

1. I find membership in my professional organizations and union a great help in staying current regarding new developments in instruction and content. I am an avid reader of professional journals such as *English Journal*, the National Council of Teachers of English publication, or *California English*, the magazine produced by the California Association of Teachers of English. I have been able to attend several professional conferences in the last few years, where I benefited from the intense focus on the frameworks and state standards. The English Department at Sonoma Valley High School, as a professional group, regularly reviews and applies developing material such as the CSTP. I continue to collect continuing education units toward my professional growth and leadership development. This summer I was able to attend a weeklong CTA negotiations workshop at UCLA where we studied provisions of the ESSEA, implications of standardized testing for our profession, and similar professional issues.

2. Prior to beginning the BTSA training I have not focused on new teacher training, but many of the qualities which make me effective with my students will be assets in dealing with a newer teacher. I believe that I am generous with my time and material, observant and fairly articulate in formulating my conclusions, and almost always able to remain flexible, patient, and good humored.

3. Since beginning the BTSA process I have attended a one day training for Support Providers and two evening sessions with my beginning teacher. I am not experienced with the reflective conversation model and have been very interested in practicing its effective use. I can see that this communication model has wonderful possibilities, many of which I can transfer to my dealings with students. I hope to become adept at non-evaluative conversations and at observations which gather evidence rather than listing conclusions. I can see already that such methods empower the learner and create a non-threatening and supportive relationship.

4. First among my strengths as a teacher is an extremely strong knowledge of my subject matter; next is my ability to create and maintain effective and warm relationships with my students. I am constantly working to combine these two strengths to increase student learning. I am flexible and open to new methods and ideas, I appreciate and support my colleagues, and I work very hard. I consider my subject areas--reading, writing, and speaking--to be of crucial, life altering importance, and I try to be a model and advocate for excellence in these pursuits.

5. As a support provider I would be available, energetic, efficient, and dependable. I would be especially effective in encouraging professional development and focus on subject matter mastery. I would be generous with my files, lesson plans, and materials. I would be patient and encouraging while remaining focused on the highest standards for good teaching.