**Support providers** are assigned who hold the same Multiple or Single Subject authorization or have a substantial professional background and experience. They will help candidates reflect on the Teaching Standards to identify strengths and weaknesses of their teaching performance and monitor the candidate’s progress throughout the program, providing assistance as necessary. Support must be provided on a regular, ongoing basis and is related to the candidate’s changing needs and stage of professional development.

**Support providers** will participate in the design and development of the candidate’s *Individualized Induction Plan (ILP),* which incorporates an action plan with dates, research, application, and expected impact on teaching/student achievement. In Individual Learning Plan, the candidate sets goals, activities, and assessments designed to enhance the candidate’s knowledge, skills, and dispositions in the areas of pedagogy, universal access, communication and collaboration, and formative assessment.

**Support providers** can participate in ongoing instructor-candidate online meetings to ensure that they are knowledgeable about the program and feel effective in their roles. Support provider training (offered on campus or virtually) includes the development of knowledge and skills of mentoring, the service delivery difficulties the induction candidate may encounter, as well as the appropriate use of the instruments and processes of formative assessment systems. Topics to be covered in the training include:

1. the role and responsibilities of the support provider;
2. the California Commission on Teacher Credentialing General Education Induction Credential Standards;
3. Review of the Formative Assessment California Teachers (FACT);
4. examples of assistance provided beginning teachers, including supportive feedback; and
5. the development of an Individual Induction Plan (IIP) and the Transition Plan.

**Support providers** will be assessed using the College of Education fieldwork assessment survey, using well-established criteria. To formatively evaluate the effectiveness of the Support Provider during the program, the Support Provider will be asked to submit the B-3 as well as forms found in the C-2 through C-8 series, D-1, is a culminating form to be completed by the candidate and the Support Provider. As part of the summative evaluation of the Induction program, candidates will be asked to evaluate their induction experience, including the Support Provider, with a survey such as the draft example provided below. The survey addresses the criteria listed below:

1. Does the Support Provider regularly visit or meet with the Induction Candidate?
2. Does the Support Provider offer additional observations or meetings when the Induction Candidate needs additional assistance?
3. Does the Support Provider address the California Standards for the Teaching Profession as well as the Common Core State and Next Generation Science Standards, as well as standards for Supporting English Language development, and students who have disabilities?
4. Does the Support Provider model the standards when needed?
5. Does the Support Provider consistently provide feedback in a respectful manner?
6. Does the Support Provider encourage the Candidate to attend professional development meetings as well as conferences and other opportunities to learn about teaching, learning, and leadership?

**Support providers** will offer feedback to the candidate, after an initial classroom observation, regarding candidates’ effectiveness in relation to these standards. In the first course (EED 502), candidates will share strategies and discuss the research, legal obligations, and district policies regarding these two standards. If the support provider or the university advisor, and/or the candidate feel that the candidate needs further support and development in regard to knowledge, skills, and dispositions as related to these two standards, then the candidate will be advised to take the appropriate coursework, implement strategies that are targeted to the candidate and his/her classrooms, and observed again by the support provider and/or university advisor.