**BTSA South Bay Consortium**

New Teacher Induction Program

**Teachers Supporting Teachers**

# “Working Together for Student Success”

Handbook

2018-2019

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**Consortium Coordinator**

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LOCAL EDUCATIONAL AGENCY

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**Evolution of New Teacher Induction in California**

In 1988, California began to address the crucial induction period for Beginning Teachers. The Commission on Teacher Credentialing and the Department of Education completed an extensive pilot study, *California New Teacher Project* (the CNTP), to test alternative models for supporting the professional development of first-year and second-year teachers, and to assess their competence and performance in the classroom.

The findings of the pilot project, which served more than 3000 Beginning Teachers over four years, led the Legislature to initiate the *Beginning Teacher Support & Assessment* (BTSA) Program in 1992 with Senate Bill 1422 (Bergeson). The bill included the following elements:

* Created a panel to review teacher credentialing, including pre-service programs
* Provided for beginning teacher growth through use of formative assessment systems
* Provided for the development and application of standards for teachers
* Provided for the use of program accountability

1996-1997: With the passage of AB 1266, the following elements were established:

* Beginning Teacher Support and Assessment established as a Statewide induction System
* CSTP (California Standards for the Teaching Profession) adopted following years of development and validity studies
* BTSA Program *Standards of Quality and Effectiveness* approved by California Department of Education (CDE) and California Commission on Teacher Credentialing (CCTC) and the State Board of Education

The passage of SB 2042 in 1998 provided yet another transition for teacher induction programs.

* First major reform of teacher preparation and credentialing in more than 30 years
* Established expectations for teacher induction
* Mandated Induction for licensure
* Created a new two-level credential program starting in pre-service
* Provided for continuity between teacher preparation and induction

The California Commission on Teacher Credentialing (CCTC) approved 20 new Program standards based on SB 2042 in 2000. With the passage of SB 1209 in 2008, these standards were further revised and refined based on the results of statewide program accountability and evaluation measures.

Local funds allows us to provide a variety of support services and professional development opportunities that are based on authentic assessments of teacher performance through these key elements:

* Two years of situated learning for preliminary credentialed teachers through formative assessment and support from a trained mentor
* Use of criteria from the Professional Teacher Induction Standards, CSTP, and the K-12 student academic content standards
* Completion of requirements for receiving a clear credential

Between 2006-2013, SB 1209 reduced the redundancy in the transition of the candidate from the preliminary teacher preparation program to the Induction program.

From 2014 to the present, Local Control Funding Formula (LCFF) and Local Control Accountability Priorities (LCAP) was implemented. Options for earning a General Education (MS/SS) Clear Credential and an Education Specialist Credential set by CTC. CTC also removed “BTSA” from legislative narrative and replaced it with “Induction.”

**California Learning To Teach System SB 2042**

Preliminary Professional Credential Credential Credential Renewal

Preparation Preparation

### **C**

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### **P**

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**L**

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**M**

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**Y**

Professional Growth Program

\*A Clear Credential is valid for five years and may be renewed thorugh an online application and submission of an appropriate fee

\*Professional growth and successful service verification are not required for credential renewal. School districts are directed to encourage teachers to participate in professional growth activities at the local level

Induction

Program

\*Application of Prior Knowledge

\*Advanced

Curriculum Demosntration

\*Formative

Assessment

and Support

\*Frequent

Reflection

on Practice

\*Individual

Induction

Plan (professional growth plan)

\*Reflection of Practice Based on Teacher’s Goals

Blended

Program

\* Subject Matter

Preparation

\* Professional

Preparation

\* Support and

Supervision

\* Teaching

Performance

Assessment

(TPA)

Post

Baccalaureate

Program

\*Subject Matter

Preparation

\*Professional

Preparation

\*Support and

Supervision

\*Teaching

Performance

Assessment (TPA)

Internship

Program

\*Subject Matter

Preparation

\*Professional

Preparation

\*Support and

Supervision

\*Teaching

Performance

Assessment (TPA)

**BTSA South Bay Consortium**

**Serving**

*Cambrian, Campbell Union, Franklin-McKinley, Luther Burbank, Moreland, Orchard,*

*Voices College-Bound Language Academy, Private Schools*

State Induction Task Force

**6 Cluster Regions**

160 Induction Programs

**CCTC**

California Commission on Teacher Credentialing

4

1

3

6

5

**2**

Cambrian School

District

Moreland School District

BTSA South Bay Consortium

Private Schools

Franklin-McKinley School District

Luther Burbank School

District

**Local Educational Agency**

Campbell Union School District

Orchard School District

Voices College-Bound Academy



**BTSA South Bay Consortium**

**Assistant Superintendent**

**Educational Services**

Whitney Holton

**Advisory Council**

Whitney Holton, Assistant Superintendent, Instructional Services

Liliana Contreras, Administrator on Special Assignment, Consortium Coordinator

Cambrian – Lesa Nieri, Assistant Superintendent, Personnel Services

Franklin-McKinley – Marcela Miranda, Director, Human Resources

Luther Burbank – Dr. Christopher Ortiz, Superintendent

Moreland – Mary Kay Going, Superintendent

Orchard – Wendy Gudalewicz, Superintendent

Voices – Frances Teso, Chief Executive Officer

**Associate Superintendent**

**Human Resources**

Lena Bundtzen

**Consortium Coordinator**

Liliana Contreras

**Campbell Union School District (LEA)** Superintendent

Dr. Shelly Viramontez

**Steering Committee/Professional Development Providers**



**Campbell**

Jessica Judson, TOSA

Lead Mentor

**Luther Burbank School District**

Kristin Murphy

Assistant Principal

**Cambrian School District**

Lesa Nieri

Assistant Superintendent

**Orchard School District**

Michelle Quilantang

Principal

**Franklin-McKinley School District**

Marcela Miranda

Director of HR

**Voices Charter School**

Rodrigo Soto

HR Associate

**Moreland School District**

Jeanette Escobar

Coordinator of Education Services

**California Induction Goals**

* Provide an effective transition into teaching for first-year and second-year teachers in California
* Improve the educational performance of students through improved training, information, and assistance for new teachers
* Ensure the professional success and retention of new teachers
* Enable Candidates to be effective in teaching students who are culturally, linguistically, and academically diverse
* Ensure intensive individualized support and assistance for each Candidate
* Establish an effective, coherent system of formative assessments based on the *California Standards for the Teaching Profession*
* Ensure that a Professional Growth Plan (Individualized Learning Plan) for each Candidate is developed based on the needs of the Candidate and employer
* Ensure continuous program improvement through ongoing research, development, and evaluation

**California Standards for the Teaching Profession (CSTP)**

Standard 1 Engaging & Supporting All Students in Learning

Standard 2 Creating & Maintaining Effective Learning Environments

Standard 3 Understanding & Organizing Subject Matter for Student Learning

Standard 4 Planning Instruction & Designing Learning Experiences

Standard 5 Assessing Students for Learning

Standard 6 Developing as a Professional Educator



**Program Description**

**Vision:**

BTSA South Bay Consortium will provide support for new teachers to become fully credentialed and prepared to meet each of their students’ individual needs.

**Mission:**

Building upon their teacher preparation program experience, the BTSA South Bay Consortium New Teacher Induction Program is committed to providing beginning General Education and Special Education teachers with the opportunity to develop and demonstrate the skills required to earn a Professional Clear California Credential. Candidates develop an Individualized Induction Plan based on the California Standards for the Teaching Profession, which provides the basis for their induction experience. The induction program consists of job-embedded professional development, including planning and implementing inquiry cycles, engaging in reflective conversations with a trained mentor, and self-assessing on the California Standards for the Teaching Profession. Our goals are to increase teacher retention and student achievement.

The BTSA South Bay Consortium is a CTC accredited New Teacher Induction Program. The Local Education Agency (LEA) is the Campbell Union School District. Comprised of six TK-8 public school districts and one independent charter school, the Consortium also collaborates with a number of private schools to provide induction for their Candidates to clear their multiple subject and single subject credentials. An Education Specialist Clear Credential Induction Program for Education Specialist with Preliminary Mild/Moderate, Moderate/Severe, and Early Childhood Credentials is also offered. Mentors include full time classroom teachers, partial or full release teachers, and retired teachers. In 2017-2018, 122 Candidates and 96 Mentors took part in the program.

The program is a collaborative model, with a Steering Committee comprised of representatives from each partner district that meets regularly to examine program goals and needs, and evaluate data for the purpose of program decision-making. Our Special Education Task Force assists with the planning and evaluation of the Education Specialist Induction Program. The program provides professional development for Candidates and Mentors.

**Program Objectives**

The BTSA South Bay Consortium provides the necessary opportunities for each candidate to complete all clear credential requirements through a clearly articulated process.

During the two-year induction process, the program provides support and guidance through:

* Development of an annual Individualized Learning Plan (ILP) documenting planned professional growth activities based on individual needs;
* Weekly meetings with a trained mentor, examination of classroom practice, and analysis of student work;
* Engagement in a series of inquiry cycles based on the California Standards for the Teaching Profession (CSTP) and ILP goals;
* Application of the CSTP and state-adopted frameworks and adopted curriculum materials in the context of his/her instructional practice, beyond capabilities demonstrated for the preliminary credential; and
* Self-Assessment on the CSTP using the *Continuum of Teaching Practice*; and

Professional growth is demonstrated through a collection of evidence and reflections documented in collaborative logs and a digital portfolio.

**Program Staff**

Liliana Contreras, Administrator on Special Assignment, Consortium Coordinator

Program Advisor for Year 2 and Early Completion Option (ECO) Candidates

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Program Advisor for Year 1 Candidates

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Irene Vasquez, Clerk

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408-364-4200 x6238

**Teacher Eligibility Criteria/Enrollment Process**

**Multiple Subject and Single Subject Clear Credential Induction**

A teacher is eligible to participate in the Induction Program if he or she holds a preliminary credential that requires completion of a “Commission-approved Induction Program”.

**Enrollment Process**

2.

District HR/Credential Analyst gives completed Eligibility form to District Induction Coordinator who reviews the credential renewal requirements listed on the credential to determine if the teacher is eligible for induction.

The Eligibility Form is then submitted to the Consortium Coordinator.

3.

Eligible teachers receive notification of eligibility for induction from District Induction Coordinator along with an invitation to the induction program orientation.

If hired after the start of school, the teacher receives advisement from the Induction Coordinator regarding Induction Program requirements.

4.

The Candidate completes *Consortium Clear Credential Candidate Consent Form* within 120 days from date of hire.

1.

District HR/Credential Analyst gives new hires the *Induction Eligibility* form to be completed and returned with employment packet and credential.

**Education Specialist Clear Credential Induction Program Eligibility Criteria/Enrollment Process**

A teacher is eligible to participate in the Induction Program if he or she holds a **Preliminary** Education Specialist credential that requires a “recommendation from a Commission-approved Clear Education Specialist Credential Induction Program”.

The BTSA South Bay Consortium is not authorized to clear the following Education Specialist credentials:

* **Preliminary Level I**
* **Level I**

**Enrollment Process**

**Candidate Responsibilities**

4.

The Candidate completes the *Consortium Education Specialist Clear Credential Consent Form* within 120 days from date of hire.

3.

Eligible Education Specialists receive notification of induction eligibility from District Induction Coordinator along with an invitation to the induction program orientation.

If hired after the start of school, the teacher receives advisement from the induction Coordinator regarding Induction Program requirements.

2.

District HR/Credential Analyst gives completed *Education Specialist Clear Credential Induction Program Eligibility* form to District Induction Coordinator who reviews the credential renewal requirements listed on the credential to determine if the teacher is eligible for the Education Specialist induction program.

The Eligibility Form is then submitted to the Consortium Coordinator.

1.

District HR/Credential Analyst gives Education Specialist new hires the *Education Specialist Clear Credential Induction Program Eligibility* form to be completed and returned with employment packet and credential.

* Complete an Induction Program Clear Credential Candidate Consent Form indicating a commitment to complete all the requirements within two years
* Participate in all of the induction program activities
  + Attend the induction program orientation
  + Develop an Individualized Learning Plan (ILP) and review it with Site Administrator
  + Attend all scheduled after-school induction Academy meetings
  + Complete the assigned inquiries and other assignments per the “Activity and Assignment Due Dates” page
  + Meet for a minimum of one hour weekly with a mentor to discuss challenges, work on ILP goals, reflect on classroom practice, analyze student work, and complete the assigned inquiries and self-assessments
  + Complete and submit a monthly collaborative log, documenting the work with your mentor to your Program Advisor
  + Participate in informal and formal observations by a mentor
  + Attend yearly professional development choices based on the ILP
* Complete digital portfolio documents in accordance with the due dates
* Complete the induction requirements within two years. **There will be a cost for the Candidate to continue in the program if requirements are not completed within the two-year time frame.**
* Participate in the program evaluation process, completing all required surveys
* Should questions arise about the pairing of candidate and mentor, it is the responsibility of the candidate to contact the District Coordinator to request a mentor reassignment.

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**Mentor Responsibilities**

* Develop a sustaining and thoughtful mentoring relationship characterized by openness, sharing and reflection with designated candidate(s)
* Meet with candidate(s), supporting his/her professional growth through learning focused conversations related to induction activities, current challenges, student work, Individualized Learning Plan goals, reflection on professional practice
* Minimum of 1 hour per week
* Support each candidate in meeting program requirements through induction activities leading to completion of the Clear Credential
* Assist the candidate in the development of the Individualized Learning Plan based on the CSTP and assist the teacher in making periodic adjustments as needed
* Complete all digital portfolio requirements with each candidate that correspond to Year 1 and/or Year 2 in accordance with the published due dates
* Assist candidate(s) with designing and completing the inquiries
* Use program tools (formal and informal coaching documents and processes) in a thoughtful manner to support the growth of assigned candidate(s)
* Review digital portfolio documents, verifying their accuracy and completeness
* Assist the candidate with self-assessments on the CSTP *Continuum of Teaching Practice*
* Maintain your mentor digital portfolio, completing the Inquiry Observation Records within 7 days of the observation
* Maintain strict confidentiality about your work with candidate(s)
* Communicate questions or concerns about the program or the participation of a candidate to the District/Consortium Coordinator in a timely manner
* Participate in the following activities as may be requested by the Program Coordinator:
* Program Orientation and induction Academy Meetings
* Mentor Seminars
* Beginning Teacher Seminars
* Year-End Portfolio Review
* Participate required surveys for program evaluation purposes
* Request assistance from your Program Advisor or the Consortium Coordinator as needed

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**Mentor Selection Criteria**

**Mentor applicants must have:**

* California Clear Multiple Subject or Single Subject Teaching Credential
* English Learner Authorization
* A minimum of 3 years successful teaching experience
* Endorsement of the Site Administrator
* An understanding of the developmental needs of new teachers
* Effective interpersonal and communication skills
* Flexibility and curiosity
* Commitment to professional collaboration
* A belief in the role of mentor as both teacher and learner
* Tolerance for and valuing of multiple perspectives
* On-going availability to candidate(s) to make regular meetings possible
* Commitment to working with candidates in response to the teachers’ needs
* Commitment to attending and actively participating in Academy meetings
* Strength in areas of curriculum and instruction
* Knowledge of best instructional practices
* Training and experience with differentiation strategies

In addition, Education Specialist Support Providers must have:

* Clear Education Specialist Credential or Level II Education Specialist Credential
* A minimum of 3 years successful teaching experience in a Special Education setting

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**Site Administrator Responsibilities**

* Review and sign candidate’s Individualized Learning Plan (ILP) goals, recommending modifications to align with site goals as appropriate
* Provide on-site orientation prior to the opening of the school year for all candidates to include information concerning site resources, personnel, policies, procedures, and expectations
* Introduce candidates to their site colleagues and staff and welcome them in the school community
* Support the candidate in using the adopted curriculum, academic content standards, student performance levels and the California Standards for the Teaching Profession
* Assure that candidates have access to site-based coaching resources as needed, in addition to their work with their induction mentor
* Provide site-based opportunities for collaborative planning and professional development
* Support and facilitate candidate participation in the induction program as well as in other professional development activities
* Meet with the mentor and candidate in three-way conferences and support the mentor/candidate relationship and induction activities
* Provide working conditions that optimize candidate success
* Take steps to address challenges candidates face with regard to work environments**,** teaching assignments, materials and preparation periods
* Limit extra duties for candidates whenever possible
* Complete the BTSA South Bay Consortium Site Administrator Survey

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**District Coordinator Responsibilities**

* Communicate/coordinate with Consortium staff
* Communicate New Teacher Induction program information to stakeholders (district administration, site administrators, teacher’s organization)
* Coordinate with HR, Business and Curriculum Departments to meet program requirements
* Attend Steering Committee meetings
* Keep appropriate records (*Induction Intake, Induction Program Professional Credential Candidate Application/Consent Form*, *Portfolio completion records*)
* Submit District mentor/candidate Roster (*mentor/candidate, grade level, school, credential status*)
* Assist in gathering teacher retention data
* Submit District Induction & In-Kind budget/year end reports
* Conduct Administrators’ training, workshops, and informational meetings
* Participate in Accreditation process as needed

**Responsibilities for Work with Beginning Teachers**

* Coordinate with HR to identify all beginning teachers eligible for the program

(Induction 1st and 2nd year, Out of State, Designated Subjects, and Preliminary Education Specialist Credential)

* Coordinate release time for veteran teacher classroom observations

**Responsibilities for Work with Mentors**

* Coordinate mentor hiring process
* Match mentors with beginning teachers (ideally same site, grade level and subject matter, credential(s), authorization(s))
* Coordinate release time process for beginning teacher observations (2 half days or more)
* Facilitate distribution of mentor compensation as per the Memorandum of Understanding (MOU)



**Induction Consortium Coordinator Job Description**

* Coordinate all the New Teacher Induction elements resulting in the completion of the professional clear teaching credential in compliance with the state standards
* Administer, monitor and maintain the BTSA South Bay Consortium program budget and submit to the state annually
* Maintain compliance with the Education Preparation Accreditation Evaluation System
* Set the agenda and preside over Steering Committee, Education Specialist Task Force, and Stakeholder’s Meetings

* Maintain close communication with each Partner District BTSA Coordinator and provide any needed support
* Participate in ongoing training regarding CCTC credentialing requirements

* Provide each Partner District with updated information and/or training on credentials, transcripts and previous teaching experience to determine eligibility and placement of candidates into the Teacher Induction Program
* Report to the California Induction Task Force as required and represent the Consortium at required State Induction functions
* Provide for training of candidates and mentors related to the induction program requirements and activities
* Maintain a comprehensive database of candidates and mentors from Participating Districts who are enrolled in the program; track canidates’ progress in the program completion process and communicate progress reports to candidates and District Coordinators
* Maintain records for early completion option candidates and candidates who request a program extension as written in the submission document
* Submit a Clear Credential Recommendation for each consortium candidate who successfully completes the induction program
* Maintain Teacher Retention records as required for State data collection and program review
* Develop and maintain the BTSA South Bay Consortium website, http://www.southbaybtsa.weebly.com
* Establish specific linkages with local professional teacher preparation programs that prepare incoming participating teachers in order to share knowledge and understandings of credential requirements as well as of professional development practices for teacher preparation for both preliminary and professional credentials (IHE Collaboration)

**Confidentiality Policy**

An important underlying principle of the New Teacher Induction Program is confidentiality. **Communication between the candidate and mentor is strictly confidential.** Mentors are not evaluators. The mentor is a colleague whose role is to assist the candidate in applying and reflecting on “best practices” as he/she works toward receiving a Clear Teaching Credential.

Site Administrators want their teachers to be successful and a “triad of communication” between Participating Teachers, mentors and Site Administrators helps to ensure optimum support and is recommended as a means of enhancing professional practice.

All electronic and print portfolio documents are the property of the candidate for the purpose of completing credential requirements, but the candidate **may choose** to share these documents with his/her site administrators.

Participation, such as attendance at professional development seminars and meetings, and completion of induction requirements are ***not*** confidential. They are documented within the BTSA South Bay Consortium database and can be made available to candidates, mentors, Site Administrators and District Coordinators.

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**Reassignment Policy**

**Candidate/Mentor Match**

The goal of the BTSA South Bay Consortium is to provide quality support for all induction candidates. If, for any reason, a candidate or mentor wants to change the candidate/mentor match, the following procedure is designed to facilitate the process:

* Candidate or mentor communicates a request for a change in candidate/mentor match to the **District Coordinator**
* **District Coordinator** notifies the Consortium Coordinator of the request
* **District Coordinator** investigates the effectiveness of the existing candidate/mentor match
* If change is determined to be in the best interest of the candidate and/or mentor the **District Coordinator** will work with those involved to provide a smooth transition
* **District Coordinator** will notify, in writing, the Consortium Coordinator, candidate, departing mentor, newly assigned mentor, and Site Administrator of the change in candidate/mentor match
* **District Coordinator** will meet with the newly assigned mentor and the candidate to set goals for the continuation and completion of the induction program



**BTSA South Bay Consortium**

**Early Completion Option (ECO)**

**Program Purpose**

Senate Bill 57 is legislation that allows a modified program option for **exceptional experienced** teachers. This option provides for qualifying candidates to complete the Induction program at a faster pace than the full two years generally required for completion of the professional teacher induction components. This option is made available to all participants if the following criteria are met:

* Eligible according to legislated criteria listed below
* Demonstrates knowledge, skills, abilities and competencies required of all teacher candidates who complete the full-length program

**Eligibility**

The PT must hold a **Preliminary Multiple or Single Subject Credential, or Preliminary Education Specialist Credential**. The intent of the law is to serve *exceptional* *experienced* candidates.

If, after reviewing the criteria, the candidate feels the criteria are met, an application may be submitted to request ECO status.

**Criteria**

***California teachers with:***

* Two or more years of verified experience as teacher of record
* Rigorous exceptional evaluations from site administrators

***Out of State Teachers with:***

* Two or more years of verified experience as teacher of record
* Rigorous exceptional evaluations from site administrators

**Process for Determining Who Qualifies**

Candidates are informed of the criteria and process for participating in the Early Completion Option (ECO) during the Induction Program Orientation.

Interested participants submit a packet with the following information to the BTSA Consortium Coordinator:

* 1. ECO Application (under Program Documents on our website)
  2. Two letters of recommendation, including one from the current site administrator
  3. Exceptional performance evaluations from previous two years
  4. Current year formal evaluation by current Site Administrator including the **ECO Formal Evaluation Summary** (under Program Documents on our website)

In October, the Steering Committee reviews of the ECO application packet and makes the final decision regarding eligibility for the Early Completion Option.

**Procedure for Completion**

Participant signs an ECO Application agreeing to the following requirements for program completion:

* Participation in the New Teacher Induction Program for up to 12 school calendar months
* Attendance at all required meetings during the year
* Completion of digital portfolio with evidence of all California Standards for the Teaching Profession. The portfolio may be completed within 12 school calendar months. Evidence from the previous years of teaching will be permissible
* Participation will be documented through the program’s training record, Collaborative Logs, digital portfolio, and a Colloquium presentation

**Documentation**

* An application signed by the Induction Program Coordinator and the candidate that indicates that he/she is participating in ECO and has agreed to the above participation requirements for completion
* The form also indicates that the candidate will be monitored during the year and **if the above requirements have not been met, he/she will be required to participate in the complete second year of the program** in order to successfully complete and be recommended for the Professional Clear Credential
* The program maintains information on the number and progress of ECO participants
* The Induction Consortium Coordinator signs the ECO Completion Form

**Packet Submission Deadline: No later than October 12, 2018**

**Early Completion Application**

**(Due on or before October 12, 2018)**

NAME SCHOOL GRADE/SUBJECT

**Prior Experience:**

|  |  |
| --- | --- |
| **California** | **Out of State** |
| School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Yrs. Employed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Gr. Lvl./Subj. Taught: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Evaluator’s name & phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Yrs. Employed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Gr. Lvl./Subj. Taught: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Evaluator’s name & phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Yrs. Employed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Gr. Lvl./Subj. Taught: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Evaluator’s name & phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Yrs. Employed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Gr. Lvl./Subj. Taught: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Evaluator’s name & phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**I have attached a packet with the following information to verify my qualifications to complete the New Teacher Induction program in one year instead of two:**

 Two letters of recommendation, including one from the current Site Administrator

 All prior performance evaluations from previous 2 years

 Current year formal evaluation by current Site Administrator including the ***ECO Formal***

***Evaluation Rubric***

**Please initial:**

\_\_\_\_\_\_I agree to follow the requirements listed under ***Procedure for Program Completion.***

\_\_\_\_\_\_I understand that failure to adhere to the due dates for completion of the elements may

result in revocation of the ECO.

\_\_\_\_\_\_\_\_\_I understand that the BTSA South Bay Consortium Steering Committee will review my application packet to determine if I qualify for the Early Completion Option.

***Participant Signature Date***

***Office Use Only:***

 This participant has been approved to participate in the Early Completion Induction Option.

 This participant has not been approved to participate in the Early Completion Induction Option due to the following reason(s):

*BTSA South Bay Consortium Director/District Coordinator Date*

# BTSA South Bay Consortium

# Program Extension Request

If you are unable to complete the program requirements within the timeline for the year due to extenuating circumstances (illness, death in family, maternity leave, etc.), please notify the **Consortium Coordinator** as soon as possible. The **Consortium Coordinator** will make an appointment with the candidate and mentor to review the request and develop a completion plan. **There may be a cost to the candidate to continue in the program if requirements are not completed in the two-year time frame. Cost will be determined by the number of elements to be completed and the time and the support needed to complete them.**

**Name Date**

# I. Reason for Extension Request:

|  |
| --- |
|  |
|  |

# II. Plan for Completion: (timeline and support needed)

|  |  |  |
| --- | --- | --- |
| Activity | CompletionDate | Support Needed: |
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# Approved: Date:

Induction Consortium Coordinator

**Local Educational Agency**

**Campbell Union School District**

**BTSA South Bay**

**Consortium**

Liliana Contreras, Consortium Coordinator

155 North Third Street, Campbell CA 95008

Phone: (408) 341-7270

Fax: (408) 341-7255

Email: [lcontreras@campbellusd.org](mailto:sweight@campbellusd.org)

Website: <http://www.southbaybtsa.weebly.com>

|  |  |
| --- | --- |
| **Partner District Coordinator Roster** | |
| **Cambrian School District**  Lesa Nieri, Assistant Superintendent  4115 Jacksol Drive  San Jose, CA 95124 | Email: [nieril@cambriansd.com](mailto:nieril@cambriansd.com)  Phone: (408) 377-2103  Fax: (408) 377-5944 |
| **Campbell Union School District**  Liliana Contreras, Induction Coordinator  155 North Third Street  Campbell, CA 95008 | Email: [Lcontreras@campbellusd.org](mailto:Lcontreras@campbellusd.org)  Phone: (408) 341-7270  Fax: (408) 341-7255 |
| **Franklin-McKinley School District**  Marcela Miranda, Director, Human Resources  645 Wool Creek Drive  San Jose, CA 95112 | Email: [mmiranda@fmsd.org](mailto:mmiranda@fmsd.org)  Phone: (408) 283-6050  Fax: (408) 283-6022 |
| **Luther Burbank School District**  Kristin Murphy, Assistant Principal  4 Wabash Ave.  San Jose, CA 95128 | Email: [kmurphy@lbsd.k12.ca.us](mailto:kmurphy@lbsd.k12.ca.us)  Phone: (408) 295-2450  Fax: (408) 295-3168 |
| **Moreland School District**  Jeanette Escobar, Coordinator, Educational Services  4711 Campbell Ave  San Jose, CA 95130 | Email: [jescobar@moreland.org](mailto:jescobar@moreland.org)  Phone: (408) 874-2981  Fax: (408) 374-8827 |
| **Orchard School District**  Michelle Quilantang, Principal  921 Fox Lane.  San Jose, CA 95131 | Email: [mquilantang@orchardsd.org](mailto:mquilantang@orchardsd.org)  Phone: (408) 944-0388  Fax: (408) 944-0394 |
| **Charter School Partner** | |
| **Voices College-Bound Language Academy**  Rodrigo Soto, Human Resources Associate  715 Hellyer Ave.  San Jose, CA 95111 | Email: [rsoto@voicescharterschool.com](mailto:rsoto@voicescharterschool.com)  Phone:(408) 361-1960  Fax: (408) 361-1979 |

**Local Educational Agency**

**BTSA South Bay**

**Consortium**

**Campbell Union School District**

Liliana Contreras, Consortium Coordinator

155 North Third Street, Campbell CA 95008

Phone: (408) 341-7270

Fax: (408) 341-7255

Email: [lcontreras@campbellusd.org](mailto:sweight@campbellusd.org)

Website: <http://www.southbaybtsa.weebly.com>

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| --- | --- |
| **Private School Partners** | |
| **Primary Plus**  3030 Moorpark Ave,  San Jose, CA 95128 | **Phone:** (408) 249-0668 |
| **Action Day Primary Plus**  801 Hibiscus Lane  San Jose, CA 95117 | **Phone:** (408) 985-5998 |
| **Almaden Country School**  6835 Trinidad Dr.  San Jose, CA 95120 | **Phone:** (408) 997-0424 |
| **Archbishop Mitty High School**  5000 Mitty Way  San Jose, CA 95129 | **Phone:** (408) 252-6610 |
| **Campbell Christian School**  1075 W. Campbell Ave.  Campbell, CA 95008 | **Phone:** (408) 627-4323 |
| **Crossroads Christian School**  145 Wright Ave.  Morgan Hill, CA 95037 | **Phone:** (408) 779-8850 |
| **Granada Islamic School**  3003 Scott Blvd.  Santa Clara, CA 95054 | **Phone:** (408) 980-1161 |
| **Good Shepard Catholic School**  2722 Mattison Ln.  Santa Cruz, CA 95065 | **Phone:** (831) 476-4000 |
| **Hillbrook School**  300 Marchmont Dr.  Los Gatos, CA 95032 | **Phone:** (408) 356-6116 |
| **Holy Cross School**  150 Emmet St.  Santa Cruz, CA 95060 | **Phone:** (831) 423-4447 |
| **The King’s Academy**  562 N. Britton Ave.  Sunnyvale, CA 94085 | **Phone:** (408) 481-9900 |
| **Live Oak Academy**  2784 Homestead Rd. #141  Santa Clara, CA 95051 | **Phone:** (408) 355-4935 |
| **Milpitas Christian School**  3435 Birchwood Ln.  San Jose, CA 95132 | **Phone:** (408) 945-6530 |
| **Miramonte School**  1175 Altamead Drive  Los Altos, CA 94024 | **Phone:** (650) 967-2783 |
| **Mount Madonna School**  491 Summit Rd.  Mount Madonna, CA 95076 | **Phone:** (408) 847-2717 |
| **Mulberry School**  220 Belgatos Rd.  Los Gatos, CA 95032 | **Phone:** (408) 358-9080 |
| **Oakwood Country School**  105 John Wilson Way  Morgan Hill, CA 95037-5929 | **Phone:** (408) 782-7177 |
| **Pinewood Upper School**  26800 Fremont Rd.  Los Altos Hills, CA 94022 | **Phone:** (650) 209-3010 |
| **Queen of Apostles**  4950 Mitty Way  San Jose, CA 95129 | **Phone:** (408) 252-3659 |
| **St. Francis Cabrini School**  15333 Woodard Rd.  San Jose, CA 95124 | **Phone:** (408) 879-1120 |
| **St. Lawrence Elementary and Middle**  1977 St. Lawrence Dr.  Santa Clara, CA 95051 | **Phone:** (408) 296-2260 |
| **St. Leo the Great School**  1051 W. San Fernando St.  San Jose, CA 95126 | **Phone:** (408) 293-4846 |
| **St. Lucy School**  76 Kennedy Rd.  Campbell, CA 95008 | **Phone:** (408) 871-8023 |
| **Santa Clara Christian School**  3421 Monroe St.  Santa Clara, CA 95051 | **Phone:** (408) 246-5423 |
| **Stratford – Fremont**  5301 Curtis St.  Fremont, CA 94538 | **Phone:** (510) 438-9745 |
| **Stratford – Morgan Hill**  410 Llagas Rd.  Morgan Hill, CA 95037 | **Phone:** (408) 776-8801 |
| **Stratford – Palo Alto**  870 N. California Ave.  Palo Alto, CA 94303 | **Phone:** (650) 493-1151 |
| **Stratford – Santa Clara**  890 Pomeroy Ave.  Santa Clara, CA 95051 | **Phone:** (408) 244-4073 |
| **Stratford – Washington Park**  820 W. McKinley Ave.  Sunnyvale, CA 94086 | **Phone:** (408) 737-1500 |
| **Valley Christian Schools**  100 Skyway Dr.  San Jose, CA 95111 | **Phone:** (408) 513-2500 |
| **Ventana School**  1040 Border Rd.  Los Altos, CA 94024 | **Phone:** (650) 948-2151 |
| **Yew Chung International School**  810 Easy Street  Mountain View, CA 94043 | **Phone:** (650) 903-0986 |