence 	<ul style="list-style-type: none"> • SP completes pre-conference with PT to discuss and identify specific area of interest or concern using CSTP and Induction Standards as basis for discussion • SP records and uses objective observation data evidence to guide PT in reflective conversation and analysis
Modeling ongoing inquiry/action research	<ul style="list-style-type: none"> • SP shares some information with PT about teaching from current research or professional journals • SP shares some information about personal participation in recent professional development activities • SP offers some assistance strategies • SP focuses on each situation or problem as it arises 	<ul style="list-style-type: none"> • SP shares articles from professional journals with PT • SP shares information about personal participation in in-service activities offered by the district • SP encourages PT to sign up for one or two in-service workshops on teaching and learning • SP helps PT identify problems and helps PT link learning to action research identified on the Individual Induction Plan (IIP) 	<ul style="list-style-type: none"> • SP provides PT with reading from professional journals, books, etc. to continually extend professional development • SP shares own professional development plan with PT to stress importance of ongoing professional development, i.e. attendance at in-service workshops • SP gives concrete ideas to PT in developing their staff development plans • SP shares with PT how they develop and experiment with new practice • SP shares new knowledge and perplexing questions with PT in collegial and professional manner • SP models openness to learning from colleagues, including PT • SP assists and encourages PT to explore different aspects of teaching, frequently referencing the CSTP and Induction Standards, which link to IIP goals and action plan
Communicating hope and optimism	<ul style="list-style-type: none"> • SP reports that PT are having multiple problems meeting the challenges of teaching under existing working conditions • SP affirms with PT that challenges and site issues are insurmountable • SP points to "the system" as the cause for many of the problems faced by PT 	<ul style="list-style-type: none"> • SP helps PT prioritize concerns and to develop a plan to overcome each obstacle systematically while giving support and assistance to PT • SP shares with PT own experiences in solving similar situations, drawing from practical examples that worked • SP instills a perspective that each person is a part of the "system" and makes a difference in improving it 	<ul style="list-style-type: none"> • SP verbalizes and acts on a belief that a person is capable of transcending present challenges to accomplish success in future • SP capitalizes on opportunities to affirm potential in PT becoming effective teachers to help PT build confidence • SP shares with PT own struggles and frustrations and how these were overcome through use of plan, teach, reflect and apply strategies • SP conveys genuine caring and concern for PT to build trust • SP provides PT with reflective conversation strategies to guide them in problem solving and improvement



Name: _____

Support Provider Action Plan

ACTION PLAN FOR THIS YEAR: _____

Goal # 1: _____

Goal # 2: _____

ACTIVITIES TO SUPPORT GOALS:

Goal #1:

Activity	Estimated Time Completed	Resources needed

Goal #2:

Activity	Estimated Time Completed	Resources needed

Signature: _____ Date: _____

MVUSD BTSA Induction Program - Support Log 2010-2011

Please complete this form each time you provide support to each of your participating teachers. Upon completion of the form, hit submit, and you will receive a thank you message with the option to go back to the form; going back will allow you to do a new additional entry. Each entry will be tracked into a spreadsheet which will be converted to a monthly log specific to your PT for signature at the next work session. Any questions, please contact Erica Franklin.

* Required

Meeting Date *

mm/dd/yyyy

Support Provider Name *

Please Pick One



Length of Meeting *

Please enter in hour increments (i.e. 2 hours = 2; 30 minutes = .5; 45 minutes = .75; 15 minutes = .25)

Participating Teacher Name *

Please Pick One



Type of Activity *

Check all that apply

- Worked on FACT forms
- Worked on CTP
- Worked on IIP
- Worked on Inquiry
- Visted PT (informal)
- Observed PT (formal)
- Attended Observations with PT
- Worked on Evidence Portfolio
- Informal Contact (emails, phone calls, etc.)
- Triad Meeting
- Met with PT to make up work session
- Professional Development
- Attended Orientation
- Attended Work Session
- Attended Colloquium
- Material Prep
- Attended Training

Comments *

Please add specifics of activity/activities. If more than one activity selected please specify amount of time doing each if possible

Submit

Support Provider Professional Growth Plan

Name _____ Date _____

Just as we assess participating teachers in order to help them grow professionally, we also need to assess our own practice and plan for our own professional growth. Think about the *Support Provider Self-Assessment* and the *Support Provider Description of Practice* you have just completed and fill out this *Support Provider Professional Growth Plan*.

STRENGTHS: What are your strengths in supporting beginning teachers?

AREAS FOR PROFESSIONAL GROWTH: Concentrating on which skills might help you become a better support provider?

INDIVIDUAL GOALS:

In which of the Standards of the *Support Provider Descriptions of Practice* do these goals align?

SUPPORT NEEDED:

IMPLEMENTATION PLAN –

OUTCOMES: As you achieve these goals, what do you anticipate for your participating teacher(s)?



BTSA Induction Year 1 Completion Review



Participating Teacher: _____

Reviewers: _____
(Please Print)

Support Provider: _____

CHECK IF COMPLETED	FACT DOCUMENT DEFINITION	REVIEWER INITIALS	DATE REVIEWED AS COMPLETED
<input type="checkbox"/> A-1	Class Profile		
<input type="checkbox"/> A-2	Class Layout		
<input type="checkbox"/> A-3	School/District Info/Resources		
<input type="checkbox"/> A-4	Home Communication		
<input type="checkbox"/> A-5	Site Orientation Checklist		
<input type="checkbox"/> A-6	Community Map		
<input type="checkbox"/> E-3.1 & E-3.5-6	Conversation Guides (CSDC & Induction Standards)		
<input type="checkbox"/> B-1.1	Alignment Chart		
<input type="checkbox"/> B-1.2	Comparison Chart		
<input type="checkbox"/> B-2	KWO Chart <input type="checkbox"/> Current Seating Charts: Student Coded (ELL, GATE, IEP, 504, Etc.)		
<input type="checkbox"/> B-3	Classroom Observation		
<input type="checkbox"/> B-4	Post-Observation Reflection		
<input type="checkbox"/> E-1	Continuum of Teaching Practice (evidence noted)		
<input type="checkbox"/> E-2.1 & E-2.5-6	Self-Assessment of CSTP & Induction Standards		
<input type="checkbox"/> C-1	Individual Induction Plan		
<input type="checkbox"/> C-2	Essential Components for Instruction		
<input type="checkbox"/> C-3	Entry-level Assessment Resource		
<input type="checkbox"/> Assessment	Copy of Assessment and Scoring Guide		
<input type="checkbox"/> C-4	Focus Student Selection (3 students: EI/SP/Choice)		
<input type="checkbox"/> C-5	Lesson Plan for Observation (can use own form if includes all info)		
<input type="checkbox"/> C-6	Inquiry Observation Record		
<input type="checkbox"/> C-7	Analysis of Student Work		
<input type="checkbox"/> Student Work	Copies of 3 focus students graded/scored work		
<input type="checkbox"/> C-8	Summative Assessment		
<input type="checkbox"/> Assessment	Copy of Assessment and Scoring Guide		
<input type="checkbox"/> E-1	2 nd Self-Assessment in Continuum of Teaching Practice		
<input type="checkbox"/> E-2.1 & E-2.5-6	Follow-Up of Self-Assessment-CSTP & Induction Standards		
<input type="checkbox"/> D-1	Culminating Questions & Reflection Guide		
CHECK IF REVIEWED	INDUCTION STANDARDS & CSTPs EVIDENCE	REVIEWER INITIALS	DATE REVIEWED AS STARTED
<input type="checkbox"/> Ind. Std. 5	Pedagogy - Evidence of Application		
<input type="checkbox"/> Technology T	Teacher Use of Technology - Evidence of Application		
<input type="checkbox"/> Technology S	Student Use of Technology - Evidence of Application		
<input type="checkbox"/> Ind. Std. 6	Equity - Evidence of Application		
<input type="checkbox"/> Ind. Std. 6a	English Learners - Evidence of Application		
<input type="checkbox"/> Ind. Std. 6b	Special Populations - Evidence of Application		
<input type="checkbox"/> CSTP 1	Evidence of Application		
<input type="checkbox"/> CSTP 2	Evidence of Application		
<input type="checkbox"/> CSTP 3	Evidence of Application		
<input type="checkbox"/> CSTP 4	Evidence of Application		
<input type="checkbox"/> CSTP 5	Evidence of Application		
<input type="checkbox"/> CSTP 6	Evidence of Application		

<input type="checkbox"/> All Year One FACT Documents Completed Date ALL Work Found Completed: _____ Reviewer Signature: _____ Reviewer Signature: _____	<input type="checkbox"/> Year One Induction/CSTP Evidence Reviewed Date Review Completed: _____ Reviewer Signature: _____ Reviewer Signature: _____
--	--



BTSA Induction Year 2 Completion Review



Participating Teacher: _____

Reviewers: _____

(Please Print)

Support Provider: _____

CHECK IF COMPLETED	FACT DOCUMENT DEFINITION	REVIEWER INITIALS	DATE REVIEWED AS COMPLETED
<input type="checkbox"/> A-1	Class Profile		
<input type="checkbox"/> A-2	Class Layout		
<input type="checkbox"/> A-3 or <input type="checkbox"/> N/A	School/District Info/Resources (only if site/assignment change)		
<input type="checkbox"/> A-4	Home Communication		
<input type="checkbox"/> A-5 or <input type="checkbox"/> N/A	Site Orientation Checklist (only if site/assignment change)		
<input type="checkbox"/> A-6	Community Map (extension of year one)		
<input type="checkbox"/> E-3.1 & E-3.5-6	Conversation Guides (CSDC & Induction Standards)		
<input type="checkbox"/> B-2	KWO Chart <input type="checkbox"/> Current Seating Charts: Student Coded (ELL, GATE, IEP, 504, Etc.)		
<input type="checkbox"/> B-3	Classroom Observation		
<input type="checkbox"/> B-4	Post-Observation Reflection		
<input type="checkbox"/> E-1	Continuum of Teaching Practice (evidence noted)		
<input type="checkbox"/> E-2.1 & E-2.5-6	Self-Assessment of CSTP & Induction Standards		
<input type="checkbox"/> <input type="checkbox"/> C-1	Individual Induction Plan		
<input type="checkbox"/> <input type="checkbox"/> C-2	Essential Components for Instruction		
<input type="checkbox"/> <input type="checkbox"/> C-3	Entry-level Assessment Resource		
<input type="checkbox"/> <input type="checkbox"/> Assessment	Copy of Assessment and Scoring Guide		
<input type="checkbox"/> <input type="checkbox"/> C-4	Focus Student Selection (3 students: EI/SP/Choice)		
<input type="checkbox"/> <input type="checkbox"/> C-5	Lesson Plan for Observation (can use own form if includes all info)		
<input type="checkbox"/> <input type="checkbox"/> C-6	Inquiry Observation Record		
<input type="checkbox"/> <input type="checkbox"/> C-7	Analysis of Student Work		
<input type="checkbox"/> <input type="checkbox"/> Student Work	Copies of 3 focus students graded/scored work		
<input type="checkbox"/> <input type="checkbox"/> C-8	Summative Assessment		
<input type="checkbox"/> <input type="checkbox"/> Assessment	Copy of Assessment and Scoring Guide		
<input type="checkbox"/> E-1	2 nd Self-Assessment in Continuum of Teaching Practice		
<input type="checkbox"/> E-2.1 & E-2.5-6	Follow-Up of Self-Assessment-CSTP & Induction Standards		
<input type="checkbox"/> D-1	Culminating Questions & Reflection Guide		
CHECK IF COMPLETED	INDUCTION STANDARDS & CSTPs EVIDENCE	REVIEWER INITIALS	DATE COMPLETED
<input type="checkbox"/> Ind. Std. 5	Pedagogy - Evidence of Application		
<input type="checkbox"/> Technology T	Teacher Use of Technology - Evidence of Application		
<input type="checkbox"/> Technology S	Student Use of Technology - Evidence of Application		
<input type="checkbox"/> Ind. Std. 6	Equity - Evidence of Application		
<input type="checkbox"/> Ind. Std. 6a	English Learners - Evidence of Application		
<input type="checkbox"/> Ind. Std. 6b	Special Populations - Evidence of Application		
<input type="checkbox"/> CSTP 1	Evidence of Application		
<input type="checkbox"/> CSTP 2	Evidence of Application		
<input type="checkbox"/> CSTP 3	Evidence of Application		
<input type="checkbox"/> CSTP 4	Evidence of Application		
<input type="checkbox"/> CSTP 5	Evidence of Application		
<input type="checkbox"/> CSTP 6	Evidence of Application		

<input type="checkbox"/> All Year One FACT Documents Completed <input type="checkbox"/> All Year Two FACT Documents Completed Date Completed: _____ Reviewer Signature: _____ Reviewer Signature: _____	<input type="checkbox"/> Year One Induction/CSTP Evidence Reviewed <input type="checkbox"/> Year Two Induction/CSTP Evidence Reviewed Date Completed: _____ Reviewer Signature: _____ Reviewer Signature: _____
---	---



BTSA Induction SB57 Early Completion Final Review



Participating Teacher: _____

Reviewers: _____
(Please Print)

Support Provider: _____

CHECK IF COMPLETED	FACT DOCUMENT DEFINITION	REVIEWER INITIALS	DATE REVIEWED AS COMPLETED
<input type="checkbox"/> A-1	Class Profile		
<input type="checkbox"/> A-2	Class Layout		
<input type="checkbox"/> A-3	School/District Info/Resources		
<input type="checkbox"/> A-4	Home Communication		
<input type="checkbox"/> A-5	Site Orientation Checklist		
<input type="checkbox"/> A-6	Community Map		
<input type="checkbox"/> E-3.1 & E-3.5-6	Conversation Guides (CSDC & Induction Standards)		
<input type="checkbox"/> B-1.1	Alignment Chart		
<input type="checkbox"/> B-1.2	Comparison Chart		
<input type="checkbox"/> B-2	KWO Chart <input type="checkbox"/> Current Seating Charts: Student Coded (ELL, GATE, IEP, 504, Etc.)		
<input type="checkbox"/> B-3	Classroom Observation		
<input type="checkbox"/> B-4	Post-Observation Reflection		
<input type="checkbox"/> E-1	Continuum of Teaching Practice (evidence noted)		
<input type="checkbox"/> E-2.1 & E-2.5-6	Self-Assessment of CSTP & Induction Standards		
<input type="checkbox"/> <input type="checkbox"/> C-1	Individual Induction Plan		
<input type="checkbox"/> <input type="checkbox"/> C-2	Essential Components for Instruction		
<input type="checkbox"/> <input type="checkbox"/> C-3	Entry-level Assessment Resource		
<input type="checkbox"/> <input type="checkbox"/> Assessment	Copy of Assessment and Scoring Guide		
<input type="checkbox"/> <input type="checkbox"/> C-4	Focus Student Selection (3 students: EI/SP/Choice)		
<input type="checkbox"/> <input type="checkbox"/> C-5	Lesson Plan for Observation (can use own form if includes all info)		
<input type="checkbox"/> <input type="checkbox"/> C-6	Inquiry Observation Record		
<input type="checkbox"/> <input type="checkbox"/> C-7	Analysis of Student Work		
<input type="checkbox"/> <input type="checkbox"/> Student Work	Copies of 3 focus students graded/scored work		
<input type="checkbox"/> <input type="checkbox"/> C-8	Summative Assessment		
<input type="checkbox"/> <input type="checkbox"/> Assessment	Copy of Assessment and Scoring Guide		
<input type="checkbox"/> E-1	2 nd Self-Assessment in Continuum of Teaching Practice		
<input type="checkbox"/> E-2.1 & E-2.5-6	Follow-Up of Self-Assessment-CSTP & Induction Stds.		
<input type="checkbox"/> D-1	Culminating Questions & Reflection Guide		
CHECK IF COMPLETED	INDUCTION STANDARDS & CSTPs EVIDENCE	REVIEWER INITIALS	DATE COMPLETED
<input type="checkbox"/> Ind. Std. 5	Pedagogy - Evidence of Application		
<input type="checkbox"/> Technology T	Teacher Use of Technology - Evidence of Application		
<input type="checkbox"/> Technology S	Student Use of Technology - Evidence of Application		
<input type="checkbox"/> Ind. Std. 6	Equity - Evidence of Application		
<input type="checkbox"/> Ind. Std. 6a	English Learners - Evidence of Application		
<input type="checkbox"/> Ind. Std. 6b	Special Populations - Evidence of Application		
<input type="checkbox"/> CSTP 1	Evidence of Application		
<input type="checkbox"/> CSTP 2	Evidence of Application		
<input type="checkbox"/> CSTP 3	Evidence of Application		
<input type="checkbox"/> CSTP 4	Evidence of Application		
<input type="checkbox"/> CSTP 5	Evidence of Application		
<input type="checkbox"/> CSTP 6	Evidence of Application		

<input type="checkbox"/> All Year One FACT Documents Completed <input type="checkbox"/> All Year Two FACT Documents Completed Date Completed: _____ Reviewer Signature: _____ Reviewer Signature: _____	<input type="checkbox"/> Year One Induction/CSTP Evidence Reviewed <input type="checkbox"/> Year Two Induction/CSTP Evidence Reviewed Date Completed: _____ Reviewer Signature: _____ Reviewer Signature: _____
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BTSA Review Results - Message (HTML)

File Edit View Insert Format Tools Actions Help Adobe PDF

Reply Reply to All Forward [document icons] [navigation icons] [font size icon]

[font color icon] [bold icon] [italic icon] [underline icon] [list icons] [link icon] [unlink icon]

You forwarded this message on 6/4/2010 4:24 PM.

From: [redacted]
To: [redacted]
Cc: [redacted]
Subject: BTSA Review Results

Sent: Fri 6/4/2010 4:22 PM

Attachments: [Word icon] Credential Recommendation Request Form 09-10.doc (2 MB)

Good Afternoon,

Congratulations, the BTSA review team has completed the review of your work and found it all to be complete! I will be returning your work along with your completion documents in the district mail early next week. One of the forms you will be receiving is the credential request form, which I've attached for your review. This form will need to be completed and returned to [redacted] HR to begin the process to clear your credential. If you have any questions or concerns, please do not hesitate to contact us.

Thank you,

BTSA Review Results - Message (HTML)

File Edit View Insert Format Tools Actions Help Adobe PDF

Reply Reply to All Forward

This message was sent with High importance.

From: [Redacted] Sent: Tue 6/15/2010 10:04 AM

To: [Redacted]

Cc: [Redacted]

Subject: BTSA Review Results

Good Morning,

The review team has completed the review of your binder and found the following items missing:

- A-4 Home Communication (emails noted but not in binder)
- A-6 Community Map
- Evidence for Standard 5 Pedagogy (evidence noted in Continuum not in binder)

Once we receive the above items we will be able to mark you as complete for year one and forward you your documents.

If you'd like to pickup your binder here at the DSC you can do so any time. Just let me know so I can leave it at the front desk for you. Otherwise it will be sent back to you at your site through district mail at the beginning of the next school year. If you have any questions or concerns, please do not hesitate to contact us.

Thank you,



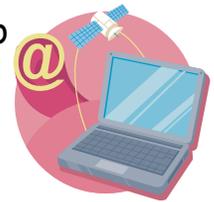
MVUSD BTSA Induction Program
Work Session #3 - Sessions A & B
October 15, 2008

Murrieta Valley High School - LIBRARY
Session A 2:45 - 3:45 & Session B 4:00 - 5:00

2:45 - 3:25 Group Work 

3:25 - 3:45 Presentation by Ken Ballinger & Wayne Sakamoto

Group C is free to leave & Group D arrives



4:00 - 4:20 Presentation by Ken Ballinger & Wayne Sakamoto

4:20 - 5:00 Group Work 