

310 Madera USD BTSA Consortium

Program Summary

Program Design

Madera Unified School District serves as the Lead Educational Agency (LEA) for the BTSA induction Program, serving 9 school districts, the county educational programs, two charter schools, and two private schools located within the county boundaries. The consortium spreads throughout the County, representing a broad cross section of the socio-economic population. 53% of the county is Hispanic, 38% White, 4% African-American, 3% Native-American, and 2% Asian according to the 2010 US Census. The participating districts are both rural and suburban; they range in size from 80 to 19,000 students and represent the rich cultural diversity present in the region. The program serves Participating Teachers who have completed a traditional teacher preparation program, teachers who have worked as interns, out of state/country teachers, and special educational teachers who have completed a dual credential program.

The purpose of the Madera Unified BTSA Induction Program is to assist and support new teachers, as they enter the teaching profession, in such a way, that ultimately reflects in higher student achievement for all students and a higher retention rate of high quality teachers in the profession. By participating in the program over the two years of state funded activity teachers are prepared, by their experiences, to be professionals who are learners about themselves as teachers, their students, and the results of their teaching.

The Madera Unified BTSA Induction Program annually communicates with the Madera Unified School District Board of Education. The Board of Education receives annual program information updates and supports implementation of curricular and instructional practices for participating teachers. The Madera BSTA program and MUSD Administration meet regularly and are informed of BTSA issues. Site administrators are provided current information through scheduled meetings, trainings, e-mail, and phone calls.

Site administrators are given information about the program's goals, design and purpose. They are provided means to support and encourage their beginning teachers as these teachers practice what they have learned through BTSA. Administrators are also informed about program confidentiality requirements and consulted about program improvement planning through individual meetings with the Madera BTSA Director, the state survey, and the Madera BTSA Steering Committee.

District and site administrators receive training in the following program elements:

- Formative Assessment for California Teachers (FACT) and its use of the California Standards for the Teaching Profession
- Effective and appropriate ways for support providers and administrators to work together.
- Confidentiality requirements for the program

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The Steering Committee meets three times per year to review program elements, planning, and evaluating program elements. The Madera Unified BTSA Induction Program works with Institutes of Higher Education to provide for professional development units each year. Support Providers and Participating Teachers may earn units through California State University Fresno's School of Continuing Education, and Participating Teachers may earn additional units through the Fresno Pacific University School of Continuing Education.

The university community has worked with responses from BTSA Participating Teachers and Support Providers to find trends from the responses and align university programs so that Participating Teachers are well prepared to enter into the profession from Teacher Preparation. This data is shared with the Director at **BTSA Cluster 3 Meetings** each year, and the Director shares an executive summary with the **Steering Committee** at Steering Committee meetings once per year.

As the Lead Educational Agency for the Madera BTSA induction program, Madera BTSA coordinates and refers beginning teachers to site, district, and county wide professional development that is relevant and meaningful to the induction experience.

The Madera BTSA Induction Program leadership team consists of an Educational Specialist (BTSA Director) and the Director of Human Resources and Labor Relations. The team is knowledgeable about the state adopted academic content standards and performance levels for students, preliminary teacher preparation, induction and ongoing professional development. The team regularly meets to plan and implement researched based professional development, budgeting, and program improvement through analysis of assessment/survey results.

The Madera Unified BTSA Induction Program uses **Formative Assessment for California Teachers (FACT)** as the formative assessment system used by our Support Providers and Participating Teachers. FACT is a purposeful, logically sequenced structure of extended preparation and professional development. Data, collected during **Formative Assessment for California Teachers (FACT)** includes observation, student work, lesson plans, self assessment, and recorded reflections. Evidence of the CSTP and Induction Standards is generated as FACT modules are completed. These evidence pieces provide the focus for reflective conversations between Support Providers and Participating Teachers and are used to demonstrate Induction Standards work.

The work between a trained Support Provider and Participating Teacher focuses the Participating Teacher's attention on evidence, rather than impressions. Reflection on professional practice flows from self assessment using reliable, research based instruments at the end of key modules in the FACT system.

Participating teachers are encouraged to attend professional developments that are offered at their site, district, and county that pertain to their Individual Induction Plan. (IIP) They are also required to attend FACT training through out the year. All participating teachers are carefully matched with a trained support provider and enter into a collaborative and

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mentoring relationship. The support provider guides the participating teacher through each module of FACT in collaboration with the BTSA Director.

Support providers are required to attend Support Provider Training throughout the two years they are supporting a participating teacher. These trainings consist of FACT program elements including information and practical application, Adult Learning Theory, and Cognitive Coaching.

Formative Assessment and Support (Course of Study; Curriculum and Field Experience)

Support Provider Training:

All First Year Support Providers are trained in the Formative Assessment of California Teachers (FACT). As part of this training support providers are familiarized with BTSA Induction Program design, the California Standards for the Teaching Profession (CSTP), Induction Standards, and working with Participating Teachers in a mentoring role.

First year Support Providers receive 2 full days of training in FACT, including **FACT Skillbuilding** and the **Context for Teaching** module. This is followed by the 4 after school sessions, which are sequenced with use of the FACT modules: **Initial Assessment of Teaching Practice, Inquiry, and Summary of Teaching Practice**. After school sessions are provided to reinforce previously learned modules, respond to questions about implementation, and introduce the module to be used in the next two months. Additional support is provided to the first year Support Providers through individual meetings, conversations and e-mails.

Second year Support Providers attend one day of follow up, including use of FACT for second year Participating Teachers: **Context for Teaching, Inquiry, Summary of Teaching Practice, and Self Assessment**. After completing training in using all the modules of FACT, Support Providers attend networking sessions 4 times a year. These sessions include agenda items on such topics as: supporting professional development in teaching English Learners and Special Populations, cognitive coaching, reflective conversations, stress management, problem solving activities, and FACT review.

Support Provider Assignment:

Participating teachers and support providers are matched within 30 days of the beginning of their teaching assignment. Support providers are assigned no more than 3 participating teachers to ensure high quality and integral support that leads to a professional credential. Research as indicated that our support providers are the backbone of our program and that high degrees of success are dependent on location and similar assignment matches.

Since the program serves a number of school districts, charter schools, and a private school, assignment is within the roles and responsibilities of each co sponsor. Selection criteria are consistent with the support provider's specified roles and responsibilities, including but not limited to the following:

- Matched by location

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- Matched by subject/grade level
- Matched by similar interest/personality if possible

Participating Teacher Completion Assessment

Advisement of Completion Requirements:

Admission Procedure

Human Resource personnel in each district, charter school, and private school verify the credential at the time of hire. This includes reviewing the teacher's credential issue date, the types of credential, and the expiration date on all credentials. The teacher completes a **Teacher Information Form**. If a teacher has not completed an induction program, as listed in the renewal requirements, the HR personnel completes a **Notice of Eligibility and Responsibility to Enter an Induction Program** form with the teacher. At that time, the HR personnel forward the following to the BTSA office: copy of credentials; Teacher Information Form; Notice of Eligibility and Responsibility to Enter an Induction Program. The teacher is provided with copies of each document and provided with an **Induction Orientation Flyer** indicating the next Induction Orientation date with instructions to contact the BTSA office.

Ongoing support and advisement occurs both with the Support Providers and Madera BTSA Director. Ongoing communication, beyond the Support Providers, occurs through phone calls, e-mails, and individual meetings with the director. The Director is available through out the school year and into the summer and communicates with Participating Teachers and Support Providers before, during, and after school.

Method for Assessing Participating Teacher Completion of Program:

At the end of the program, Participating Teachers will submit all FACT work as proof as meeting the California Standards for the Teaching Profession (CSTP) and the Induction Standards.

In order to arrive at a professional credential recommendation for each Participating Teacher:

The Program Director and/or designee examines the individual database, the Fieldwork Binder, and Induction Program Completion Master Checklist of each Participating Teacher in order to verify each eligible teacher's level of participation in the Induction Program, completion of program requirements, and, as well, consider any other pertinent information kept by the human resources department (i.e., college/university units, verification of completion of credential requirements, etc.) to arrive at/consider a professional credential recommendation.

In the Madera Unified BTSA Induction Program, each Participating Teacher builds upon the knowledge, skills and abilities acquired during the professional/university preparation program as evidenced by the Teaching Performance Assessment (when available) and provides evidence for completion of all Standard requirements of the BTSA Induction Program. Participating Teachers gather the required evidence for each of the CSTPs and Induction Standards 5 and 6 through the BTSA Induction Program, professional development, FACT formative assessment, district/site orientations and/or professional development opportunities as outlined in the Fieldwork Binder.