

CLEAR CREDENTIAL SUPPORT PROVIDER TRAINING GUIDE

CALIFORNIA STATE UNIVERSITY, FRESNO



FRESNO STATE FACULTY

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PARTICIPATING TEACHERS

- **Beginning teachers**
- **Enrolled in Clear Credential coursework (6 units)**
- **Many working toward MA in Special Education**
- **Need support in one or more of the CSTPs and IPSs (see next slide)**
- **Need honest feedback and strategies for improvement**

TEACHER PREPARATION INDUCTION AND ALIGNMENT (FACT GUIDE, P. 33)

TEACHER PREPARATION & INDUCTION ALIGNMENT CHART B-1.1

Teacher Preparation		Induction	
Teacher Preparation Standard 5: Equity, Diversity, and Access to the Core Curriculum	TPE 1: Specific Pedagogical Skills for Subject Matter Instruction TPE 2: Monitoring Student Learning During Instruction TPE 3: Interpretation and Use of Assessment TPE 4: Making Content Accessible TPE 5: Student Engagement TPE 6: Developmentally Appropriate Teaching Practices TPE 7: Teaching English Learners TPE 8: Learning about Students TPE 9: Instructional Planning TPE 10: Instructional Time TPE 11: Social Environment TPE 12: Professional, Legal, and Ethical Obligations TPE 13: Professional Growth	Domain A: Making Subject Matter Comprehensible to Students	CSTP 1: Engaging and Supporting All Students in Learning
Teacher Preparation Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction		Domain B: Assessing Student Learning	CSTP 2: Creating and Maintaining Effective Environments for Student Learning
Teacher Preparation Standard 9: Using Computer-Based Technology in the Classroom		Domain C: Engaging and Supporting Students in Learning	CSTP 3: Understanding and Organizing Subject Matter for Student Learning
Teacher Preparation Standard 10: Learning to Create a Supportive, Healthy Environment for Student Learning		Domain D: Planning Instruction and Designing Learning Experiences for All Students	CSTP 4: Planning Instruction and Designing Learning Experiences for All Students
Teacher Preparation Standard 13: Preparation to Teach English Learners		Domain E: Creating and Maintaining Effective Environments for Student Learning	CSTP 5: Assessing Students for Learning
Teacher Preparation Standard 14: Preparation to Teach Special Populations in the General Education Classroom		Domain F: Developing as a Professional Educator	CSTP 6: Developing as a Professional Educator
Teacher Preparation Standard 15: Preparation to Teach Special Populations in the General Education Classroom			1.1 Using knowledge of students to engage them in ... 1.2 Connecting learning to students' prior ... 1.3 Connecting subject matter to meaningful, real ... 1.4 Using a variety of instructional strategies ... 1.5 Promoting critical thinking through inquiry, ... 1.6 Monitoring student learning and adjusting ...
Teacher Preparation Standard 16: Preparation to Teach Special Populations in the General Education Classroom			2.1 Promoting social development and ... 2.2 Creating physical or virtual learning ... 2.3 Establishing and maintaining learning ... 2.4 Creating a rigorous learning environment ... 2.5 Developing, communicating, and ... 2.6 Employing classroom routines, procedures, ... 2.7 Using instructional time to optimize learning
Teacher Preparation Standard 17: Preparation to Teach Special Populations in the General Education Classroom			3.1 Demonstrating knowledge of subject matter ... 3.2 Applying knowledge of student development ... 3.3 Organizing curriculum to facilitate student ... 3.4 Utilizing instructional strategies that are ... 3.5 Using and adapting resources, technologies ... 3.6 Addressing the needs of English learners and ...
Teacher Preparation Standard 18: Preparation to Teach Special Populations in the General Education Classroom			4.1 Using knowledge of students' academic ... 4.2 Establishing and articulating goals for student ... 4.3 Developing and sequencing long-term and ... 4.4 Planning instructional plans and curricular ... 4.5 Adapting instructional plans and curricular ...
Teacher Preparation Standard 19: Preparation to Teach Special Populations in the General Education Classroom			5.1 Applying knowledge of the purposes, ... 5.2 Collecting and analyzing assessment data from ... 5.3 Reviewing data, both individually and with ... 5.4 Using assessment data to establish learning ... 5.5 Involving all students in self-assessment, goal ... 5.6 Using available technologies to assist in ... 5.7 Using assessment information to share timely ...
Teacher Preparation Standard 20: Preparation to Teach Special Populations in the General Education Classroom			6.1 Reflecting on teaching practice in support of ... 6.2 Establishing professional goals and engaging ... 6.3 Collaborating with colleagues and the broader ... 6.4 Working with families to support student ... 6.5 Engaging local communities to support student ... 6.6 Managing professional responsibilities to ... 6.7 Demonstrating professional responsibility ...

SUPPORT PROVIDER QUALIFICATIONS

- **Credential licensed staff member of a public or private school;**
- **At least three years of successful teaching experience in special education;**
- **Knowledge of curriculum/adaptations to meet students' needs;**
- **Leadership skills;**
- **Willingness to participate in support provider/assessor training;**
- **Willingness to discuss and share instructional ideas and materials;**
- **Effective interpersonal skills and willingness to work collaboratively;**
- **Demonstrated commitment to own professional growth and learning;**
- **Willingness to provide support activities that are balanced to address the full range of teaching responsibilities;**
- **Knowledge of effective strategies to teach students from diverse populations.**
- **Must be a person other than the participating teacher's principal or immediate supervisor.**

SUPPORT PROVIDER RESPONSIBILITIES

- **Meet regularly with the teacher participating teacher to review his/her progress on Induction Plan.**
- **Assist the participating teacher in reflecting on his/her practice by discussing instructional practices and collaborating with him/her on ways s/he can apply principles and strategies developed in the Level I/Preliminary program.**
- **Observe the participating teacher in action in the classroom.**
- **Work closely with the participating teacher's university supervisor to ensure that the new teacher is making progress toward achieving Clear Credential goals.**
- **Sign-off on all needed forms during the participating teachers' Clear Credential enrollment.**

SUPPORT PROVIDER ROLES

- **Mentor**
- **Confidant**
- **Resource**
- **Advisor**
- **Active Listener**
- **Facilitator**
- **Guide**
- **Effective communicator**



EFFECTIVE MENTORING IS...

- **Structured** and purposeful, based on defined goals developed with the new teacher and addressing specific aspects of teacher development over time.
- **Supportive** and conducive to fostering a collegial and collaborative professional learning community within the school that supports professional development and builds professional capacity.
- **Differentiated** and tailored to the learning needs of the new teacher, and his or her background and training

<http://www.edu.gov.on.ca/eng/teacher/ntipmentor.pdf>

MENTORING APPROACHES

- **Consult – offer support and provide resources**
 - Ensure that the new teacher understands the students, parents and community served by the school
 - Model effective teaching practices
- **Collaborate – create challenge and encourage growth**
 - Work collaboratively to identify the new teachers' needs and adjust the mentoring process throughout the Clear Credential coursework
- **Coach – support and encourage**
 - Provide support and coaching in effective classroom management, parent communication and other critical facets of professional practice
 - Provide emotional support and encouragement
 - Provide professional feedback
- ***Use FACT Conversation guides**

CONSULTING

Think Aloud	In addition to giving a suggestion or providing a solution, add the thinking that led to it, the considerations that were taken into account and the reasons for the final choice.
Menu	Support the new teacher's capacity for decision-making by explicitly offering a menu of possible solutions or choices, and discussing each
Idea Bank	Create an idea bank the new teacher can refer to, such as a series of tips on classroom management
Model Lesson	Communicate effective practice by providing a model lesson and discussing beforehand those aspects of practice the new teacher should focus on during observation
Review video	Video can be a powerful means of exploring teaching practice, because it offers the opportunity to view – and review – specific aspects of teaching in great detail
Current Research	Referring the new teacher to professional books and journals, or citing information from recent professional development, models lifelong learning and can often help the new teacher identify development opportunities.

COLLABORATION

Co-Plan/Co-Teach	Work with the new teacher to create a lesson or unit of study and extend the collaboration by teaching together
Study Partners	Learn together with the new teacher about a new instructional methodology or engage in article or book study, followed by a sharing of experiences in the classroom
Action Research	Deepen the study partner relationship by developing and conducting a more formal action research project, to encourage a spirit of experimentation and conscious curiosity about professional practice
Case Studies	Use case studies as a context for dialogue about professional practice, to provide a meaningful learning experience for both the mentor and the new teacher

COACHING

Non-judgmental	Maintain an effective coaching practice by ensuring that judgments are made only by the new teacher as he or she plans, reflects, problem-solves and makes choices.
Dialogue	Ask the new teacher about successes, concerns or issues he or she wants to discuss, using open-ended questions designed to encourage thinking and invite choice
Reflection	Engage in conversations focusing on the new teacher's learning interests and goals, balancing support and challenge by marking successes and articulating new arenas for learning.

REQUIRED FORMS

- Support provider experience form
- Support provider qualifications form
- Individualized Induction Plan (FACT C-1)
- Observation forms

- **ALL FACT FORMS AVAILABLE HERE (and via Blackboard):**
<http://ca-btsainduction.org/formative-assessment-california-teachers>

SUMMARY OF SUPPORT PROVIDER EXPECTATIONS

- Support new teacher to interact and collaborate with students, colleagues, and parents
- Support new teacher in developing specific teaching strategies and curriculum modifications to meet the unique needs of students with challenges in learning
- Support new teacher to develop, utilize, and evaluate student achievement and progress through the IEP process
- Support new teacher to organize and promote best practices in classroom management and establishing effective room environment
- Support new teacher in developing and practicing positive disciplinary procedures
- Support new teacher to develop strategies which embrace diversity in culture, language, and learning
- Support new teacher in the use of technology