

# Special Services Provider Inductee Handbook

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A Guide for Educator Induction



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Kimberly Caplan, CSI Induction  
Coordinator  
[kimberlycaplan@csi.state.co.us](mailto:kimberlycaplan@csi.state.co.us)

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## Welcome

It is my pleasure to welcome you to the Induction Program for the Colorado Charter School Institute (CSI). CSI is a statewide public charter school authorizer serving over 20,000 students in forty-three charter public schools across the state, from Durango to Steamboat Springs and Fruita to Colorado Springs. You are joining a team of passionate educational professionals from across the state who work extremely hard to ensure that students develop the knowledge and skills necessary to become educated and productive citizens who are capable of succeeding in society, the workforce, and life.

We believe that newly licensed Special Services Providers, and veteran Special Services Providers who are new to a school, deserve quality training and support to achieve maximum results with students.

CSI offers schools the opportunity to participate in a CDE Approved Induction Program. The intent of the one year program is to:

- Assist newly-licensed Special Services Providers, veteran Special Services Providers new to the school make a smooth transition into their new environment
- Increase the skills and abilities of new Special Services Providers and ensure that they are knowledgeable about the state adopted Special Services Provider Quality Standards
- Provide support to and retain effective Colorado Special Services Providers

CSI recognizes that each of our schools have unique missions and instructional programs; therefore, the CSI Induction Program provides a framework that allows schools meet induction program requirements while customizing ongoing, embedded professional development at the school.

As the CSI Induction Coordinator, I hope to support each of our schools in their commitment to continuous growth and learning for educational professionals. If I can be of support to you during the school year, please do not hesitate to reach out.

Sincerely,



Kimberly Caplan

CSI Induction Coordinator

[kimberlycaplan@csi.state.co.us](mailto:kimberlycaplan@csi.state.co.us)

## Components of the CSI Induction Program

The CSI Induction Program is an intentional way of planning experiences for specialized service professionals in the program to orient them to the school’s culture, instructional methodologies, and processes and procedures. Because each CSI school has its own mission, vision and instructional methodologies, the program varies slightly from school to school, with school leaders and coaching staff developing professional learning opportunities that are unique to the school. All CSI schools include the following program components:

One-year program (September through May)	
Content	Process
School Orientation	Orientation to workplace policy and practices
School PD	Mission- and Instructional Model-based professional development that occurs at school throughout the year. May include specialized training for induction participants.
Mentorship	30 hours of mentorship 1 observation by mentor 1 peer observation
CSI Online Portfolio	Google classroom provides video content to support inductees’ understanding of the Colorado SSP Quality Standards and assignments allow inductees to demonstrate competency in implementing the Standards.

### **School Orientation and Professional Development**

Your school leader and/or curriculum and instruction staff develop ongoing professional development experiences that are embedded throughout the school year. As a Special Services Provider in the induction program, you are required to participate in your school’s professional development opportunities. These may include start of school orientation and training, professional learning committee meetings, grade level meetings, in-service days, etc. Your school may have additional trainings or meetings that are specifically targeted to your induction program. Each school provides an overview of the orientation and professional development plan to CSI. Agendas and notes from

your school based professional development may serve as artifacts to be uploaded into the CSI online portfolio.

## **Mentorship**

As part of the induction process, you will be assigned a mentor. Some schools use a one-to-one mentor-to-inductee model and others have a single mentor for a cohort of Special Services Providers in the program. All CSI schools are required to provide thirty hours of mentorship to induction participants. Your mentor will track the time you spend together and the topics covered on the [Mentor Contact Log](#). At the end of May, the log will be submitted to your Induction Coordinator who will sign off on the hours and provide CSI verification of completion.

In an initial meeting with your mentor, you will develop a professional growth plan by evaluating your current strengths and needs against the Standards. You will set a goal with action steps to implement during the induction program. During your mentoring meetings, you will revisit the plan, reflect on progress toward the goal, and adjust action steps as needed. The SSP Growth Plan Form should be uploaded to the Google classroom in October, and in April, you will upload a reflection on your success in meeting your goal.

### [SSP Growth Plan Form](#)

Included in the mentorship portion of the program are two required observations. You will be observed by your mentor, and you will observe a model classroom or another Special Services Provider in his/her practice. The model classroom observation can be in your mentor's classroom, or you and your mentor can arrange to observe a peer in your building or another school. Observation of a video of a model classroom is also allowed. These observations are meant to be formative in nature, and will not be used as part of your employee evaluation. You will want to meet with your mentor prior to the observation to discuss the focus of the observation and then follow up afterward to discuss the outcome and lessons learned. While the observations can be scheduled at any time during school year, it is recommended that the mentor observation take place during the first semester. The following forms can be used to document observations. If your school has a different form for observations, you can use school forms. The completed forms must be uploaded to the April Reflection on Practice assignment in the Google classroom by April 30<sup>th</sup>.

### [Observation by Mentor Form](#)

### [Peer Observation Form](#)

## **CSI Online Modules**

The CSI Induction Program is based on the [Colorado Special Services Provider Quality Standards](#) which describe the knowledge and skills that are demonstrated by effective Special Services Providers in Colorado. In order to ensure a common understanding of the state standards, CSI

provides online modules to cover this content. Self-paced video modules provide an overview of the Colorado Special Services Provider Quality Standards, the Colorado Academic Standards and the Colorado Model Evaluation System. In addition, a fourth video module provides an orientation to CSI. While your school may have its own process for evaluation and may utilize a curriculum based on alternate core competencies or standards for instruction, it is important for all educators to understand the state-wide system.

The Google classroom also serves as a repository for a professional portfolio. To demonstrate your understanding of the Special Services Provider Quality Standards and proficiency in implementing the Standards in the classroom, you will be asked to upload artifacts to the online portfolio by the last day of each month and reflect on how the artifacts represent proficiency in the Standard (November – April). A single artifact may be submitted for multiple standards and a maximum of five artifacts can be submitted for a standard. Reflections should be 1 – 3 paragraphs in length. The [Portfolio Timeline](#) provides a description of the focus for each month. Examples of the types of artifacts that you may consider submitting can be found in the online Resource folder related to your discipline. You may wish to use the monthly portfolio assignment as a point of discussion for meetings with your mentor.

## Logging into the Google Classroom

You can access the Google classroom using this link:

<https://classroom.google.com/c/Mzc1MTcyODAwMzA2?cjc=jebay7k>

Or join with the class code **jebay7k**

## How do I sign into Classroom?

Depending on your learning setting, you can sign into Classroom with one of the following accounts:

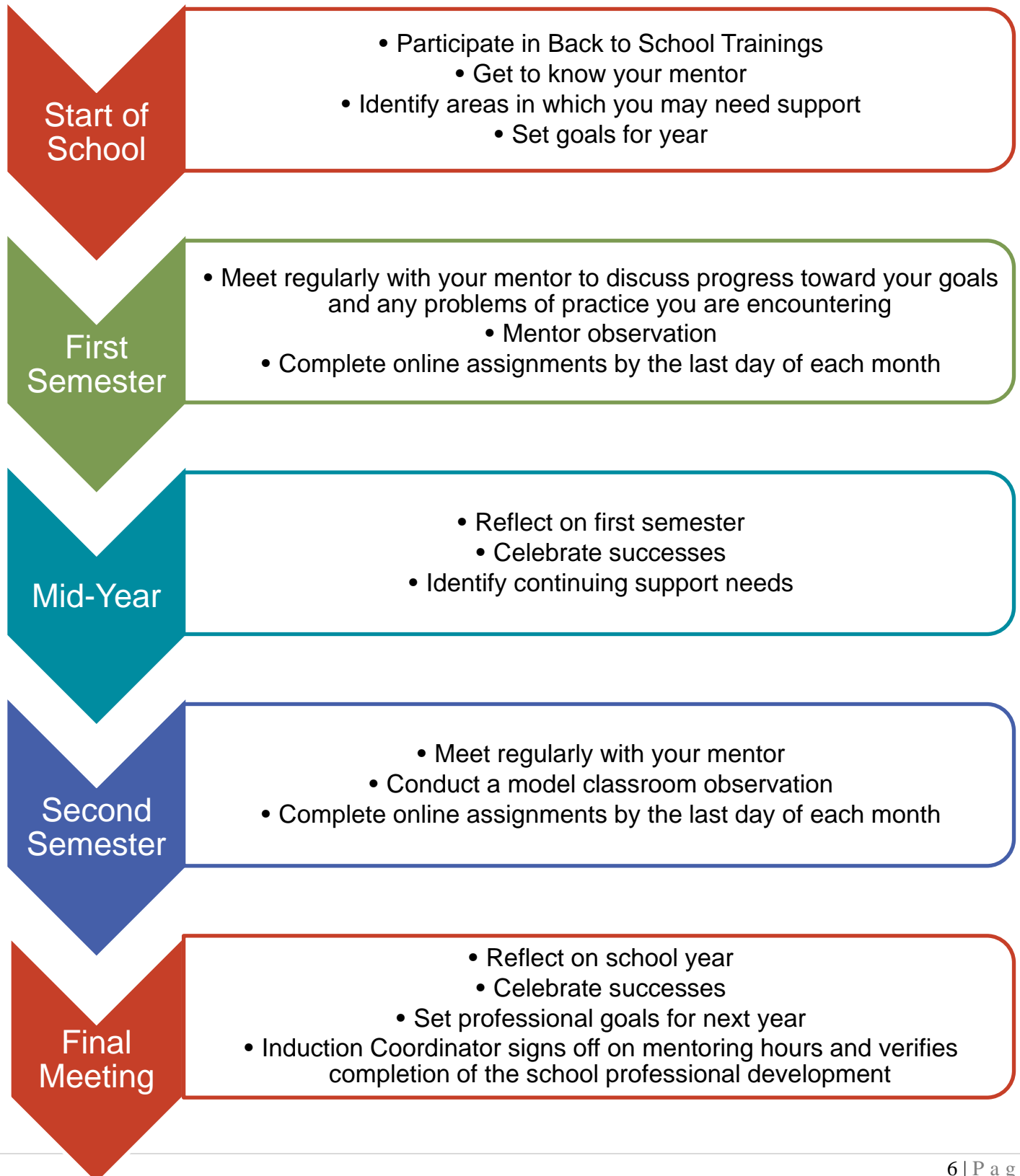
**Personal Google Account**—Set up by you. Typically, you use a personal Google Account outside of a school setting. It looks like you@gmail.com.

**G Suite for Education account**—Set up by your school's IT administrator. It looks like you@yourschool.edu. If you don't know your G Suite for Education account details, ask your teacher or the school's IT administrator.

[Screen shot resources for joining a classroom](#)

We may need to work with your IT to ensure that you can access CSI's account.

## Induction Year at a Glance



## Initial Meeting

Use these questions to guide a discussion as you and your inductee fill out the Mentoring Agreement Form.

### **Delineation of Mutual Responsibilities:**

- What is your role as a mentor?
- What is your role as an inductee?

### **Ground Rules:**

- Meeting times
- Meeting locations
- Punctuality, cancellation, rescheduling
- Handling stumbling blocks
  - What might they be?
  - How will we respond to them?
  - How will we handle disagreements?
- Feedback
  - Logistics
  - Type of feedback
  - How to phrase
- Communication
  - What forms of communication will you utilize?
  - What content will you include?
- Learning styles, pet peeves

### **Confidentiality:**

What school policies exist?

What are your personal preferences?

### **Boundaries:**

How available are you?

How available is your inductee?

What are you both willing to do? (Emails, phone calls, Facebook, after hours)

### **Closure:**

What are your priorities right now?

How do you anticipate your priorities changing throughout the year?

*You may want to discuss the inductee's Beginning of Year Self-Evaluation.*



# The Mentoring Agreement

The goals and objectives for this mentoring relationship are:

--

The role of the mentor is:

The role of the inductee is:

--	--

Schedule for mentoring meetings resulting in 30 contact hours:

Face to Face	
Additional communication opportunities	
Proposed dates for observations	

Ground rules/norms for the relationship (including confidentiality):

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In the case of conflicts or unforeseen difficulties in the mentoring relationship, we agree to take the following steps:

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Mentor signature and date: \_\_\_\_\_

Inductee signature and date: \_\_\_\_\_

# Special Services Providers Quality Standards

Effective Special Services Providers (SSPs) in the state of Colorado are vital members of the education team and have the knowledge and skills necessary to ensure that diverse student populations have equitable access to academic instruction and participation in school-related activities. Effective Special Services Providers develop, implement, and support evidence-based services and/or specially designed instruction to meet the unique needs of their students. They support growth and development to close achievement gaps and prepare students for postsecondary and workforce success. They have a deep understanding of the interconnectedness of the home, school and community, and collaborate with all members of the education team to strengthen those connections. Through reflection, advocacy, and leadership, they enhance the outcomes and development of their students.

Just as the Colorado Academic Standards provide common expectations for student learning, the Special Services Providers Quality Standards outline the knowledge and skills required of an excellent SSP. They are the core of the evaluation process and offer a tool for practitioner self-reflection, goal setting and ongoing professional growth.

The Special Services Providers Quality Standards are foundational to providing every student with what they deserve—excellent SSPs who are consistently supported in their efforts to improve their practice and influence student learning in new and powerful ways.

## QUALITY STANDARD I

**Special Services Providers demonstrate mastery of and expertise in the domain for which they are responsible.**

**ELEMENT A:** Special Services Providers provide services aligned with state and federal laws, local policies and procedures, Colorado Academic Standards, their district's organized plans of instruction and the individual needs of their students.

**ELEMENT B:** Special Services Providers demonstrate knowledge of effective services that reduce barriers to and support learning.

**ELEMENT C:** Special Services Providers demonstrate knowledge of their professions and integrate evidence-based practices and research findings into their services.

## QUALITY STANDARD II

**Special Services Providers support or establish safe, inclusive, and respectful learning environments for a diverse population of students.**

**ELEMENT A:** Special Services Providers foster a safe, accessible, and predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

**ELEMENT B:** Special Services Providers understand and respond to diversity within the home, school, and community.

**ELEMENT C:** Special Services Providers engage students as individuals with diverse needs and interests, across a range of ability levels by adapting services for the benefit of students.

**ELEMENT D:** Special Services Providers work collaboratively with the families and/or significant adults for the benefit of students.

### QUALITY STANDARD III

**Special Services Providers plan and deliver effective services in an environment that facilitates learning for their students.**

**ELEMENT A:** Special Services Providers apply knowledge of the ways in which learning takes place, including the appropriate levels of intellectual, physical, social, and emotional development of their students.

**ELEMENT B:** Special Services Providers utilize formal and informal assessments to inform planning and service delivery.

**ELEMENT C:** Special Services Providers integrate and utilize appropriate available technology to engage students in authentic learning experiences.

**ELEMENT D:** Special Services Providers establish and communicate high expectations and use strategies to support the development of critical-thinking, problem-solving skills, and self-advocacy.

**ELEMENT E:** Special Services Providers develop and implement services related to student needs, learning, and progress towards goals.

**ELEMENT F:** Special Services Providers model and promote effective communication.

### QUALITY STANDARD IV

**Special Services Providers demonstrate professionalism through ethical conduct, reflection, and leadership.**

**ELEMENT A:** Special Services Providers demonstrate high standards for ethical and professional conduct.

**ELEMENT B:** Special Services Providers link professional growth to their professional goals.

**ELEMENT C:** Special Services Providers respond to a complex, dynamic environment.

**ELEMENT D:** Special Services Providers demonstrate leadership and advocacy in the school, the community, and their profession.



**COLORADO**  
Department of Education

For more information contact CDE Educator Effectiveness  
[Educator\\_Effectiveness@cde.state.co.us](mailto:Educator_Effectiveness@cde.state.co.us)  
<http://www.cde.state.co.us/EducatorEffectiveness>

## SSP Induction Program GROWTH PLAN

Name	Position/School
Years in Current Position	Today's Date
Mentor Name	Position/School

### Purpose and Context

This Growth Plan is designed to help you evaluate your current abilities (strengths and weaknesses) as a specialized service professional, identify areas that you would like to strengthen by the end of this school year, and establish action steps to achieve your desired outcome. Please provide a copy of this completed form to your mentor and reference it each time you meet.

GROWTH PLAN	
<p><b>Desired Result</b></p> <p><b>What is your objective for professional growth and improvement for this year?</b></p> <p>Please reference Colorado <a href="#">SSP Quality Standards</a> when setting your objectives. Try to avoid comparative terms like <i>more</i>, <i>better</i>, or <i>improved</i>. Set a clear and specific target to achieve by end of year.</p>	<p><b>SSP Quality Standard/ Elements addressed</b></p>
<p><b>Current Reality</b></p> <p><b>How does your current state compare to the target you set for this year?</b></p> <p>Evaluate the status of your current skills and knowledge in relation to your desired state. Provide a brief narrative to explain the background/context for the desired result you are after. This might include what prompted you to want to achieve this and why it is important or relevant to your work, etc.</p>	
<p><b>Learning Targets (Action Steps)</b></p> <p><b>How will you achieve your desired result?</b></p>	

Provide a concise, actionable statement and set a due date for each learning target. *This section can be completed or modified after meeting with your mentor. Growth Plan progress should be a topic of conversation at most, if not all, meetings with your mentor. Make sure to note progress or challenges in your Mentee Reflection.*

	<b>Learning Target/Action Step</b>	<b>Due Date</b>
1		
2		
3		
4		
5		
6		





# Portfolio Timeline for Special Services Provider (SSP) Induction



## What is the Induction Portfolio?

The CSI Induction Program is based on the [Colorado Special Services Provider Quality Standards](#) which describe the knowledge and skills that are demonstrated by effective Special Services Providers in Colorado. In order to ensure a common understanding of the state standards, CSI provides online modules to cover this content. Self-paced video modules provide an overview of the Colorado Special Services Provider Quality Standards, the Colorado Academic Standards and the Colorado Model Evaluation System. In addition, a fourth video module provides an orientation to CSI. While your school may have its own process for evaluation and may utilize a curriculum based on alternate core competencies or standards for instruction, it is important for all educators to understand the state-wide system.

After completing the video modules in September and your Growth Plan in October, you will use the CSI online platform to build a professional portfolio that demonstrates your understanding of the SSP Quality Standards and your proficiency in implementing the Standards in the classroom. You will be asked to upload artifacts to the online portfolio by the last day of each month (November – April).

## Online Submission Guidance

By the last day of each month, you must complete an artifact submission in the Google classroom. The submission is comprised of two parts:

1. Uploading artifact documents - work samples that create a snapshot of your practice in the classroom

*A single artifact may be used to provide evidence for multiple standards, and up to five artifacts can be submitted each month. Ideas for artifacts can be found in the online Resource folder related to your job position (i.e. School Counselor, SLP, OT, etc.) You are welcome to use your creativity in selecting artifacts.*

2. Describing how these artifacts represent your skills and knowledge for each element and for the overall standard by reflecting on the following guiding questions:

- Why did you choose this artifact or collection of artifacts?
- How do the artifacts selected demonstrate your understanding of the standard and your ability to implement each element of the standard in your professional practice?
- What successes or challenges did you encounter in implementing the standard?

*Reflections should be 1 – 3 paragraphs in length.*



In the Google classroom, you can upload to any Standard at any time. It is a great way to collect samples of your work product as you complete them. Work you do in August and September on may generate great artifacts for Quality Standard I, but the artifact isn't due until February. You can upload it early if you'd like. You can also remove it, if you get to February and decide you want to submit something else.

<b>Month</b>	<b>Focus &amp; Quality Standard</b>
<b>November</b>	Learning Environment & Diverse Learners Quality Standard II, Elements A,B,C,D
<b>December</b>	Specialized Instruction Quality Standard III, Elements A,C,D,F
<b>January</b>	Data & Student Outcomes Quality Standard III, Elements B,E
<b>February</b>	Expertise in the Field Quality Standard I, Elements A,B,C
<b>March</b>	Ethics & Leadership Quality Standard IV, Elements A,C,D
<b>April</b>	Reflection Quality Standard IV, Element B

# Observation by Mentor Form

**Directions:**

1. Inductee completes Pre-Observation section.
2. Mentor and Inductee meet to review focus of observation.
3. Mentor observes Inductee and provides a summary of the observation, pointing out strengths, areas for growth, and questions for reflection in the Mentor Feedback section.
4. Inductee completes Post-Observation Reflection section.

**Pre-Observation** (completed by Inductee prior to pre-observation meeting with Mentor)

Date of Observation	
Learning Target/Objective of activity (student outcome)	
Focus of Observation	
Reason for Focus of Observation	

<b>Optional:</b> Additional Notes from Pre-Observation Meeting

**Mentor Feedback** (summary completed by mentor after observation)

Observed Strengths	
Area for continued growth	
Questions to consider for reflection	

**Post-Observation Reflection** (Completed by Inductee after observation)

<p>How do you feel the activity went? Did you feel students reached your objectives? Why or why not?</p>	
<p>What insight have you gained from this experience that may influence future planning?</p>	
<p>Respond to Mentor questions for reflection here.</p>	

# Peer Observation Form

Directions: Inductee should observe mentor or other SSP. Alternately, Inductee could observe gen ed classroom to gain insight into how teacher interacts/sets up classroom for a student on the caseload.

1. Inductee and Mentor meet and complete Pre-Observation section.
2. Inductee completes Observation Scripting & Notes section during observation.
3. Mentor and Inductee meet and discuss outcomes of observation.
4. Inductee completes Post-Observation Reflection section.

**Pre-Observation** (completed by Inductee during planning meeting with Mentor)

Date of Observation	
Focus of Observation	
Reason for Focus of Observation	

<b>Optional:</b> Additional Notes from Pre-Observation Meeting

**Observation Scripting & Notes** (completed by Inductee during observation)

*In the left column, script and capture what you see and hear during the observation. Immediately following the observation jot down notes in the right column on what worked well, what questions you have, how the SSP's practice is similar or dissimilar to your own, ideas that inspired you or what you might like to try. Share this with your Mentor during your next meeting.*

<b>Observations/Scripting</b>	<b>Notes for Discussion with Mentor</b>

**Post-Observation Reflection** (Completed by Inductee after meeting with Mentor to discuss the outcomes of the observation)

<p>In regard to your observation focus, how do you feel the lesson/activity went? What specific strategies made it work well?</p>	
<p>What insight have you gained from this experience that may influence your practice in the future?</p>	
<p>What additional supports or resources might you need to assist you in developing successful strategies that you observed?</p>	