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| |  |  | | --- | --- | | http://www.access.k12.ca.us/CI/Graphics/imageOE0.JPG |  | |  | |   What is [**BTSA**](http://www.btsa.ca.gov)?  The Beginning Teacher Support and Assessment Grant Program was created by the California State Legislature in recognition of the fact that new teachers need support and assessment to help them develop the skills critical to teaching success.  The purpose of BTSA as set forth in the California Education Code, Section 44279.2(b) is to:   “Improve student educational performance through improved training, support, information and assistance for new teachers.”  The California BTSA Program is research based and designed especially for newly credentialed teachers. It has become an important component of California’s professional development continuum for teachers.   |  | | --- | | The most powerful form of learning, the most sophisticated form of staff development, comes not from listening to the good works of others, but from sharing what we know with others... By reflecting on what we do,  by giving it coherence, and by sharing and articulating our craft knowledge, we make meaning, we learn.     -Roland Barth |   The BTSA Program features a fully developed collegial support system for the Beginning Teacher. Experienced teachers, known as Support Providers, pair up with the Beginning Teachers to serve as supportive colleagues, curriculum mentors, coaches advocates, and fellow learners. Because they are not evaluators, Support Providers can give Beginning Teachers a sense of confidence and inclusion.  Principals provide administrative support enabling Beginning Teachers to benefit from the various BTSA activities. The Director and District Lead Support Providers coordinate networking and training for both Beginning Teachers and Support Providers. Overall program leadership and direction is provided by the BTSA Advisory Committee and the BTSA Director.  **http://www.access.k12.ca.us/CI/BTSA-Induction/BTSALine2.gif**  ***Roles and Responsibilities***  **Beginning Teacher**   * Participates in the California Formative Assessment and Support System for Teachers (CFASST). * Identifies professional development goals and assesses progress collaboratively with Support Provider during the first two years of employment. * Learns how to analyze student work and increase student achievement by changing teaching practices. * Schedules regular classroom visitations and observations with Support Provider. * Attends county and district BTSA meetings, BTSA professional development opportunities and the Colloquium. * Participates in the evaluation of program effectiveness.   **Support Provider**   * Develops a confidential, collegial relationship with the Beginning Teacher. * Participates in the California Formative Assessment and Support System for Teachers Training (CFASST). * Guides and supports the Beginning Teacher through the CFASST process and utilizes the California Standards for the Teaching Profession to assess progress towards professional growth goals. * Establishes regularly scheduled planning/conference time with Beginning Teacher to reflect on classroom practice. * Attends county and district BTSA meetings, BTSA professional development opportunities and the Colloquium. * Participates in professional development opportunities with Beginning Teachers as appropriate.   **School Principal**   * Acquires knowledge about the BTSA program and process. * Actively supports the overarching focus of BTSA as a non-judgmental, collegial approach for supporting and assessing professional growth of Beginning Teachers. * Participates in the recruitment and selection of Support Providers and Beginning Teachers. * Supports logistical needs of the program including the provision of time for the Beginning Teacher and Support Provider. * Attends BTSA training for Site Administrators, and Colloquium with Beginning Teachers and Support Providers. |
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