

**New Teacher Support & Development**

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**INSTRUCTIONAL SERVICES**



every student. every classroom. every day.

## Information on Credentials and Support Programs

### CREREDENTIALS AND OTHER CERTIFICATIONS

#### Internship Credential:

- Teacher is a full time classroom teacher and attends courses in a teaching credential program at night or on the weekends.
- Usually a 1-year university program leading to the Preliminary Credential.
- The Intern Credential is a valid California teaching credential.
- Interns meet NCLB requirements—subject matter competency requirements for the credential.
- Intern teacher will be assigned an on-site coach (school faculty) by NTSD and by the principal, in addition to his/her university supervisor.
- Oakland Teaching Fellows (OTF) and Teach for America (TFA) program participants are Interns.

#### Preliminary Credential:

- Teacher has completed a teaching credential program.
- Teacher **needs to complete the Oakland BTSA Induction Program (OBIP) to earn the Professional Clear Credential.** OBIP includes professional development and a coach/mentor assigned by NTSD, approved by the Principal and the Executive Officer.

#### Level I Credential (Special Education only):

- Teacher is enrolled in an accredited university Education Specialist credential program.
- Teacher completes coursework at the university.
- Teacher may complete the Formative Assessment portion of the Oakland BTSA Induction Program to earn a portion (25%) of the credits required for the Special Education Level II Credential.

#### Clear Credential:

- Teacher has completed a teaching credential program and has met the requirements to clear the credential through an Induction Program, such as the Oakland BTSA Induction Program.
- Teacher has the option to participate in the Oakland BTSA Induction Program for professional development.
- Teacher completes 150 hours of professional growth activities to renew the credential every 5 years. Teacher pays for the renewal and applies to the CTC.

#### Level II Credential (Special Education only):

- Teacher has completed additional coursework at the university for demonstration of competencies including an Individualized Induction Plan.
- Teacher may participate in the Formative Assessment portion of the Oakland BTSA Induction Program for continued professional development.

### **National Board Certification:**

- Candidate must hold a baccalaureate degree.
- Candidate must have taught for a minimum of three years, public or private school.
- Candidate holds a valid state teaching license during those three years.
- The CTC shall issue a Clear Credential to a holder of a Preliminary Multiple Subject, Single Subject, or Education Specialist teaching credential to a candidate who achieves certification from the National Board for Professional Teaching Standards.

### **CLAD (Cross-cultural, Language, and Academic Development)**

- Coursework embedded in most Preliminary Credential Programs since the mid-1990s.
- If CLAD-certified, the teacher may have received a separate credential or certificate, or the main Teaching Credential will state one the following:
  - ✓ ELD authorized
  - ✓ Certificate of Completion of Staff Development
  - ✓ SB395
  - ✓ CLAD Authorized
  - ✓ or a variety of codes listed in the Authorization Section of the credential (R142, R242, etc.)
- Focuses on students who are learning English as a Second Language.
- Required for all OUSD K-12 teachers, including Special Education teachers.
- Required for ELD or SDAIE instruction (triggered by 1 or more ELL students per class).
  - ✓ ELD instruction — Teacher instructs beginning level language learners, teacher instructing in English; emphasis is teaching English, with the goal for students to achieve grade level in English language and content areas.
  - ✓ SDAIE instruction — For intermediate and advanced EL students, commonly known as sheltered English; teacher provides instruction in grade-appropriate content in English, using techniques appropriate for English Learners

### **BCLAD (Bilingual Cross-cultural, Language, and Academic Development)**

- Appropriate for students learning English and receiving content instruction in their primary language.
- BCLAD preparation is identical to CLAD preparation with the added requirement of demonstrating proficiency in the specified language.
- Teachers with BCLAD credentials are qualified to teach classes that require ELD authorization.

## SUPPORT PROGRAMS

### **Intern Partnership Program:**

#### Participants

##### 1. Intern Teachers

- Hold Intern Teaching Credential (valid California teaching credential).
- Attend a college or university (IHEs) to earn Preliminary Credential.

#### Process for Intern Teachers

- Acceptance to an Intern credential program usually comes first.
- Each IHE credential program has its own application, admission requirements and procedures.
  - ✓ Passage of the CBEST exam is basic.
  - ✓ Subject-matter competency is essential. Competency is validated for a single-subject credential either by an approved program waiver or by the state CSET/Praxis exam in the subject area(s), <http://www.ceset.nesinc.com/>, and for a multiple-subjects credential by the CSET in applicable multiple-subject areas.
  - ✓ Although IHE credential programs may vary, generally the “student teaching” requirement is fulfilled during both semesters, or three quarters, under the direction of a college supervisor.

##### 2. Intern Teacher Coaches

- Must hold Professional Clear or Clear Credential, preferred, with at least 3 years of classroom teaching experience, preferred.
- Receives stipend payment of \$500.00 per Intern Teacher per year.
- Is trained in a coaching model for supporting Interns (receive stipend for trainings).
- Can receive college units through University of Pacific, or can receive District salary credit.
- Can use the hours of coaching/mentoring towards the 150 needed for California Professional Growth Plan to renew credentials.
- Will improve his/her classroom practices as a result of supporting Intern Teachers.

#### Process for Intern Teacher Coaches

- Intern will be assigned an on-site Coach (school faculty) by NTSD, approved by the Principal, in addition to his/her University supervisor.
- Intern Coaches are recruited through NTSD and school Site Administrators.
- Intern Coaches sign a coaching agreement.

#### Components

The Oakland Intern Partnership Program works in collaboration with local colleges and universities (IHEs). An internship consists of the following:

- Acceptance and enrollment in a qualified, Intern-approved credential program in an accredited college or university with which the District has a formal Agreement or Memorandum of Understanding.
- Employment by the school district.

Both processes must be pursued simultaneously.

## **BTSA Induction Program (Beginning Teacher Support & Assessment ) — CA Senate Bill 2042, 1998:**

### Participants

#### 1. Participating Teachers

- Hold California Preliminary or Professional Clear Credential from a program in a California college or university.
- Hold out-of-state credential and, with required experience, a California Preliminary Credential.
- International Teacher holds valid teaching credential from another country and, with required experience, a California Preliminary Credential.

#### Process for Participating Teachers

- Application (Distributed through Human Resources at the point of hire and through NTSD)
  - ✓ Deadline for registering December 1.
- Memorandum of Understanding (Signed at one-on-one meeting with NTSD staff member)
  - ✓ State of California pays for Participating Teacher to participate in program.
  - ✓ 2-year program.
- NTSD verifies completion of the 2-year BTSA Induction program. OUSD/Credentials Supervisor recommends the teacher for the Professional Clear Credential. Credentials Supervisor sends all documents to the CTC.

#### 2. BTSA Induction Teacher Coaches/Mentors

- Must hold a Professional Clear or Clear Credential with at least 3 years of classroom teaching experience.
- Receives a stipend payment of \$1300.00 per Participating Teacher per year (partial coach training), or \$1500.00 per Participating Teacher (completed coach training).
- Is trained in UC Santa Cruz/New Teacher Center Formative Assessment System (FAS) and participates in Forums; receives stipend for trainings and Forums.
- Can receive college units through University of Pacific, or can receive District salary credit.
- Can use the hours of coaching/mentoring towards the 150 needed for California Professional Growth Plan to renew credentials.
- Will improve his/her classroom practices as a result of supporting Participating Teachers.

#### Process for BTSA Induction Teacher Coaches/Mentors

- Application distributed through NTSD, contact Hope Tollefsrud, 879.8902.
- Teacher Coach approved by Principal, NTSD, and appropriate Executive Officer.
- Teacher Coach signs a Memorandum of Understanding.

### BTSA Induction Components

Professional Development provided through Oakland Unified School District, New Teacher Support & Development

- Areas of Focus
  - ✓ Pedagogy
  - ✓ Universal Access — Teaching All Students:
    - Equity
    - Teaching English Learners
- Formative Assessment
  - ✓ Allows a teacher to reflect on classroom practice with a Coach/Mentor.
  - ✓ Program uses the New Teacher Center at UC Santa Cruz's Formative Assessment System (FAS)

## **Teach Tomorrow in Oakland:**

*Teach Tomorrow in Oakland* (TTO) is a partnership between the Oakland Mayor's office and Oakland Unified School District, which demonstrates the mutual commitment to recruiting and retaining outstanding teachers who reflect the ethnic and cultural diversity of our city. TTO uses multi-faceted communication strategies to attract high-quality, prospective teachers who are committed to three key principles: ensuring that all students achieve at high levels, professional development, and long-term employment within OUSD.

Specifically, *Teach Tomorrow in Oakland* focuses on four recruitment strands:

- ***Oakland's Alumni and Community Members:*** Reaching out to civic and community-based organizations, faith-based organizations, and Oakland school alumni, TTO will recruit ethnically and culturally diverse individuals who are already invested in the success of Oakland's schools.
- ***Middle and High school students:*** TTO will begin developing OUSD's own teachers! Utilizing the California Teaching Association's "*Teach for Tomorrow*" curriculum, TTO will develop and support middle school clubs while continuing to implement Education Academies at Oakland high schools. TTO will follow graduating seniors through their colleges and universities and provide financial assistance to those OUSD alumni who enroll in credential programs directed at returning to teach in Oakland.
- ***OUSD Employees:*** TTO is seeking paraprofessionals and other classified staff who have the desire to educate the city's children and will provide support to candidates for their completion of degree and credential programs, preparation for teacher-competency exams, employment processes, and ultimately classroom placement.
- ***Student Teachers:*** Partnering with Bay Area colleges and universities, TTO will identify outstanding student teachers already placed in OUSD schools and facilitate their transition from college students to classroom instructors.

We need your help! If you know of someone who wants to be a teacher — a college, high school, or middle school student, Oakland alum, career-changer, or a classified staff member — please refer him or her to Rachelle Rogers-Ard, Ed.D., TTO Program Manager, 510-654-4617 or [rachelle.rogers-ard@ousd.k12.ca.us](mailto:rachelle.rogers-ard@ousd.k12.ca.us).

## **Classroom Management Program:**

The Classroom Management Program provides individualized support for teachers struggling in classroom and behavior management. Identified teachers will receive on-site support through collaborative planning, classroom observations, modeling, and constructive feedback from a coach trained in classroom management.

Enrolled teachers will have opportunities to observe colleagues, access the video resource library, access the Teacher Resource Center, and receive overall support from the Classroom Management Program Manager.

### Cost

\$50 per hour/per teacher. Refer to Classroom Management ***Program Order Form for Services\**** for more details. (\*see the NTSD website — <http://ntsd.ousd.k12.ca.us>)

### Questions

Contact Margaret Dunlap at [margaret.dunlap@ousd.k12.ca.us](mailto:margaret.dunlap@ousd.k12.ca.us) for more information.

## **National Board Certification for Teachers (NBCT):**

### Participants

#### 1. Teachers

- Holds a baccalaureate degree.
- Has taught for a minimum of three years, public or private school.
- Holds a valid state teaching license those three years.
- NBCT is a voluntary professional growth program.

#### Application Procedures:

- ✓ Interested teachers should contact Claudia Heron, NTSD, 879.8914 / 879.8900.
- ✓ Application, registration, and interview.
- ✓ Subsidies available

#### Incentives

\$20,000 will be awarded to the National Board Certified teacher (paid over a four-year period as long as the following criteria are met)

- ✓ The teacher must be assigned to teach at least 50% (the definition of assigned to teach may include: Teacher leadership role as a peer assistance and review coach, mentor or other teacher support provider if the position does not require an administrative credential.
- ✓ The school at which a teacher is assigned must have an API Statewide Rank of 5 or below. This does not include Charter or Small Autonomous Schools if they do not have an API score registered with the State of California.

#### 2. Coach/Mentor

- Provides direct feedback to candidates regarding writing and videotaping samples and assist candidates in determining if there is evidence of the NBPT standards.
- Provides tutorials for Assessment Center exercises prior to testing date.
- Provides direct feedback to advance candidates regarding coaching and content knowledge.
- Must be a National Board Certified Teacher.

### Components

1. A year-long process.
2. Requires teachers to complete four portfolio exercises.
3. Requires teachers to answer six assessment center prompts that are designed to elicit knowledge of subject matter content.
4. Certification usually takes 400-600 hours of work.

## **NTSD Support Program for Site Administrators:**

1. Professional Development through Executive Officers; fundamentals of coaching teachers and UC Santa Cruz/New Teacher Center Formative Assessment System training.
2. Site visits by NTSD staff to advise and collaborate with Principals on new teacher matters.

### **Highly Qualified Teacher Support Program (NCLB Subject Matter/CSET):**

1. Guidance and consultation for teachers and site administrators, regarding compliance with NCLB subject matter competency requirements.
2. Preparation workshops and materials for CSET.
3. Reimbursement to teachers for non-OUSD preparation courses and materials, subject matter courses, and fees for CSET exams.

### **New Teacher Support of Solutions (SOS) Phone Line:**

- *Who can use the SOS line?*
  - ✓ Any OUSD new hire, Intern, or BTSA Induction Participating Teacher.
- *When should a teacher call the line?*
  - ✓ If the teacher needs help, needs to know whom to contact for assistance, or if a teacher is otherwise unable to solve a problem or resolve an issue.

**654.4574**

Monday	—	7:30 am–3:30 pm
Tuesday	—	9:00 am–4:30 pm
Wednesday	—	9:00 am–4:30 pm
Thursday	—	9:00 am–4:30 pm
Friday	—	7:30 am–3:30 pm

(see NTSD website — <http://ntsd.ousd.k12.ca.us>)

### **Teachers Observing Teachers (TOTs):**

TOTs collects contact information of teachers who agree to host colleagues for professional visitations and observations. The program creates a network of host teachers, regarding their strengths in content areas and other classroom practices.

## TEACHER RESOURCE / MAKE & TAKE CENTER

### Participants

1. Any teacher interested in making classroom materials, bulletin boards, games or instructional tools for their students.

### Resources

1. Laminating machines, dye cut machines, construction paper, book binding machines.
2. Small lending library of books and videos.
3. A staff person who assists teachers with the making of their materials.

### Location and Hours

1. Sankofa Academy, 2nd Floor, 581 61st Street, Oakland, CA 94609
2. Phone: 654.5274
3. Hours: To be determined each school year  
(see NTSD website — <http://ntsd.ousd.k12.ca.us>)

## NEW TEACHER SUPPORT AND DEVELOPMENT STAFF

Lisa Spielman	Manager, New Teacher Support & Development.
Hope Tollefsrud	Coordinator, BTSA Induction Program.
Emily Filloy	Lead New Teacher Coach; coaches Participating Teachers and Teacher Coaches; BTSA Induction and Intern Program Teacher Coach development.
Claudia Heron	Lead New Teacher Coach; coaches Special Education Participating Teachers and Teacher Coaches; supports BTSA Induction Teacher Coach recruitment and training; National Board Certification for Teachers.
Kathy Irons	Lead New Teacher Coach; coaches Participating Teachers and Teacher Coaches; BTSA Induction and Intern Program Teacher Coach development.
Alison Kreider	Lead New Teacher Coach; coaches Participating Teachers and Teacher Coaches; BTSA Induction and Intern Program Teacher Coach development.
Selia Melero	Lead New Teacher Coach; coaches Bilingual/ELD Participating Teachers and Teacher Coaches; Towards Equity trainer.
Kafi Payne	Lead New Teacher Coach; coaches Participating Teachers and Teacher Coaches; BTSA Induction and Intern Program Teacher Coach development; Intern Partnership Program coordinator.
Bonnie Steinhoff	Lead New Teacher Coach; coaches Participating Teachers and Teacher Coaches; supports BTSA Induction Teacher Coach recruitment and training.



Arlene Herra	Service Team Assistant; contracts and financial services; BTSA Induction Program, Intern Support Program, and HQT Support Program (CLAD/CSET).
Jack Lowe	Data Analyst; Certification Programs development and operations support.
Margaret Dunlap	Classroom Management Program, Coordinator and Coaching Consultant
Rachelle Rogers-Ard	Teach Tomorrow in Oakland, Program Manager
Sherry Congrave-Wilson	Teach Tomorrow in Oakland, Program Coordinator
Pat Attri	Teacher Support Program Consultant
Mary Ann McGregor	Supervisor, Make-and-Take Resource Center; NTSD STIP Substitute Teacher
Rebecca Saulsbury	Operations Consultant; BTSA Operations Support and Program Development
William Winston	Management and Operations Consultant; Budgets, Contracts, Intern Support Program, HQT Support Program, Website Development

### **SUMMER INSTITUTE FOR TEACHERS AND TEACHER COACHES**

#### Participants

Workshops are designed primarily to support teachers with Preliminary Credentials, who must complete BTSA Induction Program requirements for the Professional Clear Credential, and teachers who are seeking training as Teacher Coaches. However, workshop topics address the needs and interests of educators at all levels of experience. All teachers and administrators are invited to participate.

#### Calendar

Annually, second or third week of August.

#### Location

To be determined annually.

#### Fees

No cost to OUSD teachers or teacher coaches.

### **COMMUNICATIONS WITH PARTICIPANTS**

NTSD website

<http://ntsd.ousd.k12.ca.us>

Up-to-date information about all NTSD programs and activities.

BTSA Advising Sessions	Advising sessions will be held primarily at school sites on two Wednesdays during the school year, conducted by designated NTSD staff for Participating Teachers concerning the BTSA Induction Program professional development requirements. Individual or small-group sessions may be held on other days throughout the year, conducted by NTSD staff.
Email	All Participating Teachers, Teacher Coaches, and administrators receive email correspondence, as appropriate, about BTSA Induction Program and Intern Partnership Program support activities.
US Mail	Letters sent to participants at home addresses.
OUSD Mail	Letters sent to participants at school addresses.
Telephone	Telephone messages and conversations with participants at home and school.