

# NORTH COAST BEGINNING TEACHER PROGRAM

*A quality support system for all beginning teachers and  
a caring, competent and highly qualified teacher for every child.*



August 15, 2009

Dear Site Administrators,

Welcome back to the new school year! We would like to thank you for your on-going support of new teachers, their Support Providers, and the professional credential process. We look forward to working with you again this year and recognize the important role you play in the success of new teachers. Through our joint efforts we will help move Beginning Teachers along the Learning To Teach continuum, increase retention rates, and improve the quality of the education all students receive. The following key ideas highlight ways you can support your Beginning Teachers' success:

- Selection of Support Providers:** The principal's knowledge of school site personnel is an invaluable resource for the identification, selection and timely assignment of those teachers who will serve as effective Support Providers. As your district builds its pool of highly qualified Support Providers, your input is important! Having a highly qualified Support Provider makes all the difference for new teachers! We know that the Support Provider is the most influential person in a new teacher's life. In order to "clone" your most exemplary teachers, please make sure your district policies reflect a rigorous selection process for Support Providers. Only the BEST of the BEST should serve in the role as Support Provider. This will ensure that your district's new teachers have role models who reflect exceptional teaching practices and work ethics. Enclosed you will find a sample Selection Policy to use if needed.
  
- Facilitating Support Activities:** The principal's ability to anticipate and support the logistical needs of the program including the provision of *time* for the Beginning Teacher and Support Provider to engage in professional reflection, visit other classrooms, and participate in observations is crucial to the efficacy of the program. Beginning Teachers should be meeting with their Support Providers at least one hour per week. Support Providers should be observing their Beginning Teacher several times per year.
  
- Appropriate Assignments:** Novice teachers are more likely to be successful in the first few years of the profession if they are placed in settings with a minimum number of "challenges." Avoid, whenever possible, multiple preps, roving or "cart" teachers, high numbers of special needs students, combination classrooms, high student-teacher ratio, adjunct duties or lack of sufficient supplies and materials. (We also recommend limiting these situations for Support Providers to ensure their ability to effectively serve in their important role!) All Beginning Teachers should attend the workshop **Starting Out Right!** Workshop dates and registration information can be found on our website at [www.ncbtp.org](http://www.ncbtp.org). This will help make the start of the school year much smoother for both YOU and your Beginning Teachers!

- Commitment to Philosophy of Program: The principal’s awareness and acceptance of the supportive and non-judgmental approach to new teacher support provides Beginning Teachers with a sense of collegiality and security during their critical first years in the profession. It is essential that the principal convey to all involved parties that the Intern, BTSA Induction, Education Specialists, and Designated Subjects (Career Technical and Adult Ed) programs are separate and distinct from the school’s legally mandated teacher evaluation cycle.**
  
- Understand the Underpinnings of the NCBTP: All components of credentialing are firmly grounded in the *California Standards for the Teaching Profession*. Principals should have a deep understanding of the standards in order to serve as an effective educational leader. If you would like additional training or would be interested in having the NCBTP present a personalized workshop in your district, please contact our regional office.**
  
- Assign Teachers to Appropriate Credential Support Program: All of our programs are specially designed to meet a specific California credentialing requirement (e.g. Intern, BTSA Induction, Education Specialists, and Designated Subjects-Career Technical and Adult Ed). It is extremely important that principals become familiar with eligibility requirements and program expectations. Your District Coordinator is a great resource for this information.**
  
- Orientation: Providing a site Orientation is critical! This provides new teachers with survival strategies early in their career. Thank you for your efforts in this area! Please continue to provide your Beginning Teachers with an Orientation that supports their entry into your school culture! Recent survey data suggests that new teachers especially need training regarding health and safety policies and procedures. We have also included a “Moving Beyond Survival” handout that will be useful for new teachers.**
  
- Visit Our Website: All of our workshops and seminars are posted on our website! Please visit the website AND refer Beginning Teachers and their support providers to this site at [www.ncbtp.org](http://www.ncbtp.org) for important information!**

**Please feel free to contact us with your questions or concerns! We look forward to our continued work together! Please accept our sincere appreciation and thanks for your ongoing support of our program and of Beginning Teachers!**

**Sincerely,**

**Corinne Muelrath  
Regional Director**

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