Support Provider Online Training Guide

California State University, Los Angeles
Charter College of Education
Special Education Intern Program
CSULA Contact Information

• Dr. Andrea Zetlin, Intern Program Director
  azetlin@calstatela.edu
  (323) 343-4410

• Clare Larkins M.A., Intern Program Co-Director
  clarkin2@calstatela.edu
  (323) 343-4436

• Marilyn Revilla, Program Associate
  mrevill5@calstatela.edu
  (323) 343-6154

• Division of Special Education and Counseling Office
  (323) 343-4400
Special Education Interns

1. Beginning teachers
2. Currently enrolled in teacher preparation coursework
3. Needing honest feedback and strategies for improvement from other teachers
4. Needing support from other teachers in:
   - classroom management
   - working as a member of a team
   - working with parents
   - working within a diverse community
What is a Support Provider?

The position of the Support Provider is a vital component in the training and ongoing support needed to encourage optimal growth and development of new teachers.

Qualifications:
- Experienced, knowledgeable and capable of providing ongoing support to new teachers
- Hold a credential in special education
- Not the intern’s supervisor or administrator
- Available to provide ongoing support
- Must understand the needs of beginning special education teachers
- Should be an enthusiastic and supportive individual
- Needs to actively participate in the intern’s ongoing professional development
- Complete the Support Provider Form
What is a Support Provider?

**Expectations and Responsibilities:**
- Meet regularly with intern to review progress towards professional goals
- Be available to provide immediate advice and support as needed
- Provide information regarding district and school policies, procedures, and professional growth
- Provide meaningful opportunities for intern to develop collaborative communication, assessment and instructional skills
- Provide opportunities to develop a useful classroom management system in collaboration with the intern
- Facilitate intern’s participation in a variety of professional activities, i.e., seminars, in-service trainings, conferences
- Meet weekly with intern to discuss issues and concerns and to provide support
- Observe intern quarterly and provide helpful feedback
- Assist in completing IEEP, resource list, and Community Project
- Attend workshops presented by CSULA Intern Faculty
- Complete consultant/service rendered form
Multiple Roles of Support Provider

- Resource for best practices
- Trusted confidant
- Advisor
- Good listener
- Facilitator
- Guide
Multiple Roles of Support Provider (cont)

• Consider carefully the needs of the intern including university requirements
• Provide logical and emotional support
• Select coaching strategies accordingly
• Assist interns in developing autonomy
• Encourage intern to engage in the continual process of self-assessment
  – Why it went well
  – Why it did not go as expected
A Support Provider...

- Must have a strong relationship with the mentee
  - Need effective communication
  - The language you use guides them to higher expectations
  - Avoid judgment statements ("That’ll never work")
- Needs a clear plan, focus, goals for meetings
- Could do a needs assessment at the beginning of the year
Ways to Support: Needs Assessment

• Needs assessment—allows mentee to discuss areas of weakness
  – What they want assistance in
  – Requires self-knowledge—may be better for those with more experience

• Need observation tool to look at specific practices
  – Note if mentee’s lesson has a clear goal
  – Is appropriately explained
  – Contains sufficient practice
  – Based on all of this, what does the mentee need?

• Frequent informal conversations...can include the principal
  – How are things going?
  – Planning with colleagues
  – Problem students
  – Then locate areas of instructional need
Ways to Support: Needs Assessment (cont.)

• Provide feedback
  – Get their perspective
  – Use your data
  – Promote problem-solving and collaboration, not confrontational
  – Give suggestions

• Discuss what target students need to meet the goal
  – Brainstorm activities to meet those goals
  – Make rich—present different scenarios
  – Push mentee, guide
  – Direct them to resources

• Sometimes they need modeling (conversations, observations aren’t enough)
  – Co-plan, then model strategies so they can see
  – Review concepts and skills
    • Use clear language
    • May need to repeat
  – Allow them to see you (or another) teach
Ways to Support: Emotional Support

We want to make things manageable

• Provide positive affirmations
  – Need to hear they’re doing the right thing, implementing strategies correctly, met goal, handled situation well

• Active listening
  – Avoid multitasking
  – Maintain eye contact, face them
  – Nod and acknowledge
  – Refrain from judgment
  – Tentative language/clarifying
  – Reflective language—summarize what you hear
  – Relate, emote
  – *Limit time and redirect—don’t’ just let them get worked up or run on for an hour. That’s venting, not helpful. Listen to make the situation manageable, then redirect. “I hear you. I can tell you’re _____________. Let’s try to break the situation down into manageable pieces.”

• Develop strategies
Ways to Support: Emotional Support (cont.)

• Mentors can:
  – With colleagues
    • Provide information and strategies on how to plan collaboratively
    • Teach active listening and conflict resolution
    • Assist with challenging situations—bring in administration if needed
    • Ask administration to block shared planning time with colleagues
    • Teach mentee positive but assertive language to use
  – With parents:
    • Encourage sharing communication issues immediately
    • Model communication with parents
    • Help prep for IEPs
Ways to Support: Procedural Support

• Procedural support should be on your list of things to do
  – School level:
    • Encourage participation in orientation sessions
    • Help them understand their role
    • Help with time management strategies
    • Negotiate responsibilities
    • Connect mentees to other new teachers to go through the process together
    • Connect mentees to other potential mentors
  – Paperwork
    • Time management
    • Develop schedules and organize responsibilities
    • Discuss “sheltered status”
    • Offer assistance with paperwork—link to bigger goals
  – Connect teachers to resources—so many out there, they may not know where to go
    • Help obtain materials: CEC, IRIS modules, TeacherVision.fen.com
    • Give list of support services and providers
Mentoring Approaches

CONSULT
Mentee needs direct specific solutions
Mentor provides information

COLLABORATE
Mutual generation of information

COACH
Mentor supports colleague’s thinking, problem solving, and goal clarification
Balance of Control

- In successful collaborative consultation, the balance of control typically moves away from the consultant and toward the consultee.
- Early in the consulting relationship, consultees tend to be more reliant on others to provide them with information and directions on how to complete job-related activities. They do a lot of asking and a lot of listening.
- Consultants, in contrast, usually have a great deal of information about the school and views as to how the system should work. In the early stages of the process, consultant typically do a lot of telling and a lot of directing. Researchers like Blumberg (1980) refer to this as a directive style of behavior.
- Conversely, as the consultees become more knowledgeable and confident in what they are doing, they ask fewer questions and seek less direction. They begin to do more talking in a conference and asking consultants to confirm their suspicions about a situation. Consultants do more listening and ask leading questions to guide consultees in analyzing their own teaching performance. This consultative behavior is referred to as an indirective style of behavior.
- Productive interpersonal work seems to be achieved best by maintaining an overall balance between energy directed toward improving the consultee’s teaching and energy directed toward establishing a good interpersonal relationship among team members. Effective consultation is a combination of both approaches.
A Conceptual Framework for Effective Support

Coaching falls along a continuum that ranges from initially being directive, to providing guidance, to being collegial as intern develops confidence/skills.

Directive---------------------------------Guiding-----------------------------------Collegial

• Support provider controls the interaction
• Information flows from support provider to intern
• Support provider offers suggestions and solutions

• Support provider guides interaction without controlling it
• Support provider and intern co-construct solutions and materials

• Intern actively directs the flow of information
• Support provider acts as a facilitator of intern’s thinking and problem-solving
• Intern self-assesses and self-prescribes
Mentor-Mentee Relationship

• Direct: mentor is model, problem-solver, provides the intern with techniques, teachers get immediate assistance but aren't developing their own way

• Reflective: mentees reflect on their own practices, develop deeper understanding of learning, the mentor helps them with this. Mentee develops efficacy, ownership.

Examples of Support Provider Strategies

• Demonstrate a lesson
• Provide materials for a curriculum unit
• Explain school procedures regarding field trips
• Share an effective strategy for grading papers
• Suggest options for dealing with unruly student behavior
• Examine examples of student work together
• Develop a thematic unit together
• Attend a workshop together
• Facilitate a group of new teachers sharing a “successful lesson”
Required Forms

- CONTACT LOG – to be completed by intern
- INTERN EDUCATION EXPERIENCE PLAN (IEEP) – to be completed by intern in consultation with support provider; each quarter identify one teaching goal to be addressed
- OBSERVATION FORM – to be completed by support provider after each formal observation of intern each quarter

Forms are available in Binder Section 3 and on the intern website
www.calstatela.edu/centers/spedintern

All forms are to be submitted by intern to the Intern Office (KHC1072) at the end of each quarter
# CONTACT LOG

Directions: Intern makes entry each time Intern and Support Provider formally meet

<table>
<thead>
<tr>
<th>Date</th>
<th>Reason for Contact</th>
<th>Outcome (What, Who, By When)</th>
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## Completing the Contact Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Reason for Contact</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>5/2/12</td>
<td>Classroom management – developing daily class schedule with attention to transition</td>
<td>SP shared classroom schedule and helped develop schedule for my class</td>
</tr>
<tr>
<td>5/9/12</td>
<td>Writing IEP goals that include grade level content standards</td>
<td>SP helped me locate grade level content standards</td>
</tr>
<tr>
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<td></td>
<td>SP modeled how to write an integrated IEP goal/content standard</td>
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<tr>
<td></td>
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<td>SP provided feedback as I wrote IEP goal/standard</td>
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# Categories of Support Appropriate for Interns

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>DEFINITION</th>
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<tbody>
<tr>
<td>Systems Information</td>
<td>Giving info related to procedures, guidelines and expectations of the school district</td>
</tr>
<tr>
<td>Resources</td>
<td>Collecting and disseminating or locating materials or other resources</td>
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<tr>
<td>Curricular and instructional information</td>
<td>Giving info about curriculum content and sequence pattern; assisting with teaching strategies or</td>
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<tr>
<td>Emotional Support</td>
<td>Offering support by listening empathetically and sharing experiences</td>
</tr>
<tr>
<td>Advice on Student Management</td>
<td>Giving guidance and ideas related to discipline and managing students</td>
</tr>
<tr>
<td>Help with the classroom environment</td>
<td>Helping arrange, organize or analyze the climate and physical setting of the classroom</td>
</tr>
<tr>
<td>Demonstration teaching</td>
<td>Teaching while the intern observes</td>
</tr>
<tr>
<td>Coaching</td>
<td>Observing and providing feedback on the intern’s performance</td>
</tr>
<tr>
<td>Advice on working with parents</td>
<td>Giving help or ideas related to working with parents</td>
</tr>
<tr>
<td>Other</td>
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</tbody>
</table>
Intern Education Experience Plan (IEEP)

Goal for Changes in Teaching Practice (specify):
Indicate area of goal:
_____ instruction
_____ classroom organization
_____ assessment
_____ Parent Communication
_____ Planning
_____ Other

Support/Resource Strategies (specify):
Indicate type of Support/Resource:
_____ training
_____ observation
_____ work products
_____ support providers
_____ other

Expected Evidence of Growth:
_____ Student Work
_____ Lesson Plans
_____ Observation
_____ Other

Status of Goal Attainment: ___ partially completed ___ completed
Directions: The Support Provider is to complete this form after each formal observation visitation of the Intern.

Intern: _______________________________________________________________________________

Support Provider: ______________________________________________________________________

Date Observation: ______________________________________________________________________

Lesson Topic: __________________________________________________________________________

Grade Level: __________________________________________________________________________

Activity Checklist: Please check any of the following activities you have had the opportunity to observe and/or participate in while you have been in this classroom:

__ strategies for motivating students
__ implementing an organized lesson plan
__ assessing of student achievement
__ using a variety of instructional materials
__ providing for individual differences
__ modifying curriculum

Comments: __________________________________________________________________________
Observation II/V
CALIFORNIA STATE UNIVERSITY, LOS ANGELES
Charter College of Education
Division of Special Education and Counseling

• Directions: The Support Provider is to complete this form after each formal observation visitation of the Intern.
• Intern: ________________________________________________________________
• Support Provider: _______________________________________________________
• Date Observation: ______________________________________________________
• Lesson Topic: __________________________________________________________________________
• Grade Level: _________________________________________________________________________
• Activity Checklist: Please check any of the following activities you have had the opportunity to observe and/or participate in while you have been in this classroom:
  • ___classroom management techniques and strategies
  • ___grouping by achievement level for small group instruction
  • ___strategies which promote thinking skills
  • ___teaching reading in the content areas
  • ___using a variety of instructional delivery methods (e.g. direct instruction, cooperative learning, learning centers)
• Comments: __________________________________________________________________________
Directions: The Support Provider is to complete this form after each formal observation visitation of the Intern.

Intern: ________________________________________________________________

Support Provider: ______________________________________________________

Date Observation: ______________________________________________________

Lesson Topic: __________________________________________________________

Grade Level: ___________________________________________________________

Activity Checklist: Please check any of the following activities you have had the opportunity to observe and/or participate in while you have been in this classroom:

- working with paraprofessionals or classroom aides
- building rapport and mutual respect with students
- strategies for ELs
- modifications of testing
- collaboration with other professionals

Comments: ____________________________________________________________
Strategies for Observing Interns

- Establish mutually agreed upon time & activity
- Determine what elements to focus on (e.g., students’ behaviors, teacher prompts, use of materials)
- Be insignificant during observation
- Record what you saw, focusing on agreed upon elements
- Have intern reflect on activity that occurred during observation
- Provide Intern with copy of observation notes
- Collaboratively develop a list of strengths and ongoing needs based upon the observation
- Develop an action plan for the needs including how the Intern’s needs will be addressed, by whom, & when
Peer Coaching Model for Supporting Intern

- Determine purpose of coaching with Intern
- Listen and try to understand intern’s concerns
- Be honest, positive, and constructive
- Develop mutual respect
- Encourage intern to be reflective
- Team teach, co-plan, and model
- Stay focused on issue
- If difficulties or challenges arise, assist intern in analyzing what the problem is
With Struggling Teachers:

- Convince them you can help
- Establish expectations
- Use data
- In challenging contexts: be prepared to meet regularly
Skills and Behaviors of a Good Coach

• Use specific examples
• Start and end with positive comments
• Don’t overload intern by sharing too much
• Invite active participation of intern
• Develop two-way understanding
• Monitor and adjust during conference
• Be prepared with ideas if no ideas are forthcoming from intern
Skills and Behaviors of a Good Coach

• Limit conference to a 10-30 minute time period
• Contribute ideas as well as ask questions
• Facilitate productive conversations
• Briefly summarize the main points of conference at end
• Elicit teacher talk
• Listen to the intern—*ENGAGE in silence*
• Paraphrase and clarify
• Probe through reflection
Resource List
• to be completed by intern in consultation with Support Provider
• Available in Binder-section 3

RESOURCE LIST

School District ________________________________

Address ____________________________________

___________________________________________

Telephone number ___________________________

Special Education Program Specialist __________

Telephone Number ____________________________

Behavior Intervention Specialist ________________

Telephone _________________________________

Transportation Office Telephone ________________

Special Education Director _____________________

Special Education Division Central Office Telephone____________

Parent Liaison _______________________________

Telephone ___________________________________
California Special Education
Teaching Performance Expectations (TPEs)

A. Making Subject Matter Comprehensible to Students

• TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction
  – 1A. Subject-specific Pedagogical Skills for Multiple Subject Teaching Assignments
  – 1B. Subject-specific Pedagogical Skills for Single Subject Teaching Assignments

B. Assessing Student Learning

• TPE 2 – Monitoring Student Learning During Instruction
  – Use progress monitoring based on IEPs
  – Pace instruction and re-teach content based on evidence gathered using assessment strategies
  – Anticipate, check for and address common misconceptions and misunderstandings

• TPE 3 – Interpretation and Use of Assessments
  – Understand, use and interpret a variety of assessments
  – Use multiple measures, including information from families and specialized assessments
  – Appropriately administer standardized tests, including providing accommodations
  – Explain to families student academic and behavioral strengths, as well as how to help students achieve the curriculum
C. Engaging and Supporting Students in Learning

• **TPE 4 – Making Content Accessible**
  – Participate in the development and implementation of IEP instructional goals
  – Addressing state-adopted academic content standards
  – Vary instructional strategies to purpose, lesson content and student needs and reinforce content in multiple ways

• **TPE 5 – Student Engagement**
  – Clearly communicate instructional objectives
  – Ensure active and equitable participation
  – Provide opportunities to engage in academic and social pursuits based on developmental and functioning levels

• **TPE 6 Developmentally Appropriate Teaching Practices**
  – 6A. Developmentally Appropriate Practices in Grades K-3
  – 6B. Developmentally Appropriate Practices in Grades 4-8
  – 6C. Developmentally Appropriate Practices in Grades 9-12
TPEs Cont.

- **TPE 7 – Teaching English Learners**
  - Understand and apply pedagogical theories, principles, and instructional practices
  - Understand how to adapt instructional practices to provide access to the state-adopted student content standards
  - Draw upon student backgrounds, cognitive, pedagogical, and individual factors to provide differentiated instruction

- **D. Planning Instruction and Designing Learning Experiences for Students**
- **TPE 8 – Learning about Students**
  - Assess students’ prior mastery and maximize learning opportunities for all students
  - Understand how multiple factors can influence students’ behavior
  - Identify students needing specialized instruction

- **TPE 9 – Instructional Planning**
  - Establish clear long-term and short-term goals for student learning
  - Use explicit teaching methods
  - Select or adapt instructional strategies, grouping strategies, and instructional material
TPEs Cont.

E. Creating and Maintaining Effective Environments for Student Learning

• **TPE 10 – Instructional Planning**
  - Allocate instructional time to maximize student achievement
  - Coordinate and communicate effectively with other professionals

• **TPE 11 – Social Environment**
  - Use a variety of effective strategies to build constructive relationships
  - Maintain clear expectations for behavior
  - Create a positive environment for learning

F. Developing as a Professional Educator

• **TPE 12 – Professional, Legal, and Ethical Obligations**
  - Take responsibility for student academic learning outcomes
  - Understand important elements of California and federal laws and procedures, and carry them out
  - Be aware of and act in accordance with ethical considerations

• **TPE 13 – Professional Growth**
  - Evaluate own teaching practices and subject matter knowledge
  - Use reflection and feedback to improve teaching practice and subject matter knowledge
Urban Community Project

Directions: Interns with help from the Support Provider, will complete a Community Project described in Binder Section 6

The Community Project provides interns with the opportunity to become more familiar with their school and the needs of the school community. For the community project, Interns:

• learn about the community, the agencies and services which are available locally
• conduct interviews with students, faculty and parents
• identify problems and needs that affect the school
• develop an action plan to confront the problem

Purpose:
— to develop familiarity with the urban school community in which they teach

Outline of Project:
I. School demographic overview
II. Interviews
   — Families
   — Teachers
   — Students
III. Community Resource Information
IV. Action Plan
Intern/Support Provider Quarterly Workshops

The intern program holds 3 mandatory meetings during the school year. The intern and support provider are required to attend. The meetings provide the opportunity to share information from CTC, communicate with support providers, and complete forms so that stipends can be processed. Topics vary and are based on input from interns and support providers. In addition to the Orientation workshop, other topics have included:

I. Orientation Workshop – roles and responsibilities of intern and support provider; support and assessment, California Standards of the Teaching Profession, Community Project
II. IEP procedures, timelines, objectives
III. Accommodations and Modifications;
IV. Managing Paraprofessionals
V. Task Analysis and Meta-cognitive Processing
VI. Strategies for Teaching English Learners
VII. Classroom Management
VIII. Managing Disruptive Behavior: Individual Behavior Management
Review of Coaching Guide

- 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 in developing a positive relationship with the surrounding community by completing a comprehensive Community Project
- Support new teacher in organizing and promoting 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