

REDWOOD CITY SCHOOL DISTRICT
REDWOOD CITY, CA

RCSD MEMORANDUM # (2019-20)

September 11, 2019

TO: SCHOOL BOARD

FROM ERIN KEKOS, DIRECTOR OF INDUCTION

SUBJECT: PRESENTATION OF BEGINNING TEACHER SUPPORT &
ASSESSMENT PROGRAM (BTSA)/INDUCTION

RCSD Goal: - ENSURE THAT ALL STUDENTS ARE PREPARED TO BE
SUCCESSFUL IN HIGH SCHOOL AND BEYOND.
- ENSURE THAT ALL SCHOOLS ARE PLACES WHERE
CHILDREN GROW INTELLECTUALLY, SOCIALLY, PHYSICALLY,
AND EMOTIONALLY.

RECOMMENDATION: It is the Administration's recommendation that the School Board learn about the Induction Program planned for the 2019-20 school year.

PERTINENT FACTS:

The RCSD Induction program serves two functions: it is the program second tier of the teacher credentialing system, and provides comprehensive support to eligible beginning teachers; primarily the understanding of the California Standards for the Teaching Profession. The objectives of the RCSD Induction Program are to:

- Provide support for the candidate (new teacher) in developing, assessing and reflecting on their professional growth goals that will be completed within 60 days of beginning the program.
- "Just in time" support for the candidate as they move through their school year,
- The application of knowledge and skills acquired in the pre-service program,
- Development of the habits of mind expected in the teaching profession.
- Meeting the learning needs of students, and
- Teacher retention.

Induction Candidates:

Currently, RCSD employs 18 teachers who are participating in the RCSD General Education BTSA/Induction Credentialing Program this school year. Upon successful completion of the two-year program, Candidates will be eligible for a Professional Clear Credential. These teachers meet weekly with their Mentor for guidance and support.

Each trimester, the Mentor observes the teacher candidate and gives feedback on specific standards outlined in the California Standards for the Teaching Profession (CSTP).

Candidates will receive twice monthly in class coaching, modeling, and feedback from the Director of Induction, as well as weekly support meetings with their Mentor. Candidates will also be supported by their Mentor as they work together to develop a professional growth goal, designing a course of research and action to meet the goal, and data analysis around progress toward their chosen goal.

Support Providers/Mentors:

This year, 14 seasoned teachers, recommended by Site Administration, serve as teacher Mentors.

Qualifications for mentors must include but are not limited to:

- Knowledge of the context and the content area of the new teacher's teaching assignment;
- Demonstrated commitment to professional learning and collaboration;
- Possession of a Clear Teaching Credential;
- Ability, willingness, and flexibility to meet candidate needs for support;
- Minimum of three years of effective teaching experience.

Mentors meet with participating teacher 1-2 hours a week and formally observe them two to three times a year in their classrooms. Topics that are discussed between Mentors and Participating teachers may include: understanding the demographic background of students in the classroom, forming relationships with students and families, understanding data and data analysis with assessments, instructional strategies in teaching all learners, reflecting on instructional practice including classroom management, use of technology, components of the Platinum Ticket, and practicing the lesson plan sequencing with guidance from a Mentor.

Mentors will be observed by the Director of Induction twice yearly. These observations will be done in real time while the Mentor is coaching the Candidate. A follow-up discussion regarding feedback and next steps will take place between the Mentor and Director.

The Induction program provides ongoing training and support for Mentors that includes:

- Coaching and mentoring;
- Goal setting;
- Best practices in adult learning;
- Support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks;
- Program processes designed to support candidate growth and effectiveness.

RCSD Induction General Education Participant Conclusions from the 2018-19 End of Year Survey Report

This end of year survey given to our new teachers participating in the BTSA/ Induction program rendered the following results based on the effectiveness of their mentor.

Overall, the responses were fairly similar and consistent. The survey itself can be considered a reliable instrument with internal consistency.

Standard deviations were within the normal range. This means that generally respondents were in agreement and answered questions with fairly similar ratings. It is clear from this report that candidates feel that their mentors were highly skilled and effective.

Green highlighting below indicates where the mean rating was above 3.75 out of 4 (clearly in the “strongly agree” area or above 90%. Red indicates where the mean rating feel below 3 out of 4 (into the “agree” to “disagree” area) or below 80%.

| GENERAL EDUCATION QUESTIONS & STANDARDS ALIGNMENT | Program Teacher Candidate Results | |
|---|-----------------------------------|------|
| | Mean | SD |
| a. My mentor created an environment of trust, caring and honesty, so that I feel valued, safe to risk, learn and share. TLS 1-3, Induction Standard (IS 4) | 3.79 | 0.54 |
| b. My mentor used our time together effectively, focusing on my needs and not being unduly hurried. TLS 1 & 2, Pre-Condition (PC) 3, Common Standard (CS) 1 | 3.89 | 0.32 |
| c. My mentor used reflection as a tool to inform my practice and develop my professional goals. TLS 1, 3, IS 3 & 4 | 3.79 | 0.42 |
| d. My mentor encouraged collegial inquiry. TLS1-3, IS 2 & 4 | 3.84 | 0.37 |
| e. My mentor helped me reflect on and assess their own practice and set goals. TLS 1 & 2, PC 4, IS 2 | 3.89 | 0.32 |
| f. My mentor worked with me to assess my professional practice based on professional standards with multiple tools at multiple times during the year. TLS 1, 2 & 4, PC 4, CS 1, 2 & 4 IS 1- 6 | 3.89 | 0.32 |
| g. My mentor understood the requirements of this program, how I would earn a credential, and their role as a mentor. TLS 2 &3, IS 4 | 3.84 | 0.37 |
| h. Conversations with my mentor actively engaged me. TLS 1,3, IS 4 | 3.84 | 0.37 |
| i. My mentor documented our shared meetings to records what we did in our work together. TLS 3, IS 4 | 3.74 | 0.56 |
| j. My mentor moved me toward task completion using appropriate processes. TLS 1-3, IS 4 | 3.89 | 0.32 |
| k. My mentor used a variety of differentiated strategies to support my needs. TLS 1, 3, CS 2, IS 2 and 4 | 3.79 | 0.42 |
| l. My mentor communicated positively and with optimism. TLS 1 & 3, IS 4 | 3.79 | 0.54 |
| m. My mentor facilitated learning-focused discussions in a way that engaged me in reflective thinking, inquiry, analysis and the plan-teach- | 3.84 | 0.37 |

| | | |
|---|------|------|
| reflect-apply cycle of formative assessment. TLS 1-3, IS 3 and 4 | | |
| n. My mentor paraphrased what I said and asked me clarifying questions. TLS 1-3, IS 4 | 3.74 | 0.45 |
| o. My mentor used data-driven dialogue to help me make decisions and take appropriate actions. TLS1-4, IS 2, 3 & 4 | 3.74 | 0.45 |
| p. My mentor was able to help me move toward decisions. TLS 1 & 2 | 3.89 | 0.32 |
| q. My mentor used curriculum standards and professional standards to build on previous my previous professional growth plans and plan for future improvement. TLS 1-4, CS 1 and 2, IS 1-6 | 3.84 | 0.37 |
| r. My mentor used data to inform our shared conversations and regularly worked with me to adjust my professional growth plans based on my personal strengths and needs. TLS1,4, IS 3 & 4 | 3.74 | 0.45 |
| s. My mentor shared effective strategies to help me engage students in learning. TLS 1,3 & 4, IS 3 & 4 | 3.84 | 0.37 |
| t. My mentor observed me and provided feedback to me based on evidence aligned to professional standards. TLS 1,3 & 4, IS 2-5 | 3.79 | 0.42 |

Induction-PAR Leadership Panel

The Induction-PAR Leadership panel meets two to three times a year to provide feedback and guidance on the BTSA Induction Program. The members of this committee are:

- O* Kevin Sugar, RCTA President
- O* Sandra Hoover, Clifford Teacher
- O* Kristina Herrera, Hoover Teacher
- O* Jeanne Martin, District Office Teacher
- O* Janet Lawson, School Board Trustee
- O* Jude Noyes, Site Administrator
- O* Erin Kekos, Director of Induction

Special Education Induction Candidates

The Redwood City School District funds up to 10 teachers per year to participate in the SMCOE Special Education BTSA Program at a cost of \$4500 per teacher. At this time, 4 RCSD teachers are participating. The District does not have an accredited Special Education BTSA program.

FINANCIAL IMPACT: Up to \$225,000 funded by Supplemental/Concentration funds and C252 Induction general funds.

Prepared by: Erin Kekos, Director of Induction

Approved by: John R. Baker, Ed.D., Superintendent