**Support providers** must hold the same Multiple or Single Subject authorization as the induction candidate or have a substantial professional background and experience in the same subject area as the candidate. They will help the candidates reflect upon the strengths and weaknesses of their teaching performance and monitor the candidates’ progress through the induction program, providing assistance as necessary. Support must be provided on a regular, ongoing basis and is related to the candidates’ changing needs and stage of professional development.

**Support providers** will participate in the design and development of the candidates’ *Individualized Induction Plan (IIP),* which is comprised of an action plan with dates, research, application, and expected impact on teaching and student achievement. In the IIP the candidates set goals, describe activities and assessments designed to enhance the their knowledge, skills, and dispositions in the areas of pedagogy, universal access, communication and collaboration, and formative assessment.

**Support providers** will participate in ongoing professional development to ensure that they are knowledgeable about the induction program and are skilled in their roles as mentors. Support provider training will be provided by CSUN and includes the development of knowledge and skills of mentoring, the service-delivery responsibilities that induction candidates are likely to 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 for California Teachers (FACT);
4. examples of assistance that beginning teachers need, including supportive feedback; and
5. the development of the Individual Induction Plan (IIP).

**Support providers** will be evaluated using the CSUN 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 form as well as forms C-2 through C-8, the D-1 form, and the support provider notes for the E-3.1 through – 3.6b forms found in the FACT (Formative Assessment for California Teachers). As part of the summative evaluation of the Induction program, induction candidates will be asked to evaluate their induction experience, including their experience with their support providers, with a survey that addresses the criteria listed below:

1. Does the support povider regularly visit or meet with the induction candidate?
2. Does the support provider add 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 Standards, and 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 candidates, after an initial classroom observation, regarding candidates’ effectiveness in relation to these CSTP 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, 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.