

**ADMINISTRATIVE CIRCULAR NO. 11**  
Office of Teaching and Learning

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

**Date:** August 20, 2013

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

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

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

**Due Date:** September 30, 2013

**Reference:** None

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

**Attachments:**

1. *2013-2014 Support Provider Application Form and Training Registration Form*
2. *2013-2014 Support Provider Written Prompt Response Form*
3. *2013-2014 Support Provider Confidential Reference*

**Brief Explanation:**

The district's BTSA Induction Program is seeking experienced K-12 teachers to serve as support providers to new teachers participating in the program. The selection process has been refined to align with the district's new organizational structure and the revised Commission on Teacher Credentialing (CCTC) Program Standards.

**MINIMUM ELIGIBILITY CRITERIA**

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

1. Have achieved permanent status with the district or recently retired.
2. Have a minimum of three years' successful teaching experience in the district OR have successfully completed the BTSA Induction Program in 2013.
3. Hold a valid California teaching credential.
4. Have a most recent overall evaluation of "effective."

### **ADDITIONAL KNOWLEDGE AND SKILLS**

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

1. Knowledge of teacher development.
2. Knowledge of California's Common Core State Standards.
3. Knowledge of the California Standards for the Teaching Profession (CSTP).
4. Ability to use district adopted technology.
5. Ability to use research-based instructional strategies with students, in a classroom setting.
6. Willingness to participate in professional training to acquire the knowledge and skills needed to be effective support providers.
7. Willingness to engage in formative assessment processes, including reflective conversations about formative assessment evidence with participating teachers.
8. Willingness to use their own classrooms as laboratories for learning and complete assigned activities in preparation for supporting participating teachers.
9. Willingness to share instructional ideas and materials with participating teachers.
10. Willingness to deepen understanding of cultural, ethnic, cognitive, linguistic, and gender diversity.
11. Effective interpersonal and communication skills.
12. Willingness to mentor and guide participating teachers.
13. Commitment to personal professional growth and learning.
14. Willingness and ability to be an excellent professional role model.
15. A positive attitude toward teaching and the teaching profession.
16. Knowledge of inclusive practices and the ability to differentiate instruction for students, including students with disabilities.

### **SUPPORT PROVIDER ROLES AND RESPONSIBILITIES**

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

1. Providing intensive individualized support and assistance, modeling and demonstration in the classrooms of assigned new teachers.
2. Serving as professional role models in content and pedagogy.
3. Assisting participating teachers to integrate formative assessment into their teaching.
4. Assisting participating teachers to develop and implement Individual Induction Plans (IIPs).
5. Participating in professional development to enhance their own content knowledge, coaching skills, and instructional practice.

Every effort is made to assign support providers to participating teachers at the same sites and within the same content area(s). However, support providers must be comfortable and willing to work across content areas, special education programs and at other sites when needed.

## **COMPENSATION**

Support providers will be allocated release time for their work with new teachers that occurs in the new teachers' classrooms. Time worked outside the regular school day on behalf of the program will be compensated at the hourly workshop leader rate. Attendance at training that occurs after school hours during the school year will be compensated at the hourly workshop participation rate.

Support providers must maintain records of the time spent working and conferring with their participating teachers.

## **APPLICATION PROCESS/SELECTION PROCESS**

The 2013-2014 support provider selection process will consist of two parts: an application/recommendation followed by a performance-based interview for selected applicants. The process is outlined below:

### **Application/Recommendation Phase**

Teachers who meet the eligibility requirements noted in the sections above who are interested in becoming BTSA Induction Program support providers must submit the following by 5 p.m., September 30, 2013

1. Completed *Support Provider Application Form* (Attachment 1).
2. Responses to two written prompts (Attachment 2).
3. Completed *Support Provider Confidential Reference* (Attachment 3) from their current administrator (principal, vice principal). Administrators must return the references by 5 p.m., September 30, 2013.

**It is the applicant's responsibility to ensure that the BTSA Induction Program receives all application materials by 5 p.m., September 30, 2013.** School or United States mail delays or faxes not received are not acceptable reasons for missing the deadline. Only applications received by the deadline will be considered for the initial selection process.

**Please note:** *Applicants are encouraged to submit all application materials as soon as possible, since qualified support providers are assigned to participating teachers on a first come, first served basis.*

### **Performance-Based Task**

The BTSA Induction Program leadership team will review applications and select applicants to participate in a performance-based task. Final selection will be based on the quality of the applicant's responses to the performance-based task and on anticipated need.

## INFORMATION MEETINGS

Optional information meetings have been scheduled to provide interested teachers with additional information about the BTSA Induction Program and the 2013-2014 application process:

Dates: 8/22/13, 8/29/13, 9/5/13, 9/12/13, 9/19/13, and 9/26/13  
Time 4:00 – 5:00 p.m.  
Place: Taft Middle School

Please contact Eileen Davis at [edavis@sandi.net](mailto:edavis@sandi.net) to register for the information meeting.

Questions regarding the BTSA Induction Program or the support provider selection process should be directed to Karen Evans at [kevans@sandi.net](mailto:kevans@sandi.net).

Anne Yarroll-Melnick  
Teacher Preparation and Induction Department  
Office of Teaching and Learning

APPROVED:



Teresa Walter  
Executive Director, Teaching & Learning

AYM: jp

Attachments (3)

San Diego Unified School District  
Teacher Preparation and Induction Department

**2013-2014 BTSA INDUCTION PROGRAM  
SUPPORT PROVIDER APPLICATION  
Due Date: September 30, 2013**

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Employee ID Number: \_\_\_\_\_ E-mail: \_\_\_\_\_

Home Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

School: \_\_\_\_\_ School Telephone No. \_\_\_\_\_

Current Assignment: \_\_\_\_\_

Years Teaching in San Diego Unified School District: \_\_\_\_\_

New Support Provider: Yes/No    Number of years: \_\_\_\_\_    Retired: Yes/No

Date of Previous Support Provider Training: \_\_\_\_\_

Credential/s: \_\_\_\_\_

Number of Participating Teachers I Am Able to Support: \_\_\_\_\_ (Max. 2 for classroom teachers)

Name of Current Administrator: \_\_\_\_\_

Title of Administrator: \_\_\_\_\_

BTSA Induction Support Providers must successfully complete 2 hours of training, prior to working with participating teacher(s). As the need for Support Providers arises, future training dates will be announced. Participants will be compensated at the workshop participation rate of \$19.83/hour.

**Return to:  
KAREN EVANS, TEACHER PREPARATION AND INDUCTION DEPARTMENT  
TAFT MIDDLE SCHOOL**

San Diego Unified School District  
Teacher Preparation and Induction Department

**BTSA INDUCTION PROGRAM  
SUPPORT PROVIDER WRITTEN PROMPT RESPONSE FORM  
2013-2014  
Due Date: September 30, 2013**

Respond to the two prompts in the space provided. Use only the space provided. Use a 12-point font that can be easily read. **All responses must be typed.**

- 1. State and local surveys show a direct correlation between support provider competency and new teacher efficacy. Please tell us what you think makes you the best choice for this vital role.*

**Return to:  
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TAFT MIDDLE SCHOOL**

San Diego Unified School District  
Teacher Preparation and Induction Department

**BTSA INDUCTION PROGRAM  
SUPPORT PROVIDER WRITTEN PROMPT RESPONSE FORM  
2013-2014  
Due Date: September 30, 2013**

2. *What coaching strategies and methods would you use to guide new teachers toward efficacy?*

**Return to:  
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TAFT MIDDLE SCHOOL**

**San Diego Unified School District  
Teacher Preparation and Induction Department  
2013-2014 BTSA INDUCTION PROGRAM  
SUPPORT PROVIDER CONFIDENTIAL REFERENCE**

Applicant: \_\_\_\_\_ Supervisor: \_\_\_\_\_

**COMPLETE AND RETURN BY SEPTEMBER 30, 2013**

**TO: KAREN EVANS, TEACHER PREPARATION AND INDUCTION DEPARTMENT, TAFT MIDDLE SCHOOL**

*Your assistance is requested to ensure this reference is returned on or before the deadline.*

*An applicant's status is dependent on your timely response. All references will be kept confidential.*

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

AREA	POOR (uncertain potential for success in the role)	FAIR (potential, needs a great deal more experience/ training)	GOOD (potential, needs experience or training)	VERY GOOD (potential, needs little training/ experience)	OUTSTANDING (fully prepared)
Demonstrates content/subject area knowledge and pedagogy					
Creates and maintains effective learning environments					
Designs and delivers standards-based lessons to address a wide range of learners					
Uses technology in the classroom and in all professional responsibilities					
Incorporates effective strategies to address the specific needs of English learners					
Incorporates effective strategies to address students with special needs					
Understands cultural, ethnic, cognitive, linguistic, and gender diversity					
Reflects upon and analyzes instructional practices					
Organizes and manages time and professional responsibilities effectively					
Exhibits commitment to on-going professional growth					
Demonstrates initiative and resourcefulness when confronted with challenges					
Views the teaching profession positively					
Relates and works positively with adult learners					

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

\_\_\_\_\_  
Printed name of principal/supervisor

\_\_\_\_\_  
Position/Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date