

✦ Education Specialist Reflection: Continuum of Teaching Practice
Professional Development Options for Education Specialists
Induction Program Standard 7



✦ **Required** for participating teachers authorized by RIMS-BTSA for the Clear Education Specialist Induction Program.

Directions: With your support provider, review and discuss the information for Education Specialists below referencing any insights gained through the *Conversation Guide – Professional Development Options for Education Specialists (Induction Program Standard 7)*.

Professional Development Options for Education Specialists (Induction Program Standard 7)

Each Education Specialist teacher shall design an Individualized Induction Plan for professional development and advanced study to clear their Preliminary Credential(s). Each participant should select appropriate professional development and/or preparation program based coursework to expand his/her skills as an Education Specialist from the menu of options offered by the Clear Credential Induction Program and the employing school district. These skills should be designed to enhance the participant’s teaching abilities for the current teaching assignment. In addition, each Education Specialist will be provided with opportunities to complete advanced professional development in areas such as: case management, advocacy, consultation and collaboration, co-teaching, professional learning community participation and school wide positive behavior support relevant to employment.

The Induction program is characterized by a depth of experience that challenges the Education Specialist fostering critical reflection, extending understanding and allows for meaningful integration of theory and practice. The participant should reflect on their preliminary teacher preparation and design a thoughtful specific emphasis from a menu of options. The specific induction emphasis should detail inquiry based methodology and reflective practice. The participant shall demonstrate that they are a consumer of the research; i.e., current issues and trends, journal articles, evidence based research in the field, current legal issues and they are capable of advanced level data driven instruction.

Directions: Use the prompts below to have a conversation with your support provider. Write a summary explaining how your classroom practice has changed as a result of your Initial Self-Assessment using the **Continuum of Teaching Practice** and after each **Inquiry**.

Reflection Prompts

- IIP Development:** How do I design an Individualized Induction Plan for professional development and advanced study to clear the Education Specialist credential and to enhance my teaching abilities?
- Menu of Options:** How do I use the Menu of Options to guide IIP development, to expand skills in my specialty area, and to inform student success?
- Research:** How do I use research of a specific induction inquiry emphasis to identify students’ strengths and needs and to foster ongoing reflective practice for my specialty area?

Initial Reflective Summary: *What have you learned about your classroom practice as a result of your Initial Self-Assessment using the Continuum of Teaching Practice?*

Date:

Comments:

Inquiry #1 Reflective Summary: *What have you learned about your classroom practice as a result of Inquiry #1?*

Date:

Comments:

Inquiry #2 Reflective Summary: *What have you learned about your classroom practice as a result of Inquiry #2? (Only for Year 2 and SB 57 FACT participants)*

Date:

Comments: