

APPENDIX C
BEGINNING TEACHER SUPPORT (BTSA) PROVIDER PROGRAM

1. Minimum qualifications for Beginning Teacher Support Provider:

- a. Have/had permanent status as a classroom teacher, and substantial recent experience in classroom instruction.
- b. Have at least three (3) years of classroom experience in the profession.
- c. Have demonstrated quality teaching ability, as indicated by, among other things, effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies to meet pupil needs in different contexts.

2. Application/Selection Process

- a. Each applicant must submit an application to the Human Resources Office by posted deadline.
- b. Applicants must meet the minimum qualifications to be considered for Support Provider.
- c. All applications and references shall be treated with confidentiality.
- d. Superintendent or designee matches Support Providers with BTSA participants.

3. Term

- a. The Support Providers shall serve a minimum term of at least two (2) years or until the support recipient exits the program or leaves the District and uphold the roles and responsibilities of support providers under the North Coast Beginning Teacher Program.
- b. If at any time the match between the beginning teacher and the Support Provider is perceived as being unsuccessful for any reason, this match may be revised by the District Coordinator, County Coordinator or the Regional Director.

4. Compensation and Release Time

- a. Assigned Support Providers shall be provided release time as prescribed by BTSA.
- b. Assigned Support Providers shall continue all rights of bargaining unit members. In addition to the regular salary, a Support Provider shall receive a stipend as provided by the BTSA Program and the PARS Program for their time and expertise, and release time to complete required classroom observations.

5. Responsibilities

- a. Support providers are expected to provide support to a participating teacher equivalent to a minimum of one (1) hour per week and are required to attend monthly professional development seminars.
- b. Support providers shall assist beginning teachers by demonstrating, observing, coaching, conferencing, referring, or by other activities, which, in their professional judgment, will assist the participating teacher.
- c. Functions performed shall not constitute either management or supervisory functions.

6. Duties

- a. The Support Providers shall complete all activities outlined in the Support Provider Roles and Responsibilities Guidelines provided by the Beginning Teacher Program.
- b. Participate in training with the North Coast Beginning Teacher Program, BTSA Peer Coaching and Advance Peer Coaching, state adopted content standards, and California Standards for the Teaching Profession.