

Support Provider Handbook

Clear Education Specialist Credential
California State University, Fresno

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Clear Credential Unit Overview

Accreditation Unit

Dean

Associate Dean

Education Specialist Credential Program Coordinators

Education Specialist Credential Faculty

Credential Analyst

Advisory Unit

Master/Cooperating teachers

Support Providers

Alumni

Kremen Advisory Board;

Special Education Advisory Board

Communicative Disorders and Deaf Studies Advisory Board

Additional Resources for Training

University Coursework

County Offices of Education

District Professional Development

Professional Conferences

Online Modules/Webinars

Independent Study

Support Provider Overview

Support providers are credentialed teachers, selected/assigned based on the participating teacher's assigned classroom teaching position/responsibilities and relevant credential. They typically have a minimum of 5 years teaching experience and have been trained to be support providers by district personnel. Clear Credential students submit support provider information at the beginning of their Clear Credential coursework, and the University Supervisor verifies the support provider's credentials by looking up the teacher on the CTC website.

The Support Provider supports the participating teacher's induction activities throughout induction and Clear credential coursework. The Support Provider plays a significant role in the professional development of the new special education teacher. Support providers are assigned through collaboration with district administrators and based on agreement to fulfill the responsibilities and meet the qualifications outlined below.

Responsibilities

The responsibilities of the District Support Provider include the following:

- 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.

Qualifications

The qualifying criteria for the support provider as established by the California Commission on Teacher Credentialing (CCTC) are:

- 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.

A participating teacher's support provider must be a person other than the participating teacher's principal or immediate supervisor.

Support Provider Expectations

Support providers encourage and facilitate:

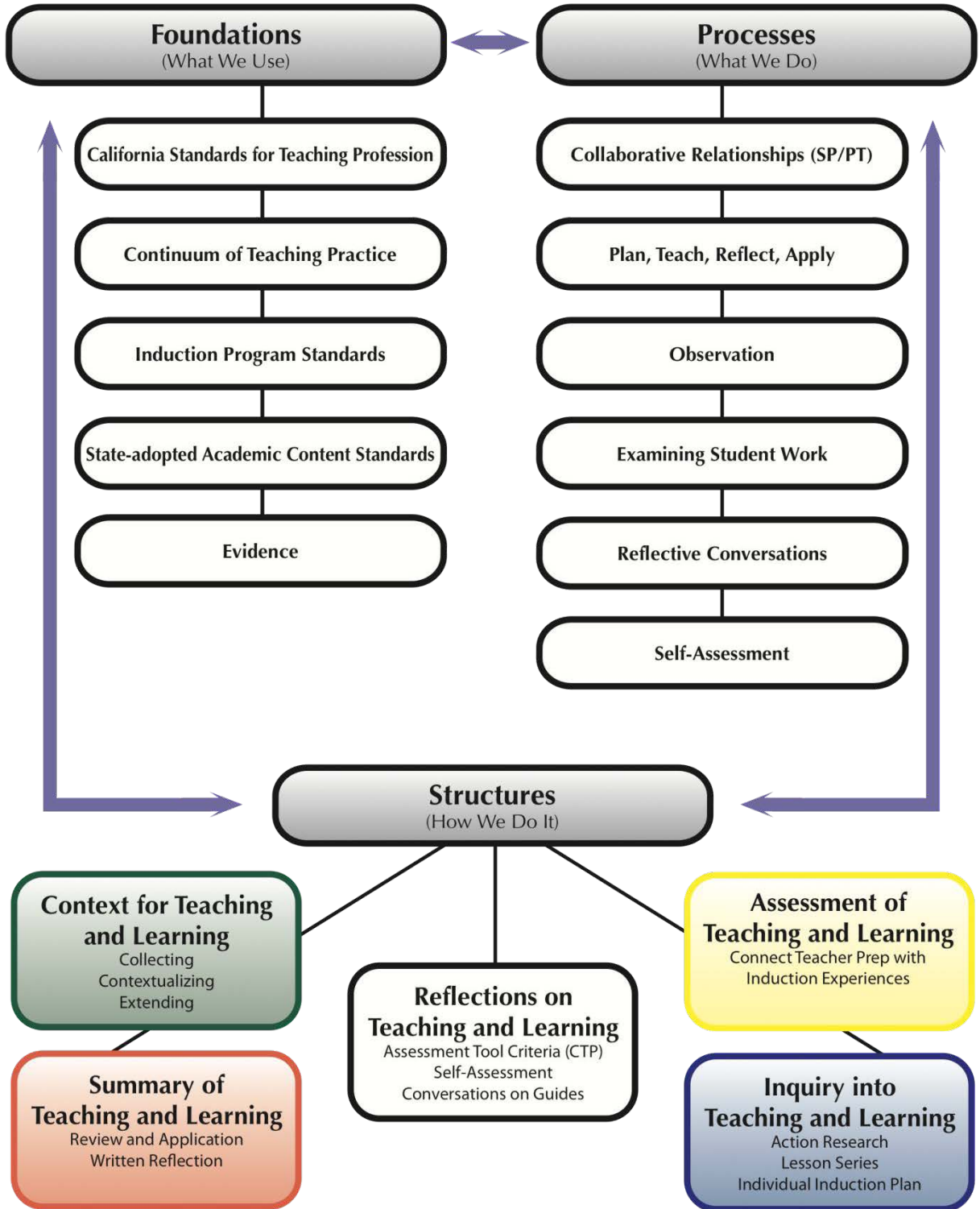
- interaction and collaboration with students, colleagues, and parents
- development of specific teaching strategies and curriculum modifications to meet the unique needs of students with challenges in learning
- development, utilization, and evaluation of student achievement and progress through the IEP process
- organization, promotion, and implementation of best practices in classroom management and effective room environment
- development and practice of positive disciplinary procedures
- development of strategies which embrace diversity in culture, language, and learning
- the use of technology

Support Provider Selection and Training Process

1. Participating teacher selects a support provider following the first Clear Credential class meeting – or – if the employing agency doesn't have qualified staff to support student, the program will assist in identifying a support provider in the geographic area.
2. The Support Provider agrees to the responsibilities outlined on the previous page.
3. The Support Provider completes and returns to the student the Support Provider Experience and Qualifications forms.
4. University Supervisor reviews support provider forms and verifies support provider credentials using the CTC website public search.
5. Support providers participate in review or training activities, including, but not limited to: PowerPoint overview, Support Provider handbook review, FACT module and form review, CSTP/IPS overview, etc.
6. Targeted training/consultation will be provided, as needed. University faculty are available to meet with students and support providers throughout program.

FACT System Conceptual Framework

[FACT User's Guide, p. 7]



Teacher Preparation and Induction Alignment

[FACT User's Guide, p. 33]

TEACHER PREPARATION & INDUCTION ALIGNMENT CHART B-1.1

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

FACT System Processes

[Adapted from FACT User's Guide, p. 9 & 12]

Collaborative Relationships (SP/PT)

Participating teachers are partnered with veteran educators who have been trained to support teachers through the FACT System. Support providers use the skills of cognitive coaching, mentoring, and modeling to support participating teachers' professional growth.

Plan → Teach → Reflect → Apply (PTRA)

The Plan, Teach, Reflect, Apply (PTRA) cycle provides a structure for teachers to identify teaching strengths and areas for growth based on the California Standards for the Teaching Profession, the state-adopted Academic Content Standards for students, and the Continuum of Teaching Practice (or other aligned assessment criteria, FACT User's Guide, p.12).. Planning and teaching the lesson are followed by reflection. New learning and insights from the reflection are applied to future planning, as the cycle continues. Engaging in this process, guided by a support provider, leads to improved teaching practice and increased student achievement.

Observations

Support providers observe participating teachers as they teach and gather evidence during an instructional session. Following each observation, they conference together, share observation evidence, and examine other classroom data (e.g., student work samples, lesson plans, etc.) to inform and improve future practice. In addition, participating teachers are encouraged to observe the classrooms of skilled veterans.

Examining Student Work

Focusing on student achievement guides the participating teacher's planning and instruction. The examination and analysis of student work leads the participating teacher to a greater understanding of the need for differentiation and modification of instruction.

Reflective Conversations

In each module, participating teachers are asked to step back from their practice and thoughtfully examine what they do, how they do it, and how this affects student learning. The FACT System provides frequent opportunities for participating teachers to reflect, capture current thinking, and consider the implications for their future practice.

Self-Assessment - Continuum of Teaching Practice (or other aligned assessment criteria)

The Continuum of Teaching Practice is a tool that provides a roadmap for professional growth by identifying and describing levels of teaching practice. Using evidence collected throughout the FACT process, participating teachers, with their support providers, reflect and determine their placement on the Continuum. This self-assessment helps to focus the area(s) for improvement of instructional practice.

FACT System Modules & Forms
[adapted from FACT User’s Guide, p. 13]

<i>Context for Teaching and Learning</i>	
Class Profile	A-1
Student Services Profile	A-1.1
Instructional Environment	A-2
School and District Information/Resources	A-3
Home/School Communication	A-4
Site/Assignment Orientation Checklist	A-5
Community Map	A-6
<i>Assessment of Teaching and Learning</i>	
Teacher Preparation & Induction Alignment Chart	B-1
K-W-O Chart	B-2
Initial Classroom/Assignment Observation	B-3
Post-Observation Reflection	B-4
<i>Inquiry into Teaching and Learning</i>	
Individual Induction Plan	C-1
Essential Components for Instruction	C-2
Entry-Level Assessment/Reflection (Parts 1 & 2)	C-3
Focus Student Selection	C-4
Lesson Plan Template for Observation	C-5
Inquiry Observation Record	C-6
Analysis of Student Work	C-7
Summative Assessment/Reflection (Parts 1 & 2)	C-8
<i>Summary of Teaching and Learning</i>	
Culminating Questions and Reflections Guide	D-1
Continuum of Teaching Practice	E-1
Self-Assessment Pedagogy	E-2.5
Self-Assessment Universal Access: Equity for all Students	E-2.6
Self-Assessment Universal Access: Equity for all Students – Teaching English Learners	E-2.6a
Self-Assessment Universal Access: Equity for all Students – Teaching Special Populations	E-2.6b
Self-Assessment - Clear Education Specialist	E-2.7
Conversation Guide – Class/Caseload, School, District and Community	E-3.1
Conversation Guide – Pedagogy	E-3.5
Conversation Guide – Universal Access: Equity for all Students	E-3.6
Conversation Guide – Universal Access: Teaching English Learners	E-3.6a
Conversation Guide – Universal Access: Teaching Special Populations	E-3.6b

Additional Support Provider Resources

- Support Provider Training Guide (.pdf)
- Support Provider Conversation Guide (.doc)
- FACT User's Guide (.pdf; available http://ca-btsainduction.org/sites/ca-btsainduction.org/files/FACT_Users_Guide%207.31.12.pdf)
- FACT Website (<http://ca-btsainduction.org/formative-assessment-california-teachers>)