



## SUPPORT PROVIDER ROLES & RESPONSIBILITIES

### Role of the Support Provider

To provide individualized coaching, support, and formative assessment for the beginning teacher(s) assigned to you in the North Coast Beginning Teacher Program in accordance with the California approved credential program standards.

### Continuing Responsibilities for the Support Provider (include but are not limited to):

#### Enrollment:

1. Complete the NCBTP online enrollment ([www.ncbtp.org](http://www.ncbtp.org)) and state consent form annually.
2. Submit a signed copy of *this form* (Roles and Responsibilities) to NCBTP staff and District Coordinator.
3. Application on file with District Coordinator.

#### Required Participation:

1. Attend all Support Provider trainings including **both** Peer Coaching and Advanced Peer Coaching.
2. Attend and actively participate in the monthly seminars with your beginning teacher(s). Attendance records are maintained by the NCBTP based on monthly sign-in sheets and SP pay may be prorated accordingly.
3. Meet weekly with your beginning teacher(s) for a minimum of 1 hour each week for two years. Observations and self-assessment activities may bring the meeting time to 2 hours per week.
4. Maintain a monthly Reflective Conversation Log documenting all meetings and support and assessment activities and submit to the NCBTP staff during the month they are due.

#### Professional Development:

The North Coast Beginning Teacher Program provides Support Providers with professional development when they initially assume their roles (Peer Coaching) and offer multiple, additional opportunities to acquire and enhance their knowledge and skills (monthly seminars and Advanced Peer Coaching). This training guides the Support Provider to:

1. Identify and respond to diverse needs of beginning teachers;
2. Engage in reflective conversations about teaching practice;
3. Assist beginning teachers in understanding the local context for teaching;
4. Formatively assess beginning teachers on the *California Standards for the Teaching Profession* and in relation to the state-adopted academic content standards and curriculum frameworks;
5. Use the evidence from formative assessments fairly and equitably;
6. Use assessment evidence to develop individualized induction plans (IIP);
7. Discuss with beginning teachers the requirements for completion of the program and procedures for obtaining a California Clear credential;
8. Establish clear guidelines with site administrators and beginning teachers in the appropriate use of assessment evidence for the purpose of professional growth and credential recommendation, not for the purpose of teacher evaluation or employment; and
9. Appropriately use the instruments and processes of the formative assessment system, including monitoring issues of bias and fairness, in conducting formative assessment.

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### Activities:

1. Inform your beginning teacher about his/her involvement in the Induction Program and provide formative feedback regarding progress toward completion of the program.
2. Support your beginning teacher in accumulating evidence of professional growth in relation to the State-adopted academic content standards, performance levels for students, the *California Standards for the Teaching Profession* and credential standards.
3. Support your beginning teacher in maintaining a Completion Log documenting completion of activities leading to the recommendation of the Clear Credential.
4. Guide the development of the beginning teacher's Individual Induction Plan (IIP).
5. Complete and document formative assessment and support activities. (Note: All formative assessment information is confidential and is the property of the beginning teacher and the NCBTP. Beginning teachers may share as much or as little as desired with his/her principal but district personnel shall not use information generated through the Induction Program for evaluation or employment purposes. Support Providers are asked to maintain this confidentiality and to only discuss information about the beginning teacher at his/her request. This is a critical aspect of the trust building needed to develop effective working relationships.)
6. Conduct formal and informal classroom observations a minimum of twice each year and provide specific feedback to your beginning teacher.
7. Facilitate and participate in your beginning teacher's observations of other classes. Provide model lessons for your beginning teacher, if possible.
8. Schedule informal meetings with the site administrator(s) and your beginning teacher, keeping the administrator apprised of program requirements and activities.
9. Complete local and state program evaluation activities.
10. Provide special assistance to your beginning teachers, when needed.
11. Support Providers may also be asked to participate in the recommendation of the Clear Credential.

### Compensation:

Support Providers are compensated for their time and expertise in a manner decided by each individual school district. Some Support Providers receive stipends, some receive released time and some are partially released from all or some of their teaching duties. The North Coast Beginning Teacher Program supports this compensation by sending funds (\$1,200 per clear credential candidate - Multiple/Single Subject, Special Education and Designated Subject - and \$800 per Intern) DIRECTLY to the school districts. In order for the NCBTP to release the funding to the district, Support Providers must meet their obligations. Funds may be adjusted according to level of participation, including attendance at monthly meetings and required trainings. (See Attendance Policy for additional information.) If you are not sure of the details regarding your compensation, please talk to your District Coordinator.

### Special Circumstances:

If for any reason you and your beginning teacher are not working together effectively, please inform your District Coordinator, Lead Trainer, County Coordinator or Regional Director regarding possible changes. (See Reassignment Policy for additional information.)

I have read, understand, and support the above document.

Date: \_\_\_\_\_

Support Provider Name: \_\_\_\_\_ Site Principal Name: \_\_\_\_\_

Support Provider Signature: \_\_\_\_\_ Site Principal Signature: \_\_\_\_\_