

Stanislaus BTSA Induction Program

Support Provider Responsibilities

The job of the support provider in the Stanislaus BTSA Induction Program is to assist participating teachers as they enter the teaching profession in California. By helping to shape the practice of novice California teachers, the support provider impacts the lives of many students indirectly. The program maintains that through the support and assessment of the support provider, participating teachers are more likely to remain in the profession and improve their teaching practices more quickly than they might working in isolation.

The support provider is asked to both support and assess the participating teacher. Support may come in many forms, including offering emotional support, explaining practices and customs of the local school site, preparing for Back to School Night, editing letters to parents, offering lesson plans for units appropriate to the assignment of the participating teacher, etc. Assessment within the program is very different from the evaluation offered by site administration. The formative assessment system in place in the Stanislaus BTSA Induction Program requires the collection of evidence about the participating teacher's practice through the language of the California Standards for the Teaching Profession. The support provider observes the participating teacher while teaching, offers feedback, asks probing questions about the observation, looks over student work, etc. In addition, the support provider assists the participating teacher in choosing an individualized plan for improving an aspect of the participant's teaching. The support provider builds a formative assessment binder with the participating teacher that collects the evidence of the year's work together. The completion of the annual formative assessment binder (FAB) is a critical piece of the induction program's completion requirements and heavily influences the decision to recommend the participating teacher for a professional credential. The role of the support provider is very much like that of a coach. The work of the support provider is personal, intense and very exciting. The role takes a real time commitment from the veteran teacher/coach.

Specific prerequisites include:

- Knowledge of beginning teacher development
- Knowledge of the state-adopted academic content and standards and performance levels for students, state-adopted curriculum frameworks, and the *California Standards for the Teaching Profession*
- Demonstrated commitment to personal professional growth and learning, and possession of effective interpersonal and communication skills
- Willingness to participate in professional training to prepare for the role; deepen understanding of cultural, ethnic, cognitive, linguistic and gender diversity; and utilize a formative assessment system
- Willingness to work with participating teachers and share instructional materials and ideas, complete formative assessment entries and complete an annual formative assessment binder.

Specific responsibilities to follow.

Specific responsibilities include:

- Attend two full days of coaching training prior to the onset of the program (for 1st and 2nd year coaches only) and one Grand SP Day (for all SP's)
- Attend four full-day BTSA training days with assigned participating teacher(s)
- Attend two, ninety-minute, after-school sessions, one in the fall when program staff informs participating teachers about the requirements for completion, (the Orientation meeting) and one in the spring (The Checking on the IIP workshop) to check on the progress of the participating teacher's induction plan specifically and the FAB in general
- Arrange for, conduct, and debrief, at least two observations of each participating teacher during the beginning of the school year and debrief through non-evaluative, reflective conversations those observations in a timely fashion
- Complete the other entries as specified for first or second year participants in the program
- Assist assigned participating teachers as they compile a reflective FAB. This is a cumulative process that requires the support provider to place entries into the FAB as they are completed. The support provider frequently takes on the role of scribe in the process.
- Meet or otherwise converse with (via telephone, email, writing, etc.) each participating teacher assigned approximately six hours per month. Some months may require more time, others less. Some participating teachers may require more assistance, others less.
- Complete a contact log and submit it in a timely manner to the district's Lead Support Provider monthly
- Attend "regular" support provider meetings in the district hosted by the District Coordinator and/or the Lead Support Provider
- Model professional behavior at BTSA Induction events (in regards to punctuality, intention to participate, attentiveness, etc.) and be a professional role model in general
- Share instructional ideas and materials with participating teachers in general, and specifically, plan and deliver at least one GradeAlike presentation in the late afternoon, early evening
- Be willing to deepen understanding of culture, ethnic, cognitive, linguistic and gender diversity