

Support Provider

Roles and Responsibilities

- Complete a consent form annually to officially enroll in the RIMS-BTSA Induction Program.
- Provide intensive individualized support and assistance for the assigned participating teacher(s) through a confidential, collaborative relationship in the manner of an exemplary professional role model.
- Meet and communicate regularly (approximately one hour each week) with each assigned participating teacher and document on the Support Service Log the amount of time spent providing services and support.
- Facilitate meaningful, new teacher growth using the Formative Assessment for California Teachers (FACT) system to establish a professional culture of inquiry and reflection of classroom teaching.
- Develop Individual Induction Plans that reflect the assessed needs of the participating teacher and address improved student achievement.
- Establish a RIMS-BTSAOnline® (RBO®) account at www.rbo.ucr.edu to electronically support, monitor, and record progress through induction and to keep your contact information current.
- Attend district and RIMS-BTSA meetings and trainings as required (e.g., orientation, initial and follow-up trainings, colloquium, etc.) and sign the attendance sheet at each activity to record the event on your RBO® record.
- Sign the participating teacher's Status Record to certify completion of each FACT Module when the induction steps have been completed.
- Notify the district liaison and RIMS-BTSA if your assigned teacher is not actively participating in the induction program or use the Concern Form in your BTSA binder if you are experiencing difficulty working with your assigned teacher.
- Complete the California Department of Education's annual statewide BTSA survey and participate in evaluations and/or focus groups (if available) as requested by program staff to provide feedback on program effectiveness.

