

Program Standard 8: Support Provider Selection and Assignment

The induction program selects support providers for participating teachers, using explicit criteria that are consistent with assigned responsibilities in the program. Support providers are selected and assigned carefully, using a fair, well-articulated process that is monitored consistently. Support providers are assigned to participating teachers in a timely manner, taking pedagogical needs and local context into account.

Program and Implementation Plan

Standard 8 establishes criteria for the selection and assignment of support providers. It requires that support providers are familiar with the *California Standards for the Teaching Profession* (CSTP), with state adopted academic and performance standards and frameworks, content specific pedagogy, and the specific needs of students. Most induction program requirements are met in the support provider/participating teacher relationship. The careful selection of support providers is vital to the overall quality of the program.

8(a) The roles and responsibilities of support providers are clearly defined in writing and communicated to all program participants.

The Sacramento BTSA Consortium Professional Teacher Induction Program has had Support Provider Roles and Responsibilities from the beginning of our program. These Roles and Responsibilities are reviewed, revised, distributed and discussed at each Consortium Orientation on a yearly basis. They are reviewed at the yearly Support Provider Up-Date training day. The BTSA office keeps a copy of the signed Roles and Responsibilities for each support provider yearly.

See Evidence #1 for Element (a) at the end of Standard 8: Support Provider Roles and Responsibilities

8(b) Selection criteria are consistent with the support provider's specified roles and responsibilities, including but not limited to the following:

- (i) Knowledge of beginning teacher development;*
- (ii) Knowledge of the state-adopted academic content and standards and performance levels for students, state-adopted curriculum frameworks and instructional materials, and the California Standards for the Teaching Profession;*
- (iii) Willingness to participate in professional training to acquire the knowledge and skills needed to be an effective support provider;*
- (iv) Willingness to engage in formative assessment processes, including non-evaluative, reflective conversations about formative assessment evidence with participating teachers;*

- (v) *Willingness to share instructional ideas and materials with participating teachers;*
- (vi) *Willingness to deepen understanding of cultural, ethnic, cognitive, linguistic, and gender diversity;*
- (vii) *Effective interpersonal and communication skills;*
- (viii) *Willingness to work with participating teachers;*
- (ix) *Demonstrated commitment to personal professional growth and learning; and*
- (x) *Willingness and ability to be an excellent professional role model.*

The Sacramento Consortium provides each District Coordinator with a template for selecting a support provider. These templates are discussed with the District Coordinators on a yearly basis, and revised as appropriate. Each of our sixteen (16) school districts establishes the process and procedures for support provider selection based on the Program Standards. A copy of each District's Selection Process is on file in the BTSA office. District Coordinators confirm on the BTSA web based database that they are in compliance with Program Standards.

See Evidence # 2 for Element (b) at the end of Standard 8: Support Provider Selection Process Template

- 8(c) *Support providers are familiar with the state-adopted academic content standards and performance levels for students, content specific pedagogy, state-adopted curriculum frameworks, and the specific needs of the student population taught by the participating teacher(s) to whom they are assigned.*

The District's BTSA Coordinator has several responsibilities related to support providers:

1. To monitor the selection of support providers in order to guarantee that those selected are not only familiar with, but using within their own professional context, the *California Standards for the Teaching Profession (CSTP)*, the state-adopted student academic content and performance standards, current and specific pedagogy in their content area, state-adopted curriculum frameworks and instructional materials, and specific knowledge of the various student populations within the school district.
2. To match support providers and participating teachers for optimum success, taking into account the skills and knowledge of the support provider and the identified needs of the participating teacher. Two important areas for consideration are the grade and/or course content and proximity.
3. To assist the participating teacher in networking with other professional educators in order to establish a broad base of professional support, designed to meet the specific individual needs of the participating teacher.

8(d) *The program leader considers input from the participating teacher in pairing the support provider with the participating teacher. Clear procedures are in place for reconsidering assignments in a timely manner when either the support provider or the participating teacher is dissatisfied with the pairing.*

Each District Coordinator considers input from the participating teacher in the selection of the support provider. Participating teachers are matched with a support provider based on proximity, teaching expertise in content and grade configurations. Second year participating teachers have greater input into the process and may request a support provider. Participating teachers who have just been hired by a district may or may not have any applicable knowledge of support providers, and therefore have less input.

If at any time the match between the participating teacher and the support provider is perceived as being unsuccessful for any reason, this match may be revised.

The Sacramento BTSA Consortium Professional Teacher Induction Program has clear procedures in place when considering a new match:

1. The Sacramento BTSA Consortium Professional Teacher Induction Program uses data collected over time through multiple sources to monitor the success of support provider/participating teacher matches.
2. Through multiple and frequent venues, participating teachers and support providers are informed and reminded that the highest priority of the Sacramento BTSA Consortium Professional Teacher Induction Program is that the support provider/participating teacher matches are appropriate and working successfully. A participating teacher or a support provider may make the request for a new match at any time to a district coordinator, a district advisor, or the BTSA consortium director. New matches are made in a timely manner, through a no-fault system.
3. Upon receipt of a request for a new match, the program leader secures confidential information from both the participating teacher and the support provider. Effort is taken to recognize the sensitivities involved and to maintain respect and dignity for all those involved and to arrive collaboratively to the best solution to the presented issue(s).
4. The program leader implements the solution and monitors the new match, if this was determined to be the solution. Appropriate information is shared as needed, and the database is updated.

8(e) *The program matches support providers with participating teachers taking into consideration credentials held; subject matter knowledge; orientation to learning; relevant experience; current assignments; and geographic proximity. Assignments of participating teacher to support provider are made in a timely way that allows the pair to begin working together when teaching begins.*

Within the Sacramento BTSA Consortium Professional Teacher Induction Program, District Coordinators are responsible for matching support providers with participating teachers. This is included and spelled out in the roles and responsibilities that they review and sign each year.

- “Coordinate the identification of and the matching process of participating teachers and support providers. Take into consideration credentials held, subject matter-knowledge, orientation to learning, relevant experience, current assignments and geographic proximity. Whenever possible and practical, give the participating teacher a voice in the choice of his/her support provider.
- Establish a process to periodically check and determine if the match between the support provider and participating teacher is working. Send a copy of your process to the BTSA office. If the match is not successful, facilitate an alternative match without delay while maintaining dignity for all.”

See Evidence #4 at the end of Standard 1: District Coordinator Roles and Responsibilities

District Coordinators take the responsibility of making the best possible match between the participating teacher and the support provider very seriously. They know and understand that the power and strength of our induction program rests to a large degree in the relationship established between the participating teacher and the support provider.

We understand that often times either a participating teacher or a support provider is reluctant to say that the match is not working as well as he or she would like, reluctant for many reasons. We make it clear to all participants that this match is one of the most important aspects of our program, that we will do everything we can to put together matches that are highly successful, taking into consideration all information and factors we have. We acknowledge that sometimes two people just simply don't “click”. No one needs to define that “click” ... just recognize it when it happens and act appropriately and accordingly.

Our number one goal is that the program be strongly successful for each and every individual participating teacher, assisting him or her towards becoming a highly effective professional educator for each and every student in his or her class. It is our belief that if this goal is accomplished, then other program stakeholders will find the program successful.

What will the participating teacher experience as he or she is matched with a support provider and progresses through the induction program

The Human Resources department provides lists of all new hires from July through November with credential and teaching experience data to the BTSA Coordinator who will identify all eligible teachers. The District Coordinator sends a letter to each eligible teacher, informing him or her of the responsibility they have for successfully completing an induction program. Each eligible teacher, upon hire by a District, will be informed within 6 weeks of the need to enroll in a Professional Teacher Induction Program within 120 days and that the Sacramento BTSA Consortium Professional Teacher Induction Program is available.

Upon enrollment the District Coordinator will work with the participating teacher to make an appropriate support provider match as soon as possible, preferably before school begins. If the hire occurs after school has started, then within the first month of hire.

It is the desire and goal of the Sacramento BTSA Consortium Professional Teacher Induction Program that every match be successful. Success is defined when both support providers and participating teachers agree. Survey data collected in the 2001-02 school year, analyzed and reported by the external evaluator Lois Rolland in her summary report to the Consortium states,

“Participating teachers clearly feel that the most valuable aspect of the BTSA program is their work with their support provider. The other two things most often stated as valuable are the professional development opportunities and the networking with other teachers. Support providers values mirror those of the participating teachers. They feel that the most valuable aspect of the BTSA program is their time spent with the participating teachers. They also value the professional development and the support provider networking. Participating teachers and their support providers feel their connections are very strong. They also find their relationship with their support provider very valuable.

- Support providers feel very confident about their effectiveness in working with participating teachers.
- Participating teachers are quite confident in the discretion of their support providers, and trust that they can candidly discuss issues arising in their classroom, school-site, and overall professional experience. (Induction Standard 11c)

Participating teachers are appropriately matched, and have set and agreed times to work together.

- First- and second-year teachers and support providers agree that they have established regular meeting times, and most have explored instructional strategies based on program standards and student performance.”

However, an area of growth for the Sacramento BTSA Consortium Professional Teacher Induction Program is to address the following finding, also in the Summary Report.

“The program needs to help districts more quickly identify participating teachers and match them with support providers. Just one third of first year, and half of second year participating teachers and support providers met before the school year began.”

This is currently on the August agenda for District Coordinators to explore the elements within this issue and possible solutions.

And Our Surveys and Feedback Said . . .

In this section we share pertinent information gleaned from the data and analysis of our 2001-2002 surveys and feedback. This is evidence of a functioning program in continual growth. We are consistently seeking to balance:

- The need for stability and predictability for our participants, and
- The need to be an organization that listens to our stakeholders and makes modifications that will significantly improve the quality of the services delivered.

We analyze data from three sources annually:

1. External surveys and feedback collected by our evaluator, Lois M. Y. Rolland, Ph. D., Sinclair Research Group.
2. The Statewide Survey of Beginning Teachers, Support Providers, Site Administrators, and BTSA Program Staff.
3. Informal Program Review or our Formal Program Review (depending on the cycle we are in and the year).

See Evidence #s 1, 2, and 3 in the Appendix:

1. *Summative Program Evaluation Report 2001-2002 for the Sacramento BTSA Consortium by Lois M.Y. Rolland, Ph. D., of the Sinclair Research Group.*
2. *Statewide Survey of Beginning Teachers, Support Providers, Site Administrators, and BTSA Program Staff*
3. *Informal Program Review Self Study*

1. External Evaluation Conclusions

The selection of support providers is critical to the success of the Sacramento BTSA Consortium Professional Teacher Induction Program.

One measure of the successful selection of support providers is how the participating teacher views and values the support offered by his or her support provider. The 2001-2002 Summative Program Evaluation Report confirms once again the consistent findings since the beginning of this program that the success of the program rests largely in the relationship between the participating teacher and the support provider.

<i>Participating teachers rated the quality of support received from your support provider (scale of 1-10 with 10 being the highest)</i>	8	9	10
PT Year 1	15%	18%	45%
PT year 2	13%	16%	47%
<i>Participating teachers and support providers rated the strength of the relationship between the participating teacher and support provider</i>			
PT Year 1	14%	17%	51%
PT Year 2	13%	19%	51%
SP	8%	24%	50%

Over 80% of our sampled participating teachers and support providers (PT n = 176, SP n = 88) rated the relationship with their support provider at 8 or better.

A second measure of the successful selection of support providers is whether or not the participating teacher has confidence in effectiveness in teaching his/her students.

<i>Participating teacher rated their confidence level in teaching their students</i>	8	9	10
PT Year 1	28%	19%	13%
PT Year 2	34%	13%	14%

Participating teachers responded candidly to this item. A plurality of participating teachers rated their confidence at 8. As would be expected, second-year teachers reported greater confidence than first year.

A third measure of the successful selection of support providers is the sustained morale and enthusiasm of the participating teacher.

<i>Participating teacher rated their morale and enthusiasm</i>	8	9	10
PT Year 1	15%	17%	26%
PT Year 2	19%	19%	24%

Sinclair's research frequently shows a decline in morale among second-year teachers. This is not the case in the Sacramento BTSA Consortium, where second year teachers report slightly higher morale than first-year teachers: 62% rate their morale 8 or better, vs. 58% for first-year teachers.

2. 2001-2002 Statewide Survey Results

<i>Participating Teachers Reported: (scale of 1-4 with 4 being the highest)</i>	Means	Standard Deviation
The Match between the PT and the SP		
Compatible Student Population	3.64	0.67
Proximity	3.64	0.74
Compatible Grade Level	3.09	1.05
Compatible Subject Area(s)	2.97	1.13
<i>Support Providers Reported:</i>		
Average Ratio of SP to PT*	2.4	

*The majority of the support providers in the Sacramento BTSA Consortium Professional Teacher Induction Program are full-time classroom teachers. Their support is provided before and after school, and using substitute teachers for release time to observe.

The guidelines for the ratio between support provider and participating teacher in the Sacramento BTSA Consortium Professional Teacher Induction Program are:

<i>Support Provider*</i>	<i>Number of Participating Teachers</i>
Full-Time classroom teacher of record	1-4 Participating Teachers Preferably 1 or 2 If 3-4, circumstances must be aligned. For example, at the same site and with a similar teaching assignment.
Alternative assignment as a half-time support provider	6-8 Participating Teachers
Alternative assignment as a full time support provider	12-14
Retired, serving as a support provider	6 – 8 Participating Teachers

*Note: Support providers who also serve as Peer Review and Assistance Consulting Teachers and who support a required PAR tenured teacher must adjust the above guidelines. A required PAR tenured teacher is the equivalent of two (2) participating teachers.

3. Informal Program Review Conclusions

This standard was not reviewed in the 2001-2002 Informal Program Review.

Analysis and Conclusions:

This standard is one that requires constant vigilance in order to consistently select the best-qualified and most suited support providers to work with our participating teachers.

Even though our evidence suggests that 88% or more of our participating teachers feel there is great strength in the value of and relationship with their support provider, we as program leaders strive that it be 100% of our participating teachers. Our goal is that *every* participating teacher be guaranteed an optimum opportunity to be and feel as highly successful as is possible as a professional educator during his or her induction program.

The Sacramento BTSA Consortium Professional Teacher Induction Program will continue to gather the evidence of the strength and success of our participating teachers, and continue to make modifications designed to improve the program for its participants. It is our belief that in the implementation of the MyBTSA web site during 2002-2003, we are moving the program forward in several areas that will benefit our participating teachers:

- Accountability for all stakeholders
- Clarity of purpose
- Clarity of expectations
- Ability for each participating teacher to know and monitor his/her personal progress towards the successful completion of the Induction Program and apply for the California Professional Credential.

Evidence #1 for Element (a) of Standard 8: Support Provider Roles and Responsibilities

**Support Provider Roles & Responsibilities
2002-2003**

Role for the Support Provider

To provide individualized coaching support and formative assessment for the participating teacher(s) matched to you in the Sacramento BTSA Consortium Professional Teacher Induction Program in accordance with the BTSA Belief Statement.

Continuing Responsibilities for the Support Provider

1. Actively attend and participate in required Consortium Support Provider Training: 6 days for year one, 4 days for year two, and all periodic updates.
2. Understand the professional induction and credentialing process through active support and engagement in the entire BTSA Induction Program.
3. Use the BTSA Handbook/Procedures Manual and BTSA Calendar.
4. Complete required the MyBTSA web site website documentation for yourself and verification for your participating teacher(s).
5. Meet weekly with your participating teacher(s) for an average 1.5 hours each week for 29 weeks each year for two years. Observations and self-assessment brings the average to 2 hours per week. Record key bullets of reflective conversations on the Weekly Conversation Sheets provided by the Consortium.
6. Observe your participating teacher(s) in order to provide information based on the *California Standards for the Teaching Profession* and state-adopted student content and performance standards to be used in formative self-assessment and in determining appropriate professional development.
7. Support and guide your participating teacher(s) in creating, implementing and periodically revising an Individualized Induction Plan (IIP) [Action Plan] based on the results of formative assessment. Send a copy of each IIP and revision to your BTSA Coordinator on the last working day of the month in which it was written.
8. Support and guide your participating teacher(s) in developing a professional teaching portfolio (based on the evidence collected through the CFASST kit - Events 1-6 in year one and Events 7-12 in year two) that provides a basis for examining their professional practice during these weekly meetings and will supply the evidence needed to complete the Professional Credential.
9. Complete the summary interview with your participating teacher(s) in preparation for their presentation at a Consortium Portfolio Colloquium.

10. Actively attend and participate in four (4) District Support seminars, 3 Hot Topics!, three (3) S³superstrategies.sat (professional development Saturdays) and the Portfolio Colloquium with your participating teacher(s).
11. Collaborate with your participating teacher(s), site administrator(s), BTSA participants, and colleagues.
12. Participate in the program evaluation process. Provide feedback on program effectiveness to the program director, district Coordinator, and advisory committee representatives.
13. If for any reason you and your participating teacher are not working together in a professional and productive manner, please inform your District Coordinator or the BTSA Director. Changes can always be made, and there is no fault or blame on anyone.
14. To support the participating teacher in collecting formative evidence in a teaching portfolio over time.

Product: A Teaching Portfolio that contains the following evidence:

- Documents and reflections from each of the 12 Events found in the *California Formative Assessment and Support System for Teachers (CFASST)*
- Collections of student work (selected as described within CFASST)
- The Weekly Conversation forms or the Weekly Conversation MyBTSA report
- The Individual Induction Plans (minimum of one per year, with revisions as needed)

Each support provider is responsible for assisting his or her participating teacher(s) in the collection of evidence that meets program standards regarding his or her teaching practice over the two-year period.

Note: All assessments are confidential and belong to the participating teacher and the BTSA Program. District personnel shall not use information generated through the BTSA Program for employment purposes.

I have read, understand and support the above document.

Support Provider Signature	Date
My Printed Name _____	District _____

**Sacramento BTSA Consortium Professional Teacher Induction Program
2002-2003 Support Provider Selection Process**

Selection of support providers is a critical component of the BTSA Induction Program. It is important that we recruit and select individuals who possess the experience, skills, and abilities necessary to foster the professional growth of participating teachers. Individuals are to be selected using the guidelines set out in the Professional Teacher Induction Program Standards. The application provided here has been revised from the original developed in 1994. Based on our experience during past implementation years, the revisions focus on selecting support providers who are themselves reflective practitioners, comfortable with inquiry and self assessment for professional growth.

Equally important is the pairing of support providers with participating teachers. Key factors here include proximity of work locations, professional interests, and school contexts. It is the responsibility of the district coordinator to insure that pairings have a high potential for success.

This packet contains several items to guide you through selections. These include:

1. •Sample Announcement of Support Provider Positions
2. •Application Forms
3. •Recommendation Forms
4. •Interview Questions

***Announcement of Opening
Participating Teacher Support Provider
(Name of District)
Sacramento BTSA Consortium Professional Teacher Induction Program***

The (NAME OF DISTRICT) Program is seeking applicants for the position of Support Provider for the 2002 - 2003 school year. The total number of positions is ____ . We will collect applications, interview candidates, and select the individuals by (insert date). Alternates will also be selected. Any tenured teacher may apply for this innovative program. This program is a part of the Sacramento BTSA Consortium Professional Teacher Induction Program. Participation will include opportunities to exchange ideas and experiences with your colleagues from other districts, as well as joining them in training activities.

What is the Sacramento Beginning Teacher Support and Assessment Consortium Professional Teacher Induction Program?

This program provides eligible teachers the services of an experienced classroom teacher to help them assume their new roles. The support provider works on a one to one basis with participating teachers, offering guidance, personal coaching and consultation. Typical activities include classroom visits, assistance, coaching, model lessons, and individualized guidance and planning for professional development. Support providers model best practices and attend professional development activities with participating teachers.

The support provider [*this section should describe: a. time commitment (extra assignment, released time, etc.; b. compensation (stipend or resources); and c. any other conditions that may apply and be specific to the district*]. BTSA support providers will be expected to attend a 10-day CFASST* Professional Development Training over a two year period, (*CFASST – *California Formative Assessment and Support System for Teachers*). In addition, the support provider is expected to attend yearly the following:

1. A BTSA Orientation,
2. Meet with his or her participating teacher(s) an average of 2 hours on a weekly basis
3. 3 Saturday Professional Development Days (S³superstrategies.sat)
4. 3 Hot Topics Network and Learning Seminars
5. 4 District Support Seminars
6. A Portfolio Colloquium and End of Year Celebration.

What are the Qualifications of a Support Provider?

The support provider must be tenured with a *minimum of five years experience* in (NAME OF DISTRICT). The applicant must represent the highest standards of the profession. Since the support provider may work in more than one setting, a breadth of experience is desirable but not required. Important qualifications include:

1. Knowledge of beginning teacher development;
2. Knowledge of the state-adopted academic content and standards and performance levels for students, state-adopted curriculum frameworks and instructional materials, and the *California Standards for the Teaching Profession*;
3. Willingness to participate in professional training to acquire the knowledge and skills needed to be an effective support provider;
4. Willingness to engage in formative assessment processes, including non-evaluative, reflective conversations about formative assessment evidence with participating teachers;
5. Willingness to share instructional ideas and materials with participating teachers;
6. Willingness to deepen understanding of cultural, ethnic, cognitive, linguistic, and gender diversity;
7. Effective interpersonal and communication skills;
8. Willingness to work with participating teachers;
9. Demonstrated commitment to personal professional growth and learning; and
10. Willingness and ability to be an excellent professional role model.
11. Excellent oral and written communication skills, demonstrated ability in reflective teaching, and ability to work with adult learners.

Who Governs the Program?

This program will be administered through the Sacramento BTSA Consortium Professional Teacher Induction Program Director and the (NAME OF DISTRICT) BTSA district coordinator. The program is one of sixteen school districts within the Greater Sacramento Area that are sponsors of the Sacramento BTSA Consortium Professional Teacher Induction Program. The Sacramento County Office of Education is the Local Education Agency for this program. Training and professional development activities for support providers will be run through the Consortium Director.

Want To Find Out More?

[Indicate when you will have an information session or whom potential applicants may call for further information]

PRINT YOUR TIMELINE FOR THE APPLICATION PROCESS

(NAME OF DISTRICT)

SUPPORT PROVIDER APPLICATION FORM

NAME _____ HOME PHONE _____

HOME ADDRESS _____

Street

Apt. No.

City

State

ZIP

SCHOOL _____

1. TEACHING EXPERIENCE (list current position first)

Dates	District	School	Grade	Subject(s)

2. CREDENTIALS

1. _____

2. _____

3. _____

3. ACADEMIC PREPARATION FOR TEACHING (list most recent first)

Institution	Degree	Dates	Major/Minor

Support Provider Application
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Please attach the answers to the following questions to your application packet.

4. How do you stay current on new developments in instruction or the content area in which you teach? How do you self-assess and document your professional growth?

Within this question please address your knowledge of the state-adopted academic content and standards and performance levels for students, state-adopted curriculum frameworks and instructional materials, and the *California Standards for the Teaching Profession*; your willingness to participate in professional training to acquire the knowledge and skills needed to be an effective support provider; and your commitment to personal professional growth and learning.

5. Describe your experiences, if any, in supervision of student teachers, peer coaching, team leadership (site or district) or similar.

Within this question please address your willingness to share instructional ideas and materials with participating teachers; your willingness to deepen their understanding of cultural, ethnic, cognitive, linguistic, and gender diversity; and your knowledge of beginning teacher development.

6. Describe your familiarity with and willingness to engage in formative assessment processes, including non-evaluative, reflective conversations about formative assessment evidence with participating teachers.

7. What are your strengths as a teacher?

Within this question please address your effectiveness with interpersonal and communication skills; your willingness to work with participating teachers; your willingness and ability to be an excellent professional role model; and your ability to use excellent oral and written communication skills and your ability to work with adult learners.

8. A. In what ways would you be effective in the role of support provider?

9. References: Please list three professional references, including your current principal.

Name	Phone No.	School	Position

Reference forms are attached to this packet. Please have these individuals complete them and return them to _____ by _____.

Applicant's Statement

I would like to participate in the Sacramento BTSA Program through the (NAME OF DISTRICT). I have read the Roles and Responsibilities of a Support Provider and agree to fulfill them.

Applicant's Name _____

Signature _____ **Date** _____

***Support Provider Application
Reference Form***

Dear Colleague,

You are being asked to complete a recommendation for a teacher who is applying for the position of Support Provider in the Beginning Teacher Support and Assessment Induction Program for the 2002-03 school year. This position requires a professional with unique qualities. The candidates we seek are exemplary teachers who possess sound a professional base, strong leadership skills, and a keen understanding of working with adult learners. They must be well respected, possess the highest interpersonal skills, and be reflective practitioners. Your honest and candid appraisal is an important part of the selection process. Your comments will be kept confidential. If you have questions, please call _____ .

Please return your completed reference to _____ by _____ .

Thank you.

Sincerely,

Areas to be addressed in the Letter of Recommendation

Applicant's Name _____

1. How long have you known this person?
2. Describe your professional relationship with the applicant.
3. In your opinion, how does this person meet the following program requirements?
 1. Knowledge of beginning teacher development;
 2. Knowledge of the state-adopted academic content and standards and performance levels for students, state-adopted curriculum frameworks and instructional materials, and the *California Standards for the Teaching Profession*;
 3. Willingness to participate in professional training to acquire the knowledge and skills needed to be an effective support provider;
 4. Willingness to engage in formative assessment processes, including non-evaluative, reflective conversations about formative assessment evidence with participating teachers;
 5. Willingness to share instructional ideas and materials with participating teachers;
 6. Willingness to deepen understanding of cultural, ethnic, cognitive, linguistic, and gender diversity;
 7. Effective interpersonal and communication skills;
 8. Willingness to work with participating teachers;
 9. Demonstrated commitment to personal professional growth and learning; and
 10. Willingness and ability to be an excellent professional role model.
 11. Excellent oral and written communication skills, demonstrated ability in reflective teaching, and ability to work with adult learners.
4. In your opinion, can this teacher communicate with colleagues in an honest manner? Are they willing to confront issues using sensitivity?
5. The position of support provider is unique. It is the most critical role in this program. Do you have any reservations in recommending this individual for *this* role?
6. Other comments:

Name: _____

PLEASE PRINT

Signature: _____ **Date:** _____

Support Provider Application

Interview Questions

You may wish to add questions to address issues/concerns in your district.

1. Please describe the professional experiences that you believe qualify you to become a support provider.
2. Tell us about how you use the tools of reflective practice (self-assessment, inquiry based on evidence of student work, reflective writing, portfolios, etc.) to inform and enhance your work as a teacher.
3. Describe an incident or situation in which you provided professional assistance to a colleague. How did you know it was successful?
4. Think for a moment about your first year as a teacher. Tell us about two or three critical concerns of participating teachers. What support would you recommend be provided to assist in the professional development of beginning teachers?
5. Some participants in the BTSA Induction Program are not beginning teachers, but have some years of experience. How would you determine appropriate program adjustments for this individual?
6. Do you have any concerns or hesitations about monitoring the professional progress of a colleague and providing feedback to that individual?
7. Describe your ability to participate in extensive training activities and consortium-wide events, including summer institutes?