PROGRAM STANDARD 1: Program Rationale and Design

The induction program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all P-12 students and retain high quality teachers. The design is responsive to individual teacher needs, and is consistent with Education Code. It is relevant to the contemporary conditions of teaching and learning and provides for coordination of the administrative components of the program such as admission, advisement, participant support and assessment, support provider preparation, and program evaluation.

The program design provides opportunities application and demonstration of the pedagogical knowledge and skills acquired in the preliminary credential program. The program design includes intensive individualized support and assistance to each participant, collaborative experiences with colleagues and resource personnel, and an inquiry-based formative assessment system that is built upon the California Standards for the Teaching Profession. The induction program collaborates with P-12 organizations to integrate induction program activities with district and partner organizations’ professional development efforts.

Narrative Response

Purposeful, Logically Sequenced Structure of Extended Preparation

<table>
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<tr>
<th>The Los Angeles Unified School District serves as the lead educational agency for The LAUSD BTSA program. The LAUSD BTSA Induction program is designed to provide participants with the opportunity to grow in their ability to serve the diverse student population in the state of California and meet their academic learning needs as they meet the requirements to receive a professional clear teaching credential. Building on research from the New Teacher Center, Santa Cruz, and West Ed. the program is based on the concept of teachers developing and refining their expertise as professional educators through purposeful and logically sequenced activities connected to their authentic practice with the guidance of a trained support provider. The critical nature of developing the ability to serve a diverse student population using culturally relevant and responsive pedagogy (Lee; LeMoine; Oakes and Lipton; Friere) is foundational to the program’s vision and program</th>
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<tbody>
<tr>
<td>Authorization Letter</td>
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<td>Research referenced in narrative</td>
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design. Additionally, research by Dianda et al., 1991, indicates that high-intensity support strategies are the most effective at improving beginning teaching performance. High-intensity strategies are described by Kendyll Stanbury and Joy Zimmerman as including:

- selecting and training effective support providers
- providing release time
- mini-courses addressing common challenges
- examining the evidence

All of the practices described above are incorporated in the LAUSD BTSA Induction Program.

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**Prepares Teachers to Meet the Academic Learning Needs of all P-12 students; Responsive to Individual Teacher Needs**

The core of the program is based on the state approved formative assessment system, currently Formative Assessment for California Teachers (FACT) a research based system developed collaboratively with the California Commission on Teacher Credentialing, the California Department of Education, representatives from teacher credentialing programs at Institutions of Higher Education and BTSA program staff from across the state. (Teachers who began the previous version of the formative assessment system, CFASST, will have the option to complete their requirements through that process.) Formative Assessment System (FAS) from New Teacher Center (NTC) may be piloted in the future. Formative Assessment is specifically designed to promote effective preparation and retention of teachers. Within the formative assessment system participants have the opportunity to systematically engage in multiple opportunities for demonstration and application of the pedagogical knowledge and skills acquired in the preliminary credential program.

**Program Requirements**

- 11-12 FACT Documents
- 09-11 Year 1 FACT
- 09-11 Year 2 FACT

FAS Instruments available for review on site

CTC Publication: *Beginning Teachers Thrive With FACT: Formative Assessment for California Teachers*—selected language included in Narrative—see below
Inquiry based Formative Assessment System

As described in a publication by the Commission on Teacher Credentialing, **Beginning Teachers Thrive With FACT: (Formative Assessment for California Teachers):**

“One goal of the new system is to eliminate any duplication of the teacher’s preliminary credential program, building upon the knowledge, skills, and abilities that each participating teacher brings to the classroom. The result is a system that begins with an analysis of the teacher’s classroom skills and then guides the teachers and support provider through a series of “choice points” that align the formative assessment system with the teacher’s current work, the needs of the district and school site, and identified areas of growth.

A second goal of the new system is to ensure flexibility. In FACT, the teachers can spend more time on improving needed skills and very little time on skills already identified as strong. Rather than taking the teacher through a series of lock-step exercises, FACT begins with what each teacher needs the most to ensure success. “

FACT is comprised of four basic components:

1. **Context for Teaching**
   Teachers gather and review information about their students, the school, the district and the community to help identify and address the needs of all students. Participants learn to recognize and use the most effective teaching methods and to identify and access the resources available for students within their school, district and community.

2. **Initial Assessment of Teaching Practice**
   Teachers and their support providers consider prior knowledge and skills from teacher preparation and evidence gathered in classroom observation. The self-assessment will assist teachers and their support providers identify resources and types of support needed to develop and implement an Individual Induction Plan.

2. **Inquiry**
   Using the information gathered from the Context for Teaching and the Initial Assessment of teaching Practice, teachers participate in an action research
project involving their own classroom. The inquiry is a structured series of study and instructional activities designed to have a positive impact on student achievement.

3. **Summary of teaching Practice**
   At the end of the school year, the teacher and support provider reflect on the year’s activities, plan for the upcoming year and focus on continued growth. BTSA is a two-year program that culminates in the recommendation for a clear credential.

---

**Relevant to the Contemporary Conditions of Teaching and Learning**

Growing as professionals, feeling greater confidence as teachers, and meeting the learning needs of all students are the main goals for beginning teachers participating in the FACT system. Participating teachers will employ an ongoing learning process that follows a cycle of plan, teach, reflect, and apply through each of the modules. The FACT system is designed to support demonstration and application of the California Standards for the Teaching Profession and the Pedagogy and Universal Access Induction Standards.

The system is designed to be flexible and responsive, accommodating the current needs of students, schools and districts as well as the evidence based concerns of the individual teacher. Extended information on the system is available on the state BTSA website, [http://www.btsa.ca.gov/FACT/default.html](http://www.btsa.ca.gov/FACT/default.html) or the LAUSD BTSA website [http://lausd.net/BTSA](http://lausd.net/BTSA).

Additional accommodations are made for teachers who have demonstrated success in classroom practice prior to entering BTSA. An application process allows participants to request entrance into the early completion option (ECO) if they meet the designated criteria. Individuals who have completed some of the requirements in another program meet with BTSA staff to assess what requirements have been fulfilled and create an individualized completion program that will allow them to complete the remaining requirements.

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State BTSA website--FACT
[http://www.btsa.ca.gov/FACT/default.html](http://www.btsa.ca.gov/FACT/default.html)

LAUSD BTSA website
[http://lausd.net/BTSA](http://lausd.net/BTSA)

11-12 FACT Documents
09-11 Year 1 FACT
09-11 Year 2 FACT
### Consistent with Education Code

The program is designed to comply with Education Code related to induction. Changes in the Education Code related to teacher induction will be analyzed and the program modified as needed to be in compliance. Among the specific provisions currently considered are:

- EC 41520-41522: Teacher Credentialing Block grant (AB825)
- EC 44279.1: BTSA Education Code, including SB2042-related statute
- EC 44279.2: BTSA Funding and In Kind Contribution
- EC 44468: Early Completion Option (AB 57)
- EC 44259: BTSA as the preferred route to the clear credential (AB2210)


### Provides for Coordination of the Administrative Components of the Program

The Los Angeles Unified School District BTSA Induction program implements a program that guides participants through each part of the program. The BTSA Director oversees design and implementation of the program and collaborates with LAUSD staff and the broader educational community to ensure that policies and procedures are in place to provide for candidate support through every phase of the program including admission, advisement, participant support and assessment, support provider preparation, and program evaluation.

[Professional Development](#)

[BTSA Requirements](#)

[Next Steps](#)

BTSA Leadership [Team Roster](#) and [Calendar](#) (Meeting Notes available for review on-site)

[HRLC Committee](#)

Cluster 4 Calendar [https://info.ctc.ca.gov/fmi/xsl/Calendars/cluster_cal_04.xsl](https://info.ctc.ca.gov/fmi/xsl/Calendars/cluster_cal_04.xsl)
**Collaboration with P-12 Organizations; Eligibility**

Collaboration with partners from local institutions of higher education assists participants to receive information on the role of the induction program in completing their credential requirements.

Eligibility—All candidates who meet the following criteria are eligible to participate:
- Hold an SB2042 general education preliminary credential
- Work in a Los Angeles Unified School District or a Charter School within LAUSD borders that has a Memorandum of Understanding with LAUSD to provide induction services to their teachers
- Are a K-12 teacher of record or have an assignment that can be confirmed as providing the experiences necessary to complete induction program requirements

An assessment of eligibility and requirements occurs for candidates holding other credentials. Human Resources at the district level informs each new hire with a preliminary credential of their responsibility to attend the orientation meeting to receive information and support regarding their eligibility and responsibility to enroll in the induction program. Site administrators are informed each year of their responsibility to identify staff members who are eligible for BTSA and provide them with a support provider.

At the orientation and advisement meeting participants are provided with information and resources pertaining to requirements for program completion including the link for the LAUSD BTSA website which is available as a 24/7 source of information.

### Individualized Support and Assistance

Each participant is matched with a support provider who is assigned to provide individualized support and assistance. The process includes evidence based assessment of teaching practice in alignment with the CSTP as well as support for providing an effective standards based educational program that is responsive to the needs of diverse learners. (as described above and in standard 4)

Candidate credential requirements, program evaluation data, participant feedback and current

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<th>Advisory Council Roster and Dates</th>
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<td>Available on site: Advisory Council sign-ins</td>
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<tr>
<td>Eligibility criteria included in narrative</td>
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<tr>
<td>Human Resources Guidelines</td>
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<tr>
<td>Site Admin Letter—Eligible Participants At Site</td>
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<td>Need for Support Provider Letter to Administrators</td>
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<th>Support Provider Selection and Assignment</th>
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<tr>
<td>Support Provider database available for review on site</td>
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<td><a href="#">Support Provider Professional</a></td>
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educational research are considered in the design of the professional development activities for support providers.

Support Providers receive training in the formative assessment system (currently FACT). Additional training is provided at the Support Provider orientation and seminars on mentoring and collaboration skills foundations of induction, credential requirements and district priorities and initiatives.

As they collaborate the support provider facilitates the participant’s growth as they utilize the formative assessment system to guide evidence based, reflective professional growth. As support providers and participants engage in the formative assessment process they also collaborate with additional resource personnel and colleagues who can contribute to professional expertise and growth. Staff members are available to assist with questions, concerns and recommendations regarding any aspect of the program through email, phone conversations or face to face meetings. The mid-year LAUSD BTSA survey, state survey and session evaluation forms provide additional opportunities for participants to provide feedback or request additional support or clarification.

The program collaborates with the district and partner organizations in order to provide participants with multiple opportunities to select professional development activities that are integrated with the expectations of their school site and district as well as their individual professional growth needs as identified through the inquiry process. Professional development to support the individual induction plan can be selected from school or district based workshops, classes, online offerings, university courses, and/or a wide range of conferences and literature from professional organizations. The Menu of Options on the LAUSD BTSA website serves as one connection to some of these opportunities for professional growth. BTSA staff participates in a variety of professional opportunities to facilitate collaboration with the broader educational community and examine potential areas to integrate the work and/or provide smoother transitions (i.e. The BTSA Leadership Team, BTSA Advisory committee, District committees and meetings, IHE committee meetings and the LA Regional Network).

Program evaluation is conducted throughout the year. The LAUSD BTSA leadership Team meets regularly to examine formal and informal measures of program effectiveness and candidate progress. Results from sources such as database reports on program completion,
surveys, session evaluations, prior program reviews, focus groups, and informal feedback from all stakeholders is analyzed and the resulting data utilized to inform program improvement. Within the framework of legislation and district policy modifications are implemented to increase the effectiveness of the program. The BTSA program participates in the cyclical state induction review process as an external monitor on program compliance with legislative mandates.

**PROGRAM STANDARD 2: Communication and Collaboration**

The induction program articulates with preliminary teacher preparation programs and P-12 organizations in order to facilitate the transition from teacher preparation to induction and build upon and provide opportunities for demonstration and application of the pedagogical knowledge and skills acquired in the preliminary credential program. The induction program collaborates regularly with partner school district personnel. These may include: human resource professionals for identification, eligibility, requirements for participation, and completion; educational services personnel regarding curricular and instructional priorities; and site administrators for site support of the candidate and the program.

Collaboration between the induction program and administrators establishes a professional, educational community, ensuring structures that support the activities of induction and coordinating additional site/district professional development opportunities. Programs offer professional development for site administrators that emphasize the importance of new teacher implementing effective steps to ameliorate or overcome challenging aspects of teachers’ work environments, and the foundations and processes of induction, in order to effectively transition the new teacher from induction to the role of professional educator.

**Narrative Response**

**Program Standard 2: Communication and Collaboration**
### Articulation with Preliminary Teacher Preparation Programs and P-12 Organizations

The LAUSD Induction Program has formal linkages with local professional teacher preparation programs, charter schools, and Cluster 4 BTSA programs for sharing knowledge and understanding of credential requirements as well as professional development practices for teacher preparation for both preliminary and professional credentials.

Organizations such as Antioch University, California State College at Dominguez Hills (CSUDH), California State University, Los Angeles (CSULA), California State College at Northridge (CSUN), and the LAUSD district Intern program all offer a variety of support and articulation services to the LAUSD BTSA Induction Program. Faculty members serve as representatives to the LAUSD BTSA Induction Advisory Council. Additional PK-12/IHE professional groups such as the Los Angeles Regional network and Cluster 4 IHE collaborative meetings serve as additional forums for formal collaboration with representatives from many of the local universities. These provide the opportunity for focused examination of common issues in education, articulation between programs and collaboration with the greater educational community to foster greater depth of knowledge and insight into current educational research and policy.

The advisory council, which meets a minimum of twice a year, provides an opportunity for university partners to support the BTSA program in remaining current with educational research and methodologies, requirements for the preliminary credential and strategies to create smoother transitions from preliminary credential programs to induction. University partners also have the opportunity to become familiar with the LAUSD induction program, formative assessment system and requirements for completion of the professional clear credential requirements. Additional meetings are scheduled as needed to address current issues such as changes in legislation or significant policy changes.

| Charter MOU |
| Collaboration Calendar |
| Advisory Council Calendar |
| (sign ins available for review on site) |

### Build on Preliminary Credential Experience

The formative assessment system is designed to facilitate the connection between university preparation and the candidate’s current assignment and clear credential work. Participants collaborate with their support provider to examine the needs of their students, their

| 11-12 FACT Context for Teaching/Assessment of Teaching Practice |
school/district priorities and their individual needs and assess their areas of strength and possible areas for growth based on evidence from pre-service and other prior educational experiences. The self-assessment leads into an inquiry process (as described in Standard 4) where participants are guided in applying the pedagogical knowledge and skills gained through pre-service and ongoing professional development to designing and implementing an instructional program. Through this process participants provide evidence of creating an effective environment for student learning and using effective pedagogy in providing a standards based academic program that allows all students, including English learners and students with special needs access to the curriculum. Support Providers assist their participating teacher in selecting appropriate professional development activities to support their identified professional growth goals.

The BTSA program provides professional development for support providers where they can engage in peer networking, refine their skills and access current information on district priorities, initiatives and professional development activities.

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<th>Continuum of Teaching Practice</th>
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<td>FACT Inquiry</td>
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<td>FACT Inquiry Lesson Plan</td>
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<tr>
<td>Template</td>
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<tr>
<td>FACT Inquiry Individual Induction Plan</td>
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<tr>
<td>Support Provider Professional Development</td>
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### Collaborates with School District Personnel

The LAUSD BTSA Induction Human Resources Liaison Committee (HRLC) is comprised of district human resource personnel, with the authority to make decisions appropriate to their area of expertise. The role of this committee is to provide advice and assistance in identifying and determining the eligibility for induction of new employees. Additionally, HRLC members provide program leadership with information regarding hiring and assignment practices. The committee works in collaboration with induction program personnel to implement and monitor the LAUSD BTSA Induction Program’s eligibility, verification of completion and credential recommendation processes. BTSA and human resources personnel work collaboratively in the process of recommending candidates for the clear credential. BTSA personnel review evidence of candidate completion of all requirements to be recommended for a clear credential. Upon successful completion the candidate completes a request for verification form. The district BTSA Director reviews the request and submits verification of completion to the Human Resources Division. They assist the candidate with completion of the Commission online application process. A transportability document is available to candidates leave the program before the requirements for a California Clear Credential have been met reflecting work that has been submitted for review.

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<th>HRLC Committee Roster</th>
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<tr>
<td>Eligibility list—available for review on-site</td>
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<tr>
<td>Credential Recommendation Process</td>
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<tr>
<td>Director Calendar available for review onsite</td>
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<td>Calendar</td>
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<td>Transportability Document</td>
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The program Director meets with district leadership on a regular basis and all BTSA staff attend regularly scheduled meetings where district priorities, policies and professional development guidelines are discussed (generally held on a weekly basis). Program staff collaborate with internal and external professional development branches (ie Language Acquisition Branch, Division of Special Education, Academic English Mastery Program, Technology Division, Professional Development Branch) in order to coordinate services and maintain consistency of information and expectations for teachers.

**Collaboration with Administrators; Professional Development for Site Administrators**

Site administrators are recognized as critical partners and collaborate on learning about the induction program and supporting teachers at their school sites through a variety of communication methods such as the opening of the school year Administrator Information session, email messages, phone calls, and site visits. Administrators are provided with information and support on how school site priorities and professional development offered at the school site or supported by the site administrators is encouraged as one of the avenues of research and staff development that teachers can select to support their Individual Induction plan within the formative assessment inquiry process. LAUSD BTSA induction collaborative with the Teacher Development and Support unit (which currently encompasses BTSA, District Intern Programs, Subject Matter Preparation, the Master Plan Unit, Peer Assistance and Review Programs, National Board Certification, Design for Excellence: Linking Teaching and Achievement and The Administrative Academy) to offer additional professional development opportunities. These sessions include topics such as legislation pertaining to teacher induction, selection, assignment and training of support providers, the importance of new teacher development, identification of working conditions that optimize participating teachers’ success and implementing effective steps to ameliorate or overcome challenging aspects of teachers’ work environments, the foundations and processes of induction and understanding the mentoring relationship.

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<th><strong>Professional Development—School Site/Administrator</strong></th>
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<td><strong>Letter to administrators</strong></td>
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Program Standard 3: Support Providers and Professional Development Providers

The induction program selects, prepares, and assigns support providers and professional development providers using well-defined criteria consistent with the provider’s assigned responsibilities in the program.

Consistent with assigned responsibilities, program providers receive initial and ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles. Support provider training includes the development of knowledge and skills of mentoring, the California Standards for the Teaching Profession, Effective Teaching Standards (Category B of the Induction Program Standards), as well as the appropriate use of the instruments and processes of formative assessment systems.

The program has defined criteria for assigning support providers to participating teachers in a timely manner. Clear procedures are established for reassignments when either the participating teacher or support provider is dissatisfied with the pairing. The program regularly assesses the quality of services provided by support providers to participating teachers and evaluates the performance of professional development providers using well-established criteria. The program leader(s) provides formative feedback to support providers and professional development providers on their work, retaining only those who meet the established criteria.

Narrative Response

Selection and Assignment of Support Providers

| Eligibility criteria and the selection process for support providers are a part of the negotiated contract between the district and the teachers' union. Support providers are selected from among the certified teachers within our district and recent retirees. Other options may be considered as needed to provide support providers for each participant. Charter schools are offered the option to provide support providers from additional categories of qualified personnel (i.e. literacy coaches, lead teachers, etc.) | Support Provider Selection and Assignment
Charter School MOU |

A formal bulletin outlines the criteria for selection and assignment of support providers. Explicit criteria are established for Support Providers (SPs) and are provided to applicants as
a part of the application packet. The Induction Program Director collaborates with members of the negotiation team to ensure that the BTSA Support Provider selection criteria are aligned with the induction standards are consistent with assigned responsibilities in the program.

Criteria are developed based on expectations outlined in the induction standards, state legislation, district policy and current research on effective mentoring. Current criteria include:

- California Professional Clear Credential
- English Learner Authorization
- Successful teaching Experience (minimum 3 years/5 years preferred)
- Letters of Recommendation, one of which must be from Site or District Administrator
- Experience Working with Adult Learners
- Knowledge of:
  - The California Standards of the Teaching Profession
  - Student academic content standards and frameworks
  - Effective Instructional Strategies

Mentor and SP applicants are required to submit letters of recommendation, descriptions of previous support experience, a resume, and participate in an interview before a site selection panel. National Board Certified teachers have an expedited assignment process. Those in the Certified Staff Mentoring Program, when the program is active, are selected and assigned by their site administrator.

Every effort is made to select candidates who currently teach or have prior experience in the same grade level or subject area as the teachers they will support. Top priority is given to finding Support Providers at the same school site as the participating teacher so that there is a shared context for the support activities and a higher level of understanding of the culture of the school. When a sufficient number of Support Providers are not available at a particular site SPs may be assigned to travel to another school site to work with a participating teacher.
### Roles and Responsibilities of Support Providers

Roles and responsibilities of Support Providers are articulated in a written job description and an annual commitment form, which are distributed to all eligible teachers as a part of the application packet. The signed commitment form is required before assignment is made as a Support provider. During the Support Provider Orientation the facilitator reviews the information contained in these documents and clearly informs the Support Providers of their responsibilities in supporting new teachers in the program. Support Provider seminars address responsibilities and timelines throughout the year. A variety of forums are used to inform Site Administrators, Participating Teachers, and program leaders of the roles and responsibilities of the Support Providers including training sessions, induction orientation meetings, support seminars, program meetings, written correspondence, and individual meetings.

#### Application and Selection Process

The application process, including the signed *Expectations of Support Providers* Form, is designed to ensure that Support Providers have knowledge, skills and dispositions appropriate to their assigned responsibilities in the support of Participating Teachers. Included in the requirements is the expression of a willingness to participate in professional training to extend expertise and enhance the ability to effectively serve as a support provider. The multi-step application process allows for multiple assessments of the candidate’s strengths and qualifications.

The Site-Selection Committee prepares and posts a timeline and makes Support Provider applications available to all teachers. They mail the "Non-Confidential Reference Form for Support provider Position" to all referents. A rating scale, as included in the guidelines, is used to evaluate each application. The committee follows the outlined procedures for conducting observations and interviews for candidates passing the application screening.

After engaging in the entire process the Selection Committee selects Support Providers on the basis of identified Participating Teacher needs and applicant qualifications. The Selection Committee forwards names for BTSA Support Providers to the LAUSD BTSA Director.

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<th>Support Provider Selection and Assignment</th>
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<td>Curriculum and Professional Development</td>
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### Professional Development Providers

Professional development providers are selected from the ranks of District staff selected for their knowledge and skills, subject matter experts and those recognized as experts on a state/national level. Professional development providers must have demonstrated knowledge of the subject matter they present as well as the ability to work with adult learners and lead groups.

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<th>Professional Development Providers Roster</th>
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<tr>
<td>Roles and Responsibilities</td>
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<td>Resumes available for review on site</td>
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### Support Provider Training

Support Providers are offered initial and ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles, such as:

1. Support Provider Orientation
2. Training in the state approved formative assessment system (currently three days training in Formative Assessment for California Teachers)
3. Local District Seminars provided throughout the year in each region of the district to extend mentoring skills as well as to coordinate alignment of program needs with district priorities, initiatives and curriculum.
4. On-going professional development offered by the district and school site in order to remain current in their practice.
5. Supporting candidates in the formative assessment process.

Support Provider training includes information and skill building opportunities in the areas that are foundational to the program vision and design, including:

- The development of mentoring knowledge and skills
- Knowledge and use of the *California Standards for the Teaching Profession*
- *Effective Teaching* standards (Category B of the Induction Program Standards)
- Appropriate use of the instruments and process of formative assessment systems.

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<th>Support Provider Curriculum and Professional Development</th>
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<tr>
<td>Sign in sheets available for review on site</td>
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<td>Evaluation</td>
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The BTSA Leadership team regularly assesses all support provider trainings and makes adjustments to content and delivery as necessary to improve implementation.

### Communication with Site Administrators—Assignment/Reassignment

At the beginning of the new school year several methods are used to communicate the need for support provider assignments to be made in a timely manner:

1. Site Selection Training for school site teams, including the administrator.
2. The process for the match up and the forms for selection, assignment and reporting of match-ups are posted on the LAUSD BTSA website.
3. Information on the match up process may be included in the packets for site administrator meetings at the local district.
4. Personal contact is made through phone calls, email and site visits.
5. As eligible teachers attend the initial orientation they are provided with a letter to give to their site administrator reminding them of the need for a support provider to be assigned to them.

Additional methods may be implemented based on the responses from surveys and focus groups.

### Process for Reassignment of Support Providers

Participants are informed of the procedure to follow if there should be the need to change Support Provider/Participating Teacher partnerships and are encouraged to contact their local district BTSA coordinator when persistent concerns arise. Requests for changes may be initiated by either the Participating Teacher or the Support Provider and are responded to through a confidential discussion with the initiating party regarding problems with the assignment, followed by a meeting with the other party. Attempts to resolve the source of conflict are initiated. If no resolution is possible a change in assignment is made.
In addition, Participating Teachers have opportunities throughout the year as well as during the final evaluation to communicate with Program Leaders regarding their relationship with their Support Provider. Participants continuing into Year Two are notified in the spring of the process for requesting a change and have an opportunity to indicate whether they would like to continue with the same support Provider, if possible, or if they would prefer to change.

If evidence and/or consultation with the involved parties indicate that a reassignment is necessary, a new Support Provider is selected from those available at the school site or a neighboring school site.

Support Provider Assessment and Feedback

As a part of the selection process prospective Support Providers are evaluated on their subject matter knowledge and use of effective instructional techniques.

The quality of services provided to participating teachers is assessed through multiple methods including the LAUSD mid-year survey, the state survey, assessment of the portfolios they assist their participating teachers with, and both formal and informal feedback provided by individual participants.

Support Providers (SPs) are provided feedback through a variety of methods. Survey data is shared with them to inform their practice. BTSA staff members from the Central Office and/or Local District meet with them to discuss their effectiveness and discuss strategies for refining practice as appropriate. The SP orientation and local district seminars provide strategies for continuing to develop professional practice. Support providers are guided in self-assessing their practice using survey data, review of the candidate’s formative assessment tools and personal reflections on their effectiveness as a support provider. Consistent failure to meet the established criteria, including assisting with timely completion of formative assessment and portfolio tasks, is grounds for denial of future assignment as a support provider.

Professional Development providers are assessed through surveys and session evaluations. Additionally, BTSA program staff monitors sessions and evaluates the effectiveness of the
content and the presenters. The BTSA leadership Team reviews evaluations, surveys, observation information and other measures of PDP effectiveness. The results are used to guide modifications to future sessions. Program staff considers the results of prior evaluations with selecting providers.
Program Standard 4: Formative Assessment System

The induction program utilizes a formative assessment system to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment guides the work of support providers and professional development providers as well as promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning.

The program’s inquiry-based formative assessment system; characterized by a plan, teach, reflect and apply cycle, has three essential components: standards, evidence of practice, and criteria. The formative assessment processes, designed to improve teaching practice, are based on The California Standards for the Teaching Profession (CSTP) and in alignment with the P-12 academic content standards. Evidence of practice includes multiple measures such as self-assessment, observation, analyzing student work, and planning and delivering instruction. An assessment tool identifying multiple levels of teaching performance is used as a measure of teaching practice. Reflection on evidence of practice is a collaborative process with a prepared support provider and/or other colleagues as designated by the induction program.

Participating teachers and support providers collaborate to develop professional goals (an Individual Induction Plan) based on the teacher’s assignment, identified developmental needs, prior preparation and experiences, including the Teaching Performance Assessment (TPA) results, when possible. The Individual Induction Plan (IIP) guides the activities to support growth and improvement of professional practice in at least one content area of focus. The Individual Induction Plan (IIP) is a working document, and is periodically revisited for reflection and updating.

Narrative Response

For this standard the FACT Documents will be referenced as evidence throughout the key concepts. Links to specific parts of the formative assessment tools are accessible here. FAS tools are available for review on site.

Participants engage in a recursive process utilizing the same tools in year 2 to examine the needs of a new class of students and continuing to develop their professional practice. CFT/ATP documents are updated where appropriate. Class information is completed for the new students.
### FACT Tools—Formative Assessment for California Teachers

<table>
<thead>
<tr>
<th>2011-12 FACT Context for Teaching/Assessment of Teaching Practice</th>
<th>2011-12 FACT Inquiry</th>
<th>2011-12 FACT Summary of Teaching Practice</th>
<th>2009-11 Year 1 FACT 2009-11 Year 2 FACT</th>
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<td>Alignment Chart</td>
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<td>Continuum of Teaching Practice</td>
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### Formative Assessment System

The LAUSD BTSA Induction Program utilizes a commission approved formative assessment system, current Formative Assessment for California Teachers (FACT) which is designed to support and inform participating teachers about their professional practice in the context of an on-going, collaborative partnership with a trained support provider. Formative assessment structures not only help participating teachers identify and strive for high levels of classroom instruction, they also establish professional habits of inquiry, data-driven dialogue, collaboration and reflection through an array of formative assessment processes that occur over the course of each year in induction. The
Formative assessment processes help participating teachers examine and assess their classroom practice to identify areas of strength and conversely, areas for professional growth as related to the CSTP, P-12 academic content standards, and Induction Standards 5:Pedagogy and 6 Universal Access: Equity for All Students.

**FACT has three essential components (Standards, Criteria, Evidence):**

**Standards:** The *California Standards for the Teaching Profession* (CSTP), *Standards for Teaching Effectiveness* (Induction Standards 5 and 6), and Academic Content Standards provide participating teachers a comprehensive framework within which to focus their work.

**Criteria:** When teachers compare their practice to a set of professional standards, it is important for them to have a set of criteria against which to assess the level of proficiency. The modified *Continuum of Teaching Practice* utilized by the program which is aligned with the CSTP’s and Induction Program Standards 4, 5 and 6 describes five levels of development. A conversation between the participating teacher and support provider about prior knowledge, skills and experiences, as well as current evidence of practice encourages teachers to self-assess themselves realistically and with the understanding that further development is a professional expectation. Each participating teacher and support provider collect evidence of the teacher’s practice, the *Continuum of Teaching Practice* enables them to interpret and make judgments about their teaching, to identify their successes, as well as their challenges. The criteria described by the *Continuum of Teaching Practice* also assists teachers to set realistic and specific goals for their professional growth.

**Evidence:** Evidence is the documentation of a participating teacher’s professional experiences and is critical if a teacher is to learn from and advance their practice. As the crucial third element of formative assessment, evidence is collected, examined and assessed against professional standards and criteria. FACT and FAS each provide a set of tools that help the participating teacher and support provider systematically collect

| 2009 CSTP Induction Standard 5 (contained in this document) |
| 2009 CSTP Induction Standard 6 (contained in this document) |
| Content Standards [http://www.cde.ca.gov/be/st/ss/](http://www.cde.ca.gov/be/st/ss/) |
| *Continuum of Teaching Practice* |
| Formative Assessment Tools—see links at start of standard |
objective, credible, and useful evidence of a teacher’s practice that can then be examined and analyzed together. The evidence collected describes the full range of the teacher’s practice by including classroom observation data, student work and lesson plans. These are professional artifacts that demonstrate the participating teacher’s developing skills and help maintain a clear focus on instruction and student learning.

Together, the support provider and participating teacher enter into a process of inquiry, characterized by plan-teach-reflect-apply cycles. The processes are meaningfully embedded in the support provider’s day-to-day work with participating teachers. Each formative assessment process is essential and supports the advancement of both the support provider’s and participating teachers’ practice.

FACT protocols support three central processes:
• Assessing and Understanding Learning Context and Individual Student Needs
• Setting and Reflecting on Professional Goals in order to Promote Success for All Students
• Examining Practice Through Inquiry

The components of standards, evidence and criteria are the frames within each of these central processes.

**Assessing and Understanding Learning Context**

The Context for Teaching/Assessment of Teaching Practice Module is intended to support a candidate’s growth in using a wide-variety of assessment data to inform differentiating instruction to meet the full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English and advanced learners).

This process guides the teacher in applying and deepening pedagogy in each of the six CSTP standards, Induction Standards 5 and 6 and integrates a focus on student academic content standards and subject specific pedagogy.

**Formative Assessment Tools**—see links at start of standard
• Context for Teaching/Assessment of Teaching Practice
Formative Assessment guides the work of Support Providers

During the year, participating teachers collaborate with their Support Provider and other colleagues (as necessary) to establish and maintain well-managed, safe and inclusive classrooms that foster students’ physical, cognitive, emotional and social well-being.

Candidate’s also explore their school and community context and communicate with families. Pre-assessment data across multiple dimensions is used to inform instructional design to meet learning needs. Identifying and monitoring at least two focus students from within a designated target population helps teachers study the ways in which instruction is responsive to students’ instructional needs. At mid-year, participating teachers have an opportunity to reflect on their learning, so that subsequent instruction can promote even greater student achievement.

**Steps for the Support Provider and Participating Teacher in Understanding the Learning Context:**

1. **Focus on All Students.**
   
   Teachers pre-assess students across multiple dimensions such as, but not limited to:
   
   - Cultural and Linguistic Dimensions
   - Academic Literacy Dimensions
   - Personal Dimensions
   - Meta-cognitive Dimensions

   Candidates use this data to determine instructional groupings for instructional purpose and to provide differentiated instruction to students.

2. **Focus on Classroom Context.**

   Candidates compile a “Class Profile “ using district or site data sheets containing such as CST scores, CELDT scores, information regarding students with Individual Education Plans (IEP), 504 plans and other any other relevant data to their setting.

3. **Selected Focus Students/Target Population.**
Candidates identify and monitor at least two students within their targeted classroom setting in order to determine responsive instructional practices and address specific instructional concerns or needs identified through the data collection. The focus students are selected to represent students with a range of prior academic success.

4. **Induction Standard: Pedagogy**;

Candidates select three students appropriate to teaching assignment and academic content area. The candidate may choose from their full-range of student learners (struggling readers, students with special needs, English learners, speakers of non-standard English and advanced learners).

5. **Induction Standard: Universal Access: Equity for All Students**;

Candidates select one student from within each target population:
   a. English Learners
   b. Special Populations

6. **Focus on School Context**.

Candidates explore School, Family and Community Resources and use resources as appropriate to support student learning. Candidates collaborate with colleagues, resource personnel and families to form a partnership of support for students.

7. **Focus on Learning Environment**.

Candidates complete an Essential Components of Instruction/Lesson Planning document which guides them in articulating how they establish a well-managed, safe, inclusive and healthy environment that maximizes academic achievement for students from all ethnic, socio-economic, cultural, academic, and linguistic or family backgrounds including gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

8. **Reflections on Context**.

Candidates reflect on their learning as related to understanding their teaching context. Reflections include thinking about their learning environment, what students know and are able to do, progress of selected focus students, and school/family partnerships.
### Evidence of Practice Includes Multiple Measures

Using identified criteria, Support Providers and/or program leaders review submitted evidence of practice and reflections. Evidence may include:

- Class Profile or data sheet
- Entry Level Assessment/Pre-assessment evidence
- Conversation Guides showing collaboration with colleagues, families and resource personnel
- Home School Communications
- Observations of the classroom environment & teaching (CSTP 1 & 2)
- Reflections specific to Understanding Context & Assessment of Teaching Practice
- Samples of student work for the focus students
- Analysis of Student Work
- Reflections on implications for further instruction

### Setting and Reflecting on Professional Goals

With the guidance of their Support Providers Participating Teachers use the Individual Induction Plan to create a plan for applying and deepening pedagogy in each of the six CSTP standards, Induction Standards 5 and 6 in relation to student academic content standards.

Candidates begin to assess their teaching practice in relation to the CSTP’s and their Induction Standard of focus. Candidates collaborate with their Support Provider to develop an *Individual Induction Plan* (IIP). Candidates and Support Providers discuss their content area/assignment, identified learning needs and prior preparation. The *IIP*
identifies professional goals and activities to support growth and improvement of professional practice in at least one content area of focus. The **IIP** serves as a roadmap for professional growth.

FACT formative assessment tools support growth toward professional goals. Planning, teaching and reflecting with a trained Support Provider become the threads that move practice forward. During each inquiry, the candidate and their Support Provider collaboratively assess student progress as well as growth in teaching practice as related to the CSTP, Induction Standards and the content standard of focus.

### Setting and Reflecting on Professional Goals:

1. **Self-Assess Practice Using Criteria Based Assessment Tool**
   a. Use criteria from the *Description of Practice or Continuum of Teaching Practice* to self-assess teaching practice. Both documents are aligned with the CSTPs and Induction Standards 5 and 6.
   i. Cite evidence of practice, prior experience, including the Teacher Performance Assessment results, when possible, to determine levels of teaching practice.
   ii. Summarize strengths and areas for growth in the CSTP

2. **Develop an Individual Induction Plan**
   a. Develop an Individual Induction Plan (IIP) that identifies an overarching professional goal and area for inquiry about teaching and learning.
   b. Determine professional development activities to support growth and improvement of practice related to the **IIP**.

2. **Design and Implement Individual Induction Plan:**
   Implementing the IIP involves examining practice through inquiry, using the Plan-
Teach-Reflect-Apply model with guidance and support from their Support Providers. Formative assessment (FACT) or Formative Assessment System (FAS) tools are used as related to the teachers’ IIP and immediate needs.

An example of Plan-Teach-Reflect-Apply model:
- Plan differentiated instruction based on student content standards
- Teach using adopted texts and supplementary materials
- Reflect on lesson observations
- Analyze student work
- Apply learning to future instructional design

3. **Review Progress**
   PTs and SPs revisit the teacher’s self-assessment on the *Description of Practice* or Continuum of Teaching Practice as a part of each inquiry. Teachers re-evaluate their IIP, reflect on professional development activities, and set next steps.

4. **Implement Next Steps**
   PTs continue to examine their practice through inquiry using the Plan-Teach-Reflect-Apply framework. PTs work with their Support Providers to determine the focus of additional professional development and use formative assessment (FACT) tools as related to those next steps and to their immediate needs. PTs complete and implement a focused *Inquiry Action Plan*.

4. **End of Year Reflection on Professional Growth**
   PTs re-assess their practice on the *Continuum of Teaching Practice*. PTs review their *Individual Induction Plan* and summarize their growth over the year on the Summary of Teaching Practice tool.

<table>
<thead>
<tr>
<th>Assessment of Progress</th>
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<tr>
<td>Using criteria, Support Providers and/or program leaders will review submitted evidence</td>
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of practice for completion. Evidence includes:
- Description of Practice or Continuum of Teaching Practice Aligned with the CSTP and Induction Standards 5 and 6
- Individual Induction Plan
- Summary of Teaching Practice
- Continuum of Teaching Practice
- Individual Induction Plan
- Summary of Teaching Practice

Inquiry

By examining practice through inquiry, PTs deepen their understanding of their students, and continue to expand capacity to develop differentiated instruction based on the assessed learning needs of the students. Inquiry is intended to support PT growth in each of the six CSTP standards, Induction Standards 5 and 6 and student academic content standards.

An inquiry into teaching and learning begins with the Individual Induction Plan (IIP). The teacher's overarching professional goal sets into place a general inquiry. Next steps in each CSTP identify the collaborative work of the Support Provider and participating teacher, as well as professional development that will advance practice. Participating teachers begin their inquiry into practice by planning instruction, teaching, analyzing data/reflecting and applying learning. Their focus will determine the target population from which to select focus students for closer examination.

During the second semester, PTs begin an in-depth inquiry into one area of practice related to their Individual Induction Plan goal. This involves developing an Inquiry Action Plan, identifying a central focus question, student outcomes, researching effective strategies and implementing a plan of action. In addition to working with their Support Provider, PTs collaborate with colleagues, resource personnel and utilize other professional development activities that all become an integral part of the Inquiry Action Plan.
Steps for the Support Provider and Participating Teacher in their Inquiry:

1. **Develop an Inquiry Action Plan**
   a. Identify desired results
   b. Select focus students
   i. **Pedagogy:** Full-range of student learners (struggling readers, students with special needs, English learners, speakers of non-standard English and advanced learners)
   ii. **Universal Access:** English Learners and Special Populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs)
   c. Frame an inquiry question
   d. Design an action plan
   e. Determine what professional development activities will support learning
   f. Identify formative and summative assessments that might show student growth
   g. Identify formative assessments that might show evidence of professional practice and growth within this inquiry cycle

2. **Implement the Inquiry Cycle: Plan-Teach-Reflect-Apply**
   a. PTs pre-assess students using a pre-selected local or teacher assessment and analyze student performance
   b. PTs plan and implement differentiated instruction during the inquiry to meet the learning outcomes specified in the Inquiry Action Plan. PT’s use assistive and other technologies as appropriate to ensure equitable access for all students. Selected lesson plans, and analysis of student work over a 6-8 week period are submitted as evidence.
   c. PTs schedule an observation with the Support Provider during one of the lessons. They engage in a pre-observation planning conversation and post-observation analysis of data and record their observations and findings.
   d. PTs analyze student work during the lesson series with a focus on all students. Reflections and samples of student work from their focus students are completed as pre, ongoing, and summary assessments.

3. **Reflect on overall learning and applications to teaching.**
   a. Using criteria, Support Providers and/or program leaders review submitted evidence of practice for application and growth over time. Evidence includes
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<th>Inquiry Action Plan</th>
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<tbody>
<tr>
<td>i.</td>
<td>Copies of completed FACT tools, samples of focus students' work, other selected artifacts of practice as applicable</td>
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<td>ii.</td>
<td>Written reflections</td>
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Using a state approved formative assessment system (FACT or FAS) allows support providers to use a set of tools and processes to help participating teachers and identify accomplishments and challenges and connect work to professional areas for growth as well as students' academic needs. Formative assessment tools provide participating teachers and Support Providers with important information about teaching and learning that can then systematically guide the advancement of teacher practice.
STANDARD 5: Pedagogy

Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and materials in the context of their teaching assignment.

Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).

To maximize learning, participating teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.

Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Local district technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety.

Narrative Description
Participating Teachers Grow and Improve in their ability to Reflect Upon and Apply the CSTPs and Pedagogical Skills

Candidates engage in the state approved formative assessment system, currently Formative Assessment for California Teachers (FACT), as a vehicle to systematically provide evidence of their ability to plan and implement standards-based instruction using state adopted academic content standards and frameworks, district approved curriculum guides and adopted materials. (Described in Standard 4). Candidates develop and maintain a portfolio to document their work in the formative assessment system which includes components to guide the teachers in:

- Understanding and teaching state adopted academic content standards
- Gathering and analyzing information to assess and understand their context for teaching and individual needs.
- Designing and implementing effective instruction to meet the needs of diverse learners.
- Monitoring and adjusting instruction based on student need.
- Setting and reflecting on professional goals.
- Examining practice to demonstrate growth in reflection on and application of the California Standards for the Teaching Profession.

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<tr>
<th>Formative Assessment Tools</th>
<th>see links at start of standard 4</th>
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<td>Context for Teaching/ Assessment of Teaching Practice</td>
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<td>Inquiry</td>
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Growth Beyond Preliminary Credential Experiences

Most teachers enter with evidence of their prior experience (TPA results, portfolios, etc.). During the induction process they reference these documents as they collaborate with a support provider to assess strengths and areas of growth based on evidence and design goals improving their ability to reflect upon and apply the CSTP. They gather information about their local context for teaching as well as available data on their students’ past achievement and identified learning needs and engage in inquiries in using data and evidence gathered. Upon completion of each inquiry they will gain assess their practice in relationship to the CSTP and reflect upon their growth as a professional educator. The process is continued as they examine their growth throughout the year and prepare to share evidence and reflection of their growth during the Summary of Teaching Practice phase of the formative assessment system conducted at the end of each year in induction.

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<td>Inquiry-CTP</td>
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<td>Summary of Teaching Practice</td>
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**Utilize Academic Content Standards, Performance Levels, Frameworks, Materials; Interpret and Use Data from Multiple Measures**

As they begin each inquiry they identify the academic content standards that they will be focusing on during the unit of instruction. To support effective instructional planning they utilize information gathered regarding their context for teaching, interpret student assessment data, use a variety of measures for entry level, progress monitoring, and summative assessment of student academic performance and analyze the impact of local context on the student learning. Information and insights from this process are recorded in portfolio entries.

**Plan and Differentiate Instruction Using Multi-tiered Interventions**

Candidates specifically focus on the differentiated needs and progress of their students through identification of focus students for each inquiry (representing the range of academic proficiency and representative of English learners and special populations). Analysis of the needs and performance levels of the focus students as well as the class as a whole are considered as candidates, in collaboration with their support provider, determine how they will administer targeted instructional strategies and assessment components. An integral part of the inquiry is the Essential Components of Instruction process where participants are guided to respond to how they will address the challenges of providing instruction that gives each student the opportunity to develop proficiency in relationship to the academic content standard. Analysis of the needs of the students guides design of multi-tiered interventions to be provided throughout the lesson series based on academic language and literacy skills as well as additional diverse learning needs of the students in their classroom. As they specify strategies that they plan to implement candidates indicate how they will utilize technology to enhance student achievement for the lesson (series).

**Well Managed, Safe, Inclusive Classroom**

In developing the instructional plans for the inquiry participants identify processes and procedures that will lead to a well-managed classroom that fosters students’ physical, cognitive, emotional and social well-being. Support providers assist and guide participants with creating and maintaining effective environments that promote respect, value differences

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<td>Lesson Plan/Essential</td>
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<td>Classroom Environment</td>
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and incorporate strategies to mediate conflicts in accordance with state laws and local protocol. Support Providers and participating teachers consider both physical and socio-emotional factors as they design an environment that promotes learning for all students. Discussions related to fostering student's physical, cognitive, emotional and social well-being are addressed formally and informally as appropriate throughout the induction process including during the planning phase and the post observation conference.

During the inquiry process a structured observation of teaching occurs. Following the observation the candidate meets with the support provider to engage in a conversation based on available data including student work samples and observation data. With the guidance of the support provider the candidate assesses their practice based on the California Standards for the Teaching Profession, data from the self-assessment forms a basis for developing the candidate's individual induction plan to focus their continued development.

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<tr>
<th>Fluent, Critical Users of Technological Resources</th>
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<tr>
<td>Participants utilize technology in multiple ways within the program which may include use of student information systems in gathering information for the Context for Teaching, selection and use of internet resources as part of their action plan for the inquiry or use of technology to track and share data with students and/or their families. Teachers utilize technology to acquire and analyze data on student achievement through a variety of methods and programs both district sponsored and independent. They incorporate the use of technology into their instruction to enhance student learning, recording their planned strategies as they design the components of effective instruction. Each year participants read and sign the internet usage agreement with the district. Included in the policy are guidelines for protecting students and promoting awareness of issues of privacy, security, and safety. These policies are reinforced when teachers and students apply for a district e-mail account and certify that they are aware of and agree to comply with the district's policies. The district monitors the usage of the internet and technology resources to ensure compliance with the guidelines.</td>
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<td>Context for Teaching/Assessment of Teaching Practice</td>
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<td>School and District Information</td>
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<td>Focus Student Selection</td>
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<td>Lesson Plan/Essential Components</td>
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<td>Summary of Teaching Practice</td>
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Participating teachers select from a variety of strategies to utilize technology to plan and deliver instruction. Among these are the use of the LAUSD Digital Library to access sample lesson plans, Response to Instruction and Intervention strategies and district policies and the
MyData system which provides 24/7 access to information on student demographics and achievement information. As they deliver instruction they select from appropriate technological supports such as power-point and smart boards to enhance their lessons integrate technology in assessing, planning and delivering instruction for all learners. Each teacher indicates the specific strategies that they have selected as they complete their Essential Components for Instruction, which is completed at least once each year, outlining how they are meeting student needs within the context of the unit plan they are developing. Likewise they record the strategies that they have selected for enabling student use of technology to advance learning such as having students use computers for:

- appropriate internet exploration for research
- enhancing the writing and editing process
- communicating with others in a variety of methods such as web posts, blogs, email, responses to web site information

During the end of the year Summary of Teaching Practice session they share evidence of their growth over time with their colleagues. In preparation for the session each candidate responds to guiding questions that help them identify where in their portfolio they can show evidence of effective practice including their use of technology to advance student learning.
STANDARD 6 Universal Access: Equity for all Students

Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments. They maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs. When planning and delivering instruction, participating teachers examine and strive to minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices. Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learner’s equitable access to the state-adopted academic content standards.

a) **Teaching English Learners** To ensure academic achievement and language proficiency for English Learners, participating teachers adhere to legal and ethical obligations for teaching English Learners including the identification, referral and re-designation processes. Participating teachers implement district policies regarding primary language support services for students. Participating teachers plan instruction for English Learners based on the students’ levels of proficiency and literacy in English and primary language as assessed by multiple measures such as the California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments. Based on teaching assignment and the adopted language program instructional model(s), participating teachers implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD. Participating teachers instruct English learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their students’ primary language and proficiency levels in English considering the students’ culture, level of acculturation, and prior schooling.

b) **Teaching Special Populations** To ensure academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional
needs) including the identification and referral process of students for special services. Participating teachers implement district policies regarding support services for special populations. Participating teachers communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students’ assessed levels of academic, behavioral and social needs. Based on assessed student needs, participating teachers provide accommodations and implement modifications. Participating teachers recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations. Participating teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing Para educators, using assistive and other technologies).

**Narrative Response**

The LAUSD BTSA Induction Program requires all participating teachers to demonstrate competency in delivering instruction that provides access to the core curriculum for all students, facilitates a climate that is inclusive of all students and fosters respect for and responsiveness to diverse learners. They utilize the state academic content standards and standards based instructional materials for all students including English learners and students from Special Populations, selecting differentiated strategies to scaffold access to the content. Participating teachers create and maintain a portfolio where they document evidence of creating culturally responsive environments and instructional experiences. They engage in a commission approved formative assessment system, currently Formative Assessment for California Teachers (FACT), which provides a foundation to design and implement instructional units and create classroom environments which reflect the importance of providing a culturally responsive classroom to maximize academic achievement and support for all of their students.

**Gather and Use Data including English Learner Status, Special Needs, Cultural**

<table>
<thead>
<tr>
<th>In order to eliminate bias and inequity in the classroom participating teachers consider multiple facets of the educational experience they are providing to their students. Each year that they are in induction they utilize the Context for Teaching/Assessment of Teaching Practice process to gather information on local context and their students including: Formative Assessment Tools—see links at start of standard 4</th>
<th>Formative Assessment Tools: Context for Teaching/Assessment of Teaching</th>
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</table>
- Access to textbooks, materials, and other resources
- Identification of resources and existing data to inform instructional decision making and provide equitable access to the core curriculum which may include:
  - IEP, 504, CELDT, CST, GATE assessments and local assessments (i.e. LAUSD periodic assessments) as available
  - Information on the cultural, linguistic, personal, cognitive and academic literacy of their students
  - Literacy in English and primary language
  - Available resource personnel

### Legal and Ethical Obligations—Information

The Context for Teaching component includes a site orientation that includes:
- Legal and ethical obligations for:
  - Examining the needs of English learners and assessed level of proficiency for each student
  - The identification, referral and re-designation processes for English learners
  - Examining the needs of their students with special needs, including students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs
  - Legal requirements of the IEP
  - Communicating and collaborating with special services personnel to ensure that instruction and support services for special populations are provided according to the students’ assessed levels of academic, behavioral and social needs
  - Designing instruction that differentiates for the diverse needs of their students
- Personnel at the school site and district to assist in meeting compliance with all legal mandates
- School site and district resources available to support students with special needs, resources and strategies and legal requirements of the IEP
- District policies and procedures to monitor compliance (i.e. informal sessions with coaches, induction work, and formal evaluation such as the Stull)
- The standards aligned adopted language program and instructional model that has been adopted for use at their school site

### Practice

- Class Profile

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**Formative Assessment Tools—see links at start of standard 4**
- Context for Teaching/
  - Assessment of Teaching
    - Practice
      - School and District
      - Information
The site administrator or designee signs a checklist included in the context for teaching module verifying that participants received a site orientation including the topics above.

**Legal and Ethical Obligations—Implementation**

The support provider utilizes conversation guides included in the formative assessment tools to engage participating teachers in understanding the information, identifying the implications for their authentic teaching practice and assessing their level of preparation for implementation based on the needs of the students in their classroom. As the conversation proceeds they plan for where they will incorporate documentation that they have complied with all legal mandates and credential requirements within the candidate’s portfolio. Additional optional professional development is available for participants who wish to review or deepen their knowledge in order to comply with legal mandates or strengthen their ability to serve students with diverse needs.

**Design and Implementation of Instruction Differentiated for Needs Assessed Using Multiple Measures; Strengths-based Approach**

As they enter into the inquiry process participating teachers respond to prompts on the Essential Components of Instruction and on Conversation Guides where they reflect on how they will utilize information gathered during the Context for Teaching/Assessment of Teaching phase of the system as they address the challenges of providing instruction that gives each student the opportunity to develop proficiency in the standards. Among the factors they consider are:

- Analysis and interpretation of the data gathered
- Use of students’ background information and abilities, including recognition of their strengths and needs, to design instructional strategies to maximize learning
- Selection of targeted strategies to provide differentiated instruction to meet the diverse learning needs of their students

**Formative Assessment Tools**—see links at start of standard 4

- Context for Teaching/Assessment of Teaching Practice
  - Conversation Guides in each FACT tool

- Inquiry
• Creation and maintenance of safe learning environments for all of their students
• Use of resources (which may include communication with resource personnel and families, use of texts and supplementary materials, translation services, etc.)
• Use of positive behavioral support strategies
• Strategies to be implemented that employ a strengths-based approach to meet the needs of all students, including the full range of special populations
• Communication with students and their families

They select three focus students representative of a range of academic proficiency and inclusive of English learners and students in a range of special populations in their class. Examination of the needs of the focus students serve as a springboard for designing specifically targeted differentiation and tracking the effectiveness of lesson design and implementation.

During a self-assessment completed with the assistance of a support provider participants reflect upon their preparation to create an equitable and inclusive learning environment by examining the California Standards for the Teaching Profession (CSTP) and evidence of their practice (i.e. TPA results, portfolios, evidence for context for Teaching, student work, lesson planning.) They assess their ability to plan and deliver instruction that eliminates bias in the classroom, school, and larger educational system and their use of culturally responsive pedagogical practices. Results are used to identify strengths and challenges related to teaching practice and to guide the selection of an area of focus for the inquiry process.

They continue to develop and refine their practice as they engage in the inquiry process. In collaboration with their support provider the participating teacher engages in the process of developing and implementing an instructional lesson series, focusing on their own growth in the ability to meet the needs of their students.

**Equitable Access to Subject Matter; Accommodations & Modifications**

As they design the classroom climate and the instructional lesson series they refer to information gathered during the Context for Teaching/Assessment of Teaching Practice.

Formative Assessment Tools—see links at start of standard 4
Working collaboratively they identify ways that they will differentiate instruction to provide equitable access to their subject matter. They consider the emotional, social and academic needs of the students. Specific support strategies are identified for students who are far below basic or approaching proficiency as well as for those with other identified learning needs. Accommodations and/or modifications to instruction, necessary to provide equitable access to students in their class (i.e. varying curriculum depth and complexity, using para-educators when available, using assistive and other technologies), are recorded on the Essential Components of Instruction document and modified as necessary based on ongoing assessment data. Additional information is gathered and analyzed through the initial, ongoing and summative assessments included in the inquiry process.

### Implementation of One or More Components of ELD

Support Providers assist candidates in identifying resources and strategies that are in compliance with the District’s policies for instruction for all students, including primary language support of English learners and serving students with special needs. As part of this process participating teachers implement one or more of the components of English Language Development (ELD) (i.e., grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD based on their teaching assignment and the adopted language program instructional model(s).

Formative Assessment Tools—see links at start of standard 4
- Context for Teaching/Assessment of Teaching Practice
- Inquiry

### Eliminating Bias

They examine their environment and instructional design to eliminate bias and provide equitable access to all students. Factors considered include ethnic, race, socio-economic, cultural, academic and linguistic or family backgrounds; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of instructional needs. As part of the process the support provider observes the candidate’s practice and uses an observation tool to gather evidence of the teacher’s practice which may

Formative Assessment Tools—see links at start of standard 4
- Context for Teaching/Assessment of Teaching Practice
- Inquiry
include information such as classroom environmental features, student groupings, inclusion of students, mediation strategies, provision for the needs of the focus students, materials and strategies utilized, etc.

During the Inquiry process an individual induction plan is developed and revisited by the participating teacher with the guidance of the support provider. Candidates develop a question to determine an area of focus for their professional growth in relationship to the California Standards for the Teaching Profession. They identify specific student learning outcomes that they expect to achieve as a result of their growth. The teacher selects their own research and professional development and effect on their findings as they integrate the information into their instructional planning.

As they analyze student work from the instructional unit during ongoing and summative assessments and compare it to entry level assessment data they consider how the strategies implemented impacted maximizing achievement for each student. They assess the effectiveness of the instructional decisions they made to increase achievement for students with special instructional needs, including students with disabilities, advanced learners, students from diverse backgrounds and those with a combination of needs. Data analysis also allows for the identification of populations that may be experiencing a gap in achievement in relationship to their peers. Based on the results participating teachers work to identify appropriate interventions/next steps for students who met, did not meet or significantly exceeded their learning goals.

### Inquiry Cycles Demonstrating Effective Pedagogy and Use of Standards-Aligned Instructional Materials

Candidates in full induction complete a minimum of two inquiry cycles where they have the opportunity to demonstrate their ability to design and implement instruction using effective pedagogy and adopted standards aligned instructional materials where applicable. They exhibit their capability to provide equitable access to the curriculum for students from an array of diverse backgrounds and micro-cultures including English learners and students with special needs.

Participants who do not have English learners or students with identified needs are assisted in

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| Lesson Plan/Essential Components                          |
| Entry Level Assessment                                    |
| Summative Assessment                                       |
completing appropriate experiences to demonstrate proficiency with these populations.

Participants who do not have English learners or students with identified needs are given the opportunity to instruct English learners using adopted standards-aligned instructional materials in a variety of ways. For instance, they may teach a summer school or intervention session class, be assigned to teach in another classroom during their preparation period or engage in a cooperative learning arrangement where they are responsible for instruction of students who are English Learners. Students identified as English learners are noted on the class profile. Their instructional strategies to support English learners are included in their inquiry documents.

Participants who do not have a class composition with students who would give them appropriate instructional experiences to demonstrate proficiency in this standard are given the opportunity to instruct Special Education students using adopted standards-aligned instructional materials in a variety of ways. For instance, they may have special education students mainstreamed into their classroom, teach a summer school or intervention session class, be assigned to teach in another classroom during their preparation period or engage in a cooperative learning arrangement where they are responsible for instruction of students with special education needs. Students identified as having special needs are noted on the class profile. Their instructional strategies to support these students are included in their inquiry documents.