



BTSA Induction Calendar 2007-2008

Beginning Teacher Support and Assessment



Santa Ana Unified School District

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Welcome to BTSA Induction!

Welcome to the 2007/2008 BTSA Induction Program. We feel confident that this will be another amazing program year. As we plan for this year, we are reminded of the incredible experiences and growth that we evidenced last year. For many, the partnerships that were formed will surely continue past the BTSA Induction experience. We recognize that it is the people who make our program strong, and we look forward to working with all of you to make this year a success.

We are pleased to offer you a calendar of events that will guide you through your year. Participating Teachers who are in their first year of the program will attend Year One activities; their Support Providers will also attend Year One activities. Those Participating Teachers who are in their second year of the program will attend Year Two workshops. If you are a Support Provider of a Year Two teacher, you will attend Year Two activities.

BTSA Induction is the pathway to a Participating Teacher's Professional Clear Credential. Strict requirements need to be met by the Participating Teacher in order to be recommended for a Clear Credential. The following pages offer information that you will find helpful. Please review this information in order to better understand the requirements of the BTSA Induction Program.

If you have any questions, please contact the BTSA Induction Office. We look forward to working with you.

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Support Provider Information

CFASST Training

Support Providers must attend CFASST training. This training consists of two workshops that are held throughout the year. This training acquaints participants with the CFASST events and process. Support Providers also gain a better understanding of the BTSA Induction requirements for beginning teachers. Each workshop is offered twice to accommodate Support Provider schedules. Check the calendar for dates.

Year One

CFASST Training #1- October 10, October 31

CFASST Training #2- January 9, March 12

Year Two

CFASST Training #1- October 11, October 25

CFASST Training #2- January 10, March 13

Workshop Attendance Requirements

Support Providers must attend one workshop per month. These are the first meeting of the month and are indicated on the calendar. Support Providers are welcome to attend all workshops that are offered in fact, we strongly recommend it.

Observations

Some events call for the Support Provider to observe the Participating Teacher. These observations usually have a focus/objective. Your documentation of the observation is part of the event paperwork that the Participating Teacher will need to complete and submit to the BTSA Induction Office. Be sure to review the event carefully in order to get the most out of the experience.

Meeting with your Participating Teacher

In addition to your workshop time, Support Providers and Participating Teachers should meet weekly for a minimum of one hour. This allows you to plan observations, work on events and keep informed.



Support Provider Logs

Support Provider logs document the time you are meeting with your beginning teacher. These are due on the first Friday of each month.

Portfolios

The Participating Teacher will submit a portfolio at the end of their second year of BTSA Induction. You, as a Support Provider, will review the portfolio for evidence of the standards. The procedure will be outlined in detail at your training.

Share Fair

The culminating event for BTSA is held in June. It is an important event, so please **be sure to clear your personal calendar.**

Year One Share Fair – June 4, 2008

Year Two Completion Ceremony – June 5, 2008



Participating Teacher Information

Support Provider

A great strength of the BTSA Induction Program is the partnership between the Participating Teacher and the Support Provider. We do everything possible to match our Participating Teachers with exemplary educators. Grade level knowledge and experience, content knowledge and experience, school sites and teacher schedules are all factors we must consider. While we do our best, sometimes the Support Provider logistics limit ideal placement. Please communicate any concerns with the BTSA Induction staff.

Workshop Attendance

Our workshops are a critical part of the BTSA Induction Program. Not only do they provide Participating Teachers with Professional Development opportunities, but they also allow all BTSA participants to form collegial relationships that often outlast the BTSA program years. Your Support Provider will be present at one workshop each month. This shared experience will provide you with the opportunity to work on events, plan your schedules, and learn together.

Participating Teachers must attend 2 workshops per month. The calendar outlines the dates and topics. In the event that you must miss a meeting, email the BTSA Induction Office. A missed meeting results in a letter to the Participating Teacher, site administrator, Human Resources, and Santa Ana Educators Association (SAEA). If a Participating Teacher misses 3 meetings, they are dropped from the program. **Please understand, informing the office does not dismiss your absence; a letter will still be sent. If the missed meeting is listed on the Matrix, the Participating Teacher must attend the workshop when it is offered the following year**, unless other arrangements are agreed upon by program staff.

CFAAST Events

CFASST (California Formative Assessment and Support System for Teachers) Events are carefully designed to develop a Participating Teacher's understanding of the CSTP (California Standards for the Teaching Profession). The assignment due dates are listed on the calendar. There are six events in each year of BTSA. You will be using classroom experiences, data and lessons to complete the events. In some cases your Support Provider will observe you. Their observations will provide you with feedback that will guide your understanding of the CSTP.



Portfolio

All Participating Teachers will submit a portfolio at the end of Year Two. In this portfolio you must organize your Matrix requirements- that includes workshop attendance, observations, Professional Development requirements, etc. **You must bring your portfolio to each workshop.**

The Matrix

Included with this calendar is a copy of the Matrix, along with a brief explanation of its use. (All Matrix-related workshops are indicated with an asterisk on the calendar.) **The Matrix document outlines the requirements of the BTSA Induction Program.** Please review it carefully. Some of the professional development requires long-term planning, so it is important to gain a good understanding of the requirements at the beginning of Year One. We will be discussing the Matrix in detail at the Year One Orientation. We will also meet with each Participating Teacher individually to review this information and document the progress being made.

Advisement

The Participating Teacher Advisement Conferences will give each Participating Teacher the opportunity to show the progress they are making toward the BTSA Induction requirements. Using the Matrix as our guide, we will document the evidence that has been organized in the Participating Teacher's Portfolio. This conference also allows the Participating Teacher to meet individually with a member of the BTSA staff. It is an ideal time to ask questions and share insights with us.

Site Visits

A member of the BTSA staff will stop by to visit your site this year. We will visit your classroom for 10 – 15 minutes. When we arrive, just go about your teaching; this is not a formal evaluation. These observations allow us to get to know you and your circumstances better. We generally notify you in advance so, **if you have a special circumstance (fieldtrip, absence, testing), please inform the BTSA Induction Office.**

Early Completion Option

The SAUSD BTSA Induction Program provides an early completion option to Participating Teachers who qualify. This provides a Participating Teacher, who meets the program qualifications, the opportunity to complete their BTSA Induction requirements in one year. Details about the early completion option will be outlined at the annual BTSA Orientation.



The Matrix

The **Matrix** is divided into six columns; each column represents a BTSA Induction standard that is mandated by the State of California. SAUSD must provide Participating Teachers with professional development that address these standards. Under the column is a list of the BTSA Induction activities that address each standard. These activities include your events, workshops, professional development, and document collection. You will see that, in some cases, there is overlap. For example, some events may address more than one standard, so they will be listed under more than one column. You will have opportunities to better understand the Matrix by attending the workshops and Participating Teacher Advisement Conference. In the meantime, it is helpful for you to acquaint yourself with the five standards.

The standards are:

- 15 Document State and Academic Content Standards
- 16 Document Using Technology to Support Students
- 17 Document Supporting Equity, Diversity, Access to Core Curriculum
- 18 Document Creating Supporting/Healthy Environments
- 19 Document Teaching English Learners
- 20 Document Teaching Special Populations

It is important for you to plan some Matrix requirements well in advance. In some cases you will attend a series of workshops that are offered only at specific times. You will use the Santa Ana Unified School District Website at www.sausd.k12.ca.us to access the workshop dates. Additionally, you will need to plan your three observations of experienced teachers. The year races on and, before we know it, it's gone. The BTSA Induction Office will be happy to help you with any questions you might have about these requirements.

Some examples of the workshops/training you will need are:

- GLAD (standard 19)
- CTAP (standard 16)
- CLAD (standards 17 – 20)
- CPR (standard 18)

BTSA Induction Program
Standard 15-20 Induction Matrix

STANDARD 15 California Curriculum	STANDARD 16 Technology	STANDARD 17 Equity & Diversity	STANDARD 18 Healthy Environment	STANDARD 19 English Learners	STANDARD 20 Special Populations
Events 2, 3, 4, 5, 8, 9, 10, 11	Technology Proficiency” Level I PEP or Equivalency	Events 1, 2, 3, 4, 5, 7, 9, 10, 11	Events 1, 7	Events 1, 3, 4, 5, 7, 9, 10, 11	Events 1, 7
Individual Induction Plans 1 2 3 (See Standard #20)	E-mail evidence for Program Communication	“Identifying Cultural Bias” Year One: Part I, Bias-Free Learning Environment Survey Year Two: Part II, Cultural Bias and its Impact on Learning	Development, Utilization of a Grade-Level Appropriate Health Lesson	ELD Lessons Reflecting Differentiation by Proficiency Levels	Event 11: Individual Induction Plan (IIP) Reflecting the Needs of Special Populations in the classroom
Observations: All PTs must complete one Focused Observation and 4 Self-guided observations Focus Observation Year One 1 2 Year Two 1 2	Observation of Technology Lesson with Student Work	Making Standards Work” Year One: Power Standards, Year Two: Unwrapping Standards	Event 2: Support Provider Observation Reflecting Safety Issues,	Description of Practice (DOP) 1 2	Event 2: Management Plan Events 4 Two Student Assess. Data Event 11 Two Student Assess. Data
Description of Practice Year One Year Two	Downloaded Technology Lesson	“Analyzing Student Work”	Events 1 & 7 Site Safety Committee Names, Numbers and Responsibilities	“ <i>Making Standards Work</i> ” Year One: Power Standards, Year Two: Unwrapping Standards	“Classroom Management”
Weekly Meetings with Support Providers Year One Year Two	Evidence of Data Analysis	“Getting to Know the Community”	Events 1 & 7 List of Counseling, Psychological, Social and Health Services Available at the District and School Site	“Analyzing Student Work” “Teaching ELs”	“Analyzing Student Work”
“Making Standards Work” Year One: Power Standards Year Two: Unwrapping Standards	Online Assignment	Year One: “Identifying Students with Special Needs” Year Two: “Instructing Students with Special Needs”	“Getting to Know the Community” “Health and Special Populations”	Data Director Training	Year One “Identifying Students with Special Needs” Year Two “Instructing Students w/ Special Needs”
Lesson and Unit Planning Year One: Instructional Lesson Design Year Two: Unit Lesson Series	Data Director Training	GLAD Training Theory & Overview Demonstration	“Creating an Effective Learning Environment	GLAD Training Theory & Overview	“Creating an Effective Learning Environment”
Content Workshops Year One Year Two		SAUSD Sexual Harassment Policy Evidence Handouts/Agenda	CPR Certification: Adult, Child & Infant	Recorded Observation of PT use of GLAD/SDAIE strategies	Student Study Team (SST) Paperwork or GATE Referral, or IEP
		Academic Intervention Plan (AIP) or Student Study Team (SST) Plan or IEP	The Crisis Response Handbook Agreement: Title Page with Signature and Date of Review	CLAD/BCLAD Certification	Phone Log for Family Contacts
			Info. Session on Health & Safety: Emergency Preparedness Plan One student Referral to Nurse		

BTSA ACTIVITIES

TRAININGS

WORKSHOPS

OTHER

As you complete events and attend BTSA sessions, record your progress toward completing all Matrix requirements

July 2007



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23 IPR Support SAUSD	24	25	26	27	28
29	30	31				

August 2007



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6			9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
	Portfolio Reviews & SP Interviews					
26	27	28	29 First Duty Day	30 First Instruction Day	31	

September 2007



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12 Year One Orientation Esqueda Elem.	13 Year One Orientation Esqueda Elem.	14	15
16	17 Year One Advisement	18 Year One Advisement	19 Support Provider Round Up Orientation	20 Year One Advisement	21 Year One Advisement	22
23 30	24	25	26	27 BTSA Cluster Meeting San Diego	28	29



October 2007

Year One Focus

CSTP 5: Assessing Student Learning
 CFASST: Assignment #1
 BTSA Induction Standard: 18

Year Two Focus

CSTP 1, 4: Engaging & Supporting Students
 CFASST: Assignment #7
 BTSA Induction Standard: 18

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2 Site Visits Year Two	3 PT/SP Year One <i>*Getting to Know the Community</i>	4 PT/SP Year Two <i>Event 7 & 9 Back to Basics</i>	5 S.P. Logs Due	6
7	8	9 Site Visits Year Two	10 SP Year One CFASST Part I	11 SP Year Two CFASST Part I	12	13
14	15	16 IPR Director Training	17 PT Year One Cohort <i>Event One</i>	18 Year One & Two David Ghoogasian <i>"Translating Brain Research Into Classroom Practice"</i>	19	20
21	22	23 Site Visits Year Two	24	25 SP Year Two CFASST Part I	26	27
28	29	30 Advisory Mtg. 9- 11	31 SP Year One CFASST Part I			



November 2007

Year One Focus

CSTP 2: Effective Environments
 CFASST: Assignment #2
 BTSA Induction: Standard: 18

Year Two Focus

CSTP 4: Designing Learning for All Students
 CFASST: Assignment #7, contd.
 BTSA Induction Standard: 20

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 PT/SP Year Two <i>*Instructing Students with Special Needs</i>	2 S.P. Logs Due	3
4	5	6	7 PT/SP Year One <i>*Identifying Power Standards Event 2</i>	8	9	10
11	12 HOLIDAY	BTSA State Conference				17
18	19	20	HOLIDAY			24
25	26	27 Informal Network Meeting (Tustin)	28 PT Year One Cohort Support	29 PT Year Two Advisement #1	30	



December 2007

Year One Focus

CSTP 6: Developing as a Professional Educator

CFASST: Assignment #2, contd.

BTSA Induction Standard: 17

Year Two Focus

CSTP 3 & 4: Organizing Subject Matter & Designing Learning Experiences for All

CFASST: Assignment #8

BTSA Induction Standard: 15

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
						1	
2	3	4 IPR Support	5 PT/SP Year One <i>*Identifying Cultural Bias, Part I</i> Event 1 DUE	6 PT/SP Year Two <i>*Unwrapping Standards, Event 8</i> Event 7 DUE	7 S.P. Logs Due	8	
9	10	11	12	13	14	15	
16	17	18	19 WINTER HOLIDAY			22	
23 30	24 31	25 WINTER HOLIDAY				28	29

January 2008

Year One Focus

CSTP 1, 3.1: Engaging Students in Learning & Knowledge of Content and Student Development
CFASST: Assignment #3
BTSA Induction Standard: 15 and 17

Year Two Focus

CSTP 3 & 4: Organizing Subject Matter & Designing Learning Experiences for All
CFASST: Assignment #8, contd.
BTSA Induction Standard: 16

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
		WINTER HOLIDAY				
6	7	8	9 SP Year One CFASST Part II	10 SP Year Two CFASST Part II	11 S.P. Logs Due	12
13	14 Looking at Learning follow up with Zumuda	15 Looking at Learning follow up with Zumuda	16 PT Year One Cohort Event 3	17 PT Year Two *Online Assignment IPR Support	18	19
20	21 HOLIDAY	22	23	24	25	26
			BTSA Cluster Meeting Borrego Springs			
27	28	29 Advisory Mtg. 9 - 11	30 PT/SP Years One & Two *Content Workshop	31		



February 2008

Year One Focus

CSTP 3 & 5.4: Organizing Subject Matter & Using Assessment Results to Guide Instruction
 CFASST: Assignment #4
 BTSA Induction Standard: 15

Year Two Focus

CSTP 6: Developing as a Professional Educator
 CFASST: Assignment 9
 BTSA Induction Standard: 15, 16



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 S.P. Logs Due	2
3	4	5	6 PT/SP Year One <i>*Instructional Lesson Design & Event 4</i> Event 2 <u>DUE</u>	7 PT/SP Year Two <i>Event 9, Understanding the DOP and IIP</i> Event 8 <u>DUE</u>	8	9
10	11	12	13	14	15	16
			Focus Observation (PT)			
17	18	19	20	21	22	23
24	25	26	27	28 PT/SP Years One & Two <i>*Creating an Effective Learning Environment</i>	29	



March 2008

Year One Focus

CSTP 5.4: Using Assessment Results to Guide Instruction

CFASST: Assignment #4

BTSA Induction Standard: 15

Year Two Focus

CSTP 4 & 5: Planning and Assessment

CFASST: Assignment 10

BTSA Induction Standard: 15, 16, 19

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7 S.P. Logs Due	8
	State Visit Induction Program Review					
9	10	11	12 SP Year One CFASST, Part II	13 SP Year Two CFASST, Part II	14	15
16	17	18	19 PT Year One Cohort <i>*Analyzing St. Work and Event 4</i> Event 3 DUE	20 PT Year Two Cohort <i>*Unit Lesson Series</i> Events 10 & 11	21	22
23 30	24 31	25	26	27	28	29



Year One Focus

CSTP 3 & 4.5: Understanding & Organizing
 Subject Matter for Student Learning, Modifying
 Instruction to Adjust for Student Needs
 CFASST: Assignment #5
 BTSA Induction Standard: 19, 20

April 2008

Year Two Focus

CSTP 4 & 5: Planning and Assessment
 CFASST: Assignments 10 & 11
 BTSA Induction Standards: 15, 16, 17, 19, 20

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
		1	2 PT/SP Year One <i>*Identifying St. w/ Spec. Needs</i> Event 4 DUE	3 PT/SP Year Two <i>Event 9, Part II Events 10 & 11 The Good, The Bad & The Ugly!</i>	4 S.P. Logs Due	5	
6	7	8	9	10	11	12	
13	14	15	16 PT Year One Cohort <i>*Teaching Els</i>	17 PT Year Two Cohort <i>Prepare for Share Fair</i>	18	19	
20	21	22	BTSA Directors' Meeting Orange County				26
27	28	29 Advisory Mtg. 9 - 11	30 PT Year One Advisement #2				



May 2008

Year One Focus

CSTP 6: Developing as a Professional Educator
 CFASST: Assignment #6
 BTSA Induction Standard: 20

Year Two Focus

CSTP 6: Developing as a Professional Educator
 CFASST: Assignment 12
 BTSA Induction Standard: 17

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 S.P. Logs Due	3
4	5	6	7 PT/SP Year One <i>*Health & Special Populations</i> <u>Event 5 DUE</u>	8 PT/SP Year Two <i>*Identifying Cult. Bias II</i> <u>Events 10 & 11 DUE</u>	9	10
11	12	13	14	15 PT Year Two Advisement #2	16	17
18	19	20	21 PT Year One Cohort Portfolio Prep.	22 PT Year Two Cohort Portfolio Prep.	23	24
25	26	27	28	29	30	31



June 2008

Year One Focus

CSTP 6: Developing as a Professional Educator

CFASST: Assignment #6

BTSA Induction Standard: all

Year Two Focus

CSTP 6: Developing as a Professional Educator

CFASST: Assignment 12

BTSA Induction Standard: all

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 <i>Year One Share Fair Event 6 DUE</i>	5 <i>Year Two Completion Ceremony Event 12 DUE</i>	6 <i>S.P. Logs Due</i>	7
8	9	10 <i>Advisory Mtg. 9 - 11</i>	11	12	13	14
15	16	C-FAR Pilot Training			20	21
			Last Day of Instruction	Last Duty Day		
22	23	24	25	26 PT Year Two Portfolios Due	27	28
29	30					

July 2008



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	Have a great summer!						
20							
27	28	29	30	31			

BTSA Induction Program
Standard 15-20 Induction Matrix

STANDARD 15 California Curriculum	STANDARD 16 Technology	STANDARD 17 Equity & Diversity	STANDARD 18 Healthy Environment	STANDARD 19 English Learners	STANDARD 20 Special Populations
Events 2, 3, 4, 5, 8, 9, 10, 11	Technology Proficiency” Level I PEP or Equivalency	Events 1, 2, 3, 4, 5, 7, 9, 10, 11	Events 1, 7	Events 1, 3, 4, 5, 7, 9, 10, 11	Events 1, 7
Individual Induction Plans 1 2 3 (See Standard #20)	E-mail evidence for Program Communication	“Identifying Cultural Bias” Year One: Part I, Bias-Free Learning Environment Survey Year Two: Part II, Cultural Bias and its Impact on Learning	Development, Utilization of a Grade-Level Appropriate Health Lesson	ELD Lessons Reflecting Differentiation by Proficiency Levels	Event 11: Individual Induction Plan (IIP) Reflecting the Needs of Special Populations in the classroom
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Weekly Meetings with Support Providers Year One Year Two	Evidence of Data Analysis	“Getting to Know the Community”	Events 1 & 7 List of Counseling, Psychological, Social and Health Services Available at the District and School Site	“Analyzing Student Work” “Teaching ELs”	“Analyzing Student Work”
“Making Standards Work” Year One: Power Standards Year Two: Unwrapping Standards	Online Assignment	Year One: “Identifying Students with Special Needs” Year Two: “Instructing Students with Special Needs”	“Getting to Know the Community” “Health and Special Populations”	Data Director Training	Year One “Identifying Students with Special Needs” Year Two “Instructing Students w/ Special Needs”
Lesson and Unit Planning Year One: Instructional Lesson Design Year Two: Unit Lesson Series	Data Director Training	GLAD Training Theory & Overview Demonstration	“Creating an Effective Learning Environment	GLAD Training Theory & Overview	“Creating an Effective Learning Environment”
Content Workshops Year One Year Two		SAUSD Sexual Harassment Policy Evidence Handouts/Agenda	CPR Certification: Adult, Child & Infant	Recorded Observation of PT use of GLAD/SDAIE strategies	Student Study Team (SST) Paperwork or GATE Referral, or IEP
		Academic Intervention Plan (AIP) or Student Study Team (SST) Plan or IEP	The Crisis Response Handbook Agreement: Title Page with Signature and Date of Review	CLAD/BCLAD Certification	Phone Log for Family Contacts
			Info. Session on Health & Safety: Emergency Preparedness Plan One student Referral to Nurse		

BTSA ACTIVITIES

TRAININGS

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OTHER

As you complete events and attend BTSA sessions, record your progress toward completing all Matrix requirements