

ADMINISTRATIVE CIRCULAR NO. 67
Office of School Site Support

SAN DIEGO CITY SCHOOLS

Date: January 30, 2006

To: Principals, Vice Principals, and K-12 Teachers; Special Education Program Managers; Selected Special Education Teachers; Division and Department Heads

Subject: RECRUITMENT OF SUPPORT PROVIDERS FOR BEGINNING TEACHER SUPPORT AND ASSESSMENT (BTSA) INDUCTION PROGRAM

Department and/or Persons Concerned: Principals, Vice Principals, and K-12 Teachers; Special Education Program Managers; Selected Special Education Teachers; Division and Department Heads

Due Date: March 31, 2006

Reference: None

Action Requested: Distribute to interested teachers to complete and return by the due date.

Attachments:

1. *Support Provider Roles and Responsibilities*
2. *2006-2007 Support Provider Application Form and CFASST Training*
3. *2006-2007 Support Provider Written Prompt Response form*
4. *2006-2007 Support Provider Confidential Reference*

Brief Explanation:

The district's BTSA Induction Program is seeking experienced K-12 teachers of both general and special education to serve as support providers to participating teachers. Teachers who did not participate in the 2005-2006 selection process and who wish to serve as BTSA Induction Program support providers in 2006-2007 must apply through the process outlined in this circular.

Teachers graduating from SB 2042 preparation programs are required to complete two years of induction to secure professional clear credentials. The district's BTSA Induction Program is a California Commission on Teacher Credentialing (CCTC) approved induction program for these teachers. Support providers who coach and mentor participating teachers are critical to the program's success.

MINIMUM ELIGIBILITY CRITERIA

To be considered for selection as a BTSA Induction Program Support Provider, a teacher must meet all of the following criteria:

1. Be a general education or special education teacher.
2. Have achieved permanent status with the district.
3. Have a minimum of three years' successful teaching experience in the district OR have successfully completed the BTSA Induction Program since 2004.
4. Hold a valid California teaching credential.
5. Have a most recent overall evaluation of "effective."

ADDITIONAL KNOWLEDGE AND SKILLS

In addition to the minimum requirements, BTSA Induction Program standards recommend that support providers demonstrate:

1. Knowledge of teacher development.
2. Knowledge of the state adopted academic content standards, student performance levels and state adopted curriculum frameworks.
3. Knowledge of the California Standards for the Teaching Profession (CSTP).
4. Willingness to participate in professional training to acquire the knowledge and skills needed to be effective support providers.
5. Willingness to engage in formative assessment processes, including reflective conversations about formative assessment evidence with participating teachers.
6. Willingness to use their own classrooms as laboratories for learning and complete assigned activities in preparation for supporting participating teachers.
7. Willingness to share instructional ideas and materials with participating teachers.
8. Willingness to deepen understanding of cultural, ethnic, cognitive, linguistic, and gender diversity.
9. Effective interpersonal and communication skills.
10. Willingness to work with participating teachers.
11. Commitment to personal professional growth and learning.
12. Willingness and ability to be an excellent professional role model.
13. A positive attitude toward teaching and the teaching profession.

SUPPORT PROVIDER ROLES AND RESPONSIBILITIES

The primary function of BTSA Induction Program support providers is to ensure the professional success and retention of participating teachers by:

1. Serving as professional role models in content and pedagogy.
2. Providing intensive individualized support and assistance.

3. Guiding participating teachers through the California Formative Assessment and Support System for Teachers (CFASST) and participating in selected formative assessment activities in their own classrooms.
4. Assisting participating teachers to develop and implement Individual Induction Plans (IIPs).

Every effort is made to assign support providers to participating teachers at the same sites and within the same content area(s). However, support providers must be comfortable and willing to work across content areas, special education programs and at other sites when needed. A complete list of the *Support Provider Roles and Responsibilities* is included as Attachment 1.

COMPENSATION

Support providers will be compensated based on participation in monthly training, on work beyond the school day with participating teachers, and on attendance at training that occurs after school hours during the school year. Compensation will be at the workshop participation rate of \$18.27 per hour for ongoing training and professional development, and at the workshop leader rate of \$40.62 per hour for support beyond the workday.

Support providers must maintain logs of the time spent working and conferring with their participating teachers. Compensation for Spring or Summer 2006 CFASST training will be paid at the workshop participation rate.

APPLICATION PROCESS

Teachers who meet the eligibility requirements noted in the sections above and are interested in becoming BTSA Induction Program support providers must submit a:

1. Completed *Support Provider Application Form and CFASST Training Registration* (Attachment 2). (Only those applicants who successfully complete the CFASST Training will be eligible to serve as support providers in Fall 2006).
2. Completed *Support Provider Written Prompt Response* form (Attachment 3).
3. Completed *Support Provider Confidential Reference* (Attachment 4) from their immediate supervisor (principal, vice principal; or special education supervisor). Immediate supervisors must return the references by March 31, 2006.

It is the applicant's responsibility to ensure that the BTSA Induction Program (IMC, Bldg. A) receives all application materials by 5 p.m. on March 31, 2006. School or United States mail delays or faxes not received are not acceptable reasons for missing the deadline. Applicants should contact Latricia Branch at (858) 496-1890 or lbranch2@sandi.net to confirm the receipt of application materials.

SELECTION PROCESS

The BTSA Advisory Committee (comprised of support providers, participating teachers, and administrators), along with the BTSA Induction Program leadership team, will select applicants to participate in the Spring or Summer 2006 CFASST training. Applicants will be selected based on the quality of application materials and on anticipated need.

Questions regarding the BTSA Induction Program or the support provider selection process should be directed to Bonnie Schindler at (858) 496-1861 or bschindler@sandi.net.

Bonnie J. Schindler
Program Manager, BTSA Induction Program
Teacher Preparation and Student Support Division

APPROVED:



Geno Flores
Deputy Superintendent

BJS:sl

Attachments (4)

Distribution List: A, D, E, F, K, and Special List

San Diego City Schools
Teacher Preparation and Student Support Division

**BTSA INDUCTION PROGRAM
SUPPORT PROVIDER ROLES AND RESPONSIBILITIES
2006-2007**

As a BTSA Induction Program support provider, I commit to these roles and responsibilities and understand that failure to complete any of the following may result in being released from my role as a support provider. I have received and read the support provider handbook.

1. Meet with assigned participating teacher(s) within two weeks of being matched.
2. Successfully complete California Formative Assessment and Support System for Teachers (CFASST) training.
3. Use my classroom/experience as a tool for my own learning and to complete assigned activities in preparation for supporting my participating teacher(s).
4. Attend **all** Coaching Clinics, be punctual and be prepared to stay the entire time from 4:15-7:15 p.m.
5. Attend **two** designated Learning Academies in November and March from 4:15-7:15 p.m. (**Year 1 support providers only**). Attend **all** Learning Academies from 4:15-7:15 p.m. (**Early Completion Option support providers only**).
6. Conduct required CFASST classroom observations and closure conferences with participating teacher(s).
7. Collaborate with participating teacher(s) to complete the Descriptions of Practice (DOP) and the Individual Induction Plan (IIP).
8. Assist participating teacher(s) in using CFASST and collecting and analyzing evidence based on the California Standards for the Teaching Profession (CSTP) and academic content standards.
9. Assist participating teacher(s) to effectively complete all CFASST Units of Professional Study and submit required documentation **as scheduled**. Review all documentation prior to submission.
10. Maintain accurate communication logs that reflect time spent with participating teacher(s) and submit monthly. Participating teachers must sign **all** logs.
11. Assist participating teacher(s) in collecting evidence and artifacts for Colloquium (Year 1) and Exit Interview (Year 2).

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San Diego City Schools
Teacher Preparation and Student Support Division

12. Complete BTSA on-line consent form and on-line state survey.
13. Meet with each participating teacher a minimum of **five** hours per month.
14. Allow participating teacher(s) to visit my classroom and/or to accompany me on visits to the classrooms of other experienced teachers.
15. Conduct triad meeting(s) during the scheduled time frame using the protocol provided by the BTSA Leadership Team.
16. Maintain confidentiality and discretion about the participating teacher(s) I am assigned to support.
17. Demonstrate ethical and professional behavior in performing all BTSA duties and responsibilities.
18. Be open and accepting of assistance provided by BTSA resource teachers.
19. Check the BTSA Induction website (www.btsasd.net) monthly for program updates.

Support Provider Name **(PLEASE PRINT)**

Support Provider Signature

School Site

Date

San Diego City Schools
Teacher Preparation and Student Support Division

**BTSA INDUCTION PROGRAM
SUPPORT PROVIDER APPLICATION
AND CFASST TRAINING REGISTRATION
2006-2007**

To serve as BTSA Induction Program support providers, and prior to working with participating teacher(s), applicants must successfully complete 5 days of California Formative Assessment and Support System for Teachers (CFASST) training. CFASST training requires a time commitment of 8:30 a.m. to 3:30 p.m. each day and a minimum of 30 minutes of preparation each evening. Training will only be available April 24-28, June 26-30 and or July 24-28, 2006. Participants will be compensated at the workshop participation rate of \$18.27/hour if attending the training on a non-work day. Substitutes will be provided for teachers who attend the training on scheduled work days. Complete and sign the form below to indicate your availability to participate in the CFASST training.

Last Name: _____ First Name: _____

Employee ID Number: _____

Home Address: _____

City: _____ State: _____ Zip: _____

Home Phone: (_____) _____ E-mail: _____

School: _____ School Phone: (_____) _____

Grade: _____ Content Area or Sp. Ed. Program: _____

I will attend the following CFASST Training:

April 24-28, 2006

June 26-30, 2006

July 24-28, 2006

**Return by: 5 p.m., March 31, 2006 to:
Laticia Branch, IMC, Bldg. A or FAX (858) 496-1860**

San Diego City Schools
Teacher Preparation and Student Support Division

**BTSA INDUCTION PROGRAM
SUPPORT PROVIDER WRITTEN PROMPT RESPONSE FORM
2006-2007**

Type your response to the three prompts in the space provided. Use only the front side of the form. Use a 12-point or larger font that can be easily read. **All responses must be typed.**

- 1. What qualities and expertise would you bring to the position of BTSA Induction Program support provider?*

**Return by: 5 p.m., March 31, 2006 to:
Latricia Branch, IMC, Bldg. A
or FAX (858) 496-1860**

San Diego City Schools
Teacher Preparation and Student Support Division

**BTSA INDUCTION PROGRAM
SUPPORT PROVIDER WRITTEN PROMPT RESPONSE FORM
2006-2007**

- 2. You have been working with a new teacher for several months. Each time you meet the conversation quickly turns negative. The teacher feels completely overwhelmed by what is being asked of her. She complains about the work involved in running a classroom, the demands of the district, the BTSA paperwork, and believes the administration is not being supportive. How can you, as a support provider, offer a sympathetic ear, and yet get the conversation flowing in a positive direction that will allow the necessary work to be accomplished, leaving the teacher feeling positive and supported?*

**Return by: 5 p.m., March 31, 2006 to:
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or FAX (858) 496-1860**

San Diego City Schools
Teacher Preparation and Student Support Division

**BTSA INDUCTION PROGRAM
SUPPORT PROVIDER WRITTEN PROMPT RESPONSE FORM
2006-2007**

3. *You are supporting a new teacher in a specific curricular area. You have invested weeks of planning, demonstrations, observations, and debriefing conversations. There is minimal improvement noted. What would be your next step in supporting the teacher?*

**Return by: 5 p.m., March 31, 2006 to:
Latricia Branch, IMC, Bldg. A
or FAX (858) 496-1860**

**San Diego City Schools
Teacher Preparation and Student Support Division**

**BTSA INDUCTION PROGRAM
SUPPORT PROVIDER CONFIDENTIAL REFERENCE
2006 - 2007**

Applicant: _____ Supervisor: _____

**COMPLETE AND RETURN BY 5 P.M. MARCH 31, 2006 TO:
LATRICIA BRANCH, IMC, BLDG. A
OR FAX TO (858) 496-1860**

*Your assistance is requested to ensure this reference is returned on or before the deadline.
An applicant's status is dependent on your timely response. All references will be kept confidential.*

For each area, place a check (√) in the column that most closely describes the applicant. It is important that only the most qualified applicants are selected to serve as BTSA Induction Program support providers. Your honest appraisal will help ensure quality support to new teachers.

AREA	POOR (uncertain potential for success in the role)	FAIR (potential, needs a great deal more experience/training)	GOOD (potential, needs experience or training)	VERY GOOD (potential, needs little training/experience)	OUTSTANDING (fully prepared)
Content/subject area knowledge					
Ability to design and deliver standards-based lessons					
Pedagogical skills					
Working with English learners					
Understanding of cultural, ethnic, cognitive, linguistic, and gender diversity					
Ability to reflect on and analyze instructional practices					
Ability to lead the work of other adults					
Commitment to own professional growth					
Interpersonal relations with peers					
Views teaching and the teaching profession positively					
Overall Reference					

Please write additional information you wish to share about the applicant in the space below:

Printed name of principal/supervisor

Position/Title

Signature

Date