

Personnel

TEACHER SUPPORT AND GUIDANCE

The Governing Board recognizes the link between teacher effectiveness and student learning and desires to provide structured, individualized support, and guidance to teachers as necessary to enhance their performance and enhance teacher retention. The Superintendent/designee shall develop a program of intensive professional development and consultation to help interns and beginning teachers apply their academic preparation more effectively in the classroom and to assist other teachers who need additional development in subject matter knowledge, instructional methods, and/or classroom management.

The Superintendent/designee shall coordinate individualized teacher support and guidance activities developed pursuant to this policy with other District staff development programs and staff evaluation processes.

(cf. 4131 - Professional Development)

Peer Assistance Review

Teachers may volunteer to participate in a teacher support and guidance program or may be required to such services based on their performance evaluation.

Support providers shall be experienced certificated personnel who are knowledgeable about teacher development and needed competencies and have strong interpersonal and communication skills. Support may include, but is not limited to, classroom observations, regular meetings with the support provider, and an individualized plan for professional development or coursework that takes into consideration the teacher's assignment and prior preparation and experience. The roles and responsibilities of support providers shall be clearly defined in writing and communicated to all participants.

The Superintendent/designee shall ensure the timely assignment of qualified support providers to participating teachers and for reassignment as needed. He/she shall also ensure that each support provider receives appropriate training to serve in a support capacity and is provided adequate time and resources to assist other teachers.

The District may provide a stipend to support providers in accordance with the collective bargaining agreement and District budget.

(cf. 3100 - Budget)

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TEACHER SUPPORT AND GUIDANCE (continued)

The performance of a participating teacher shall be monitored by the support provider, Superintendent/designee, and/or a panel of teachers and administrators in order to determine whether the teacher has met program goals and to make recommendations for follow-up support or employment action, as appropriate.

(cf. 4117.4 - Dismissal)

The Superintendent/designee shall regularly evaluate the District's teacher support and guidance programs and shall report to the Board regarding program effectiveness in meeting District goals for teacher quality and retention. Evaluation reports may include, but are not limited to, data on program enrollment and completion, subsequent retention rates of participating teachers, and interviews or surveys of program participants.

(cf. 0500 - Accountability)

Induction

The Superintendent/designee shall inform beginning teachers who possess a preliminary credential about induction programs or other options that are available to help them fulfill the requirements of the clear multiple subject, single subject, or education specialist credential pursuant to Education Code 44259.

(cf. 4112.2 - Certification)

The District's beginning teacher induction program shall meet program standards adopted by the Commission on Teacher Credentialing (CTC) and shall support beginning teachers in meeting the competencies described in the California Standards for the Teaching Profession.

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 individual induction plans. The Superintendent/designee shall maintain a complete record of each participating teacher's progress toward completion of clear credential requirements.

When the teacher has successfully completed the induction program, the Superintendent/designee shall recommend to the CTC that he/she be awarded a clear teaching credential.

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TEACHER SUPPORT AND GUIDANCE (continued)

Legal Reference:

EDUCATION CODE

44259 Credential requirements

44259.5 Standards for professional preparation programs

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

44325-44328 District interns

44450-44468 University interns

44830.3 Interns, professional development and guidance

CODE OF REGULATIONS, TITLE 5

80021 Short-term staff permit

80021.1 Provisional internship permit

80026.5 Orientation, guidance, and assistance for emergency permit holders

80033 Intern teaching credential

80055 Intern credential

80413 Credential requirements

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

UNITED STATES CODE, TITLE 20

6601-6702 Preparing, training and recruiting high quality teachers and principals

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

SB 2042 Multiple Subject and Single Subject Preliminary Credential Program Standards, rev. February 2014

Intern Preservice, Support and Supervision Requirements: Preparation to Teach English Learners, Program Sponsor Alert 13-06, June 3, 2013

Education Specialist Teaching and Other Related Services Credential Program Standards, rev. May 2013

Multiple and Single Subject Induction Programs (program standards, preconditions, and language addressing the teaching of English learners), rev. January 2013

California Standards for the Teaching Profession, October 2009

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

California Federation of Teachers: <http://www.cft.org>

California Teachers Association: <http://www.cta.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>