**BTSA South Bay Consortium**

**New Teacher Induction**

**2016-2017**

**Program Guide**



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The BTSA South Bay Consortium Induction Program staff is dedicated to assisting you in successfully completing your induction program. We provide training for Participating Teachers and to successfully complete all of the induction program requirements. We provide additional individual or small group support upon request. We provide support in person, by telephone, and by email.

The program staff will serve as your Program Advisor. As Program Advisors, we review all electronic portfolio entries and collaborative logs to ensure the requirements are understood and being met. We advise Participating Teachers and Support Providers as the need arises and provide additional support if indicated or upon request. Please feel free to contact your Program Advisor with any questions, or if you need clarification or assistance.

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

**BTSA South Bay Consortium**

**Campbell Union School District Office**

**155 N. 3rd St., Campbell, CA 95008**

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**New Teacher Induction**

The BTSA South Bay Consortium New Teacher Induction Program provides two years of individualized, job-embedded professional development, supporting General Education and Special Education Participating Teachers during their transition from teacher training into the profession. The program provides opportunities for Participating Teachers to develop and assess their practice relative to the California Standards for the Teaching Profession with the assistance of a trained Support Provider. Participating Teachers use the Plan-Teach-Reflect-Apply cycle to develop skills and habits of mind that lead to positive outcomes for students and teacher job satisfaction. Completion of a Commission-approved induction program is a requirement for a California Clear Credential. Upon successful completion of the program, Participating Teachers are recommended for their California Clear Multiple Subject, Single Subject, and/or Education Specialist Credential(s).

All Participating Teachers are required to maintain both a print portfolio and an electronic portfolio. These portfolios contain evidence of the work completed during induction, documenting professional practice, reflections, and growth over time. Participating Teachers are required to attend an orientation, three Academy Meetings after school, and a Colloquium each year. Participating Teachers are also required to meet with their Support Providers for a minimum of one hour each week to work on induction activities and other needs that arise.

Support Providers are trained to mentor Participating Teachers, maintaining a confidential relationship, as they guide them through the induction process. Support Providers maintain an electronic portfolio and create collaborative logs documenting work in progress and the reflections of their Participating Teachers. These logs provide evidence of the Participating Teacher’s professional practice, demonstrating growth over time. Support Providers are required to attend an orientation, six Academy Meetings after school, and a Colloquium each year. Support Providers are also required to meet with their Participating Teachers for a minimum of one hour each week to work on induction activities and other needs that arise.

**Program Overview**

**Year 1**

In the first year of the program, Participating Teachers focus on standards 1, 2, and 3 of the California Standards for the Teaching Profession (CSTP). With the help of a Support Provider, they will develop an Individualized Learning Plan (ILP) setting goals for the year, addressing these three CSTP. These goals will guide their work with their Support Provider as a mini-inquiry is completed around each goal. Each mini-inquiry will include either an in-person or video observation, and collection of evidence of practice by the Participating Teacher. This evidence will be used by the Participating Teacher to complete their periodic self-assessments on the CSTP. One full day of release time is provided for veteran teacher observations. The year ends with participation in a colloquium, where Participating Teachers share their learning for the year.

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**Year 2**

In the second year of the program, Participating Teachers focus on standards 4, 5, and 6 of the California Standards for the Teaching Profession (CSTP). With the help of a Support Provider, they will develop an Individualized Learning Plan (ILP) setting goals for the year, addressing these three CSTP. These goals will guide their work with their Support Provider. In the fall, Participating Teachers will conduct two mini-inquiries, the first around creating and maintaining effective environments, and the second around assessment. Each mini-inquiry will include either an in-person or video observation, and collection of evidence of practice by the Participating Teacher. This evidence will be used by the Participating Teacher to complete their periodic self-assessments on the CSTP. In the winter, Participating Teachers will conduct a formally documented inquiry around planning and designing instruction for all students. One full day of release time is provided for veteran teacher observations. The year ends with participation in a colloquium, where Participating Teachers share their learning for the year.

**Early Completion Option (ECO)**

Exceptional teachers with a minimum of two years of experience as the teacher of record may apply for an Early Completion Option, an accelerated program, allowing them to complete induction in one year. Teachers approved by the Consortium’s Steering Committee for participation in the ECO program will be required to complete the activities included in both the Year 1 and Year 2 programs, with minor modifications.

Participating Teachers approved for the ECO program focus on all six of the California Standards for the Teaching Profession (CSTP). With the help of a Support Provider, they will develop an Individualized Learning Plan (ILP) setting goals for the year, addressing these six CSTP. These goals will guide their work with their Support Provider. In the fall, Participating Teachers will conduct two mini-inquiries, the first around creating and maintaining effective environments, and the second around assessment. Each mini-inquiry will include either an in-person or video observation, and collection of evidence of practice by the Participating Teacher. This evidence will be used by the Participating Teacher to complete their periodic self-assessments on the CSTP. In the winter, Participating Teachers will conduct a formally documented inquiry around planning and designing instruction for all students. One full day of release time is provided for veteran teacher observations. The year ends with participation in a colloquium, where Participating Teachers share their learning for the year.

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**Year 1**

**Program**



**Induction Overview Year 1**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Aug. thru Dec.** | | | | **Jan. thru Feb.** | | **March thru April** | | **May** |
| **CSTP 2 (Mini #1)**  **Creating and Maintaining**  **Effective Environments** | | | | **CSTP 3 (Mini #2)**  **Understanding and Organizing Subject Matter** | | **CSTP 1 (Mini #3)**  **Engaging and Supporting All Students** | | **Year 1 Completion** |
| **August**  **Orientation**  Develop Individualized Learning Plan (ILP)  Weekly PT/SP meetings  Site Orientation | **September**  Weekly PT/SP meetings  Goal Setting Conference with Site Administrator Update ILP  Submit  Class Profile in e-portfolio  SP Baseline Observation  Initial Self-Assessment on CSTP 2 in the *Continuum of Teaching Practice*  **New Ed. Specialists** Individual Advisement  **SP Academy Meeting** | **October**  Weekly PT/SP meetings  Review CSTP 2 ILP goal  Mini-Inquiry #1 CSTP 2  (3 weeks)  Mini-Inquiry “video” observation  **SP/PT Academy Meeting** | **November**  Weekly PT/SP meetings  Update Self-Assessment on CSTP 2 in the *Continuum of Teaching Practice*  Initial Self-Assessment on CSTP 1 and 3 in the *Continuum of Teaching Practice*  Update CSTP 2 ILP goal  **Ed. Specialists**  IPS 7 Self-Assessment in e-portfolio    **SP Academy Meeting** | **January**  Weekly PT/SP meetings  Review CSTP 3 ILP goal  Mini-Inquiry #2 CSTP 3  (3 weeks)  Mini-Inquiry “video” observation  Veteran Teacher Observations  **Mid-Year Print Portfolio Check at Academy**  **SP/PT Academy Meeting** | **February**  Weekly PT/SP meetings  Mini-Inquiry #2 CSTP 3  (cont.)  Mini-Inquiry “video” observation  Veteran Teacher Observations (cont.)  Update CSTP 3 ILP goal  Update Self-Assessment on CSTP 3 in the *Continuum of Teaching Practice*  **SP Academy Meeting** | **March**  Weekly PT/SP meetings  Review CSTP 1 ILP goal  Mini-Inquiry #3 CSTP 1  (3 weeks)  SP Mini-Inquiry SP Observation  **SP/PT Academy Meeting** | **April**  Weekly PT/SP meetings  Final update on CSTP 1, 2, and 3 ILP goals  Final Self-Assessment on CSTP 1, 2, and 3 in the *Continuum of Teaching Practice*  **Ed. Specialists**  IPS 7 Self-Assessment in  e-portfolio  Submit Culminating Reflections in  e-portfolio  Do the ***Induction Completion Self-Assessment Rubric***  **TURN IN Print Portfolio** | **May**  Final weekly PT/SP meetings  Prepare for Colloquium  **Colloquium Presentation** |
| **Education Specialists Only:**  Begin Collecting Induction Program Standard (IPS) 7 Evidence ---------------------------------------------------------------------------🡪  Case Management ------------------------------------------------------------------------------------------------------------------------------------🡪  Goal Updates -----------------------------------------------------------------------------------------------------------------------------🡪  District IEP Procedures ---------------------------------------------------------------------------------------------------🡪  Standardized Assessments --------------------------------------------------------------------------------🡪 | | | | | | | | |

**Portfolios**

**Electronic Portfolio**

The electronic portfolio will consist of two documents for General Education Participating Teachers and three documents for Education Specialist Participating Teachers.

* Class Profile (pages 9-10)
* Culminating Reflections (page 11)
* Standard 7 Self-Assessment (Education Specialists only) (page 12)

Electronic portfolio documents are developed and submitted by the Participating Teacher, and reviewed and verified by the Support Provider. Program Advisors review the verified documents and mark them complete. Documents are to be completed by the published due dates.

**Print Portfolio**

The print portfolio will be compiled over the course of the year. It will contain the following:

* Working copy of the Year 1 Individualized Learning Plan (pages 14-16)
* Evidence and Collaborative Logs from the three mini-inquiries (pages 18-19)
* CSTP self-assessments on the *Continuum of Teaching Practice* (downloaded from our website)
* Evidence of professional development completed
* Year 1 Induction Completion Self-Assessment Rubric (page 20)
* Evidence of Case Management (Education Specialists only)

Print portfolios will be reviewed in January for progress and May for completion.



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**Year 1 Activity and Assignment Due Dates**

**2016-2017**

|  |  |
| --- | --- |
| **Due Date** | **Fall Semester Activities and Assignments** |
| Orientation | Develop Individualized Learning Plan (ILP) CSTP 1, 2, and, 3 |
| 9/30 | Update ILP as needed based on Goal Setting Conference with Site Administrator |
| 9/30 | Class Profile – Submitted and verified in e-portfolio |
| 9/30 | Baseline Observation by Support Provider completed and reviewed with Participating Teacher |
| 10/7 | CSTP 2 – Initial self–assessment on the *Continuum of Teaching Practice* |
| 11/18 | **Mini-Inquiry #1** (CSTP 2) completed and “Video” Observation reviewed with Support Provider |
| 12/9 | CSTP 2 – Update self–assessment on the *Continuum of Teaching Practice* |
| 12/9 | CSTP 1 and 3 – Initial self–assessment on the *Continuum of Teaching Practice* |
| 12/9 | Standard 7 Self Assessment “Initial” **(Education Specialists ONLY)** submitted and verified in e-portfolio |
| 12/16 | Print Portfolio assembled and ready for mid-year checkat January SP/PT Academy Meeting |
| **Due Date** | **Spring Semester Activities and Assignments** |
| January Academy | **Print Portfolio Mid-Year Check** |
| 2/17 | **Mini-Inquiry #2** (CSTP 3) completed and “Video” Observation reviewed with Support Provider |
| 3/3 | CSTP 3 – Update self–assessment on the *Continuum of Teaching Practice* |
| 4/21 | **Mini-Inquiry #3** (CSTP 1) completed and Support Provider Observation reviewed with Participating Teacher |
| 4/28 | Final review and update of CSTP 1, 2, and 3 ILP goals |
| 4/28 | CSTP 1, 2, and 3 – Final self–assessment on the *Continuum of Teaching Practice* |
| 4/28 | Culminating Reflections – Submitted and verified in e-portfolio |
| 4/28 | Standard 7 Self Assessment “Final” **(Education Specialists ONLY)** submitted and verified in e-portfolio |
| 4/28 | Induction Completion Self-Assessment Rubric |
| 5/1 | **Turn in Print Portfolio to your District Induction Coordinator for Year-End Review** |
| 5/15 or 5/17 | **Colloquium Presentation** |

☐ ILP ☐ Electronic Portfolio Document ☐ Observation ☐ Inquiry ☐ CSTP Self-Assessment on *Continuum of Teaching Practice*

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**Class Profile**

**DIRECTIONS:** Completing the class profile will help you learn about your teaching context. Consult with your support provider, your administrators, and colleagues, to gather information about your teaching context. You may add to the class profile at any time as you learn about your students, school, and district. Revisit this class profile throughout the year.

**Middle school and Secondary teachers, choose one class period as your focus class.**

|  |  |  |
| --- | --- | --- |
| Student Name  **(First Name Only)** | Date of Birth | English Learner  and/or  Special Needs |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |

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**Class Profile (cont.)**

**Mark N/A if you have no students in a category.**

**Students with Medical Conditions:**

|  |  |  |
| --- | --- | --- |
| Name  **(First Name Only)** | Condition | Special Support at School  (Epi-pen, inhaler, meds, etc.) |
|  |  |  |
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|  |  |  |
|  |  |  |

**Students with Individualized Educational Plans (IEP):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name  **(First Name Only)** | Copy of IEP  **Yes/No** | Classroom Accommodations/  Modifications  **Yes/No** | Goals  For Classroom  **Yes/No** | Case Manager  (Name of Special Education Teacher or Speech Therapist in charge of IEP) |
|  |  |  |  |  |
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**Students with 504 Plans:**

|  |  |  |
| --- | --- | --- |
| Name  **(First Name Only)** | Classroom  Accommodations | Behavioral Support Strategies |
|  |  |  |
|  |  |  |
|  |  |  |

**Students with Current Student Study Team (SST) Plan:**

|  |  |  |
| --- | --- | --- |
| Name  **(First Name Only)** | SST Date to Reconvene | Interventions to Implement |
|  |  |  |
|  |  |  |
|  |  |  |

**Students who are Gifted and Talented (GATE):**

|  |  |  |
| --- | --- | --- |
| Name  **(First Name Only)** | Academic Strengths | Social Strengths |
|  |  |  |
|  |  |  |
|  |  |  |

**Students who are English Learners (EL) or have been re-designated (RFEP) in the last 3 years:**

|  |  |  |  |
| --- | --- | --- | --- |
| Name  **(First Name Only)** | Student’s Primary Language | English Language Proficiency Levels  (Emerging, Expanding, Bridging) | Re-designated |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

California Commission on Teacher Credentialing and California Department of Education, Formative Assessment for California Teachers (FACT) 2011 Modified 3/28/16

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**Culminating Reflections**

**DIRECTIONS***:* Based on your work this year, use evidence to guide your thinking and prepare a written reflection. The key insights captured here may be shared during the Colloquium.

|  |  |
| --- | --- |
| What have you learned about yourself as a teacher? | What have your learned about your students? |
|  |  |
| Describe a piece of evidence that best illustrates a shift you have made in your teaching. | What will you investigate or focus on in the next year? |
|  |  |

California Commission on Teacher Credentialing and California Department of Education, Formative Assessment for California Teachers (FACT) 2011

Modified 4/24/16

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**Standard 7 Self-Assessment**

***Clear Education Specialist Candidates***

|  |  |  |
| --- | --- | --- |
| Directions: **With your Support Provider** review and discuss the standards below referencing any information gained through Conversation Guides. (Provide **Evidence** in bullet points.) | | |
| ***Pedagogy***  The Education Specialist Individual Induction Plan includes the advanced and applied pedagogy to expand the holder’s expertise in delivering services. The participant shall demonstrate awareness of current research, issues and trends, evidence based practices in the field re: social, academic and behavioral intervention, and current legal issues. Education Specialists utilize advanced level data-driven instruction. Participants reflect on their preliminary teacher preparation and design a specific emphasis for their Induction based on their authorization and their employment assignment.  The Education Specialist Individual Induction Plan includes a menu of option such as coursework in advanced specialty specific areas, additional authorizations, opportunities for leadership or professional advancement, professional development and related to distinct specified protocols.  ***Universal Access: Equity for All Students - Teaching Special Populations***  Education Specialists demonstrate proficiency in teaching Special Populations through the context of practices within the scope of special education service delivery at the site, district and Special Education Local Planning Area (SELPA) levels and through collaboration, consultation and co-teaching with general education teachers in the Least Restrictive Environment.  ***Professional Development Options for Education Specialists***  Each Education Specialist teacher shall design an Individual Induction Plan for professional development and advanced study to clear their Preliminary Credential(s). Each participant should select appropriate professional development and/or preparation program based coursework to expand his/her skills as an Education Specialist from the menu of options offered by the Clear Credential Preparation Program and the employing school district. These skills should be designed to enhance the participant’s teaching abilities for the current teaching assignment. In addition, each Education Specialist will be provided with opportunities to complete advanced professional development in areas such as: case management, advocacy, consultation and collaboration, co-teaching, professional learning community participation and school wide positive behavior support relevant to employment.  The Induction program is characterized by a depth of experience that challenges the Education Specialist fostering critical reflection, extending understanding and allows for meaningful integration of theory and practice. The participant should reflect on their preliminary teacher preparation and design a thoughtful specific emphasis from a menu of options. The specific induction emphasis should detail inquiry based methodology and reflective practice. The participant shall demonstrate that they are a consumer of the research; i.e., current research and trends, journal articles, evidence based research in the field, current legal issues and they are capable of advanced level data driven instruction. | **Reflection Planning Prompts:**   * **Collaboration, Consultation, and**   **Co-teaching in the LRE:**  How I support my students integration into the Least Restrictive Environment  ***Evidence:*** | Describe your strengths and challenges related to collaboration, consultation, and co-teaching in the least restrictive environment.  *Initial Self-Assessment Date/Comments:* |
| *Final Self Assessment Date/Comments:* |
| * **Professional Development:**   How I make selections to advance my professional growth  ***Evidence****:* | Describe your strengths and challenges related to professional growth.  *Initial Self-Assessment Date/Comments:* |
| *Final Self Assessment Date/Comments:* |
| * **Current Research and Trends**   How I integrate current research into my practice  ***Evidence****:* | Describe your strengths and challenges related to integrating current research into your practice.  *Initial Self-Assessment Date/Comments:* |
| *Final Self Assessment Date/Comments:* |

California Commission on Teacher Credentialing and California Department of Education, Formative Assessment for California Teachers (FACT) 2011

**BTSA South Bay Consortium**

**Year 1 Individualized Learning Plan (ILP)**

**Place in Print Portfolio. Bring to every PT/SP Academy Meeting**

**Participating Teacher** **Grade/Subject**

This Individualized Learning Plan (ILP) is designed to assist the Participating Teacher in planning professional development based on their personal needs and give the Support Provider direction in how they might provide individualized assistance. This plan is intended to be a living document, revisited and updated several times during the year, and modified as needed in response to the changing needs of the Participating Teacher and employer. Developed by the Participating Teacher and Support Provider, **this plan is to be shared with the Site Administrator** **during goal setting**, and revised based on the Site Administrator’s input, as appropriate.

|  |  |  |
| --- | --- | --- |
| **Area of Focus** | **Date** | **Goal** |
| **CSTP 1 Engaging and Supporting All Students in Learning** |  |  |
| **Modifications** |
|  |
| **Action Plan** |
|  |
| **Defined Measurable Outcomes** |
|  |
| **Reflections** |
|  |

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|  |  |  |
| --- | --- | --- |
| **Area of Focus** | **Date** | **Goal** |
| **CSTP 2**  **Creating and Maintaining Effective Learning Environments for Student Learning** |  |  |
| **Modifications** |
|  |
| **Action Plan** |
|  |
| **Defined Measurable Outcomes** |
|  |
| **Reflections** |
|  |

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|  |  |  |
| --- | --- | --- |
| **Area of Focus** | **Date** | **Goal** |
| **CSTP 3**  **Understanding and Organizing Subject Matter for Student Learning** |  |  |
| **Modifications** |
|  |
| **Action Plan** |
|  |
| **Defined Measurable Outcomes** |
|  |
| **Reflections** |
|  |

**Support Provider** **Date**

**Site Administrator** **Date**

**Approved by:** **Date**

Induction Program Coordinator

Copies to be placed in:

* Participating Teacher Print Portfolio
* Participating Teacher Induction Program File

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**Mini-Inquiry Process**

Mini-inquiries are based on the CSTPs and Individualized Learning Plan (ILP). Each mini-inquiry follows the same process.

|  |  |  |
| --- | --- | --- |
| **When** | **Who** | **What** |
| **Before**  **Beginning** | PT/SP | Self-assess on the assigned CSTP using the ***Continuum of Teaching Practice****.* |
| PT/SP | Discuss the focus of the mini-inquiry related to your Individualized Learning Plan (ILP) goal. Modify goal if needed. |
| PT/SP | Plan the steps you will take over the course of the inquiry. |
| PT/SP | Choose a day for SP to observe a lesson ***or*** PT to video record a lesson to review with SP. **(REQUIRED)** |
| SP | Document key points of the conversation and plan in a Collaborative Log (log 1). |
| **Week 1** | PT | Implement your plan. |
| PT | Collect \*evidence demonstrating your implementation. |
| PT/SP | At the end of week 1, reflect on your progress toward your goal and adjust your plan if indicated. |
| SP | Document key points of the conversation and next steps in a Collaborative Log (log 2). |
| **Week 2** | PT | Continue implementing your plan, making any necessary adjustments based on your Week 1 reflection. |
| PT | Continue to collect \*evidence demonstrating your implementation. |
| PT/SP | At the end of week 2, reflect on your progress toward your goal and adjust your plan if indicated. |
| SP | Document key points of the conversation and next steps in a Collaborative Log (log 3). |
| **Week 3** | PT | Continue implementing your plan, making any necessary adjustments based on your Week 2 reflection. |
| PT | Continue to collect \*evidence demonstrating your implementation. |
| PT/SP | At the end of week 3, reflect on your progress toward your goal. Update your goal in the ILP Reflections. |
| PT/SP | Update your self-assessment on the assigned CSTP using the ***Continuum of Teaching Practice****.* |
| SP | Document key points of the conversation and indicate next steps in a Collaborative Log (log 4). |
| **After** | PT | Print the 4 Collaborative Logs and place them, along with your \*evidence in your print portfolio behind a tab for this mini-inquiry. |

\*A minimum of 3 pieces of evidence is required.

* SP Observation notes/ video recording notes related to the assigned CSTP **(REQUIRED)**
* Anecdotal notes
* Photographs
* Student work
* Lesson Plan
* Samples of accommodations/modifications
* Samples of resources
* Rubric

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Collaborative Log

Participating Teacher Today’s Date:

Support Provider Next Meeting Date:

|  |  |  |  |
| --- | --- | --- | --- |
| **🔿Key points of Conversation** | | ** Next Steps for PT and SP** | |
| **Indicate the CSTP(s) addressed during this conversation below.** | | | |
| **CSTP 1** **Engaging and Supporting All Students in Learning**  Using knowledge of students to engage them in learning  Connecting learning to students’ prior knowledge,  backgrounds, life experiences, and interests  Connecting subject matter to meaningful, real-life contexts  Using a variety of instructional strategies, resources, and  technologies to meet students’ diverse learning needs  Promoting critical thinking through inquiry, problem solving,  and reflection  Monitoring student learning and adjusting instruction while  teaching | CSTP 2 Creating and Maintaining Effective Environments for  Student Learning  Promoting social development and responsibility within a  caring community where each student is treated fairly and  respectfully  Creating physical or virtual learning environments that  promote student learning, reflect diversity, and encourage  constructive and productive interactions among students  Establishing and maintaining learning environments that  are physically, intellectually, and emotionally safe  Creating a rigorous learning environment with high  expectations and appropriate supports for students  Developing, communicating and maintaining high  standards for individual and group behavior  Employing classroom routines, procedures, norms, and  supports for positive behavior to ensure a climate in which  all students can learn  Using instructional time to optimize learning | | CSTP 3 Understanding and Organizing Subject Matter for  Student Learning  Demonstrating knowledge of subject matter, academic content  standards, and curriculum frameworks  Applying knowledge of student development and proficiencies  to ensure student understanding of subject matter  Organizing curriculum to facilitate student understanding of  the subject matter  Utilizing instructional strategies that are appropriate to the  subject matter  Using and adapting resources, technologies, and standards-  aligned instructional materials, including adopted materials, to  make subject matter accessible to all students  Addressing the needs of English learners and students with  special needs to provide equitable access to the content |
| **CSTP 4 Planning Instruction and Designing Learning**  **Experiences for All Students**  Using knowledge of students’ academic readiness, language  proficiency, cultural background, and individual development  to plan instruction  Establishing & articulating goals for student learning  Developing & sequencing long-term and short-term  instructional plans to support student learning  Planning instruction that incorporates appropriate strategies to  meet the learning needs of all students  Adapting instructional plans and curricular materials to meet  the assessed learning needs of all students | CSTP 5 Assessing Students for Learning  Applying knowledge of the purposes, characteristics, and uses  of different types of assessments  Collecting and analyzing assessment data from a variety of  sources to inform instruction  Reviewing data, both individually and with colleagues, to  monitor student learning  Using assessment data to establish learning goals and to plan  differentiate, and modify instruction  Involving all students in self-assessment, goal setting, and  monitoring progress  Using available technologies to assist in assessment, analysis,  and communication of student learning  Using assessment information to share timely and  comprehensible feedback with students and their families | | CSTP 6 Developing as a Professional Educator  Reflecting on teaching practice in support of student learning  Establishing professional goals and engaging in continuous  and purposeful professional growth and development  Collaborating with colleagues and the broader community to  support teacher student and learning  Working with families to support student learning  Engaging local communities in support of the instructional  program  Managing professional responsibilities to maintain motivation  and commitment to all students  Demonstrating professional responsibility, integrity, and  ethical conduct |

**Year 1 Induction Completion Self-Assessment Rubric**

Participating Teacher: Support Provider:

**Directions:** This self-assessment is to be completed by the Participating Teacher with the help of his/her Support Provider.

Discuss the components and criteria on the rubric. Highlight all items that apply to your practice. Sign and date the rubric.

**Place this rubric as the first document in your print portfolio.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Component** | **Progress Evident** | **Meets Expectation** | **Exceeds Expectation** |
| **Individualized Learning Plan (ILP)** | **\*Achieved 2 or less ILP Goals** | **\*Achieved 3 of 3 ILP Goals** | **\*Achieved more than 3 ILP Goals** |
| **CSTP 1 Engaging and Supporting All Students in Learning**  *I…* | \*primarily do direct instruction  \*attempt to support struggling students  \*may need to adjust my pacing | \* clearly articulate learning objectives  \*use both direct instruction and cooperative group work  \*provide some in-the-moment support for struggling students  \*make some adjustments in pacing during lessons | \*regularly use a balance of direct instruction, small group instruction, cooperative group work, and 1:1 support  \*adapt instruction in response to formative assessment during lessons  \*deliver well paced lessons |
| **CSTP 2 Creating and Maintaining Effective Environments for Student Learning**  *In my classroom you would observe…* | \*respectful relationships between teacher/student  \*evidence of class rules  \*some established routines  \*some established procedures | \*respectful relationships between students and teacher/student  \*positive behavior is regularly rewarded  \*established routines  \*established procedures  \*students working independently  \*students working in collaborative groups with teacher support | \*students supporting one another socially and academically without prompting  \*explicit social skill instruction  \*minimal transition time  \*students working in collaborative groups with minimal teacher support |
| **CSTP 3 Understanding and Organizing Subject Matter for Student Learning**  *I…* | \*use the recommended curriculum sometimes  \*follow the Teacher’s Edition  \*plan lessons day-by-day | \*use the recommended curriculum on a  regular basis  \*use some supplemental materials to support the curriculum  \*make some adjustment to lesson plans based on student needs  \*plan lessons a week at a time | \*use the recommended curriculum, supplementing it regularly to meet student needs  \*contribute to unit planning in collaboration with grade-level colleagues  \*adapt curriculum materials to support a range of learning needs |
| **Professional Development (PD)**  *I…* | \*attend mandatory district/school PD  \*attend mandatory Induction Academy Meetings | \*attend optional PD  \*work with district/site coaches (if available) to support my professional growth | \*actively search for and attend additional PD to meet my professional growth needs  \*actively seek assistance from district/site coaches (if available) to support my professional growth  \*regularly read professional journals |

Date Participating Teacher Support Provider



**Year 2**

**Program**

**Induction Overview Year 2**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Aug. thru Dec.** | | | | **Jan. thru March** | | | **April** | **May** |
| **CSTP 2 (Mini #1)**  **Creating and Maintaining**  **Effective Environments** | | **CSTP 5 (Mini #2)**  **Assessing Students**  **for Learning** | | **CSTP 4 (Full Inquiry)**  **Planning Instruction and Designing Learning Experiences for All Students** | | | **CSTP 6**  **Developing as a Professional** | **Year 2 Completion** |
| **August**  **Orientation**  Develop Individualized Learning Plan (ILP)  Weekly PT/SP meetings | **September**  Weekly PT/SP meetings  Goal Setting Conference with Site Administrator Update ILP  Submit  Class Profile in e-portfolio  Mini-Inquiry #1 CSTP 2  (3 weeks)  Mini-Inquiry “video” observation  Final Self-Assessment on CSTP 2 in the *Continuum of Teaching Practice*  **SP Academy Meeting** | **October**  Weekly PT/SP meetings  Initial Self-Assessment on CSTP 5 in the *Continuum of Teaching Practice*  Review CSTP 5 ILP goal  Mini-Inquiry #2 CSTP 5  (3 weeks)  SP Mini-Inquiry Observation  **Ed. Specialists**  IPS 7 Self-Assessment in e-portfolio and check-in  **SP/PT Academy Meeting** | **November**  Weekly PT/SP meetings  Mini-Inquiry #2 CSTP 5  (cont.)  SP Mini-Inquiry Observation  Update CSTP 5 ILP goal  Update Self-Assessment on CSTP 5 in the *Continuum of Teaching Practice*  Initial Self-Assessment on CSTP 4 and 6 in the *Continuum of Teaching Practice*  **SP Academy Meeting** | **January**  Weekly PT/SP meetings  FULL Inquiry  “Video” observation of teaching practice TBD based on PT’s need  Review CSTP 4 and CSTP 6 ILP goals  Submit  Inquiry Plan in e-portfolio  Veteran Teacher Observations  **Mid-Year Print Portfolio Check at Academy**  **SP/PT Academy Meeting** | **February**  Weekly PT/SP meetings  FULL Inquiry  Submit  Essential Components in e-portfolio  Submit  Entry-Level Assessment in e-portfolio  Update  Inquiry Plan in e-portfolio  Develop Unit Plan  Veteran Teacher Observations (cont.)  **SP Academy Meeting** | **March**  Weekly PT/SP meetings  FULL Inquiry  Submit Inquiry Lesson Focus in e-portfolio  SP Inquiry Observation  Submit Inquiry Observation in e-portfolio  Submit Summative Assessment in e-portfolio  Update  Inquiry Plan in e-portfolio  **SP/PT Academy Meeting** | **April**  Weekly PT/SP meetings  Final update on CSTP 4, 5, and 6 ILP goals  Final Self-Assessment on CSTP 4, 5, and 6 in the *Continuum of Teaching Practice*  **Ed. Specialists**  IPS 7 Self-Assessment in  e-portfolio  Submit  Culminating Reflections in e-portfolio  Do the Induction Completion Self-Assessment Rubric | **May**  Final weekly PT/SP meetings  Finalize Print Portfolio **Ed. Specialists include** IPS 7 Evidence  Prepare for Colloquium  **Colloquium Presentation**  **TURN IN Print Portfolio** |
| **Education Specialists Only:**  Continue Collecting Induction Program Standard (IPS) 7 Evidence ----------------------------------------------------------------------------🡪  Advocacy ----------------------------------------------------------------------------------------------------------------------------------------------------🡪  Consultation/Collaboration/Co-teaching ---------------------------------------------------------------------🡪**Turn in IPS 7 Evidence** | | | | | | | | |

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**Portfolios**

**Electronic Portfolio**

The electronic portfolio will consist of eight documents for General Education Participating Teachers and nine documents for Education Specialist Participating Teachers.

* Class Profile (pages 27-28)
* Inquiry Plan (page 30)
* Essential Components for Instruction (pages 32-33)
* Entry-Level Assessment (pages 34-35)
* Inquiry Lesson Focus for Observation (page 36)
* Inquiry Observation Record (pages 37-38)
* Summative Assessment (pages 39-40)
* Culminating Reflections (page 41)
* Standard 7 Self-Assessment (Education Specialists only) (page 42)

Electronic portfolio documents are developed and submitted by the Participating Teacher, and reviewed and verified by the Support Provider. Program Advisors review the verified documents and mark them complete. Documents are to be completed by the published due dates.

**Print Portfolio**

The print portfolio will be compiled over the course of the year. It will contain the following:

* Working copy of the Year 2 Individualized Learning Plan (pages 44-47)
* Evidence and Collaborative Logs from the two mini-inquiries (pages 48-49)
* Working copy of the Inquiry Unit Plan
* Focus Students’ Entry-Level and Summative Assessments
* Inquiry Lesson Focus for Observation (printed from the e-portfolio)
* Support Provider’s written observation notes (**NOT** the Inquiry Observation Record from the e-portfolio)
* CSTP self-assessments on the *Continuum of Teaching Practice* (downloaded from our website)
* Evidence of professional development completed
* Year 2 Induction Completion Rubric (pages 50-51)
* Evidence of Standard 7 and progress to Initial IIP goals (Education Specialists only)

Print portfolios will be reviewed in January for progress and May for completion.

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**Year 2 Activity and Assignment Due Dates**

**2016-2017**

|  |  |
| --- | --- |
| **Due Date** | **Fall Semester Activities and Assignments** |
| Orientation | Develop Individualized Learning Plan (ILP) CSTP 4, 5, and 6 |
| 9/30 | Update ILP as needed based on Goal Setting Conference with Site Administrator |
| 9/30 | Class Profile – Submitted and verified in e-portfolio |
| 9/30 | **Mini-Inquiry #1** (CSTP 2) completed and “Video” Observation reviewed with Support Provider |
| 9/30 | CSTP 2 – Final self–assessment on the *Continuum of Teaching Practice* |
| 10/14 | CSTP 5 – Initial self–assessment on the *Continuum of Teaching Practice* |
| 11/4 | Standard 7 Self Assessment “Initial” **(Education Specialists ONLY)** submitted and verified in e-portfolio |
| 11/18 | **Mini-Inquiry #2** (CSTP 5) completed and Support Provider Observation reviewed with Participating Teacher |
| 12/9 | CSTP 5 – Update self–assessment on the *Continuum of Teaching Practice* |
| 12/9 | CSTP 4 and 6 – Initial self–assessment on the *Continuum of Teaching Practice* |
| 12/16 | Print Portfolio assembled and ready for mid-year checkat January SP/PT Academy Meeting |
| **Due Date** | **Spring Semester Activities and Assignments** |
| 1/30 | “Video” Observation (focus of observation based on PT need) reviewed with Support Provider |
| January Academy | **BEGIN Full Inquiry Cycle –** Review CSTP 4 and 6 ILP goals**, Mid-Year Print Portfolio Check** |
| 2/10 | Inquiry Plan (Boxes 1-4) – Submitted in e-portfolio |
| 3/3 | Inquiry Plan (Boxes 5-7), Essential Components and Entry-Level Assessment – Submitted and verified in e-portfolio |
| 3/3 | Unit Plan prepared and reviewed with Support Provider ***before teaching the unit*** |
| 3/24 | Inquiry Lesson Focus – Submitted and verified in e-portfolio, and Support Provider Inquiry Observation done |
| 3/31 | Inquiry Observation (SP) – Submitted and verified in e-portfolio |
| 4/14 | Summative Assessment and Inquiry Plan (Boxes 8-9) – Submitted and verified in e-portfolio |
| 4/28 | Final review and update of CSTP 4, 5, and 6 ILP goals |
| 4/28 | CSTP 4, 5, and 6 – Final self–assessment on the *Continuum of Teaching Practice* |
| 4/28 | Culminating Reflections – Submitted and verified in e-portfolio |
| 4/28 | Standard 7 Self Assessment “Final” **(Education Specialists ONLY)** submitted and verified in e-portfolio |
| 4/28 | Induction Completion Self-Assessment Rubric |
| 5/12 | Standard 7 evidence compiled, labeled, and placed in Print Portfolio **(Education Specialists ONLY)** |
| 5/15 or 5/17 | **Colloquium Presentation – Turn in Print Portfolio** |

☐ ILP ☐ Electronic Portfolio Document ☐ Observation ☐ Inquiry ☐ CSTP Self-Assessment on *Continuum of Teaching Practice*

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**Class Profile**

**DIRECTIONS:** Completing the class profile will help you learn about your teaching context. Consult with your support provider, your administrators, and colleagues, to gather information about your teaching context. You may add to the class profile at any time as you learn about your students, school, and district. Revisit this class profile throughout the year.

**Middle school and Secondary teachers, choose one class period as your focus class.**

|  |  |  |
| --- | --- | --- |
| Student Name  **(First Name Only)** | Date of Birth | English Learner  and/or  Special Needs |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |

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**Class Profile (cont.)**

**Mark N/A if you have no students in a category.**

**Students with Medical Conditions:**

|  |  |  |
| --- | --- | --- |
| Name  **(First Name Only)** | Condition | Special Support at School  (Epi-pen, inhaler, meds, etc.) |
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**Students with Individualized Educational Plans (IEP):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name  **(First Name Only)** | Copy of IEP  **Yes/No** | Classroom Accommodations/  Modifications  **Yes/No** | Goals  For Classroom  **Yes/No** | Case Manager  (Name of Special Education Teacher or Speech Therapist in charge of IEP) |
|  |  |  |  |  |
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**Students with 504 Plans:**

|  |  |  |
| --- | --- | --- |
| Name  **(First Name Only)** | Classroom  Accommodations | Behavioral Support Strategies |
|  |  |  |
|  |  |  |
|  |  |  |

**Students with Current Student Study Team (SST) Plan:**

|  |  |  |
| --- | --- | --- |
| Name  **(First Name Only)** | SST Date to Reconvene | Interventions to Implement |
|  |  |  |
|  |  |  |
|  |  |  |

**Students who are Gifted and Talented (GATE):**

|  |  |  |
| --- | --- | --- |
| Name  **(First Name Only)** | Academic Strengths | Social Strengths |
|  |  |  |
|  |  |  |
|  |  |  |

**Students who are English Learners (EL) or have been re-designated (RFEP) in the last 3 years:**

|  |  |  |  |
| --- | --- | --- | --- |
| Name  **(First Name Only)** | Student’s Primary Language | English Language Proficiency Levels  (Emerging, Expanding, Bridging) | Re-designated |
|  |  |  |  |
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California Commission on Teacher Credentialing and California Department of Education, Formative Assessment for California Teachers (FACT) 2011 Modified 3/28/16

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Inquiry Plan(Inquiry document 1) | | | | | | | | | | |
| Participating Teacher |  | Support Provider |  | | District |  | | School |  | |
| Teaching Assignment |  | | | | Content  Area | |  | | | |
| **FOCUS OF THE INQUIRY**: Determining what I need to know and be able to do | | | | | | | | | | |
| 1. Refer back to your Individualized Learning Plan.  Which goal(s) will you address through this inquiry process? | | | | 2. Which *CSTP* element(s) will be addressed? \*Consider your current placement  on the *Continuum of Teaching Practice* as you choose areas for growth. | | | | | | PLAN |
| 3. Develop a focus question for this inquiry. | | | | 4. Measurable Outcome: At the end of the inquiry, what changes would you expect in student achievement as a result of your action research? | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **ACTION PLAN:** Examining research related to my focus question and applying new learning in my instructional setting | | | |
| 5. Date of research | 6. Research: Describe resources used  (workshop, research on-line, observation, etc.) | 7. Application: Implementation of new knowledge  (specific strategies you plan to apply during this inquiry) | PLAN/TEACH |
|  |  |  |
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| --- | --- |
| **REFLECTION/APPLICATION** | |
| 1. Share your learning about student development, instructional strategies, academic content, and/or yourself as a teacher. | REFLECT |
| 1. Describe the ways you will apply new learning to other areas of future practice. | APPLY |

California Commission on Teacher Credentialing and California Department of Education, Formative Assessment for California Teachers (FACT) 2011

Modified 4/26/16

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What are the ELD Standards that are integrated into this unit? | | | | | **Entry-Level Assessment**  **Assessment for Learning** | **Formative Assessment**  **On-Going Assessment** | | **Summative Assessment**  **Assessment of Learning** | | Indicate the type of assessment:  Selected Response  Constructed Response  Computer Adaptive Testing  Performance Task  Describe the assessment and how proficiency levels will be determined. | Describe some ways you will assess student progress toward the standards throughout the unit. | | Indicate the type of assessment:  Selected Response  Constructed Response  Computer Adaptive Testing  Performance Task  Describe the assessment and how proficiency levels will be determined. | | **Essential Questions** | | | | | Developing essential questions helps students transfer knowledge and learning within disciplines.  Essential questions should be:   * Timeless or important * Universal in nature * Elemental within a discipline * Vital to personal understanding   The essential question(s) that will guide the focus of my unit: | | | |   32   |  | | --- | | **Relevance** | | How will students apply the learning to real world situations?  How will other subject matter be integrated into this unit? | | **Technology** | | How will **students** interact with technology to enhance understanding of the content and/or to publish? | | **Questions to Consider** | | 1. What materials have you considered for use in this lesson series? 2. In what ways might the learning goals be communicated to the students and their families? 3. What collaboration opportunities have you considered for working with resource specialists, paraeducators, and other colleagues during this unit? 4. What modifications and/or accommodations might your students with special needs require to be successful during this unit? 5. Considering English language acquisition, what strategies might you use to support the success of your English learners during this unit? |   California Commission on Teacher Credentialing and California Department of Education, Formative Assessment for California Teachers (FACT) 2011  Modified 4/24/16  33  **Entry-Level Assessment**  **(Inquiry document 3)** | | | | |  | | | | | |  | | --- | | **DIRECTIONS:** To understand the range of learners in your class, give an entry-level assessment to your students. Collect the student responses and follow the process of analysis outlined below. **Place copies of the entry-level assessment responses for your three focus students in your Print Portfolio.**  1. Sort the student responses into two categories:  Students who scored below grade level or IEP expectancies  Students who scored at or above grade level or IEP expectancies  2. For students who scored below grade level or IEP expectancies, determine their level of performance as:  **Minimal Understanding**  **Partial Understanding**  3.For students who scored at or above grade level or IEP expectancies, determine their performance level as:  **Adequate Understanding**  **Thorough Understanding**  4. Record students’ **first names** in the respective performance level column below. | | | | | | **Below Grade Level or IEP Expectancies** | | **At or Above Grade Level of IEP Expectancies** | | | **Minimal Understanding** | **Partial Understanding** | **Adequate Understanding** | **Thorough Understanding** | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |   34   |  |  |  | | --- | --- | --- | | **DIRECTIONS:** Reflect on the entry-level assessment, ***discuss the results with your Support Provider***, and respond to the questions below. **Place copies of the entry-level assessment responses for your three focus students in your Print Portfolio.** | | | | Before instruction begins, what do the assessment results tell you about **what your students understand and are able to do**? What do you think are some possible factors to consider, for students to achieve at each of these levels? | | | | Below Grade Level or  IEP Expectancies | Minimal Understanding: | | | Partial Understanding: | | | At or Above Grade Level or IEP Expectancies | Adequate Understanding: | | | Thorough Understanding: | | | **Focus Students**  **(First Names Only)** | | What support do you anticipate these students will need?  What differentiation strategies will you employ?  What might be indicators of success? | | **1. English Learner:** | |  | | **Current Level of Understanding:** | | | Alternate: | |  | | Current Level of Understanding: | | | **2. Special Population:** | |  | | **Current Level of Understanding:** | | | Alternate: | |  | | Current Level of Understanding: | | | **3. Choice:** | |  | | **Current Level of Understanding:** | | | Alternate: | |  | | Current Level of Understanding: | |   California Commission on Teacher Credentialing and California Department of Education, Formative Assessment for California Teachers (FACT) 2011  Modified 4/24/16  35  **Inquiry Lesson Focus for Observation**  **(Inquiry document 4)**   |  |  |  |  | | --- | --- | --- | --- | | Subject: | Grade: | Date: | Time: | | **Grade Level Standard(s)** | | | | | Common Core or Content Standard(s) addressed: | | | | | Intended Learning Target (Objective): | | | | | Language Objective(s): | | | | | **Formative Assessment for Learning** | | | | | How will you check for understanding throughout the lesson? | | | | | How will students be engaged in reflection and self-assessment of their learning or the learning of their peers? | | | | | **21st Century Skills Incorporation**  **How will students engage in the following?** | | | | | Communication: | | Creativity: | | | Collaboration: | | Critical Thinking: | | | **English Language Development**  **How will students engage in the following modes of communication?**  **What scaffolds, structures, and supports will be used?** | | | | | This lesson will be:  Integrated ELD  Designated ELD  The following ELD standards and proficiency levels will be addressed: | | | | | **Collaborative** (ELD Part 1, Standards 1-4, engagement in dialogue with others) | | | | | **Interpretive** (ELD Part 1, Standards 5-8, comprehension and analysis of written and/or spoken texts) | | | | | **Productive** (ELD Part 1, Standards 9-12, creation of an oral presentation and/or written text) | | | | | **Differentiation**  **What will you do to help students be successful meeting the Intended Learning Target?** | | | | | Special Populations: | | | | | English Learners: | | | | | General Population: | | | |   California Commission on Teacher Credentialing and California Department of Education, Formative Assessment for California Teachers (FACT) 2011  Modified 4/24/16  36  **Inquiry Observation Record**  **(Inquiry document 5)** | | | | | **DIRECTIONS:** **Support Providers** gather evidence related to the focus question, selected CSTP, State-adopted Academic Content Standard(s), and embedded Induction Program Standards (IPS).  **Give your observation notes to your PT. Keep a copy of your observation notes.** | | | | | Participating Teacher |  | Date: |  | | Support Provider |  | State-adopted Common Core or Academic Content Standard(s) |  |  |  | | --- | | **Focus Question:** | | List the CSTP indicated on the Inquiry Plan (box 2). | | Time Observation Begins:       Time Observation Ends: | | Observation Data: Document **evidence** (not opinion) of the CSTP listed above. | | **This document is generated and submitted by the Support Provider.**  **The Participating Teacher verifies.** | | **Evidence of students applying 21st Century Skills:** | | Communication: | | Collaboration: | | Creativity: | | Critical Thinking: |  |  | | --- | | **DIRECTIONS:** **Support Providers** gather information related to focus student engagement, social behavior, and differentiation of instruction. Evidence may be drawn directly from the *Observation Data* in Part 1 of this document. | | Focus Student 1- English Learner: First Name | | Student Engagement:  Social Behavior:  Differentiation: | | Focus Student 2 - Special Populations: First Name | | Student Engagement:  Social Behavior:  Differentiation: | | Focus Student 3 - Choice: First Name | | Student Engagement:  Social Behavior:  Differentiation: |   California Commission on Teacher Credentialing and California Department of Education, Formative Assessment for California Teachers (FACT) 2011  Modified 4/24/16  38  **Summative Assessment**  **(Inquiry document 6)** | | | |
|  | | | |
| **DIRECTIONS:** To understand the academic progress made during this Inquiry, give a summative assessment to your students. Collect the student responses and follow the process of analysis outlined below. **Place a copy of your focus students’ summative assessments in your Print Portfolio.**  1. Sort the student responses into two categories:  Students who scored below grade level or IEP expectancies  Students who scored at or above grade level or IEP expectancies  2. For students who scored below grade level or IEP expectancies, determine their level of performance as:  **Minimal Understanding**  **Partial Understanding**  3.For students who scored at or above grade level or IEP expectancies, determine their performance level as:  **Adequate Understanding**  **Thorough Understanding**  4. Record students’ **first names** in the respective performance level column below. | | | |
| **BELOW GRADE LEVEL OR IEP EXPECTANCIES** | | **AT OR ABOVE GRADE LEVEL OR**  **IEP EXPECTANCIES** | | |
| **Minimal Understanding** | **Partial Understanding** | **Adequate Understanding** | **Thorough Understanding** | |
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| **DIRECTIONS:** Discuss the summative assessment results ***with your Support Provider*.** Respond to the questions below. |
| 1. Based on your analysis of the summative assessment results, describe the learning outcomes achieved by your class as a whole relative to your expectations (Inquiry Plan, box 4). |
|  |
| 2. Based on your analysis of the summative assessment results, respond to the following questions:   1. What do you observe in each student’s work, what they could and could not do? 2. What does each student’s work sample tell you about the effectiveness of the instructional strategies used? 3. What are the next step(s) for each student and why?   **Place copies of the summative assessment responses for your three focus students in your Print Portfolio.** |
| Focus Student 1: English Learner First Name |
|  |
| Focus Student 2: Special Populations First Name |
|  |
| Focus Student 3: Choice First Name |
|  |
| 3. Based on your analysis of the summative assessment results, what additional interventions might you provide for students who did not meet the learning objectives? |
|  |
| 4. What needs might you consider as next steps for the students who exceeded the learning objectives? |
|  |

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**Culminating Reflections**

**DIRECTIONS***:* Based on your work this year, use evidence to guide your thinking and prepare a written reflection. The key insights captured here may be shared during the Colloquium.

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| --- | --- |
| What have you learned about yourself as a teacher? | What have your learned about your students? |
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| Describe a piece of evidence that best illustrates a shift you have made in your teaching. | What will you investigate or focus on in the next year? |
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**Standard 7 Self-Assessment**

***Clear Education Specialist Candidates***

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| --- | --- | --- |
| Directions: **With your Support Provider** review and discuss the standards below referencing any information gained through Conversation Guides. (Provide **Evidence** in bullet points.) | | |
| ***Pedagogy***  The Education Specialist Individual Induction Plan includes the advanced and applied pedagogy to expand the holder’s expertise in delivering services. The participant shall demonstrate awareness of current research, issues and trends, evidence based practices in the field re: social, academic and behavioral intervention, and current legal issues. Education Specialists utilize advanced level data-driven instruction. Participants reflect on their preliminary teacher preparation and design a specific emphasis for their Induction based on their authorization and their employment assignment.  The Education Specialist Individual Induction Plan includes a menu of option such as coursework in advanced specialty specific areas, additional authorizations, opportunities for leadership or professional advancement, professional development and related to distinct specified protocols.  ***Universal Access: Equity for All Students - Teaching Special Populations***  Education Specialists demonstrate proficiency in teaching Special Populations through the context of practices within the scope of special education service delivery at the site, district and Special Education Local Planning Area (SELPA) levels and through collaboration, consultation and co-teaching with general education teachers in the Least Restrictive Environment.  ***Professional Development Options for Education Specialists***  Each Education Specialist teacher shall design an Individual Induction Plan for professional development and advanced study to clear their Preliminary Credential(s). Each participant should select appropriate professional development and/or preparation program based coursework to expand his/her skills as an Education Specialist from the menu of options offered by the Clear Credential Preparation Program and the employing school district. These skills should be designed to enhance the participant’s teaching abilities for the current teaching assignment. In addition, each Education Specialist will be provided with opportunities to complete advanced professional development in areas such as: case management, advocacy, consultation and collaboration, co-teaching, professional learning community participation and school wide positive behavior support relevant to employment.  The Induction program is characterized by a depth of experience that challenges the Education Specialist fostering critical reflection, extending understanding and allows for meaningful integration of theory and practice. The participant should reflect on their preliminary teacher preparation and design a thoughtful specific emphasis from a menu of options. The specific induction emphasis should detail inquiry based methodology and reflective practice. The participant shall demonstrate that they are a consumer of the research; i.e., current research and trends, journal articles, evidence based research in the field, current legal issues and they are capable of advanced level data driven instruction. | **Reflection Planning Prompts:**   * **Collaboration, Consultation, and**   **Co-teaching in the LRE:**  How I support my students integration into the Least Restrictive Environment  ***Evidence:*** | Describe your strengths and challenges related to collaboration, consultation, and co-teaching in the least restrictive environment.  *Initial Self-Assessment Date/Comments:* |
| *Final Self Assessment Date/Comments:* |
| * **Professional Development:**   How I make selections to advance my professional growth  ***Evidence****:* | Describe your strengths and challenges related to professional growth.  *Initial Self-Assessment Date/Comments:* |
| *Final Self Assessment Date/Comments:* |
| * **Current Research and Trends**   How I integrate current research into my practice  ***Evidence****:* | Describe your strengths and challenges related to integrating current research into your practice.  *Initial Self-Assessment Date/Comments:* |
| *Final Self Assessment Date/Comments:* |

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**BTSA South Bay Consortium**

**Year 2 Individualized Learning Plan (ILP)**

**Place in Print Portfolio. Bring to every PT/SP Academy Meeting**

**Participating Teacher** **Grade/Subject**

This Individualized Learning Plan (ILP) is designed to assist the Participating Teacher in planning professional development based on their personal needs and give the Support Provider direction in how they might provide individualized assistance. This plan is intended to be a living document, revisited and updated several times during the year, and modified as needed in response to the changing needs of the Participating Teacher and employer. Developed by the Participating Teacher and Support Provider, **this plan is to be shared with the Site Administrator** **during goal setting**, and revised based on the Site Administrator’s input, as appropriate.

|  |  |  |
| --- | --- | --- |
| **Area of Focus** | **Date** | **Goal** |
| **CSTP 4 Planning Instruction and Designing Learning Experiences for All Students** |  |  |
| **Modifications** |
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| **Action Plan** |
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| **Defined Measurable Outcomes** |
|  |
| **Reflections** |
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| --- | --- | --- |
| **Area of Focus** | **Date** | **Goal** |
| **CSTP 5**  **Assessing Students for Learning** |  |  |
| **Modifications** |
|  |
| **Action Plan** |
|  |
| **Defined Measurable Outcomes** |
|  |
| **Reflections** |
|  |

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| --- | --- | --- |
| **Area of Focus** | **Date** | **Goal** |
| **CSTP 6**  **Developing as a Professional Educator** |  |  |
| **Modifications** |
|  |
| **Action Plan** |
|  |
| **Defined Measurable Outcomes** |
|  |
| **Reflections** |
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| --- | --- | --- |
| **Area of Focus** | **Date** | **Goal** |
| **Participating Teacher’s Additional Goal (Optional)** |  |  |
| **Modifications** |
|  |
| **Action Plan** |
|  |
| **Defined Measurable Outcomes** |
|  |
| **Reflections** |
|  |

**Support Provider** **Date**

**Site Administrator** **Date**

**Approved by:** **Date**

Induction Program Coordinator

Copies to be placed in:

* Participating Teacher Print Portfolio
* Participating Teacher Induction Program File

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**Mini-Inquiry Process**

Mini-inquiries are based on the CSTPs and Individualized Learning Plan (ILP). Each mini-inquiry follows the same process.

|  |  |  |
| --- | --- | --- |
| **When** | **Who** | **What** |
| **Before**  **Beginning** | PT/SP | Self-assess on the assigned CSTP using the ***Continuum of Teaching Practice****.* |
| PT/SP | Discuss the focus of the mini-inquiry related to your Individualized Learning Plan (ILP) goal. Modify goal if needed. |
| PT/SP | Plan the steps you will take over the course of the inquiry. |
| PT/SP | Choose a day for SP to observe a lesson ***or*** PT to video record a lesson to review with SP. **(REQUIRED)** |
| SP | Document key points of the conversation and plan in a Collaborative Log (log 1). |
| **Week 1** | PT | Implement your plan. |
| PT | Collect \*evidence demonstrating your implementation. |
| PT/SP | At the end of week 1, reflect on your progress toward your goal and adjust your plan if indicated. |
| SP | Document key points of the conversation and next steps in a Collaborative Log (log 2). |
| **Week 2** | PT | Continue implementing your plan, making any necessary adjustments based on your Week 1 reflection. |
| PT | Continue to collect \*evidence demonstrating your implementation. |
| PT/SP | At the end of week 2, reflect on your progress toward your goal and adjust your plan if indicated. |
| SP | Document key points of the conversation and next steps in a Collaborative Log (log 3). |
| **Week 3** | PT | Continue implementing your plan, making any necessary adjustments based on your Week 2 reflection. |
| PT | Continue to collect \*evidence demonstrating your implementation. |
| PT/SP | At the end of week 3, reflect on your progress toward your goal. Update your goal in the ILP Reflections. |
| PT/SP | Update your self-assessment on the assigned CSTP using the ***Continuum of Teaching Practice****.* |
| SP | Document key points of the conversation and indicate next steps in a Collaborative Log (log 4). |
| **After** | PT | Print the 4 Collaborative Logs and place them, along with your \*evidence in your print portfolio behind a tab for this mini-inquiry. |

\*A minimum of 3 pieces of evidence is required.

* SP Observation notes/ video recording notes related to the assigned CSTP **(REQUIRED)**
* Anecdotal notes
* Photographs
* Student work
* Lesson Plan
* Samples of accommodations/modifications
* Samples of resources
* Rubric

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Collaborative Log

Participating Teacher Today’s Date:

Support Provider Next Meeting Date:

|  |  |  |  |
| --- | --- | --- | --- |
| **🔿Key points of Conversation** | | ** Next Steps for PT and SP** | |
| **Indicate the CSTP(s) addressed during this conversation below.** | | | |
| **CSTP 1** **Engaging and Supporting All Students in Learning**  Using knowledge of students to engage them in learning  Connecting learning to students’ prior knowledge,  backgrounds, life experiences, and interests  Connecting subject matter to meaningful, real-life contexts  Using a variety of instructional strategies, resources, and  technologies to meet students’ diverse learning needs  Promoting critical thinking through inquiry, problem solving,  and reflection  Monitoring student learning and adjusting instruction while  teaching | CSTP 2 Creating and Maintaining Effective Environments for  Student Learning  Promoting social development and responsibility within a  caring community where each student is treated fairly and  respectfully  Creating physical or virtual learning environments that  promote student learning, reflect diversity, and encourage  constructive and productive interactions among students  Establishing and maintaining learning environments that  are physically, intellectually, and emotionally safe  Creating a rigorous learning environment with high  expectations and appropriate supports for students  Developing, communicating and maintaining high  standards for individual and group behavior  Employing classroom routines, procedures, norms, and  supports for positive behavior to ensure a climate in which  all students can learn  Using instructional time to optimize learning | | CSTP 3 Understanding and Organizing Subject Matter for  Student Learning  Demonstrating knowledge of subject matter, academic content  standards, and curriculum frameworks  Applying knowledge of student development and proficiencies  to ensure student understanding of subject matter  Organizing curriculum to facilitate student understanding of  the subject matter  Utilizing instructional strategies that are appropriate to the  subject matter  Using and adapting resources, technologies, and standards-  aligned instructional materials, including adopted materials, to  make subject matter accessible to all students  Addressing the needs of English learners and students with  special needs to provide equitable access to the content |
| **CSTP 4 Planning Instruction and Designing Learning**  **Experiences for All Students**  Using knowledge of students’ academic readiness, language  proficiency, cultural background, and individual development  to plan instruction  Establishing & articulating goals for student learning  Developing & sequencing long-term and short-term  instructional plans to support student learning  Planning instruction that incorporates appropriate strategies to  meet the learning needs of all students  Adapting instructional plans and curricular materials to meet  the assessed learning needs of all students | CSTP 5 Assessing Students for Learning  Applying knowledge of the purposes, characteristics, and uses  of different types of assessments  Collecting and analyzing assessment data from a variety of  sources to inform instruction  Reviewing data, both individually and with colleagues, to  monitor student learning  Using assessment data to establish learning goals and to plan  differentiate, and modify instruction  Involving all students in self-assessment, goal setting, and  monitoring progress  Using available technologies to assist in assessment, analysis,  and communication of student learning  Using assessment information to share timely and  comprehensible feedback with students and their families | | CSTP 6 Developing as a Professional Educator  Reflecting on teaching practice in support of student learning  Establishing professional goals and engaging in continuous  and purposeful professional growth and development  Collaborating with colleagues and the broader community to  support teacher student and learning  Working with families to support student learning  Engaging local communities in support of the instructional  program  Managing professional responsibilities to maintain motivation  and commitment to all students  Demonstrating professional responsibility, integrity, and  ethical conduct |

**Year 2 Induction Completion Self-Assessment Rubric**

Participating Teacher: Support Provider:

**Directions:** This self-assessment is to be completed by the Participating Teacher with the help of his/her Support Provider.

Discuss the components and criteria on the rubric. Highlight all items that apply to your practice. Sign and date the rubric.

**Place this rubric as the first document in your print portfolio.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Component** | **Progress Evident** | **Meets Expectation** | **Exceeds Expectation** |
| **Individualized Learning Plan (ILP)** | **\*Achieved 2 or less ILP Goals** | **\*Achieved 3 of 3 ILP Goals** | **\*Achieved more than 3 ILP Goals** |
| **CSTP 4 Planning Instruction and Designing Learning Experiences for All Students**  *I…* | \*am aware of students’ English proficiency levels  \*use sentence stems and frames for some lessons  \*use visual supports  \*talked with the case manager(s) about students’ IEP goals  \* provide some in-the-moment support for Special Populations  \* provide some modified materials for Special Populations  \* do some small group instruction to meet the needs of Special Populations  \*differentiate instruction based on recommendations in curriculum resources or colleagues’ suggestions  \*make some instructional decisions based on assessment results | \*have some understanding of how to support students at different English proficiency levels  \*integrate ELD into some lessons  \*am aware of ELD standards  \*consistently use sentence stems and frames  \*use some language acquisition strategies for content instruction (SDAIE, SIOP, GLAD, SEAL)  \*implement some modifications and accommodations in the IEP  \*use some Depth of Knowledge activities to address GATE needs  \* regularly use flexible grouping for small group instruction  \*build some behavioral supports into lessons  \*provide some opportunities for students to engage in lessons using different processes and/or products | \*integrate ELD into most lessons  \*clearly articulate language objectives in lessons  \* consistently use language acquisition strategies for content instruction (SDAIE, SIOP, GLAD, SEAL)  \*provide multiple opportunities for students to speak during lessons  \*work closely with the case manager(s) to ensure modifications and accommodations in the IEP are fully implemented  \*regularly provide opportunities for students to express their learning in different ways  \*use a strengths based approach when planning instruction  \*provide lessons with different processes, products, and content planned as a result of assessment  \*use multiple forms of formative assessment during instruction |
| **CSTP5 Assessing Students for Learning**  *I…* | \*am proficient at administering district/school assessment  \*report assessment results as required  \*use chapter tests and quizzes | \*use some formative assessment during lessons  \*interpret district/school assessments with assistance  \*routinely analyze student work  \*make some instructional decisions based on assessment results  \*routinely use formative assessment results to inform instruction | \*use a variety of assessments  \*develop formative assessments  \*routinely use assessment results to inform instruction  \*involve students in self and peer assessment  \*share assessment results with students for goal setting |

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| --- | --- | --- | --- |
| **CSTP 6 Developing as a Professional Educator**  *I…* | \*attend mandatory district/school PD  \*attend mandatory Induction Academy Meetings | \*attend optional PD  \*work with district/site coaches (if available) to support my professional growth | \*actively search for and attend additional PD to meet my professional growth needs  \*actively seek assistance from district/site coaches (if available) to support my professional growth  \*regularly read professional journals |

Date Participating Teacher Support Provider

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**ECO**

**Program**

**(Early Completion Option)**



**Induction Overview Early Completion Option (ECO)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Aug. thru Oct.** | | | **Nov. thru Dec.** | **Jan. thru March** | | | **April** | **May** |
| **CSTP 2 (Mini #1)**  **Creating and Maintaining**  **Effective Environments** | | | **CSTP 5 (Mini #2)**  **Assessing Students for Learning** | **CSTP 1, 3, and 4 (Full Inquiry)**  **Planning Instruction and Designing Learning Experiences for All Students** | | | **CSTP 6**  **Developing as a Professional** | **Year 2 Completion** |
| **August**  **Orientation**  Develop Individualized Learning Plan (ILP)  Weekly PT/SP meetings  Site Orientation | **September**  Weekly PT/SP meetings  Goal Setting Conference with Site Administrator Update ILP  Submit  Class Profile in e-portfolio  SP Baseline Observation  Initial Self-Assessment on CSTP 2 in the *Continuum of Teaching Practice*  **New Ed. Specialists** Individual Advisement  **SP Academy Meeting** | **October**  Weekly PT/SP meetings  Review CSTP 2 ILP goal  Mini-Inquiry #1 CSTP 2  (3 weeks)  Mini-Inquiry “video” observation  Update CSTP 5 ILP goal  Update Self-Assessment on CSTP 2 in the *Continuum of Teaching Practice*  **Ed. Specialists**  IPS 7 Self-Assessment in e-portfolio  **SP/PT Academy Meeting** | **November**  **December**  Weekly PT/SP meetings  Write ILP Goals for CSTP 4, 5, and 6  Initial Self-Assessment on CSTP 5 in the *Continuum of Teaching Practice*  Mini-Inquiry #2 CSTP 5  (3 weeks Nov.-Dec.)  SP Mini-Inquiry Observation  Update CSTP 5 ILP goal  Update Self-Assessment on CSTP 5 in the *Continuum of Teaching Practice*  Initial Self-Assessment on CSTP 1, 3, 4 and 6 in the *Continuum of Teaching Practice*  **SP Academy Meeting** | **January**  Weekly PT/SP meetings  FULL Inquiry  Review CSTP 1, 3, 4, and 6 ILP goals  Submit  Inquiry Plan in  e-portfolio  Veteran Teacher Observations  “Video” observation of teaching practice TBD based on PT’s need  **Mid-Year Print Portfolio Check at Academy**  **SP/PT**  **Academy Meeting** | **February**  Weekly PT/SP meetings  FULL Inquiry  Submit  Essential Components in e-portfolio  Submit  Entry-Level Assessment in  e-portfolio  Update  Inquiry Plan in  e-portfolio  Veteran Teacher Observations (cont.)  **SP Academy Meeting** | **March**  Weekly PT/SP meetings  FULL Inquiry  Submit  Inquiry Lesson Focus in  e-portfolio  SP Inquiry Observation  Submit Inquiry Observation in e-portfolio  Submit  Summative Assessment in e-portfolio  Update  Inquiry Plan in  e-portfolio  **SP/PT Academy Meeting** | **April**  Weekly PT/SP meetings  Final update on CSTP 1, 2, 3, 4, 5, and 6 ILP goals  Final Self-Assessment on CSTP 1, 2, 3, 4, 5, and 6 in the *Continuum of Teaching Practice*  **Ed. Specialists**  IPS 7 Self-Assessment in e-portfolio  Submit  Culminating Reflections in  e-portfolio  Do the Induction Completion Self-Assessment Rubric | **May**  Final weekly PT/SP meetings  Finalize Print Portfolio **Ed. Specialists include** IPS 7 Evidence  Prepare for Colloquium  **Colloquium Presentation**  **TURN IN Print Portfolio** |
| **Education Specialists Only:**  Begin Collecting Induction Program Standard (IPS) 7 Evidence -------------------------------------------------------------------------------🡪  Case Management-----------------------------------------------------------------------------------------------------------------------------------------🡪  Goal Updates----------------------------------------------------------------------------------------------------------------------------------🡪  District IEP Procedures------------------------------------------------------------------------------------------------------- 🡪  Standardized Assessments-------------------------------------------------------------------------------------🡪  Advocacy-----------------------------------------------------------------------------------------🡪  Consultation/Collaboration/Co-teaching-------------------------------------------------🡪 **Turn in IPS 7 Evidence** | | | | | | | | |

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**Portfolios**

**Electronic Portfolio**

The electronic portfolio will consist of eight documents for General Education Participating Teachers and nine documents for Education Specialist Participating Teachers.

* Class Profile (pages 59-60)
* Inquiry Plan (page 62)
* Essential Components for Instruction (pages 64-65)
* Entry-Level Assessment (pages 66-67)
* Inquiry Lesson Focus for Observation (page 68)
* Inquiry Observation Record (pages 69-70)
* Summative Assessment (pages 71-72)
* Culminating Reflections (page 73)
* Standard 7 Self-Assessment (Education Specialists only) (page 74)

Electronic portfolio documents are developed and submitted by the Participating Teacher, and reviewed and verified by the Support Provider. Program Advisors review the verified documents and mark them complete. Documents are to be completed by the published due dates.



**Print Portfolio**

The print portfolio will be compiled over the course of the year. It will contain the following:

* Working copy of the Year 1 Individualized Learning Plan (pages 76-78)
* Working copy of the Year 2 Individualized Learning Plan (pages 79-82)
* Evidence and Collaborative Logs from the two mini-inquiries (pages 84-85)
* Working copy of the Inquiry Unit Plan
* Focus Students’ Entry-Level and Summative Assessments
* Inquiry Lesson Focus for Observation (printed from the e-portfolio)
* Support Provider’s written observation notes (**NOT** the Inquiry Observation Record from the e-portfolio)
* CSTP self-assessments on the *Continuum of Teaching Practice* (downloaded from our website)
* Evidence of professional development completed
* ECO Induction Completion Rubric (pages 86-87)
* Evidence of Standard 7 and progress to Initial IIP goals (Education Specialists only)

Print portfolios will be reviewed in January for progress and May for completion.

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**Early Completion Option Activity and Assignment Due Dates**

**2016-2017**

|  |  |
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| **Due Date** | **Fall Semester Activities and Assignments** |
| Orientation | Develop Individualized Learning Plan (ILP) for CSTP 1, 2, and 3 |
| 9/30 | Update ILP as needed based on Goal Setting Conference with Site Administrator |
| 9/30 | Class Profile – Submitted and verified in e-portfolio |
| 9/30 | Baseline Observation by Support Provider completed and reviewed with Participating Teacher |
| 9/30 | CSTP 2 Initial self-assessment on the *Continuum of Teaching Practice* |
| 10/21 | **Mini-Inquiry #1** (CSTP 2) completed and “Video” Observation reviewed with Support Provider |
| 10/21 | CSTP 2 – Update self–assessment on the *Continuum of Teaching Practice* |
| 11/4 | Develop Individualized Learning Plan (ILP) for CSTP 4, 5, and 6 |
| 11/4 | CSTP 5 – Initial self–assessment on the *Continuum of Teaching Practice* |
| 11/4 | Standard 7 Self Assessment “Initial” **(Education Specialists ONLY)** submitted and verified in e-portfolio |
| 11/18 | **Mini-Inquiry #2** (CSTP 5) completed and Support Provider Observation reviewed with Participating Teacher |
| 12/9 | CSTP 5 – Update self–assessment on the *Continuum of Teaching Practice* |
| 12/9 | CSTP 1, 3, 4 and 6 – Initial self–assessment on the *Continuum of Teaching Practice* |
| 12/16 | Print Portfolio assembled and ready for mid-year checkat January SP/PT Academy Meeting |
| **Due Date** | **Spring Semester Activities and Assignments** |
| 1/30 | “Video” Observation (focus of observation based on PT need) reviewed with Support Provider |
| January Academy | **BEGIN Full Inquiry Cycle –** Review CSTP 1, 3, 4 and 6 ILP goals**, Mid-Year Print Portfolio Check** |
| 2/10 | Inquiry Plan (Boxes 1-4) – Submitted in e-portfolio |
| 3/3 | Inquiry Plan (Boxes 5-7), Essential Components and Entry-Level Assessment – Submitted and verified in e-portfolio |
| 3/3 | Unit Plan prepared and reviewed with Support Provider ***before teaching the unit*** |
| 3/24 | Inquiry Lesson Focus – Submitted and verified in e-portfolio, and Support Provider Inquiry Observation done |
| 3/31 | Inquiry Observation (SP) – Submitted and verified in e-portfolio |
| 4/14 | Summative Assessment and Inquiry Plan (Boxes 8-9) – Submitted and verified in e-portfolio |
| 4/28 | Final review and update of CSTP 1, 2, 3, 4, 5, and 6 ILP goals |
| 4/28 | CSTP 1, 2, 3, 4, 5, and 6 – Final self–assessment on the *Continuum of Teaching Practice* |
| 4/28 | Culminating Reflections – Submitted and verified in e-portfolio |
| 4/28 | Standard 7 Self Assessment “Final” **(Education Specialists ONLY)** submitted and verified in e-portfolio |
| 4/28 | Induction Completion Self-Assessment Rubric |
| 5/12 | Standard 7 evidence compiled, labeled, and placed in Print Portfolio **(Education Specialists ONLY)** |
| 5/15 or 5/17 | **Colloquium Presentation – Turn in Print Portfolio** |

☐ ILP ☐ Electronic Portfolio Document ☐ Observation ☐ Inquiry ☐ CSTP Self-Assessment on *Continuum of Teaching Practice*

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**Class Profile**

**DIRECTIONS:** Completing the class profile will help you learn about your teaching context. Consult with your support provider, your administrators, and colleagues, to gather information about your teaching context. You may add to the class profile at any time as you learn about your students, school, and district. Revisit this class profile throughout the year.

**Middle school and Secondary teachers, choose one class period as your focus class.**

|  |  |  |
| --- | --- | --- |
| Student Name  **(First Name Only)** | Date of Birth | English Learner  and/or  Special Needs |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |
|  |  | English Learner  Special Needs  GATE  Speech  RSP  Other |

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**Class Profile (cont.)**

**Mark N/A if you have no students in a category.**

**Students with Medical Conditions:**

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| Name  **(First Name Only)** | Condition | Special Support at School  (Epi-pen, inhaler, meds, etc.) |
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**Students with Individualized Educational Plans (IEP):**

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| --- | --- | --- | --- | --- |
| Name  **(First Name Only)** | Copy of IEP  **Yes/No** | Classroom Accommodations/  Modifications  **Yes/No** | Goals  For Classroom  **Yes/No** | Case Manager  (Name of Special Education Teacher or Speech Therapist in charge of IEP) |
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**Students with 504 Plans:**

|  |  |  |
| --- | --- | --- |
| Name  **(First Name Only)** | Classroom  Accommodations | Behavioral Support Strategies |
|  |  |  |
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**Students with Current Student Study Team (SST) Plan:**

|  |  |  |
| --- | --- | --- |
| Name  **(First Name Only)** | SST Date to Reconvene | Interventions to Implement |
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**Students who are Gifted and Talented (GATE):**

|  |  |  |
| --- | --- | --- |
| Name  **(First Name Only)** | Academic Strengths | Social Strengths |
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**Students who are English Learners (EL) or have been re-designated (RFEP) in the last 3 years:**

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| --- | --- | --- | --- |
| Name  **(First Name Only)** | Student’s Primary Language | English Language Proficiency Levels  (Emerging, Expanding, Bridging) | Re-designated |
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| Inquiry Plan(Inquiry document 1) | | | | | | | | | | |
| Participating Teacher |  | Support Provider |  | | District |  | | School |  | |
| Teaching Assignment |  | | | | Content  Area | |  | | | |
| **FOCUS OF THE INQUIRY**: Determining what I need to know and be able to do | | | | | | | | | | |
| 1. Refer back to your Individualized Learning Plan.  Which goal(s) will you address through this inquiry process? | | | | 2. Which *CSTP* element(s) will be addressed? \*Consider your current placement  on the *Continuum of Teaching Practice* as you choose areas for growth. | | | | | | PLAN |
| 3. Develop a focus question for this inquiry. | | | | 4. Measurable Outcome: At the end of the inquiry, what changes would you expect in student achievement as a result of your action research? | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **ACTION PLAN:** Examining research related to my focus question and applying new learning in my instructional setting | | | |
| 5. Date of research | 6. Research: Describe resources used  (workshop, research on-line, observation, etc.) | 7. Application: Implementation of new knowledge  (specific strategies you plan to apply during this inquiry) | PLAN/TEACH |
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| **REFLECTION/APPLICATION** | |
| 1. Share your learning about student development, instructional strategies, academic content, and/or yourself as a teacher. | REFLECT |
| 1. Describe the ways you will apply new learning to other areas of future practice. | APPLY |

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What are the ELD Standards that are integrated into this unit? | | | | | **Entry-Level Assessment**  **Assessment for Learning** | **Formative Assessment**  **On-Going Assessment** | | **Summative Assessment**  **Assessment of Learning** | | Indicate the type of assessment:  Selected Response  Constructed Response  Computer Adaptive Testing  Performance Task  Describe the assessment and how proficiency levels will be determined. | Describe some ways you will assess student progress toward the standards throughout the unit. | | Indicate the type of assessment:  Selected Response  Constructed Response  Computer Adaptive Testing  Performance Task  Describe the assessment and how proficiency levels will be determined. | | **Essential Questions** | | | | | Developing essential questions helps students transfer knowledge and learning within disciplines.  Essential questions should be:   * Timeless or important * Universal in nature * Elemental within a discipline * Vital to personal understanding   The essential question(s) that will guide the focus of my unit: | | | |   64   |  | | --- | | **Relevance** | | How will students apply the learning to real world situations?  How will other subject matter be integrated into this unit? | | **Technology** | | How will **students** interact with technology to enhance understanding of the content and/or to publish? | | **Questions to Consider** | | 1. What materials have you considered for use in this lesson series? 2. In what ways might the learning goals be communicated to the students and their families? 3. What collaboration opportunities have you considered for working with resource specialists, paraeducators, and other colleagues during this unit? 4. What modifications and/or accommodations might your students with special needs require to be successful during this unit? 5. Considering English language acquisition, what strategies might you use to support the success of your English learners during this unit? |   California Commission on Teacher Credentialing and California Department of Education, Formative Assessment for California Teachers (FACT) 2011  Modified 4/24/16  65  **Entry-Level Assessment**  **(Inquiry document 3)** | | | | |  | | | | | |  | | --- | | **DIRECTIONS:** To understand the range of learners in your class, give an entry-level assessment to your students. Collect the student responses and follow the process of analysis outlined below. **Place copies of the entry-level assessment responses for your three focus students in your Print Portfolio.**  1. Sort the student responses into two categories:  Students who scored below grade level or IEP expectancies  Students who scored at or above grade level or IEP expectancies  2. For students who scored below grade level or IEP expectancies, determine their level of performance as:  **Minimal Understanding**  **Partial Understanding**  3.For students who scored at or above grade level or IEP expectancies, determine their performance level as:  **Adequate Understanding**  **Thorough Understanding**  4. Record students’ **first names** in the respective performance level column below. | | | | | | **Below Grade Level or IEP Expectancies** | | **At or Above Grade Level of IEP Expectancies** | | | **Minimal Understanding** | **Partial Understanding** | **Adequate Understanding** | **Thorough Understanding** | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |   66   |  |  |  | | --- | --- | --- | | **DIRECTIONS:** Reflect on the entry-level assessment, ***discuss the results with your Support Provider***, and respond to the questions below. **Place copies of the entry-level assessment responses for your three focus students in your Print Portfolio.** | | | | Before instruction begins, what do the assessment results tell you about **what your students understand and are able to do**? What do you think are some possible factors to consider, for students to achieve at each of these levels? | | | | Below Grade Level or  IEP Expectancies | Minimal Understanding: | | | Partial Understanding: | | | At or Above Grade Level or IEP Expectancies | Adequate Understanding: | | | Thorough Understanding: | | | **Focus Students**  **(First Names Only)** | | What support do you anticipate these students will need?  What differentiation strategies will you employ?  What might be indicators of success? | | **1. English Learner:** | |  | | **Current Level of Understanding:** | | | Alternate: | |  | | Current Level of Understanding: | | | **2. Special Population:** | |  | | **Current Level of Understanding:** | | | Alternate: | |  | | Current Level of Understanding: | | | **3. Choice:** | |  | | **Current Level of Understanding:** | | | Alternate: | |  | | Current Level of Understanding: | |   California Commission on Teacher Credentialing and California Department of Education, Formative Assessment for California Teachers (FACT) 2011  Modified 4/24/16  67  **Inquiry Lesson Focus for Observation**  **(Inquiry document 4)**   |  |  |  |  | | --- | --- | --- | --- | | Subject: | Grade: | Date: | Time: | | **Grade Level Standard(s)** | | | | | Common Core or Content Standard(s) addressed: | | | | | Intended Learning Target (Objective): | | | | | Language Objective(s): | | | | | **Formative Assessment for Learning** | | | | | How will you check for understanding throughout the lesson? | | | | | How will students be engaged in reflection and self-assessment of their learning or the learning of their peers? | | | | | **21st Century Skills Incorporation**  **How will students engage in the following?** | | | | | Communication: | | Creativity: | | | Collaboration: | | Critical Thinking: | | | **English Language Development**  **How will students engage in the following modes of communication?**  **What scaffolds, structures, and supports will be used?** | | | | | This lesson will be:  Integrated ELD  Designated ELD  The following ELD standards and proficiency levels will be addressed: | | | | | **Collaborative** (ELD Part 1, Standards 1-4, engagement in dialogue with others) | | | | | **Interpretive** (ELD Part 1, Standards 5-8, comprehension and analysis of written and/or spoken texts) | | | | | **Productive** (ELD Part 1, Standards 9-12, creation of an oral presentation and/or written text) | | | | | **Differentiation**  **What will you do to help students be successful meeting the Intended Learning Target?** | | | | | Special Populations: | | | | | English Learners: | | | | | General Population: | | | |   California Commission on Teacher Credentialing and California Department of Education, Formative Assessment for California Teachers (FACT) 2011  Modified 4/24/16  68  **Inquiry Observation Record**  **(Inquiry document 5)** | | | | | **DIRECTIONS:** **Support Providers** gather evidence related to the focus question, selected CSTP, State-adopted Academic Content Standard(s), and embedded Induction Program Standards (IPS).  **Give your observation notes to your PT. Keep a copy of your observation notes.** | | | | | Participating Teacher |  | Date: |  | | Support Provider |  | State-adopted Common Core or Academic Content Standard(s) |  |  |  | | --- | | **Focus Question:** | | List the CSTP indicated on the Inquiry Plan (box 2). | | Time Observation Begins:       Time Observation Ends: | | Observation Data: Document **evidence** (not opinion) of the CSTP listed above. | | **This document is generated and submitted by the Support Provider.**  **The Participating Teacher verifies.** | | **Evidence of students applying 21st Century Skills:** | | Communication: | | Collaboration: | | Creativity: | | Critical Thinking: |  |  | | --- | | **DIRECTIONS:** **Support Providers** gather information related to focus student engagement, social behavior, and differentiation of instruction. Evidence may be drawn directly from the *Observation Data* in Part 1 of this document. | | Focus Student 1- English Learner: First Name | | Student Engagement:  Social Behavior:  Differentiation: | | Focus Student 2 - Special Populations: First Name | | Student Engagement:  Social Behavior:  Differentiation: | | Focus Student 3 - Choice: First Name | | Student Engagement:  Social Behavior:  Differentiation: |   California Commission on Teacher Credentialing and California Department of Education, Formative Assessment for California Teachers (FACT) 2011  Modified 4/24/16  70  **Summative Assessment**  **(Inquiry document 6)** | | | |
|  | | | |
| **DIRECTIONS:** To understand the academic progress made during this Inquiry, give a summative assessment to your students. Collect the student responses and follow the process of analysis outlined below. **Place a copy of your focus students’ summative assessments in your Print Portfolio.**  1. Sort the student responses into two categories:  Students who scored below grade level or IEP expectancies  Students who scored at or above grade level or IEP expectancies  2. For students who scored below grade level or IEP expectancies, determine their level of performance as:  **Minimal Understanding**  **Partial Understanding**  3.For students who scored at or above grade level or IEP expectancies, determine their performance level as:  **Adequate Understanding**  **Thorough Understanding**  4. Record students’ **first names** in the respective performance level column below. | | | |
| **BELOW GRADE LEVEL OR IEP EXPECTANCIES** | | **AT OR ABOVE GRADE LEVEL OR**  **IEP EXPECTANCIES** | | |
| **Minimal Understanding** | **Partial Understanding** | **Adequate Understanding** | **Thorough Understanding** | |
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| **DIRECTIONS:** Discuss the summative assessment results ***with your Support Provider*.** Respond to the questions below. |
| 1. Based on your analysis of the summative assessment results, describe the learning outcomes achieved by your class as a whole relative to your expectations (Inquiry Plan, box 4). |
|  |
| 2. Based on your analysis of the summative assessment results, respond to the following questions:   1. What do you observe in each student’s work, what they could and could not do? 2. What does each student’s work sample tell you about the effectiveness of the instructional strategies used? 3. What are the next step(s) for each student and why?   **Place copies of the summative assessment responses for your three focus students in your Print Portfolio.** |
| Focus Student 1: English Learner First Name |
|  |
| Focus Student 2: Special Populations First Name |
|  |
| Focus Student 3: Choice First Name |
|  |
| 3. Based on your analysis of the summative assessment results, what additional interventions might you provide for students who did not meet the learning objectives? |
|  |
| 4. What needs might you consider as next steps for the students who exceeded the learning objectives? |
|  |

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**Culminating Reflections**

**DIRECTIONS***:* Based on your work this year, use evidence to guide your thinking and prepare a written reflection. The key insights captured here may be shared during the Colloquium.

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| What have you learned about yourself as a teacher? | What have your learned about your students? |
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| Describe a piece of evidence that best illustrates a shift you have made in your teaching. | What will you investigate or focus on in the next year? |
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California Commission on Teacher Credentialing and California Department of Education, Formative Assessment for California Teachers (FACT) 2011

Modified 4/24/16

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**Standard 7 Self-Assessment**

***Clear Education Specialist Candidates***

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| Directions: **With your Support Provider** review and discuss the standards below referencing any information gained through Conversation Guides. (Provide **Evidence** in bullet points.) | | |
| ***Pedagogy***  The Education Specialist Individual Induction Plan includes the advanced and applied pedagogy to expand the holder’s expertise in delivering services. The participant shall demonstrate awareness of current research, issues and trends, evidence based practices in the field re: social, academic and behavioral intervention, and current legal issues. Education Specialists utilize advanced level data-driven instruction. Participants reflect on their preliminary teacher preparation and design a specific emphasis for their Induction based on their authorization and their employment assignment.  The Education Specialist Individual Induction Plan includes a menu of option such as coursework in advanced specialty specific areas, additional authorizations, opportunities for leadership or professional advancement, professional development and related to distinct specified protocols.  ***Universal Access: Equity for All Students - Teaching Special Populations***  Education Specialists demonstrate proficiency in teaching Special Populations through the context of practices within the scope of special education service delivery at the site, district and Special Education Local Planning Area (SELPA) levels and through collaboration, consultation and co-teaching with general education teachers in the Least Restrictive Environment.  ***Professional Development Options for Education Specialists***  Each Education Specialist teacher shall design an Individual Induction Plan for professional development and advanced study to clear their Preliminary Credential(s). Each participant should select appropriate professional development and/or preparation program based coursework to expand his/her skills as an Education Specialist from the menu of options offered by the Clear Credential Preparation Program and the employing school district. These skills should be designed to enhance the participant’s teaching abilities for the current teaching assignment. In addition, each Education Specialist will be provided with opportunities to complete advanced professional development in areas such as: case management, advocacy, consultation and collaboration, co-teaching, professional learning community participation and school wide positive behavior support relevant to employment.  The Induction program is characterized by a depth of experience that challenges the Education Specialist fostering critical reflection, extending understanding and allows for meaningful integration of theory and practice. The participant should reflect on their preliminary teacher preparation and design a thoughtful specific emphasis from a menu of options. The specific induction emphasis should detail inquiry based methodology and reflective practice. The participant shall demonstrate that they are a consumer of the research; i.e., current research and trends, journal articles, evidence based research in the field, current legal issues and they are capable of advanced level data driven instruction. | **Reflection Planning Prompts:**   * **Collaboration, Consultation, and**   **Co-teaching in the LRE:**  How I support my students integration into the Least Restrictive Environment  ***Evidence:*** | Describe your strengths and challenges related to collaboration, consultation, and co-teaching in the least restrictive environment.  *Initial Self-Assessment Date/Comments:* |
| *Final Self Assessment Date/Comments:* |
| * **Professional Development:**   How I make selections to advance my professional growth  ***Evidence****:* | Describe your strengths and challenges related to professional growth.  *Initial Self-Assessment Date/Comments:* |
| *Final Self Assessment Date/Comments:* |
| * **Current Research and Trends**   How I integrate current research into my practice  ***Evidence****:* | Describe your strengths and challenges related to integrating current research into your practice.  *Initial Self-Assessment Date/Comments:* |
| *Final Self Assessment Date/Comments:* |

California Commission on Teacher Credentialing and California Department of Education, Formative Assessment for California Teachers (FACT) 2011

**BTSA South Bay Consortium**

**Year 1 Individualized Learning Plan (ILP)**

**Place in Print Portfolio. Bring to every PT/SP Academy Meeting**

**Participating Teacher** **Grade/Subject**

This Individualized Learning Plan (ILP) is designed to assist the Participating Teacher in planning professional development based on their personal needs and give the Support Provider direction in how they might provide individualized assistance. This plan is intended to be a living document, revisited and updated several times during the year, and modified as needed in response to the changing needs of the Participating Teacher and employer. Developed by the Participating Teacher and Support Provider, **this plan is to be shared with the Site Administrator** **during goal setting**, and revised based on the Site Administrator’s input, as appropriate.

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| --- | --- | --- |
| **Area of Focus** | **Date** | **Goal** |
| **CSTP 1 Engaging and Supporting All Students in Learning** |  |  |
| **Modifications** |
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| **Action Plan** |
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| **Defined Measurable Outcomes** |
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| **Reflections** |
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| **Area of Focus** | **Date** | **Goal** |
| **CSTP 2**  **Creating and Maintaining Effective Learning Environments for Student Learning** |  |  |
| **Modifications** |
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| **Action Plan** |
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| **Defined Measurable Outcomes** |
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| **Reflections** |
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| **Area of Focus** | **Date** | **Goal** |
| **CSTP 3**  **Understanding and Organizing Subject Matter for Student Learning** |  |  |
| **Modifications** |
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| **Action Plan** |
|  |
| **Defined Measurable Outcomes** |
|  |
| **Reflections** |
|  |

**Support Provider** **Date**

**Site Administrator** **Date**

**Approved by:** **Date**

Induction Program Coordinator

Copies to be placed in:

* Participating Teacher Print Portfolio
* Participating Teacher Induction Program File

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**BTSA South Bay Consortium**

**Year 2 Individualized Learning Plan (ILP)**

**Place in Print Portfolio. Bring to every PT/SP Academy Meeting**

**Participating Teacher** **Grade/Subject**

This Individualized Learning Plan (ILP) is designed to assist the Participating Teacher in planning professional development based on their personal needs and give the Support Provider direction in how they might provide individualized assistance. This plan is intended to be a living document, revisited and updated several times during the year, and modified as needed in response to the changing needs of the Participating Teacher and employer. Developed by the Participating Teacher and Support Provider, **this plan is to be shared with the Site Administrator** **during goal setting**, and revised based on the Site Administrator’s input, as appropriate.

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| **Area of Focus** | **Date** | **Goal** |
| **CSTP 4 Planning Instruction and Designing Learning Experiences for All Students** |  |  |
| **Modifications** |
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| **Action Plan** |
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| **Defined Measurable Outcomes** |
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| **Reflections** |
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| **Area of Focus** | **Date** | **Goal** |
| **CSTP 5**  **Assessing Students for Learning** |  |  |
| **Modifications** |
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| **Action Plan** |
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| **Defined Measurable Outcomes** |
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| **Reflections** |
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| **Area of Focus** | **Date** | **Goal** |
| **CSTP 6**  **Developing as a Professional Educator** |  |  |
| **Modifications** |
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| **Action Plan** |
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| **Defined Measurable Outcomes** |
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| **Reflections** |
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| --- | --- | --- |
| **Area of Focus** | **Date** | **Goal** |
| **Participating Teacher’s Additional Goal (Optional)** |  |  |
| **Modifications** |
|  |
| **Action Plan** |
|  |
| **Defined Measurable Outcomes** |
|  |
| **Reflections** |
|  |

**Support Provider** **Date**

**Site Administrator** **Date**

**Approved by:** **Date**

Induction Program Coordinator

Copies to be placed in:

* Participating Teacher Print Portfolio
* Participating Teacher Induction Program File

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**Mini-Inquiry Process**

Mini-inquiries are based on the CSTPs and Individualized Learning Plan (ILP). Each mini-inquiry follows the same process.

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| --- | --- | --- |
| **When** | **Who** | **What** |
| **Before**  **Beginning** | PT/SP | Self-assess on the assigned CSTP using the ***Continuum of Teaching Practice****.* |
| PT/SP | Discuss the focus of the mini-inquiry related to your Individualized Learning Plan (ILP) goal. Modify goal if needed. |
| PT/SP | Plan the steps you will take over the course of the inquiry. |
| PT/SP | Choose a day for SP to observe a lesson ***or*** PT to video record a lesson to review with SP. **(REQUIRED)** |
| SP | Document key points of the conversation and plan in a Collaborative Log (log 1). |
| **Week 1** | PT | Implement your plan. |
| PT | Collect \*evidence demonstrating your implementation. |
| PT/SP | At the end of week 1, reflect on your progress toward your goal and adjust your plan if indicated. |
| SP | Document key points of the conversation and next steps in a Collaborative Log (log 2). |
| **Week 2** | PT | Continue implementing your plan, making any necessary adjustments based on your Week 1 reflection. |
| PT | Continue to collect \*evidence demonstrating your implementation. |
| PT/SP | At the end of week 2, reflect on your progress toward your goal and adjust your plan if indicated. |
| SP | Document key points of the conversation and next steps in a Collaborative Log (log 3). |
| **Week 3** | PT | Continue implementing your plan, making any necessary adjustments based on your Week 2 reflection. |
| PT | Continue to collect \*evidence demonstrating your implementation. |
| PT/SP | At the end of week 3, reflect on your progress toward your goal. Update your goal in the ILP Reflections. |
| PT/SP | Update your self-assessment on the assigned CSTP using the ***Continuum of Teaching Practice****.* |
| SP | Document key points of the conversation and indicate next steps in a Collaborative Log (log 4). |
| **After** | PT | Print the 4 Collaborative Logs and place them, along with your \*evidence in your print portfolio behind a tab for this mini-inquiry. |

\*A minimum of 3 pieces of evidence is required.

* SP Observation notes/ video recording notes related to the assigned CSTP **(REQUIRED)**
* Anecdotal notes
* Photographs
* Student work
* Lesson Plan
* Samples of accommodations/modifications
* Samples of resources
* Rubric

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Collaborative Log

Participating Teacher Today’s Date:

Support Provider Next Meeting Date:

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| --- | --- | --- | --- |
| **🔿Key points of Conversation** | | ** Next Steps for PT and SP** | |
| **Indicate the CSTP(s) addressed during this conversation below.** | | | |
| **CSTP 1** **Engaging and Supporting All Students in Learning**  Using knowledge of students to engage them in learning  Connecting learning to students’ prior knowledge,  backgrounds, life experiences, and interests  Connecting subject matter to meaningful, real-life contexts  Using a variety of instructional strategies, resources, and  technologies to meet students’ diverse learning needs  Promoting critical thinking through inquiry, problem solving,  and reflection  Monitoring student learning and adjusting instruction while  teaching | CSTP 2 Creating and Maintaining Effective Environments for  Student Learning  Promoting social development and responsibility within a  caring community where each student is treated fairly and  respectfully  Creating physical or virtual learning environments that  promote student learning, reflect diversity, and encourage  constructive and productive interactions among students  Establishing and maintaining learning environments that  are physically, intellectually, and emotionally safe  Creating a rigorous learning environment with high  expectations and appropriate supports for students  Developing, communicating and maintaining high  standards for individual and group behavior  Employing classroom routines, procedures, norms, and  supports for positive behavior to ensure a climate in which  all students can learn  Using instructional time to optimize learning | | CSTP 3 Understanding and Organizing Subject Matter for  Student Learning  Demonstrating knowledge of subject matter, academic content  standards, and curriculum frameworks  Applying knowledge of student development and proficiencies  to ensure student understanding of subject matter  Organizing curriculum to facilitate student understanding of  the subject matter  Utilizing instructional strategies that are appropriate to the  subject matter  Using and adapting resources, technologies, and standards-  aligned instructional materials, including adopted materials, to  make subject matter accessible to all students  Addressing the needs of English learners and students with  special needs to provide equitable access to the content |
| **CSTP 4 Planning Instruction and Designing Learning**  **Experiences for All Students**  Using knowledge of students’ academic readiness, language  proficiency, cultural background, and individual development  to plan instruction  Establishing & articulating goals for student learning  Developing & sequencing long-term and short-term  instructional plans to support student learning  Planning instruction that incorporates appropriate strategies to  meet the learning needs of all students  Adapting instructional plans and curricular materials to meet  the assessed learning needs of all students | CSTP 5 Assessing Students for Learning  Applying knowledge of the purposes, characteristics, and uses  of different types of assessments  Collecting and analyzing assessment data from a variety of  sources to inform instruction  Reviewing data, both individually and with colleagues, to  monitor student learning  Using assessment data to establish learning goals and to plan  differentiate, and modify instruction  Involving all students in self-assessment, goal setting, and  monitoring progress  Using available technologies to assist in assessment, analysis,  and communication of student learning  Using assessment information to share timely and  comprehensible feedback with students and their families | | CSTP 6 Developing as a Professional Educator  Reflecting on teaching practice in support of student learning  Establishing professional goals and engaging in continuous  and purposeful professional growth and development  Collaborating with colleagues and the broader community to  support teacher student and learning  Working with families to support student learning  Engaging local communities in support of the instructional  program  Managing professional responsibilities to maintain motivation  and commitment to all students  Demonstrating professional responsibility, integrity, and  ethical conduct |

**BTSA South Bay Consortium**

**ECO Induction Completion Self-Assessment Rubric**

Participating Teacher: Support Provider:

**Directions:** This self-assessment is to be completed by the Participating Teacher with the help of his/her Support Provider.

Discuss the components and criteria on the rubric. Highlight all items that apply to your practice. Sign and date the rubric.

**Place this rubric as the first document in your print portfolio.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Component** | **Progress Evident** | **Meets Expectation** | **Exceeds Expectation** |
| **Individualized Learning Plan (ILP)** | **\*Achieved 5 or less ILP Goals** | **\*Achieved 6 of 6 ILP Goals** | **\*Achieved more than 6 ILP Goals** |
| **CSTP 1 Engaging and Supporting All Students in Learning**  *I…* | \*primarily do direct instruction  \*attempt to support struggling students  \*may need to adjust my pacing | \* clearly articulate learning objectives  \*use both direct instruction and cooperative group work  \*provide some in-the-moment support for struggling students  \*make some adjustments in pacing during lessons | \*regularly use a balance of direct instruction, small group instruction, cooperative group work, and 1:1 support  \*adapt instruction in response to formative assessment during lessons  \*deliver well paced lessons |
| **CSTP 2 Creating and Maintaining Effective Environments for Student Learning**  *In my classroom you would observe…* | \*respectful relationships between teacher/student  \*evidence of class rules  \*some established routines  \*some established procedures | \*respectful relationships between students and teacher/student  \*positive behavior is regularly rewarded  \*established routines  \*established procedures  \*students working independently  \*students working in collaborative groups with teacher support | \*students supporting one another socially and academically without prompting  \*explicit social skill instruction  \*minimal transition time  \*students working in collaborative groups with minimal teacher support |
| **CSTP 3 Understanding and Organizing Subject Matter for Student Learning**  *I…* | \*use the recommended curriculum sometimes  \*follow the Teacher’s Edition  \*plan lessons day-by-day | \*use the recommended curriculum on a  regular basis  \*use some supplemental materials to support the curriculum  \*make some adjustment to lesson plans based on student needs  \*plan lessons a week at a time | \*use the recommended curriculum, supplementing it regularly to meet student needs  \*contribute to unit planning in collaboration with grade-level colleagues  \*adapt curriculum materials to support a range of learning needs |

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| --- | --- | --- | --- |
| **Component** | **Progress Evident** | **Meets Expectation** | **Exceeds Expectation** |
| **CSTP 4 Planning Instruction and Designing Learning Experiences for All Students**  *I…* | \*am aware of students’ English proficiency levels  \*use sentence stems and frames for some lessons  \*use visual supports  \*talked with the case manager(s) about students’ IEP goals  \* provide some in-the-moment support for Special Populations  \* provide some modified materials for Special Populations  \* do some small group instruction to meet the needs of Special Populations  \*differentiate instruction based on recommendations in curriculum resources or colleagues’ suggestions  \*make some instructional decisions based on assessment results | \*have some understanding of how to support students at different English proficiency levels  \*integrate ELD into some lessons  \*am aware of ELD standards  \*consistently use sentence stems and frames  \*use some language acquisition strategies for content instruction (SDAIE, SIOP, GLAD, SEAL)  \*implement some modifications and accommodations in the IEP  \*use some Depth of Knowledge activities to address GATE needs  \* regularly use flexible grouping for small group instruction  \*build some behavioral supports into lessons  \*provide some opportunities for students to engage in lessons using different processes and/or products | \*integrate ELD into most lessons  \*clearly articulate language objectives in lessons  \* consistently use language acquisition strategies for content instruction (SDAIE, SIOP, GLAD, SEAL)  \*provide multiple opportunities for students to speak during lessons  \*work closely with the case manager(s) to ensure modifications and accommodations in the IEP are fully implemented  \*regularly provide opportunities for students to express their learning in different ways  \*use a strengths based approach when planning instruction  \*provide lessons with different processes, products, and content planned as a result of assessment  \*use multiple forms of formative assessment during instruction |
| **CSTP5 Assessing Students for Learning**  *I…* | \*am proficient at administering district/school assessment  \*report assessment results as required  \*use chapter tests and quizzes | \*use some formative assessment during lessons  \*interpret district/school assessments with assistance  \*routinely analyze student work  \*make some instructional decisions based on assessment results  \*routinely use formative assessment results to inform instruction | \*use a variety of assessments  \*develop formative assessments  \*routinely use assessment results to inform instruction  \*involve students in self and peer assessment  \*share assessment results with students for goal setting |
| **CSTP 6 Developing as a Professional Educator**  *I…* | \*attend mandatory district/school PD  \*attend mandatory Induction Academy Meetings | \*attend optional PD  \*work with district/site coaches (if available) to support my professional growth | \*actively search for and attend additional PD to meet my professional growth needs  \*actively seek assistance from district/site coaches (if available) to support my professional growth  \*regularly read professional journals |

Date Participating Teacher Support Provider

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**Support Providers**



**Support Provider Role**

The Support Provider (SP) will assist his/her Participating Teacher (PT) to develop an Individualized Learning Plan (ILP) based on the California Standards for the Teaching Profession and the PT’s prior experience. The ILP goals, observations, and PT reflections inform the SP’s work. The SP and PT meet weekly to have learning focused conversations about current practice, professional demands, and induction activities related to the ILP goals. The SP documents the essence of these conversations and planned next steps in weekly Collaborative Logs. The Collaborative Logs are submitted electronically to the PT and Program Advisor. The Collaborative Logs serve as evidence of practice, and provide the Program Advisor with a view of what is occurring in the field, allowing for the deployment of additional support or resources as needed. One hour weekly meetings need be prioritized and scheduled in advance. The PT/SP Academy meetings in October, January, and March take the place of the regularly scheduled weekly meeting.

The SP provides feedback on the PT’s practice based on evidence of the California Standards for the Teaching Profession (CSTP) at least four times each year. The SP provides this feedback based on evidence gathered during in-person or video observations as outlined in the Induction Overview.

* For Year 1 PTs, the observations will gather evidence during the three Mini-Inquiries related to the ILP goals for CSTP 1, 2, and 3 (See Mini-Inquiry Process).
* For Year 2 PTs, the observations will gather evidence during the two mini-inquiries in the fall, related to CSTP 2 and 5 (See Mini-Inquiry Process). In addition, the SP will gather evidence for the full inquiry during a lesson observation focusing on CSTP 4, documented in the e-portfolio on the Inquiry Observation Record. The SP will receive a minimum of 1/2–day of release time for the inquiry observation.
* For Early Completion Option PTs, the observations will gather evidence during the two mini-inquiries in the fall, related to CSTP 2 and 5 (See Mini-Inquiry Process). In addition, the SP will gather evidence for the full inquiry during a lesson observation focusing on CSTP 1, 3, and 4, documented in the e-portfolio on the Inquiry Observation Record. The SP will receive a minimum of 1/2–day of release time for the inquiry observation.

The SP will maintain an electronic portfolio and check the PT’s electronic portfolio entries for accuracy and completeness. Once the PT’s electronic portfolio entries are determined to be accurate and complete, the SP will verify the documents. SPs are responsible to complete one Inquiry Observation Record during year 2 of induction. That document will record evidence gathered during the full inquiry observation. The PT will be responsible for reviewing that document for accuracy and completeness. Once it is determined that the document is accurate and complete, the PT will verify the document.

Among the SP’s responsibilities are assisting the PT in securing resources, analyzing student work, planning and modeling instruction, collaborating with colleagues, recommending professional development opportunities that support the ILP goals, and self- assessing on the *CSTP Continuum of Teaching Practice*. The SP and PT will also receive a full day of release time to go together to observe veteran teachers at least one time each year.

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Collaborative Log

Participating Teacher Today’s Date:

Support Provider Next Meeting Date:

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| **🔿Key points of Conversation** | | ** Next Steps for PT and SP** | |
| **Indicate the CSTP(s) addressed during this conversation below.** | | | |
| **CSTP 1** **Engaging and Supporting All Students in Learning**  Using knowledge of students to engage them in learning  Connecting learning to students’ prior knowledge,  backgrounds, life experiences, and interests  Connecting subject matter to meaningful, real-life contexts  Using a variety of instructional strategies, resources, and  technologies to meet students’ diverse learning needs  Promoting critical thinking through inquiry, problem solving,  and reflection  Monitoring student learning and adjusting instruction while  teaching | CSTP 2 Creating and Maintaining Effective Environments for  Student Learning  Promoting social development and responsibility within a  caring community where each student is treated fairly and  respectfully  Creating physical or virtual learning environments that  promote student learning, reflect diversity, and encourage  constructive and productive interactions among students  Establishing and maintaining learning environments that  are physically, intellectually, and emotionally safe  Creating a rigorous learning environment with high  expectations and appropriate supports for students  Developing, communicating and maintaining high  standards for individual and group behavior  Employing classroom routines, procedures, norms, and  supports for positive behavior to ensure a climate in which  all students can learn  Using instructional time to optimize learning | | CSTP 3 Understanding and Organizing Subject Matter for  Student Learning  Demonstrating knowledge of subject matter, academic content  standards, and curriculum frameworks  Applying knowledge of student development and proficiencies  to ensure student understanding of subject matter  Organizing curriculum to facilitate student understanding of  the subject matter  Utilizing instructional strategies that are appropriate to the  subject matter  Using and adapting resources, technologies, and standards-  aligned instructional materials, including adopted materials, to  make subject matter accessible to all students  Addressing the needs of English learners and students with  special needs to provide equitable access to the content |
| **CSTP 4 Planning Instruction and Designing Learning**  **Experiences for All Students**  Using knowledge of students’ academic readiness, language  proficiency, cultural background, and individual development  to plan instruction  Establishing & articulating goals for student learning  Developing & sequencing long-term and short-term  instructional plans to support student learning  Planning instruction that incorporates appropriate strategies to  meet the learning needs of all students  Adapting instructional plans and curricular materials to meet  the assessed learning needs of all students | CSTP 5 Assessing Students for Learning  Applying knowledge of the purposes, characteristics, and uses  of different types of assessments  Collecting and analyzing assessment data from a variety of  sources to inform instruction  Reviewing data, both individually and with colleagues, to  monitor student learning  Using assessment data to establish learning goals and to plan  differentiate, and modify instruction  Involving all students in self-assessment, goal setting, and  monitoring progress  Using available technologies to assist in assessment, analysis,  and communication of student learning  Using assessment information to share timely and  comprehensible feedback with students and their families | | CSTP 6 Developing as a Professional Educator  Reflecting on teaching practice in support of student learning  Establishing professional goals and engaging in continuous  and purposeful professional growth and development  Collaborating with colleagues and the broader community to  support teacher student and learning  Working with families to support student learning  Engaging local communities in support of the instructional  program  Managing professional responsibilities to maintain motivation  and commitment to all students  Demonstrating professional responsibility, integrity, and  ethical conduct |

**Mini-Inquiry Process**

Mini-inquiries are based on the CSTPs and Individualized Learning Plan (ILP). Each mini-inquiry follows the same process.

|  |  |  |
| --- | --- | --- |
| **When** | **Who** | **What** |
| **Before**  **Beginning** | PT/SP | Self-assess on the assigned CSTP using the ***Continuum of Teaching Practice****.* |
| PT/SP | Discuss the focus of the mini-inquiry related to your Individualized Learning Plan (ILP) goal. Modify goal if needed. |
| PT/SP | Plan the steps you will take over the course of the inquiry. |
| PT/SP | Choose a day for SP to observe a lesson ***or*** PT to video record a lesson to review with SP. **(REQUIRED)** |
| SP | Document key points of the conversation and plan in a Collaborative Log (log 1). |
| **Week 1** | PT | Implement your plan. |
| PT | Collect \*evidence demonstrating your implementation. |
| PT/SP | At the end of week 1, reflect on your progress toward your goal and adjust your plan if indicated. |
| SP | Document key points of the conversation and next steps in a Collaborative Log (log 2). |
| **Week 2** | PT | Continue implementing your plan, making any necessary adjustments based on your Week 1 reflection. |
| PT | Continue to collect \*evidence demonstrating your implementation. |
| PT/SP | At the end of week 2, reflect on your progress toward your goal and adjust your plan if indicated. |
| SP | Document key points of the conversation and next steps in a Collaborative Log (log 3). |
| **Week 3** | PT | Continue implementing your plan, making any necessary adjustments based on your Week 2 reflection. |
| PT | Continue to collect \*evidence demonstrating your implementation. |
| PT/SP | At the end of week 3, reflect on your progress toward your goal. Update your goal in the ILP Reflections. |
| PT/SP | Update your self-assessment on the assigned CSTP using the ***Continuum of Teaching Practice****.* |
| SP | Document key points of the conversation and indicate next steps in a Collaborative Log (log 4). |
| **After** | PT | Print the 4 Collaborative Logs and place them, along with your \*evidence in your print portfolio behind a tab for this mini-inquiry. |

\*A minimum of 3 pieces of evidence is required.

* SP Observation notes/ video recording notes related to the assigned CSTP **(REQUIRED)**
* Anecdotal notes
* Photographs
* Student work
* Lesson Plan
* Samples of accommodations/modifications
* Samples of resources
* Rubric

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| **Inquiry Observation Record**  **(Inquiry document 5)** | | | |
| **DIRECTIONS:** **Support Providers** gather evidence related to the focus question, selected CSTP, State-adopted Academic Content Standard(s), and embedded Induction Program Standards (IPS).  **Give your observation notes to your PT. Keep a copy of your observation notes.** | | | |
| Participating Teacher |  | Date: |  |
| Support Provider |  | State-adopted Common Core or Academic Content Standard(s) |  |

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| --- |
| **Focus Question:** |
| List the CSTP indicated on the Inquiry Plan (box 2). |
| Time Observation Begins:       Time Observation Ends: |
| Observation Data: Document **evidence** (not opinion) of the CSTP listed above. |
| **This document is generated and submitted by the Support Provider.**  **The Participating Teacher verifies.** |
| **Evidence of students applying 21st Century Skills:** |
| Communication: |
| Collaboration: |
| Creativity: |
| Critical Thinking: |

|  |
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| **DIRECTIONS:** **Support Providers** gather information related to focus student engagement, social behavior, and differentiation of instruction. Evidence may be drawn directly from the *Observation Data* in Part 1 of this document. |
| Focus Student 1- English Learner: First Name |
| Student Engagement:  Social Behavior:  Differentiation: |
| Focus Student 2 - Special Populations: First Name |
| Student Engagement:  Social Behavior:  Differentiation: |
| Focus Student 3 - Choice: First Name |
| Student Engagement:  Social Behavior:  Differentiation: |

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