|  |  |
| --- | --- |
| **Date:** |   |

**School & District Information Resources (A-3)**

**\*Not necessary for a BTSA Year 2 teacher that is continuing at the same site as Year 1.**

###### DIRECTIONS: With your support provider, discuss and complete the information that applies to your teaching context. This information is designed to provide you with a better understanding of the students in your class. During your discussion, record pertinent information here so that it is available later in the year. The statements may prompt you to explore other topics related to the local teaching context.

|  |  |
| --- | --- |
| 1. | **My Site Administrator(s):**  |
| 2. | [ ] **Explore a calendar of school events. Record key events on your work/personal calendars** (i.e. testing window, open house, etc.) |
| 3. | **My school is a (check those that apply):** |
| [ ]  | Blue Ribbon School | [ ]  | California Distinguished School |
| [ ]  | Immediate Intervention-Underperforming Schools Program (IIUSP)/SAIT | [ ]  | Bilingual Waiver Program/ Language Immersion School - which languages?  |
| [ ]  | Title I School-wide Program  | [ ]  | Program Improvement School |
| [ ]  | Charter School – Type:  | [ ]  | Magnet School – Type:  |
| [ ]  | Professional Development School | [ ]  | Other:  |
| 4. | **School-wide Programs (check those that apply):** |
| [ ]  | Reading Intervention | [ ]  | Character Counts | [ ]  | Drug Alcohol, Tobacco Education | [ ]  | PBIS |
| [ ]  | AVID | [ ]  | Conflict Resolution | [ ]  | RTI | [ ]  | Other |
| 5. | **School-wide Discipline Plan** (Describe steps, violations, consequences, etc.)**:**  |
| 6. | **School Accountability Report Card**  |
| API Score:  | API Target Score:  |  AYP:  |
| Based on your school’s API score, what is the school’s academic focus for the year? |
| 7. | **My School has (check all that apply):** | Schedules | Committees |
| [ ]  | Academies / Houses / Families | [ ]  | Computer Lab Schedule | [ ]  | Technology |
| [ ]  | Department Grouping / PLC | [ ]  | Bus / Recess Schedule | [ ]  | Leadership  |
| [ ]  | Teaching Teams | [ ]  | Library Schedule | [ ]  | Safety |
| [ ]  | Special Day Classes | [ ]  | Other | [ ]  | Other |
| 8. | **School Enrollment:**  | **Percent of English learners:**  |
| **# of Languages of students:**  | **Ethnicities represented:**  |
| 9. | **Teachers in my grade level/department:** |
| Name |
|  |
|  |
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| --- | --- |
| **Date:** | Click to edit. |

**School & District Information Resources (A-3)**

**\*Not necessary for a BTSA Year 2 teacher that is continuing at the same site as Year 1.**

**DIRECTIONS**: With your support provider, identify the personnel and instructional resources available to help you gather information in each area listed below.

|  |  |
| --- | --- |
| Instructional Resources | Contact Person |
|
| State-adopted Academic Content Standards and California Frameworks |  |
| Classroom Supplies |  |
| Duplication of Materials |  |
| Technology |   |
| Instructional Materials/Textbooks |  |
| Library Resources |  |
| English Learner Resources |  |
| Student Data Information  | Contact Person |
|
| District/School Test Scores |  |
| Individualized Education Plan/IEP |  |
| Standardized Tests |  |
| Online District Data System |  |
| Student Support Services | Contact Person |
|
| Counselor |  |
| CPR Certified School Staff |  |
| Emergency Coordinator |  |
| Healthy Start Coordinator |  |
| Nurse |  |
| Crisis Counselor |  |
| Resource Specialist (RSP) |  |
| Response to Intervention (RTI) Coordinator |  |
| Multi-tiered System of Support Coordinator (MTSS) |  |
| School/District Psychologist |  |
| Assessing Team |  |
| Social Worker |  |
| Campus Police/Security |  |

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| **Conversation Point (With your support provider, discuss the prompts below).**  |
| * What implications will the school-wide discipline plan (e.g., tardy and attendance policies, office referrals) have on my classroom management plan?
* How do teachers and staff work together to improve the school’s AYP and API scores?
* What is the calendar for grade level/department meetings? What is my role on this team?
* How do the various programs offered at the school/district reflect the mission statement?
* How do calendared events (assemblies, testing) influence teaching and learning in my classroom? How can I make optimal use of instructional time?
* How can I use materials to effectively support my EL students?
* What information am I required to monitor on an ongoing basis for my special needs students’ IEP and SST interventions?
* What is my legal and ethical responsibility in regards to a student’s individual education plan process?
* How do I work with special education personnel to best provide services for students?
* What personnel, equipment, and assistive technologies are available at my site to support my special needs students’ learning?
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