We are excited that you have been selected to serve as a mentor for a beginning teacher. Support Providers are the heart of the BTSA Induction Program. They provide support to a new teacher, including weekly conversations (in person, over phone, or via email), conduct classroom observations, and provide formative assessment. You should anticipate spending at least one hour per week with your beginning teacher.

You can learn more about the CSUF Credential Program in the section that follows. It is recommended that Support Providers sit down with their beginning teacher to review the course syllabi and Titanium site (where candidates submit their work) to confirm due dates and create a meeting plan. The first week of courses typically provides candidates with time to get familiar with the course site, introduce themselves, create a plan for success and ensure all of their paperwork is complete.

Once the Clear Credential Program office receives the necessary paperwork for the candidates, Support Providers are given access to a community site that provides training and additional information. In short, Support Providers should be available to assist and guide candidates at least once a week with their FACT forms and Conversation Guides. Candidates depend on you for your expertise and experience! Thank you, again, for serving in such an important role!

About the CSUF Clear Credential Program

The CSUF Clear Credential Program is designed to serve teachers who need to clear their multiple or single subject credential, but for whom induction is unavailable. It is a two-semester program. Candidates enroll in EDEL/EDSC 502e in the fall and EDEL/EDSC 502f in the spring. They are enrolled in EDEL/EDSC 537 in both semesters. Candidates complete the program with 9 units that can be applied to a master's program.

EDEL/EDSC 502e (fall) focuses on the first two dimensions of the BTSA Induction FACT System: Context for Teaching and Learning and Assessment of Teaching and Learning. With the support of the Support Provider, candidates complete FACT forms A1, A2, A3, A4, A5, and A6, as well as the corresponding sections in the Conversation Guide (E-3.1). Note that A5 requires the signature of the site administrator. In addition, students complete Conversation Guides E3.5, 3.6, 3.6a, and E3.6b. All of these forms are available on the BTSA (Beginning Teacher Support & Assessment) website.

Candidates spend the first part of the semester completing the FACT forms A1-A6, as well as the Conversation Guides, as they learn more about their students, school, and community. During the latter half of EDEL/EDSC 502e, candidates focus on Assessment of Teaching and Learning. Support Providers are asked to observe candidates teach a lesson and guide them through the reflective process. With the support of their Support Provider, candidates complete FACT forms B1, B2, and B4, B3, the lesson observation, is completed by the Support Provider and submitted by the candidate. The candidate also completes FACT forms E-2.5, E-2.6, E-2.6a, and E-2.6b – self-assessment documents that ask candidates to provide an initial self-assessment on their pedagogy and their ability to provide universal access – equity to all students (including English Learners and those with special needs). Candidates complete the final assessment of these documents in EDEL/EDSC 502f. The B1-B4 and E-2.5, E-2.6, E-2.6a, and E-2.6b FACT forms are available at the BTSA website.

EDEL/EDSC 502f (spring) focuses on the last two dimensions of the BTSA Induction FACT System: Inquiry into Teaching and Learning and Summary of Teaching and Learning. With the help of their Support Provider, candidates develop an individual induction plan (FACT form C-1) and use this plan to support their teaching. Part of the process requires candidates to identify three focus students and document how instruction is differentiated and student achievement is monitored, throughout the inquiry process. Candidates identify the essential components of instruction (FACT form C-2), entry-level assessments (FACT form C-3), focus student information (FACT form C-4), and complete a lesson plan observation template (C-5) for the Support Provider’s observation of a lesson. Candidates collect and assess the work of their focus students and work with the Support Provider to complete the Inquiry Observation form (C-6) and Analysis of Student Work form (C-7). At the conclusion of the lesson series, the candidate provides his/her students with a summative assessment to determine students’ performance levels (FACT form C-8). With the guidance of their Support Provider, candidates reflect on their practice (Fact form C-9) and discuss how they will apply what they learned to future lessons (FACT form C-10). FACT forms C1-C10 are available at the BTSA website.

During the completion of EDEL/EDSC 502f, candidates complete the final assessment portion of FACT forms E-2.5, E-2.6, E-2.6a, and E-2.6b. Candidates also complete the Culminating Questions and Reflections Guide (FACT form D-1), identifying teaching practices that had the greatest impact on student learning and the progress they made toward their professional growth goals. These documents are available at the BTSA website.

EDEL/EDSC 537 (fall and spring) supports candidate’s learning as they progress through the FACT System. Candidates build a portfolio that demonstrates mastery of pedagogy, using educational technology, teaching English Learners, and inclusive teaching. Goals are specific and span two semesters. Candidates must:

1. Reflect on and apply the California Standards for the Teaching Profession and specific pedagogical skills for subject matter instruction
2. Utilize adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment
3. Use and interpret assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction
4. Plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners
5. Create and maintain well-managed classrooms that foster students’ physical, cognitive, emotional, and social well-being
6. Demonstrate fluent, critical use of technological resources
7. Plan, assess, and deliver instruction so that all students can learn
8. Enable students to use technology to advance their learning
9. Apply local technology policies to maximize learning and awareness concerning privacy, security, and safety issues
10. Use technology-related tools and resources to collaborate and communicate with colleagues, resource personnel, and families to provide the full range of learners equitable access to the state-adopted academic content standards
11. Adhere to legal and ethical obligations and implement district policies for teaching English learners including primary language support services and the identification, referral, and redesignation processes.

12. Plan and deliver standards-aligned instruction for English learners based on the students’ levels of proficiency and literacy in English and primary language as assessed by multiple measures.

13. Differentiate instruction using multi-tiered interventions based on students’ assessed language proficiency, culture, level of acculturation, and prior schooling.

14. Implement the locally required components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, or content-based ELD.

15. Develop a safe, inclusive, and healthy learning environment that promotes respect, value differences, and mediate conflicts according to state laws and local protocol.

16. Protect and support all students by designing and implementing equitable and inclusive environments.

17. Examine and minimize bias in the classroom, school and larger educational systems while using culturally responsive pedagogical practices.

18. Adhere to their legal and ethical obligations including the identification and referral process of students for special services and implement district policies regarding support services for special populations.

19. Communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students’ assessed levels of academic, behavioral, and social needs.

20. Based on assessed student needs, provide accommodations and implement modifications.

21. Recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.

22. Instruct special populations using adopted standards-aligned instructional materials and resources.

Eligibility requirements for a Support Provider

Any classroom teacher instructional leader who meets the following qualifications is eligible to be a Support Provider:

- Willingness to work with a clear credential participating teacher.
- Match in grade level (elementary) or content area (middle school or high school).
- Demonstrate strong foundation in subject matter or field of study.
- Demonstrate strong understanding and implementation of pedagogical skills or skills in the field.

- Ability to communicate well and work with people in a supportive capacity.
- Commitment to meeting professional obligations.
- Minimum of three years of teaching experience.

Eligibility Requirements of CSUF’s Clear Credential Program Candidates

1. Applicants must have been trained in California and hold a valid California SB2042 single and/or multiple subject preliminary credential.

2. Be employed by a California school district, charter school, private or independent school, and teach to the California Common Core State Standards.

3. Have no access to an induction program through their employing school or district.

4. Be employed as the teacher of record that plans, delivers, and assesses standard based instruction. Applicants must also be responsible for the issuing of grades and have direct contact with parents.

5. Must be the instructor of record for no less than 10 students in assigned classroom.

6. Have access to a diverse population of students including GATE, Special Needs, and English Language Learners.

7. Be able to complete the FACT (Formative Assessment for California Teachers) requirements. http://ca-btsainduction.org

8. Have access to a face-to-face Support Provider assigned by the site administrator.

In the Event of the Candidate Needs a New Support Provider

There are several reasons why a candidate may need to be placed with a different Support Provider, other than the one originally assigned. Whatever the reason, it is the responsibility of the participants to alert the program of the change. Efforts will be made to maintain respect and sensitivity for all of those involved and to work collaboratively towards a solution. The Clear Credential Program representatives will support the Administration to secure a new match. Appropriate information will only be shared when needed.

CSUF Clear Credential Program Website

Frequently asked questions, application deadlines, required forms, and additional information can be found at the Clear Credential program website.