

## **BTSA Support Provider**

### **DEFINITION:**

The job of the support provider in the BTSA Induction Program is to assist participating teachers as they enter the teaching profession in California. The program maintains that through the support and coaching by the Support Provider, Participating Teachers are more likely to remain in the teaching profession and improve their teaching practices more quickly than they might while working in isolation.

Support Providers observe teaching practice using multiple data points and use coaching language to provide meaningful feedback that impacts teaching practice and student learning. Support Providers guide beginning teachers through a personalized, classroom-based inquiry process helping to build the habits of mind and skillful practice that research shows to have the most impact on student learning.

Support Providers must possess a willingness to support first and second year new teachers in their teaching journey as they clear their preliminary teaching credential.

This is a one year position and must be reapplied for annually.

### **QUALIFICATIONS:**

#### Credential

Valid California Teaching Credential  
CLAD or equivalent

#### Experience

Five (5) years of public school teaching experience is preferred. It is desirable that the experience also include varied grade levels.

Additionally, new Support Providers will attend 5 days of training via Sacramento County Office of Education, over 5 months (substitutes are provided).

### **TYPICAL DUTIES AND RESPONSIBILITIES:**

- Actively participate in required Consortium Support Provider Training for year one and all periodic updates.
- Understand the professional induction and credentialing process through active support and engagement in the entire BTSA Induction Program.
- Frequently use My BTSA to record information and check on the progress of the Participating Teachers.
- Complete required My BTSA website documentation.
- Meet weekly with the Participating Teacher(s) for an average 1.5 hours each week for 26 weeks each year for two years. Review and approve the documents provided by the Participating Teacher.
- Observe the Participating Teacher(s) in order to provide information based on the California Standards for the Teaching Profession and the Induction Program Standards to be used in formative self-assessment and in determining appropriate professional development.
- Support and guide the Participating Teacher(s) in creating, implementing and periodically revising an Individualized Induction Plan (IIP) [Action Plan] based on the results of formative assessment. Check that the Participating Teacher has uploaded the IIP to the My BTSA website.

## BTSA Support Provider (Continued)

- Support and guide the Participating Teacher(s) in developing a professional teaching portfolio based on the evidence collected through FACT.
- Complete the summary interview with the Participating Teacher(s) in preparation for their presentation at an End-of-Year Event.
- Attend and participate in the four Benchmark Seminars and End-of-Year Event.
- Collaborate with the Participating Teacher(s), Site Administrator(s), BTSA participants, and colleagues.
- Participate in the program evaluation process. Provide feedback on program effectiveness to the Program Director, BTSA Coordinator, and Advisory Council representatives.
- Support the participating teacher in the collection of evidence that meets program standards regarding his or her teaching practice over the two-year period.
- Assist the Participating Teacher in reviewing for the End-of-Year Event presentation
- Attend FCUSD BTSA meetings, attend SCOE benchmark workshops as required.

**PHYSICAL REQUIREMENTS:**

**Physical Abilities** include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

**Significant physical abilities** include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

**WORK ENVIRONMENT:**

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.