



Burton School District Initial Program Preconditions

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Burton School District Initial Program Preconditions

The following two preconditions apply only when an institution submits an initial program proposal. The two preconditions must be submitted along with the appropriate preconditions for the type of educator preparation program being proposed.

Precondition One	
<p>Demonstration of Need. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.</p>	<p>Burton School District teachers currently complete their induction program through the Tulare County Office of Education (TCOE) in Visalia, California which is approximately 35 miles away from the Burton School District. Over the years, teachers involved in induction have stated that it can sometimes be hard to make it to induction meetings and events due to the driving distance. Offering an induction program in our district would allow teachers to attend meetings and events in our own facilities. In the past years candidates have had trouble getting signed up for mandatory meetings because the TCOE TIP program serves so many teachers that there were not enough spots in the meetings for them to attend. Similarly, due to the high volume of teacher in the TCOE program it has taken candidates weeks or months to receive feedback on their work. The BSD TIP program would benefit candidates and support providers because they would have easy access to TIP staff within the district for any needed assistance and support and receive timely individualized feedback to support their professional growth needs.</p> <p>Currently, 26 BSD teachers attend the county induction program. Anticipated numbers of teachers needing induction over the next two years is 27 for the 2018-2019 school year and 30 for the 2019-2020 school year. With the teacher shortage, especially in rural areas, the number of teachers hired on emergency permits is growing in our district. We want to find a way to support our own staff through the process of hiring, obtaining a preliminary credential, and then obtaining a clear credential through</p>

induction.

In developing the purpose of the new induction program, Burton School District teacher leaders, recent candidates and administrators started by first “taking stock” of what we have now. We did this by asking:

1. What is the picture of our “present state” in regards to our new teacher induction plan?
2. Looking back, what kind of results have we been getting?
3. Considering these results, how might we rate the quality of the current program?
4. What suggestions or patterns emerge for improvement in writing the new program?

In examining our practice of implementation over several years, we find that the current reality of Teacher Induction Program for Burton School District has fallen short of supporting and developing the kind of teacher we truly envision. In the “taking stock” phase of our continuous improvement plan, completers of the current program, support providers, veteran teachers, and administrators alike have voiced a pattern of similar issues including:

1. Recognize the importance in building safety, trust, and confidentiality in the coaching relationship.
2. Pay attention to the time that will work for both the teacher guide and candidate.
3. Assign purposeful and manageable tasks; not overwhelming with time commitment expectations.
4. Recognize the need for positive modeling especially with strategies and behavior management.
5. Recognize the need for the teacher guide (support provider) to help provide support with expertise in areas such as subject matter, grade level, and behavior management.
6. Desire an atmosphere for honest feedback to help new teacher grow.
7. Set Time aside for application of trainings and new

learning techniques and processes.

Therefore, through our own internal research, our general purpose is guided and informed from what participants want to improve and change in the existing structures. We now have a clearer picture internally of finding our purpose in moving forward. We have uncovered some of the ingredients of change voiced in designing a new teacher induction program for Burton School District. In analyzing the data, it is clear the stakeholders on all levels want to invest their valuable and limited **time** building increased **capacity** for new teachers to move beyond the preliminary preparation knowledge toward increased skill, repertoire, and application in meet the California Standards for the Teaching Profession.

In particular, the data tell us that there is a need in the new induction plan to create a trusting atmosphere that support strategies in mastering subject matter, time to grow in the application of teaching skills, and especially ways to deal with behavior management. It is of special note that the issue of “time” is stated numerous times. This gives us a huge clue into the processes we build into a new teacher induction plan. Time is a scarce commodity. We never have enough of it. So, the time carved out for new teacher coaching or training must be of the highest quality, most purposeful, and respectful of the lives of both new teachers and the coaching support providers alike.

Keeping this all-in mind, we believe that the first purpose of the new teacher induction plan will be to:

Guide and develop a new teacher into a competent teacher, confident and versatile, self-assessing and self-monitoring, who not only possesses knowledge and understanding of the California Standards for the Teaching Profession (CSTP), but who also demonstrates a transfer and application of the standards into an elegant and deep repertoire in

handling the variety of teaching situations he or she faces daily and moment to moment in the classroom.

As we continuing addressing the program standards in this application, it will be our intent to fully explain in detail our process and design to fulfill this purpose.

However, as powerful and noble as this purpose is, we have noticed throughout our discussions that a parallel purpose has arisen that is at the heart and “life-blood” of Burton School District. In many ways, the follow-up purpose indicates what is really at stake here in creating a successful new teacher induction plan. In addition to establishing the purpose mentioned above, we are reminded of the challenge that faces our school district in recruiting and retaining good teachers. An additional and equally compelling statement of purpose has been expressed on numerous occasions by administrative leaders and dedicated teacher leaders that overall and for the long-term perspective, “we are only as good as the quality of people we attract to our district”. We believe that no outside agency can provide the “homegrown” element to achieve this purpose. The purpose of developing the Burton New Teacher Induction Plan will be to create (restore) the attraction of talent to this district. If this place is only as good as the people we attract, then the purpose of finding new, quality people through a quality induction plan, becomes job number one for everyone in the district, especially in a time when there is scarce availability in the teaching pool to fill all the ranks of our teaching cadre.

It should be noted that there is a power of purpose that guides this district. In borrowing a lesson and message from Victor Frankl in his prizewinning book, Man’s Search for Meaning, he found that in spite the most ignoble experiments and cruelties that the captors of Nazi Germany could experience, some people survived while others did not, and interestingly under the same circumstances. Frankl asked whether some were healthier than others?

No. Were some given more food? No. What Victor Frankl found (and the lesson for us) is that within all-those who survived there existed a sense of a mission yet to be fulfilled' something that literally pulled them to the future. We believe that we possess this same kind of purpose and that the writing of this induction plan will lead us to fulfill the mission of attracting the best, most highly qualified people to our wonderful district.

When a new teacher candidate, a veteran seeking change, or an existing teacher changing from one grade level to the other, evaluates this district, what might be some of the protocols, structures and support systems in place that would prompt them to seek or continue to choose Burton School District as their place to work? Although we know that it is a factor, money alone does not fully motivate us, nor attract most teachers to seek or stay within the profession or in any particular school district. We believe that like the captors mentioned in Victor Frankl's book, there must be something compelling that keeps us and new teachers connected to our mission of quality yet to be fulfilled.

A major purpose of developing a new induction program is simply to capture and embed the practices of "growing" quality teachers and future leaders. From the new candidate's perspective and looking at Burton from the outside, what might be the support system and practices that, not only provide a place to earn a living and begin a career and work, but, most importantly, what might prompt a person to want to stay; to fulfill their own missions, create their own voice, contribute, and be part of this place for the long-term? What might be observed, noticed, and heard that signals to a new teacher that this is the only place I want to be? Creating that quality of induction, support, and care that attracts the very best is a major purpose of writing this plan in order to:

Create a dynamic, organic, personalized support system for new teachers that

	<p><i>becomes the "way we do business" in Burton School District for all teachers as we train the "cadre of coaches/support providers/guides" who deliver embedded, on-going, just-in-time professional development that takes place day-in and day-out with numerous interactions both formal and informal between teacher leaders and aspiring teachers, novice teachers, and willing veteran teachers alike.</i></p>
<p>Precondition Two</p>	
<p>Practitioners' Participation in Program Design. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.</p>	<p>Burton School District has created and established a <u>Teacher Induction Program Advisory Committee</u> to meet nearly monthly. The purpose of the committee is to review the BSD Teacher Induction Program Standards and the program itself to ensure that the program faithfully meets the Induction Program Standards and is implemented effectively. The committee includes the <u>Director of Human Resources</u>, the <u>New Teacher Support and Development Coordinator</u>, the <u>Academic Technology Coordinator</u>, <u>representatives from institutions of higher education (IHEs)</u>, <u>site administrators</u>, <u>elementary and secondary support providers/candidates</u>, and <u>a union representative</u>.</p> <p>Each member of the <u>Teacher Induction Program Advisory Committee</u> provides their professional expertise to give specific feedback on the development, future implementation, and ongoing program improvement. The <u>Director of Human Resources</u> and the <u>New Teacher Support and Development Coordinator</u> serve as the facilitators of the meeting and seek clarity and feedback in order to guide our actions as we facilitate the program. The <u>Academic Technology Coordinator</u> provides feedback on the effective use of Learning Management System, technical infrastructures, and best practices for supporting teachers in the effective integration of technology into their instructional practices. The <u>representatives from institutions of higher education (IHEs)</u> from Fresno State and Fresno Pacific provide feedback on how the learnings presented in the TIP program connect to the university courses and learning outcomes that their students are expected to</p>

	<p>achieve before they exit the university program and enter TIP. The <u>site administrators</u> from William R. Buckley Elementary coach and evaluate new teachers on their site with the goal of improving instruction and retaining teachers in the profession. The site administrators provide feedback on specific areas where new teachers need the most support as well as how they can best support TIP candidates and support providers on their school site throughout the program. The <u>elementary and secondary support providers/candidates</u> from Burton Middle School, Summit Charter Academy Mathew Campus, and Summit Charter Academy Lombardi Campus provide feedback based on their grade level needs in order to ensure that the TIP program provides specific support and resources for all teachers in all subjects and grade levels. The <u>union representative</u> from Summit Charter Academy Lombardi helps develop the continued positive working relationship between the union and the school district and helps ensure that we are meeting the needs of the new teachers.</p>
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Precondition One	
<p>Each Induction Program must be designed to provide a two-year, individualized, job embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.</p>	<p>The BSD Induction program will authentically connect classroom pedagogy with job-embedded application. Candidates will participate in a two-year induction program with differentiated support provided in each year. Experienced and exceptional educators will have the opportunity to apply for the Early Completion Option (ECO).</p> <p>Year 1, Year 2, and ECO Candidates will meet quarterly to participate in professional learning that is based on the specific needs of the candidates. These meetings will also provide time for candidates to collaborate and support one another. Quarterly meetings will include time for building the ILP, gathering data on candidates' progress and/or needs, and strategies to support growth on the CSTP's. The Education Services team will also be in attendance to offer individualized intensive support when needed. During months when an in-person meeting is not scheduled, candidates will have the opportunity to meet online using video conferencing and discussion platforms to receive individualized professional learning and to collaborate with their peers, the Educational Services Coordinators, and support providers. The term support provider refers to the teachers who have been selected to support and guide their assigned TIP candidates.</p> <p>Site administrators will also be actively involved in supporting the candidate's professional growth by providing ongoing site-specific new teacher support regularly throughout the school year.</p> <p>BSD's Educational Services, English Learner Group, Capturing Kids' Hearts staff, and Human Resources teams provide professional learning to all teachers in the district throughout the school year.</p> <p>While some professional learning opportunities in the Burton District are required of all teachers (which includes veterans, new hires, support providers, and induction candidates) in a particular content area, grade level, or based on district initiatives, other professional learning opportunities are optional. Examples of required professional learning include writing strategies, literacy, ELD, common core math instruction, engagement strategies, and relationship building. These required professional learning opportunities are not part of the BSD TIP, however candidates can use the skills and strategies they learn to enhance their instruction and grow on the CSTPs. Each of these opportunities provide the induction candidate with pedagogy, research-based</p>

	<p>strategies for implementation, and builds their overall “toolbox” of skills. In addition, it provides the candidates with collaboration time with fellow teachers across the district. All of these skills and strategies help build a well-rounded professional teacher and this learning can be directly applied to growth on the ILP.</p> <p><u>Burton University</u> offers optional professional learning opportunities for all Burton District teachers once a week after school hours and teachers can request specific professional learning sessions from the course catalogue. If they choose to attend, the multiple professional learning opportunities allows TIP candidates to individualize their professional growth and supports their progress to achieving their <u>ILP</u> goals. The candidates also have the opportunity to request specific professional learning opportunities, such as observing a veteran teacher rather than attending Burton University. The NTSD Coordinator will facilitate candidate access to those learning opportunities.</p> <p>The Office of Human Resources will identify new teachers eligible for induction each year. The Director of HR maintains records of the credential status of all BSD teachers. Candidates who have obtained a Preliminary Multiple-Subject or a Preliminary Single-Subject credential are eligible for the BSD Teacher Induction Program.</p>
Precondition Two	
<p>The Induction Program must identify and assign a mentor to each participating teacher within the first 30 days of the participant’s enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant’s employment.</p>	<p><u>Support providers</u> and candidates will be matched within the first 30 days of school. Efforts will be made to pair candidates and support providers who teach similar grade levels or subject matter. Support provider and candidate information will be recorded in a database that is shared with the site administrators.</p> <p>Job embedded experiences will come from the work that candidates do with students in their classrooms. Candidates in BSD’s TIP program will use the experiences from their weekly meeting with their support provider to reflect on their clinical experiences and plan for future teaching scenarios. These mentoring sessions will be documented by way of an electronic log, which will be monitored by the NTSD Coordinator. Candidates and support providers will provide each other feedback based on these meetings which will be submitted using an electronic survey platform. This allows both the candidate and support provider time to reflect on their progress and to utilize the feedback to improve their performance throughout the year. Completing and submitting a <u>log</u> entry each week will take no</p>

	<p>more than a few minutes because it is accessible online from any location with internet access, and it utilizes multiple choice and open-ended written responses. Within the log, candidates and support providers have the ability to share feedback, thoughts, and comments on their experience and progress. It is an individualized log that is designed to be a practical reflection of the candidate's progress and development at that time.</p> <p>BSD's TIP experienced support providers, will assist candidates in developing and demonstrating the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.</p> <p>In order to assist the candidates in developing strong professional networks and positive relationships with their colleagues, the BSD induction program incorporates the Achievement Team construct into the program design. Achievement Teams (also known as PLC's) are a professional learning community structure that consist of site specific grade level and content level teachers. Every Wednesday, students are released early and teachers meet together for professional collaboration time during the working hours. All teachers in the district participate in Achievement teams which provides candidates the opportunity to collaborate with veteran teachers in their content and grade level. Although Achievement Teams are not part of BSD TIP, the candidates benefit from this weekly experience. Candidates collaborate weekly with their content area or grade level team to design SMART goals, share effective teaching strategies, and design lessons that incorporate research based teaching strategies.</p> <p>Assistance will come from direct interaction with the support provider, collaboration with their Achievement Teams, support from the site administrator, and individualized support from the Educational Services team. A support provider might provide the candidate with information about a relevant professional learning opportunity from Burton University or outside resources, and assist the candidate with completion of the formal request for release time and/or funding to attend the event.</p>
Precondition Three	
<p>Each Induction Program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring</p>	<p>Field based supervision will be provided by TIP Support Providers. Mentoring from the support providers will be provided at minimum for one hour per week based on the candidate's specific learning needs. Weekly mentoring sessions will focus on having a growth mindset through the ILP. In addition, Support Providers will conduct four observations of the candidates each year and will engage in reflective conversations about the</p>

<p>coordinated and/or provided by the mentor.</p>	<p>observations, arrange for the candidates to observe effective veteran teachers as needed, and help with the planning and implementation of the California Standards for the Teaching Profession. All clinical and field based experiences will be logged through the ILP and Support Provider logs.</p> <p>BSD's TIP is grounded in current research and utilizes research-based strategies as the foundation for the program design and professional learning opportunities. Support providers will support their candidates at minimum of an average of one hour per week but more mentoring time is encouraged. Individualized professional learning opportunities and support are provided prior to the start of school as well as quarterly points throughout the academic year and designed to be directly linked to field experiences occurring in the candidates' classrooms daily. More support and professional learning opportunities will be provided based on specific needs. Candidates will have several opportunities to demonstrate their professional competencies required of the teaching credential, through multiple observations conducted by their support providers and the NTSD Coordinator.</p>
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Precondition Four	
<p>Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.</p>	<p>The BSD teacher induction program will include an Individualized Learning Plan (ILP), which reflects the State Standards for Educator Preparation and the California Standards for the Teaching Profession. Participants in the teacher induction program will earn their Professional Clear Credential(s) through research, practice, and reflection on teaching pedagogy. Through discussion with their Support Provider candidates will develop their ILP goal aligned with one of the CSTPs. The candidate will receive feedback on their goal from their Site Administrator and submit their ILP goal to the New Teacher Support and Development Coordinator within the first 45 days of their enrollment in BSD TIP.</p>
Precondition Five	
<p>The ILP must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.</p>	<p>In order to be recommended for the California Clear Credential(s), candidates must complete an Individualized Learning Plan (ILP) that will demonstrate the "Plan, Do, Study, Act" change cycle. Within the ILP, candidates will identify an area that they need to change related to the California Standards for the Teaching Profession, conduct research on the topic, try new strategies for improvement, and reflect on the process and</p>

	<p>outcomes. The New Teacher Support and Development Coordinator and support providers will guide candidates through the ILP process, provide professional learning opportunities, and conduct observations for the recommendation of a California Clear Credential.</p> <p>Year 1, Year 2, and ECO Candidates will meet together at quarterly TIP meetings to participate in professional learning that is based on the specific needs of the candidates. These meetings will also provide time for candidates to collaborate and support one another in working on ILP goals.</p> <p>The ILP will be developed based on each candidate's individual growth and learning related to the California Standards for the Teaching Profession. The ILP process is to support our new teachers and will not be used for evaluation or employment purposes.</p> <p>BSD's TIP candidates are classroom teachers in the district's K-12 classrooms. The candidate's teaching assignments provide direct experience with students of diverse backgrounds and ability levels. Candidates also participate in weekly Achievement Teams (also known as PLC's which take place during the work day for all Burton District teachers as students are released early each Wednesday) that design SMART goals, share effective teaching strategies, and design lessons that incorporate research based teaching strategies that support the learning of all students. Although Achievement Teams are not part of the BSD TIP, candidates have the opportunity to apply their learning to their instruction as well as growth on the CSTP's.</p> <p>Through collaboration in the achievement team process, induction candidates can ask specific questions of their team members, get feedback on their teaching experiences, and participate in lesson design that can be differentiated when taken back into their own classroom to meet the diverse needs of the students. In this model, candidates can individualize their focus and their own learning while receiving timely feedback and support from colleagues and site administration.</p> <p>Professional learning opportunities provided by BSD TIP are grounded in research-based strategies for improving teaching and student learning. Site-based supervision will be provided by TIP support providers. All support providers must hold a Clear California Teaching Credential and have a minimum of three years of teaching experience. In addition, Support providers must submit a letter of recommendation from his or her site administrator during the application process. BSD will make every attempt to match candidates and Support Providers who hold similar credentials and teach in a similar context. The</p>
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	<p>purpose of Support Providers are to help induction candidates grow in all six CSTPs and is not used for evaluation purposes.</p>
<p style="text-align: center;">Precondition Six</p>	
<p>An Induction Program sponsor must make available and must advise participants of an Early Completion option for “experienced and exceptional” candidates who meet the program’s established criteria.</p>	<p>BSD’s Teacher Induction Program will provide a course of study as appropriate for its Year 1, Year 2, and Early Completion Option candidates that are aligned with CTC’s Induction Program Standards. The program’s course of study will provide multiple opportunities to succeed, structured time to reflect on their professional practice and to celebrate their growth individually and with their colleagues. The program’s design also provides multiple opportunities for the candidate to refine their ILP to further support their development as an educator. At the first BSD TIP orientation meeting all candidates will be informed about the two year and ECO paths for induction. Candidates that meet the requirements for the ECO will be able to enroll in the ECO option.</p>