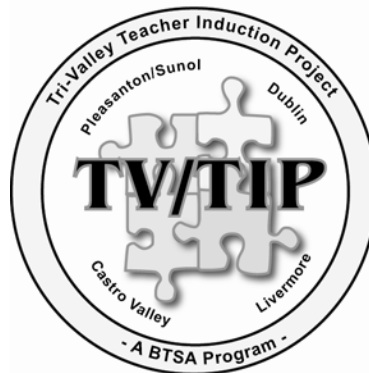


# TriValley Teacher Induction Project BTSA

Participating teacher  
Program Handbook  
2009-2010



**Participating Districts**  
Castro Valley Unified School District  
Dublin Unified School District  
Livermore Valley Joint Unified School District  
Pleasanton Unified School District  
Sunol Glen Unified School District

TVTIP Office  
4665 Bernal Avenue  
Pleasanton, CA 94566  
(925) 462-5500 ext.4137  
[www.tvtip.org](http://www.tvtip.org)

## WELCOME FROM TVTIP'S DIRECTOR

Welcome to the TriValley Teacher Induction Project (TVTIP). TVTIP began in 2002 and is a state funded Beginning Teacher Support and Assessment (BTSA) program. TVTIP supports eligible teachers as they transition from university preparation into their professional career as well as out-of-state trained teachers who possess a California multiple or single subject preliminary credential. In 2004, the state approved TVTIP as a BTSA Induction Program, which is the pathway for participating teachers to obtain their Level II Professional Clear Credential.

TVTIP is a consortium of school districts including Castro Valley, Dublin, Livermore, Pleasanton and Sunol. The Consortium collaborates with the Santa Cruz New Teacher Center and local universities. A director, district coordinators, teacher leader coaches, administrators, and university faculty guide the Project.

The development of this Professional Teacher Induction Project has been a collaborative effort of more than seventy-five key stakeholders including teachers, administrators, bargaining unit representatives, and district office personnel from Dublin, Livermore, and Pleasanton. In 2007, Castro Valley Unified joined the Consortium.

TVTIP provides support to eligible, participating teachers as they begin their professional career. The Consortium's goal is to provide opportunities for teachers to become highly qualified and effective practitioners. Current research findings indicate that the knowledge of teaching practices, student learning outcomes, standards-based subject matter content, and ultimately, the ability to reflect on one's own practice are the strongest predictors of student success and teacher professional growth. This research forms the foundation of the Induction Consortium's commitment to deliver teacher centered services that support the efficacy and retention of highly qualified teachers.

Through ongoing support and refinement, the TriValley Teacher Induction Project is recognized as a model induction program in the state. Prospective teachers select Castro Valley, Dublin, Livermore, Pleasanton, and Sunol as premier districts in which to work because of the focused, quality support they receive as teachers, which in turn positively impacts student learning.

TVTIP would like to recognize and thank Santa Cruz New Teacher Center for their leadership and ongoing support in the area of teacher and coach development.

I wish all of you an exciting year of learning.

Kimberly Ortiz  
TVTIP Director

# TABLE OF CONTENTS

## ***SECTION 1: GENERAL INDUCTION INFORMATION***

TVTIP Mission Statement and Goals	5
Induction Eligibility Requirements and Enrollment Process	6
What is TVTIP Really?	7
TVTIP Program Requirements	8

## ***SECTION 2: THE TVTIP EXPERIENCE***

Key Program Elements	11
Mills College Credit	12
What a Participating teacher Can Expect From a Coach	13

## ***SECTION 3: POLICIES AND PROCEDURES***

Employment in a Consortium District	15
Request for Delay in Program Completion	15
Coach and Participating teacher Reassignment Request	17
Early Completion Option	18

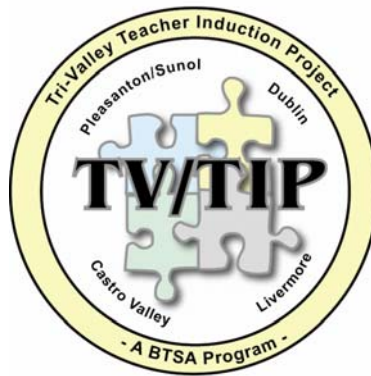
## ***SECTION 4: APPENDIX***

California Standards for the Teaching Profession	20
Glossary	21
Acronym Guide	25
Teaching Poem by Haim Ginott	26



# TriValley Teacher Induction Project BTSA

Castro Valley, Dublin, Livermore, Pleasanton, Sunol



## SECTION 1: GENERAL INDUCTION INFORMATION

## TVTIP MISSION STATEMENT

Participating teachers in the TriValley Teacher Induction Project (TVTIP) experience enhanced professional growth and development building upon their teacher preparation program by participating in a rich and thoughtful induction process. Participating teachers engage in reflective conversations with experienced colleagues and chart their own progress through the continuum of skills, knowledge, and abilities aligned to the *California Standards for the Teaching Profession* and State-adopted student academic content standards.

## TVTIP GOALS

- Improve instruction for all students
- Advance teacher performance by developing thoughtful, reflective practitioners
- Provide high quality professional development opportunities
- Increase teacher efficacy and retention
- Promote collegiality, collaboration, and life-long learning



## STATE OF CALIFORNIA INDUCTION GOALS

- Enable eligible teachers to complete all requirements for a Professional Clear Credential.
- Provide an effective transition into teaching.
- Improve the educational performance of students through improved training, information, and assistance.
- Ensure the professional success and retention of new teachers.
- Enable Participating teachers to be effective in teaching students who are culturally, linguistically, and academically diverse.
- Ensure intensive individualized support and assistance for each Participating teacher.
- Establish an effective, coherent system of performance assessments that are based on the California Standards for the Teaching Profession.
- Ensure that an Individual Learning Plan (ILP) for each Participating teacher is based on an on-going assessment of the Participating teacher's development.
- Ensure program improvement through ongoing research, development, and evaluation.

# TRIVALLEY TEACHER INDUCTION PROJECT

## WHO IS ELIGIBLE TO PARTICIPATE IN TVTIP?

A teacher participates in the Induction Program if he or she:

- Holds a **Multiple or Single Subject Preliminary Credential** and is in their **first or second year** of teaching.
- OR**
- Holds a **Multiple or Single Subject Preliminary Credential** and is required to **participate in an approved induction program** as stated on the credential.
- OR**
- Has **completed a Multiple or Single Subject Internship Program** and has **applied for**, or has received a **Preliminary Credential**.

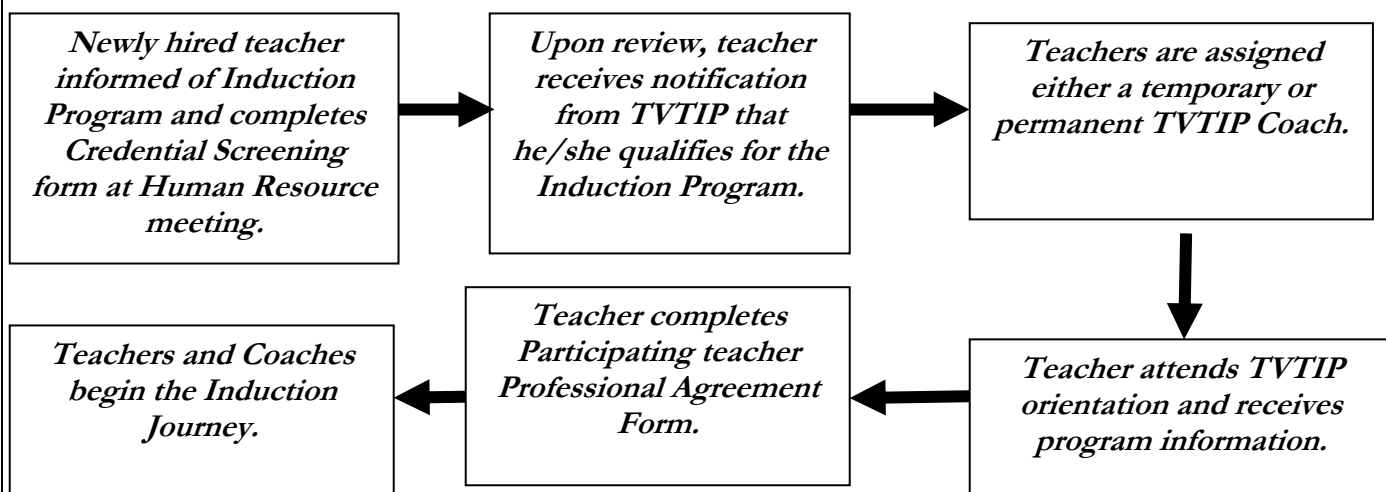
*For Additional Information: Contact the Commission on Teacher Credentialing  
Telephone: (916) 445-7254 or (888) 921-2682  
E-mail: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)*

## NOTE TO SPECIAL EDUCATION TEACHERS

Special Education teachers are eligible to participate in TVTIP. Special Education teachers may use up to 25% of their participation in TVTIP towards the Level 2 Education Specialist Credential (varies by university).

Special Education teachers work with the university in order to fulfill the Level 2 Education Specialist Credential requirements.

## INDUCTION ENROLLMENT PROCESS



## WHAT IS TVTIP REALLY?

TVTIP is a California Commission on Teacher Credentialing approved two-year induction program of situated learning that provides participating teachers an initiation into the teaching profession guided by the Professional Teacher Induction Standards, *California Standards for the Teaching Profession*, and the State Adopted Academic Content and Performance Standards for Students. It is the route from a Multiple or Single Subject Preliminary Credential to a Professional Clear Credential.

A Participating teacher works in collaboration with a highly skilled veteran teacher leader coach who is released from the classroom. The Coach guides the Participating teacher to engage in reflective conversations structured around a formative assessment process. The Coach and Participating teacher collect data over time, examine it against multiple levels of teaching performance, and then chart progress on the Continuum of Skills, Knowledge, and Abilities aligned to the *California Standards for the Teaching Profession*.

## WHAT ARE THE BENEFITS OF BEING IN THIS PROGRAM?

### ***General Benefits***

- Job embedded professional growth
- Common language to describe good teaching as a basis for professional growth

### ***Program Benefits***

- One-on-one coaching/guidance from an experienced, trained teacher fully released from the classroom
- Multiple or single subject Professional Clear Credential recommendation
- Mills College offers up to five graduate level units per year
- High quality professional development opportunities

### ***Individual Benefits***

- Habits and norms are established that may guide improved practice over a professional career
- Connection between university theory and district application
- Immediate and direct application to students
- Problem-solving skills
- Opportunities to network across districts



# WHAT ARE THE PROGRAM REQUIREMENTS?

## 1. Work with a TVTIP Coach engaging in the Formative Assessment Process

- Assess and Understand the Learning Context
- Set and Reflect on Professional Goals
- Examine Practice through Inquiry

*4-6 hours per month which includes a minimum of two meetings*

*Note: A coach visits classrooms regularly in order to learn about the students and the instructional program to fully support the participating teachers.*

## 2. Submit Portfolio of Formative Assessment Process Tools and Reflections

Year 1 Focus: Pedagogy (Induction Standard 5)

Year 2 Focus: Universal Access: Equity for All Students (Induction Standard 6)

- Teaching English Learners
- Teaching Special Populations

### Portfolio Organization

#### Preface

- Participating teacher Overview (process completed at the end of the school year)

#### Professional Goal-Setting

- CSTP Self-Assessment Summary
- Self-Assessment on Continuum of Teacher Development
- Individual Learning Plan
- Mid-Year Review
- Professional Growth Reflections

#### Examining Practice through Inquiry

Formative Assessment System Tools - Organized in chronological order from August through June including a *minimum of 1 per year* of each of the following processes:

- Formal Observation Cycle
- Analysis of Student Work
- Inquiry Action

## 3. Engage in Professional Development aligned to Professional Goals

## 4. Consortium Meetings

- Attend Fall Orientation
- Year-End Colloquium (Year 2 Only)

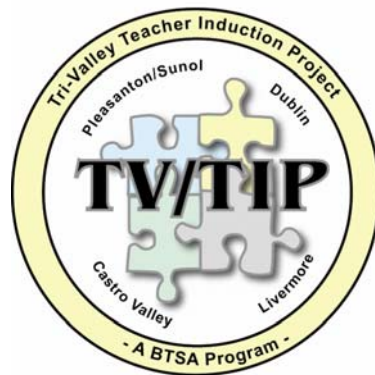
## 5. Complete State and Program Required Documentation

- Credential Screening Form (upon hire)
- Participating teacher Professional Agreement (fall)
- Mid-Year Survey (winter)
- Year-end Online Survey (spring)
- Other feedback as requested

*Note: If a teacher possesses a preliminary multiple or single subject credential, there may be additional clear credential completion requirements in addition to Induction requirements.*

# TriValley Teacher Induction Project BTSA

Castro Valley, Dublin, Livermore, Pleasanton, Sunol



## SECTION 2: THE TVTIP EXPERIENCE

# TVTIP KEY PROGRAM ELEMENTS

## COACHING

TVTIP design for service delivery uses a combination of strategies for support and assessment activities, including the provision of full-time release Coaches who are familiar with the program philosophy, selected for their professional capabilities in working with Participating teachers, and trained by the Consortium and the Santa Cruz New Teacher Center. The Coach and Participating teacher work together to reflect on the art and science of teaching in a confidential and non-judgmental environment that is conducive to expanding the skills and practices of teaching and learning.

## FORMATIVE ASSESSMENT

The Santa Cruz New Teacher Center model of formative assessment is based on inquiry cycles of observation and reflection centered around the *California Standards for the Teaching Profession*. Coaches guide participating teachers through a series of formative assessment activities that are designed to mirror effective classroom practices that are embedded in day-to-day teaching and build on the teacher's professional thinking and learning.

## EVIDENCE OF APPLICATION

Over two-years, participating teachers with guidance from their coach collect evidence of application (formative assessment tools and reflections) related to the *California Standards for the Teaching Profession* in the following focus areas:

Year 1: Pedagogy

Year 2: Universal Access – Equity for all Students

## PROFESSIONAL DEVELOPMENT OPTIONS

Participating teachers select professional development activities in order to enhance the knowledge and skills needed to meet their professional goals.

## TVTIP WORKSHOPS – NO COST - TBD

## TVTIP PROFESSIONAL LEARNING COMMUNITIES –NO COST - TBD

## ST. MARY'S SATURDAY SEMINAR SERIES- \$250 REGISTRATION FEE

## ONLINE COURSES –REGISTRATION FEE - INFORMATION AVAILABLE ONLINE AT

[HTTP://WWW.EDPAL.COM/TVTIP/CONTROL/MAIN](http://www.edpal.com/tvtip/control/main)



# MILLS COLLEGE UNIVERSITY CREDIT

TVTIP participants have an opportunity to earn up to five Mills College semester units for a fee of \$150 (June 2009) by completing the following:

## Mills College Semester Units Requirements

### 3 Semester Units

- **Working with a TVTIP Coach engaging in the Formative Assessment Process:**
  - Assess and Understand the Learning Context
  - Set and Reflect on Professional Goals
  - Examine Practice through Inquiry
- **Submitting a Portfolio of Formative Assessment Process Tools and Reflections**
- **Completing Required Documentation** (Professional agreement, surveys, and other feedback)

### 1 Semester Unit

- Completing 15 hours of TVTIP sponsored professional development

### 1 Semester Unit

- Completing an additional 15 hours of TVTIP sponsored professional development

## Mills College Application Process

- Unit request applications completed and collected in May
- Unit request applications and checks are delivered to Mills College in June
- Applications are processed in June and July
- One complimentary transcript is sent at the end of August to the address listed on the application
- Participating teachers bring transcript to respective Human Resource Department by October 1, 2010 (if moving over on the salary schedule, September will be retroactive)
- Additional copies of a transcript may be purchased after units have been processed through Mills College (\$10.00 fee for each additional copy). Additional information for ordering transcripts is available online at:  
[http://www.mills.edu/student\\_services/registrar\\_and\\_records/ordering\\_transcripts.php](http://www.mills.edu/student_services/registrar_and_records/ordering_transcripts.php)



## WHAT A PARTICIPATING TEACHER CAN EXPECT FROM A COACH

A Coach is prepared to support the Participating teacher in a variety of ways over the course of each year. *The Participating teacher's learning needs, the time of the year, unexpected situations and demands at the school site are just a few of the factors that will influence the work that the Participating teacher and Coach engage in throughout the two years.*

*To make the most of this unique professional development opportunity, Participating teachers should think about how their Coach can best support their professional growth and their students' learning before each meeting.* Participating teachers can use the following list as a catalyst to think about the type of assistance they may need:

### Engaging Students in Learning

The Coach can:

- Model specific teaching strategies (whole class, small group, individual)
- Provide demonstration lessons
- Facilitate whole class or small group discussion
- Monitor or facilitate learning stations (centers)
- Work with/assess/observe individual students
- Co-teach
- Observe the Participating teacher teach and provide feedback
- Videotape lessons for reflection
- Arrange for the Participating teacher to observe another colleague

### Managing the Classroom

The Coach can:

- Help establish standards for student behavior
- Co-plan routines and procedures
- Provide resources, knowledge and/or demonstration of
  - Prevention strategies
  - Intervention strategies
  - Motivational strategies
  - Conflict resolution strategies
- Help build student cooperation and responsibility
- Promote equity, fairness, and respect in the classroom
- Develop independent, self-directed learners

### Organizing the Classroom

The Coach can help:

- Arrange the room
- Seating and assignments
- Bulletin Boards
- Materials and Supplies
- Set-up systems/procedures
- Arrival and Dismissal
- Homework/Classwork
- Use of supplies
- Classroom Jobs, etc

# WHAT A PARTICIPATING TEACHER CAN EXPECT FROM A COACH

## Planning Instruction

The Coach can assist to:

- Design lesson plans and units that are:
  - Standards-based
  - Aligned with district frameworks
  - Connected to broader, culturally responsive themes
  - Interrelated across subject matter areas
  - Assessment driven
- Differentiate for diverse student learning needs
- Develop flexible groups
- Utilize technology and media
- Meet the needs of English Language Learners and Special Populations students
- Use a variety of instructional strategies
- Engage students in problem solving and critical thinking

## Understanding Subject Matter

The Coach can:

- Provide subject specific resources, knowledge and information
- Connect Participating teacher with veteran colleagues for content-specific resources
- Help Participating teacher interrelate key concepts across subject matter areas
- Assist to organize and sequence curriculum
- Provide resources for English Learners and Special Populations

## Assessing Student Learning

The Coach can assist the Participating teacher to:

- Design differentiated assessments
- Use multiple sources of information for grading
- Involve students in assessing their own learning
- Analyze student work
- Assess language development
- Use assessment results to guide instruction
- Implement and/or score district-wide assessments
- Prepare for standardized testing
- Develop grading systems
- Prepare report cards
- Plan parent conferences

## Assisting with Communication

The Coach can support effective communication with:

- Parents and families
- Site and district administrators
- Colleagues
- Resource Personnel
- Support staff
- Community Resources

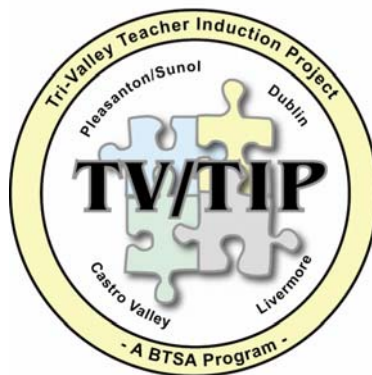
## Planning for Specific Events

The Coach can help the Participating teacher plan:

- Back-to-School Night/Substitute Plans
- Parent Conferences/Home Visits
- Open House
- School Programs/Assemblies/Field Trips

# TriValley Teacher Induction Project BTSA

Castro Valley, Dublin, Livermore, Pleasanton, Sunol



## SECTION 3: POLICIES AND PROCEDURES

## EMPLOYMENT IN A CONSORTIUM DISTRICT

In order to enroll in TVTIP, a participating teacher must be employed by a school or district that is a member of the TriValley Consortium except under special circumstances. If a participating teacher leaves the employing district during the Induction process:

- 1) A participating teacher's induction work may be transferred to another CTC approved Induction Program in California. The TVTIP Office sends a transcript to the respective program.
- 2) A participating teacher may request a Program Extension or Leave of Absence due to extenuating circumstances. The request for an Extension must be submitted in writing to the Program Director. The Leave of Absence form may be obtained from the TVTIP office.

## REQUEST FOR A DELAY IN PROGRAM COMPLETION

### PROGRAM EXTENSION

Through participation in TVTIP, teachers receive access to a Professional Credential Program with limited expense. State funding is provided for only the first two years of teaching on a California Preliminary Credential. The TriValley Teacher Induction Project has been carefully designed for completion within that two-year timeline. If a teacher is unable to complete induction requirements within the two-year timeline, an extension of the completion date may be requested in writing and submitted to the Program Director.

If a newly hired teacher participated in a two-year induction program through a CTC-approved program and did not complete all requirements to receive a recommendation for the Professional Clear Credential, the teacher is not eligible for additional state funding to participate in TVTIP. However, TVTIP may provide the opportunities necessary to complete induction requirements as long as the teacher bears the financial responsibility for additional program materials and Coach costs if the teacher has exceeded the two years of funding eligibility.

The decision by the Program Director to provide an extension to finish induction will be made individually upon the teacher's request. The conditions of extension will be documented in writing. Such extensions may not exceed more than 12 months.

In considering an extension request, an evaluation will be conducted by TVTIP to determine the requirements in need of completion by the teacher in order to receive a recommendation for the Professional Credential. The TriValley Teacher Induction Project may request verification of the circumstances leading to the appeal request.

Valid reasons for requesting an additional year include any of the following:

- Personal health issues in which the candidate is under a doctor's care and unable to work.
- Personal health problems related to an immediate family member or who is under doctor's care in which the candidate must stop working in order to care for this person. The employer's personnel policies shall define immediate family.
- An approved leave of absence from the district.
- Relocation to another state or country and has now returned to California to teach.

# REQUEST FOR A DELAY IN PROGRAM COMPLETION CONTINUED

## PROGRAM EXTENSION CONTINUED

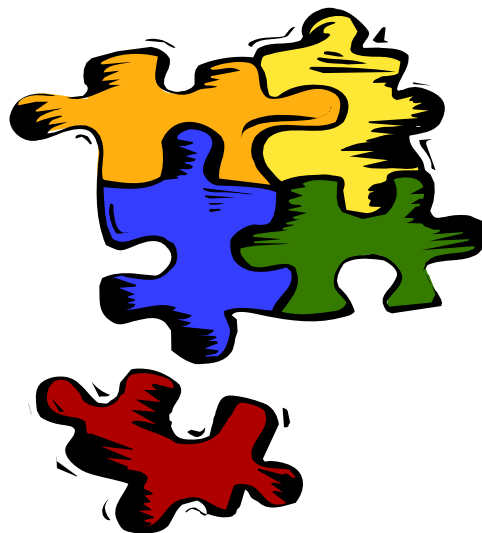
The Program Director shall apply the following conditions to decide whether to support the teacher's request for an additional year in the induction program:

- The teacher has a valid preliminary multiple or single subject teaching credential that will not expire prior to completion of the induction program.
- The induction completion requirements are achievable within one additional program year.
- The employing agency will not request reimbursement from TVTIP for any costs associated with a teacher who has exceeded the two-year funding period.

## LEAVE OF ABSENCE

A Leave of Absence from TVTIP may be requested when a teacher has extenuating circumstances that might prevent him/her from completing the program in a timely manner. Such circumstances may include medical emergencies, maternity or paternity leave, educational leave, service leave, job-loss, and/or temporary relocation. Teachers who are taking a leave of absence from their employing school or district must attach a copy of the document granting approval for the leave, and the estimated duration. If a teacher chooses to request a leave under the Family Medical Act, an application is filed with the employing district, and a signed copy submitted to the Program Director with the TVTIP Request for Leave of Absence form.

An approved Leave of Absence will, in effect, halt the two-year timeline making future funding available for completion of the Induction program. Failure to return and complete the program within agreed upon time restrictions, may result in program fees charged to the teacher. If the circumstances of the Leave of Absence change, the teacher must notify the Program Director in writing within 30 days prior to return.



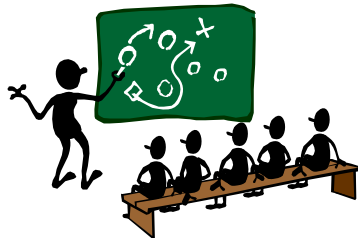
# COACH/PARTICIPATING TEACHER REASSIGNMENT REQUEST

The colleague working most closely with Participating teachers is a Coach, modeling a collegial atmosphere of learning and sharing knowledge. Through the application and selection process, the Coach has exhibited knowledge of best practices in teaching and learning; a willing disposition suited to support novice teachers; and demonstrated leadership as an exemplary educator.

However, if the initial pairing is not supporting the Participating teacher's ability to complete induction requirements as outlined by the program, the Program Director will facilitate the reassignment of a Coach to assist the Participating teacher.

The Coach Reassignment process is as follows:

- 1) Participating teacher contacts the District Coordinator or Program Director.
- 2) The District Coordinator or Program Director conducts an interview to discuss and clarify issues surrounding the reconsideration of coach assignment.
- 3) Based on the interview, the District Coordinator or Program Director will propose in writing a remedy which may involve any of the following:
  - Facilitating a meeting between the Participating teacher and Coach to resolve issues.
  - Working with the District Coordinator to investigate assigning a new Coach.
- 4) The proposal will be jointly agreed upon and signed by the District Coordinator and Program Director and Participating teacher. Upon receipt of the signed agreement, the Program Director will take the agreed upon action in a timely manner.



# EARLY COMPLETION OPTION (ECO)

## **PURPOSE**

Senate Bill 57 (Scott) allows eligible individuals to complete a Commission-approved professional teacher induction program at a faster pace than the two years required to complete the traditional program. The intent of the law is to serve *experienced* and *exceptional* candidates. Upon completion, a teacher will have met the induction requirement of the preliminary credential.

## **ELIGIBILITY REQUIREMENTS**

The TVTIP program and the employing public school district have joint responsibility for determining the appropriateness of individual candidates for Early Completion. Requirements are as follows:

- *A teacher must hold a preliminary multiple or single subject credential and be employed in a California public school*
- *3 or more years of recent experience as teacher of record in a similar assignment*
- *Educational leadership roles in the past three years (For example: committees, school site council, projects, etc.)*
- *Evidence of teaching from previous assignment that meets or exceeds a standards-based teaching evaluation based on California Standards for the Teaching Profession*

*TVTIP and employing district retain the right to request any additional evidence that may be necessary to determine a candidate's appropriateness for the Early Completion Option.*

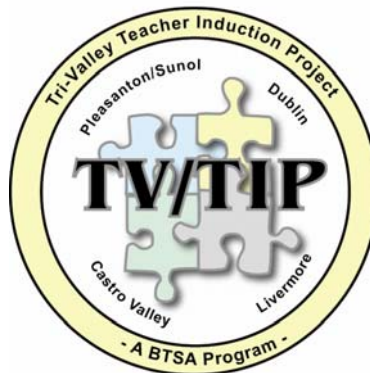
## **APPLICATION PROCESS**

If a teacher feels s/he is a possible ECO candidate, the following steps outline the process:

1. Candidate discusses option with TVTIP Coach.
2. Coach contacts District Coordinator.
3. District Coordinator meets with candidate to review eligibility requirements. If candidate meets requirements, the Coordinator reviews ECO Application including required documentation:
  - o *Application Form*
  - o *Documentation of a minimum of three (3) years teaching experience as teacher of record*
  - o *Approval from current Administrator and letter of recommendation from current evaluator*
  - o *Authenticated performance evaluations from prior years of teaching (may include evidence from past observations)*
4. Once candidate completes ECO Application and collects required documentation, candidate submits application including required documentation to District Coordinator who reviews it with the TVTIP Leadership team.
5. District Coordinator contacts candidate and coach informing them of decision.
6. Upon approval, candidate and coach meet to create an ECO Plan that includes expectations and timelines for completion of the Induction requirements.
7. Coach submits ECO Plan to District Coordinator for approval.
8. Coach monitors progress and District Coordinator conducts a mid-program check as outlined in ECO Plan.
9. Upon completion of ECO Plan, candidate and coach submit evidence of completion to District Coordinator.

# TriValley Teacher Induction Project BTSA

Castro Valley, Dublin, Livermore, Pleasanton, Sunol



## SECTION 4: APPENDIX

# CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION STANDARDS(CSTPs)

## **Engaging and supporting all students in learning**

- 1.1 Connecting student's prior knowledge, life experience, and interests with learning goals
- 1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs
- 1.3 Facilitating learning experiences that promote autonomy, interaction, and choice
- 1.4 Engaging students in problem-solving and other activities that make the subject matter meaningful
- 1.5 Promoting self-directed, reflective learning for all students

## **Creating and maintaining effective environments for student learning**

- 2.1 Creating a physical environment that engages all students
- 2.2 Establishing a climate that promotes fairness and respect
- 2.3 Promoting social development and group responsibility
- 2.4 Establishing and maintaining standards for student behavior
- 2.5 Planning and implementing classroom procedures and routines that support student learning
- 2.6 Using instructional time effectively

## **Understanding and organizing subject matter for student learning**

- 3.1 Demonstrating knowledge of subject matter content and student development
- 3.2 Organizing curriculum to support student understanding of subject matter
- 3.3 Interrelating ideas and information within and across subject matter areas
- 3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter
- 3.5 Using materials, resources, and technologies to make subject matter accessible to students

## **Planning instruction and designing learning experiences for all students**

- 4.1 Drawing and valuing students' backgrounds, interests, and developmental learning needs
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing instructional activities and materials for student learning
- 4.4 Designing short-term and long term plans to foster student learning
- 4.5 Modifying instructional plans to adjust for student needs

## **Assessing student learning**

- 5.1 Establishing and communicating learning
- 5.2 Collecting and using multiple sources of information to assess student learning
- 5.3 Involving and guiding all students in assessing their own learning
- 5.4 Using the results of assessments to guide instruction
- 5.5 Communicating with students, families and other audiences about student progress

## **Developing as a professional educator**

- 6.1 Reflecting on teaching practice and planning professional development
- 6.2 Establishing professional goals and pursuing opportunities to grow professionally
- 6.3 Working with communities to improve professional practice
- 6.4 Working with families to improve professional practice
- 6.5 Working with colleagues to improve professional practice

## GLOSSARY

**Advanced learners:** includes, but is not limited to students designated as “GATE”. Using the word GATE to define all advanced learners is limiting in that there are some communities where there is an over-identification of GATE students, and other communities where there is an under-identification, due to student’s development of academic language.

**Assessment:** A process for determining an individual's level of performance in a particular field or subject area. Assessment may be formative, for the purpose of informing an individual about his or her own level of performance or summative, for the purpose of making a formal decision about an individual's performance to determine a specific level of accomplishment.

In TVTIP, assessment is formative and standards-based. Individual teaching performance is assessed through the examination of evidence of teaching practice in one or more of the *California Standards for the Teaching Profession* (CSTP). Formative assessment data is used by the Participating teacher to create an Individual Learning Plan and by the Coach to provide individualized support to that teacher.

**California Standards for the Teaching Profession:** adopted January 1997 and revised in 2008, by the California Commission on Teacher Credentialing and the California Department of Education. These Standards are based on research and expert advice pertaining to best teaching practices. The Standards are organized around six interrelated categories of teaching practice. The six standards are for:

- Engaging and Supporting All Students In Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

**BTSA:** Beginning Teacher Support and Assessment – California Department of Education title for statewide new teacher projects such as TVTIP

**California SB 2042:** State Senate Bill 2042 is the law that regulates California’s teacher credentialing system and sets standards for induction programs.

**Case Study Student:** Refers to a student selected by the beginning teacher for a yearlong focus to help analyze the effectiveness of his/her instruction and assessment.

**CTC:** California Commission on Teacher Credentialing

**CDE:** California Department of Education - The state agency that coordinates the work of public schools in California. The CDE jointly administers the BTSA Program with the CTC.

**Coach:** An experienced, highly skilled teacher who works with a Participating teacher. Coaches convey knowledge and expertise in supportive and strategic ways, helping new teachers improve their practices. Coaches guide Participating teachers’ through the Induction process. Coaches are selected based on their outstanding professional practice and provide ongoing support.

## GLOSSARY CONTINUED

**Continuum of Teacher Development:** As self-assessment tool describing teaching practice and professional development throughout a teacher’s career.

**CSTP:** California Standards for the Teaching Profession – adopted by the California Department of Education and the Commission for Teacher Credentialing.

**Differentiated Instruction:** Modifications to teaching made in response to individual learners’ needs; modifications may include changes to content, strategies, student groupings, assessments, or student products.

**Early Completion Option (ECO):** Senate Bill 57 (Scott) allows eligible individuals to complete a Commission-approved professional teacher induction program at a faster pace than the two years required to complete the traditional program. The intent of the law is to serve *experienced* and *exceptional* candidates. Upon completion, a teacher will have met the induction requirement of the preliminary credential.

**Formative Assessment:** Ongoing assessment based upon many, different sources of data (can be used to assess teaching practice as well as student learning). Definition: helping to shape, develop or mold.

**Full Range of Learners:** This phrase is one that helps to define the diverse students in today’s schools as the mainstream. Students with diverse needs are no longer “special interest groups”, but front and center, requiring our full attention as teachers. Students included under this umbrella are struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners.

**IHE:** Institution of Higher Education - An institution that grants diplomas or degrees to those who have completed an advanced course of study after high school; generally, a college or university.

**Individual Learning Plan (ILP):** A guide for personal professional development created by a Participating teacher in collaboration with a Coach. The plan is made after collecting evidence about the Participating teacher's development from a variety of sources, including Participating teacher self-assessments on the Developmental Continuum of Teacher Practice, Coach’s Collaborative Assessment Log recordings, and observations.

**Multi-tiered interventions:** This phrase refers to the teacher’s commitment to attempt a variety of interventions for a student that is not succeeding, before referring the student to Special Education services. The “full range of learners” calls upon us as teachers to become proficient with a wide variety of teaching strategies, assessments, and options for student learning, for all students to have the opportunity to succeed.

**NCLB: No Child Left Behind** – Federal Goals – All students will be taught by highly qualified teachers by 05-06. All students will attain “proficiency” in reading and mathematics by 2014. All English learners will become proficient in English. All students will learn in schools that are safe and drug free. All students will graduate from high school. The definition of “highly qualified is . . . a teacher must have a bachelor’s degree, be certified, and demonstrate subject area knowledge for each core academic subject taught.

## GLOSSARY CONTINUED

**NTCFAS:** New Teacher Center Formative Assessment System - A formative assessment system developed for use by local Induction programs. NTCFAS includes classroom observations, self-assessment tools, and evidence of ongoing practice collected over two teaching years to provide specific information to Participating teachers about their growth as professionals as seen through the lens of the CSTP and as assessed by a trained Coach.

The purpose of NTCFAS is to support Participating teachers in their development, to help them learn to focus that development through a dynamic, ongoing process: planning and teaching lessons, reflecting on the results, and then making informed changes. This system has distinct tasks for first and second-year teachers, and is accompanied by a training program that integrates support and assessment activities for Coaches and Participating teachers.

**Observation:** The TVTIP Coach provides a minimum of four formal classroom observations during the two years of Induction. A formal classroom observation is one in which the Coach and Participating teacher have a pre-conference meeting to determine aspects of the lesson that will be observed, and observation by the coach who records data from a lesson taught by the Participating teacher, followed by a post-observation conference. TVTIP information is not used for evaluation of personnel.

**Observation Tools:** Tools used to gather specific and objective teacher and student data in the classroom.

**Participating teacher:** A term used to refer to a first or second-year teacher who is participating in the Induction Program.

**Pedagogy:** Principles and methods of instruction which contribute to the art and science of teaching.  
Synonyms – strategies of instruction, teaching methods

**SCNTC:** Santa Cruz New Teacher Center - A research and development center dedicated to the development of quality induction for all beginning teachers.

**Special Populations Student:** A student who has been determined to have special physical, emotional, developmental, or language needs.

### **Standards of Quality and Effectiveness for Professional Induction Programs:**

The *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*, adopted by the Commission on Teacher Credentialing, are used to guide all induction programs in the year 2000. The Induction Program Standards Task Force, under the auspices of the SB 2042 Panel and the Interagency BTSA Task Force, developed the Professional Teacher Induction Standards during 2000. As of July 1, 2008, the Standards were revised and streamlined to reflect the needs of the Institutes of Higher Education and Induction Programs. Pursuant to SB 2042, all teachers will be required, to complete an induction program in order to earn their Professional Credential. These standards build on the Participating teacher's prior subject matter and pedagogical preparation and focus on refining a teacher's ability to teach the state-adopted content standards for students. Induction Programs will be required to meet these standards in order to prepare and recommend candidates for the Professional Clear Credential.

**Title 1:** Federal monies to support students from low-income families, who are achieving below grade level.

## GLOSSARY CONTINUED

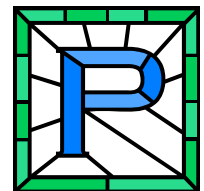
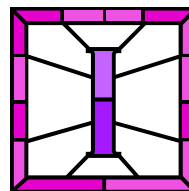
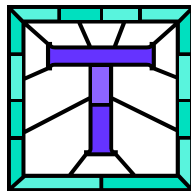
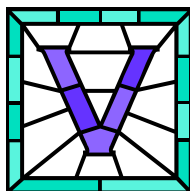
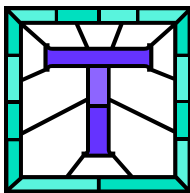
**Teacher Performance Assessment (TPA):** Required summative assessment of all candidates graduating from a teacher preparation program.

**Universal Access:** Refers to the ability of all students to have equal opportunity and access to learning, regardless of their social class, ethnicity, background or disabilities.



# ACRONYM GUIDE

<u>ASW</u>	Analysis of Student Work
<u>BTSA</u>	Beginning Teacher Support and Assessment
<u>CTC</u>	Commission on Teacher Credentialing
<u>CDE</u>	California Department of Education
<u>CSTP</u>	<i>California Standards for the Teaching Profession</i>
<u>ECO</u>	Early Completion Option
<u>ELD</u>	English Language Development
<u>EL</u>	English Learner
<u>ELL</u>	English Language Learner
<u>FAS</u>	Formative Assessment System
<u>IEP</u>	Individual Education Plan – A plan developed for students with special needs
<u>IHE</u>	Institution of Higher Education
<u>ILP</u>	Individual Learning Plan
<u>NTCFAS</u>	New Teacher Center Formative Assessment System
<u>SCNTC</u>	Santa Cruz New Teacher Center
<u>SCNTP</u>	Santa Cruz New Teacher Project
<u>SST</u>	Student Study Team
<u>TPA:</u>	Teacher Performance Assessment
<u>TVTIP</u>	TriValley Teacher Induction Project



# Teaching

I have come to a frightening conclusion.  
I am the decisive element in the classroom.  
It is my personal approach that creates the  
climate.

It is my daily mood that makes the weather.  
As a teacher, I possess tremendous power  
to make

a child's life miserable or joyous.

I can be a tool of torture or  
an instrument of inspiration.

I can humiliate or humor,  
hurt, or heal.

In all situations, it is my response  
that decides whether a crisis  
will be escalated or de-escalated,  
and a child humanized or dehumanized.

~Haim Ginott  
Teacher and Child  
1976



