Beginning Teacher Support/Induction

The Governing Board recognizes that intensive professional development and support will help beginning teachers apply their academic preparation more effectively in the classroom and result in greater retention of capable beginning teachers. The Superintendent or designee shall ensure that first- and second-year teachers receive individualized guidance to help them make an effective transition into the teaching career.

(cf. 4131 - Staff Development)

The Superintendent or designee shall inform beginning teachers about induction programs that are available to help them fulfill the requirements of the professional clear multiple- or single-subject teaching credential pursuant to Education Code 44259.

(cf. 4112.2 - Certification)
(cf. 4112.21- Interns)
(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

District-Sponsored Induction Program

When approved by the Commission on Teacher Credentialing (CTC) and the Superintendent of Public Instruction, the district may serve as a sponsor of an induction program. The program shall support beginning teachers in meeting the competencies described in the California Standards for the Teaching Profession adopted by the CTC, state-adopted academic content standards and performance levels for students, and state-adopted curriculum frameworks.

(cf. 6011 - Academic Standards)

Participation in the induction program shall be voluntary. (Education Code 45279.1)

Each participating teacher shall be assigned to a support provider who is an experienced teacher, knowledgeable about beginning teacher development and needed competencies, and effective in interpersonal and communication skills. The Superintendent or designee shall develop processes for identifying support providers and pairing the providers with participating teachers.

Professional development provided to a participating teacher shall be based on an individual induction plan which takes into consideration the teacher's prior preparation and experience. The participating teacher's knowledge and classroom practice shall be regularly assessed using multiple measures, and the results shall be used to monitor and revise subsequent individual induction plans.

Beginning Teacher Support/Induction (continued)

The Superintendent or designee shall maintain a complete record of each participating teacher's participation and progress toward completion of professional credential requirements.

Legal Reference:

EDUCATION CODE
41520-41522 Teacher Credentialing Block Grant
41530-41532 Professional Development Block Grant
44259 Credential requirements
44259.5 Standards for professional preparation programs
44279.1-44279.7 Beginning Teacher Support and Assessment Program (BTSA)
CODE OF REGULATIONS, TITLE 5
6100-6125 Teacher qualifications, No Child Left Behind Act
UNITED STATES CODE, TITLE 20
6319 Highly qualified teachers
6601-6702 Preparing, training and recruiting high quality teachers and principals
7801 Definitions, highly qualified teacher

Management Resources:

CTC PUBLICATIONS
Induction Manual: A Credential Application Processing Guidebook for Commission-Approved Induction Programs, June 2004
Final Report on the Individual Implementation of the Beginning Teacher Support and Assessment Program, 2003
Standards of Quality and Effectiveness for Professional Teacher Induction Programs (SB 2042), March 2002
California Standards for the Teaching Profession, 1997
CDE PUBLICATIONS
NCLB Teacher Requirements Resource Guide, March 2004
WEB SITES
Beginning Teacher Support and Assessment: http://www.btsa.ca.gov
California Department of Education: http://www.cde.ca.gov
Commission on Teacher Credentialing: http://www.ctc.ca.gov