

CVUSD

Board Policy

BP 4131.1

Personnel

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 district retention of capable beginning teachers. The Superintendent or designee shall ensure that first- and second-year teachers receive guidance to help them make an effective transition into the teaching profession.

(cf. 4131 - Staff Development)

***Note: Pursuant to Education Code 44259, first- and second-year teachers must complete a beginning teacher induction program as a condition of receiving the professional clear multiple- or single-subject teaching credential, unless they have completed an approved internship program that fulfills induction standards; see BP 4112.2 - Certification. However, pursuant to Education Code 44259, if a beginning teacher induction program is unavailable or the teacher needs to complete subject matter coursework to be qualified for a teaching assignment under the No Child Left Behind Act, he/she may instead complete a fifth year of study in an accredited teacher preparation program at a California college or university; see BP/AR 4112.24 - Teacher Qualifications Under the No Child Left Behind Act. ***

***Note: Education Code 44259 states that a qualifying induction program may include (1) a Beginning Teacher Support and Assessment (BTSA) induction program offered pursuant to Education Code 44279.1-44279.7, (2) an approved alternative program provided by one or more local educational agencies, or (3) an alternative program provided by a regionally accredited college or university in cooperation with one or more school districts. All such programs must be approved by the Commission on Teacher Credentialing (CTC) and the Superintendent of Public Instruction (SPI). Currently the large majority of approved induction programs are BTSA programs. Funding for BTSA induction programs is apportioned through the Teacher Credentialing Block Grant (Education Code 41520-41522). ***

***Note: Although Education Code 44279.1 states that individuals participating in a district or university internship program (see BP/AR 4112.21 - Interns) are eligible to participate in the BTSA program, that code section does not reflect a funding policy adopted by the CTC and the California Department of Education (CDE) in December 2006 which indicates that possession of a preliminary teaching credential is a prerequisite to participation in BTSA. Furthermore, according to the funding policy, if an individual needs to participate in both a BTSA and internship program during one fiscal year, he/she must be identified as an unfunded participant in one of those programs. Districts need to be cautious not to claim funding for both programs for the same individual per fiscal year. ***

***Note: In addition, pursuant to Education Code 44279.1, as amended by SB 112 (Ch. 191, Statutes of 2007), "beginning teacher" does not include a teacher with a life credential, a clear credential, or a professional clear teaching credential who returns to serve in a certificated teaching position. ***

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 BTSA Induction Program

Note: The following optional section is for use by districts that have been approved as a sponsor of a BTSA or alternative induction program pursuant to Education Code 44259. All such programs must meet the Standards of Quality and Effectiveness for Professional Teacher Induction Programs developed by the CTC. Education Code 44279.25 requires the SPI and CTC to review the program standards and revise them as necessary by July 1, 2008.

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 meet state standards for induction programs and shall support beginning teachers in meeting the competencies described in the California Standards for the Teaching Profession.

***Note: Beginning teachers participating in the district's induction program must be paired with a support provider who is an experienced teacher, as specified below. This support provider may also be a mentor teacher, pursuant to Education Code 44560-44562. The Certificated Staff Mentoring Program provides assistance to beginning teachers in "staff priority schools," defined as schools with an aggregate Academic Performance Index at or below the 30th percentile in any of the five previous school years. These mentor teachers must satisfy the qualifications established by the district for support providers consistent with the CTC's Standards of Quality and Effectiveness for Professional Teacher Induction Programs; see BP/AR 4138 - Mentor Teachers. ***

The Superintendent or designee, with input from the participating teacher, shall pair each participating teacher with a support provider who is an experienced teacher, knowledgeable about beginning teacher development and needed competencies, and effective in interpersonal and communication skills. The roles and responsibilities of support providers shall be clearly defined in writing and communicated to all program participants.

(cf. 4138 - Mentor Teachers)

The Superintendent or designee shall provide initial preparation and additional professional development for support providers to enable them to acquire and enhance their knowledge and skills needed to work with beginning teachers.

Professional development provided to a beginning teacher shall be based on an individual induction plan which takes into consideration the teacher's prior preparation and experience.

Subject to verification and approval of the Superintendent or designee, a beginning teacher shall not be required to demonstrate that a competency has been met, nor complete a program element designed to assist beginning teachers in meeting that competency, if he/she previously met the competency while participating in a CTC-approved teacher preparation program. (Education Code 44279.1)

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

Performance assessments conducted as part of the induction program shall not be used for employment-related evaluations, as a condition of employment, or as a basis of terminating employment. (Education Code 44279.1)

(cf. 4115 - Evaluation/Supervision)
(cf. 4117.4 - Dismissal)

The Superintendent or designee shall conduct an annual evaluation of the induction program and shall report to the Board regarding its effectiveness in meeting induction program goals.

(cf. 0500 - Accountability)
(cf. 9000 - Role of the Board)

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

44275.4 Credential requirements, induction, out-of-state teachers

44279.1-44279.7 Beginning Teacher Support and Assessment Program (BTSA)

44325-44329 District interns

44380-44386 Alternative certification

44450-44468 University interns

44560-44562 Certificated Staff Mentoring Program

CODE OF REGULATIONS, TITLE 5

6100-6126 Teacher qualifications, No Child Left Behind Act

80055 Internship credential

80413 Credential requirements

80413.3 Credential requirements; teachers with out-of-state credentials

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:

COMMISSION ON TEACHER CREDENTIALING/CALIFORNIA DEPARTMENT OF
EDUCATION POLICY

Funding Policy for Teacher Development Programs, December 2006

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

Induction Manual: A Credential Application Processing Guidebook for Commission-Approved
Induction Programs, June 2004

Final Report of the Individual Evaluation of the Beginning Teacher Support and Assessment
Program,

April 2002

Standards of Quality and Effectiveness for Professional Teacher Induction Programs, March
2002

California Standards for the Teaching Profession, 1997

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>

CSBA: (7/05 11/06) 7/07

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