



State Policy Review: New Educator Induction California

New Teacher Center's **2016 Review of State Policies on New Educator Induction** provides comprehensive summaries for all 50 states. For each state, NTC reviews the presence or absence of policies related to nine key criteria that are most critical to the provision of universal, high-quality induction and mentoring support for beginning educators. The state summaries capture all relevant policies, statutes, regulations, induction program standards, and other guidance.

1. Educators Served

State policy should require that all beginning teachers, principals, and administrators receive induction support during their first two years in the profession.

California requires all first- and second-year teachers to participate in an induction program. The Commission on Teacher Credentialing (Commission) approves educator induction programs, but state policy makes program operation voluntary for school districts and county offices of education. Preconditions for General Education Induction Programs—approved by the Commission in December 2015 and to be fully implemented by September 2017—require induction programs to “provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher’s first year of teaching.” They also require programs to make available and advise “experienced and exceptional” candidates of an Early Completion option. [Induction Program Standards (2015)]

Teachers eligible to participate in a Commission-approved induction program are beginners who hold a California preliminary, single or education specialist teaching credential or those who were trained out of state and who have less than two years of teaching experience. [EDC §§ 44279.1, 44279.4]

California requires all new school administrators to receive two years of induction support. During induction, approved providers shape professional learning to focus upon candidates’ leadership performance—on-the-job, in real-time, and contextualized to the candidate’s unique school, district, and community circumstances. The central structure of induction is the coaching experience. A qualified, trained coach is assigned to each candidate for the first two years of his/her administrative career. Selected for skills and interest in fostering today’s educational leaders, coaches receive specialized training that equips them to work collaboratively with candidates and district leaders to develop professional practice. Together, they gather and examine data, set goals for leadership performance, develop candidate competence, engage in formative assessment, and evaluate both attainment of the identified goals and the candidate’s demonstration of leadership. [Administrative Services Clear Induction Credential Program Standards]

2. Mentor Quality

State policy should require a rigorous mentor selection process and foundational training and ongoing professional development for mentors. State policy should also establish criteria for how and when mentors are assigned to beginning educators and allow for a manageable caseload of beginning educators and the use of full-time teacher mentors.

Standard 4: Qualifications, Selection and Training of Mentors of the Induction Program Design for Mentoring Clear Teaching Credential Candidates—approved by the Commission in December 2015 and to be fully implemented by September 2017—establishes the following mentor qualifications: (1) Knowledge of the context and the content area of the candidate’s teaching assignment; (2) Demonstrated commitment to professional learning and collaboration; (3) Possession of a Clear Teaching Credential; (4) Ability, willingness, and flexibility to meet candidate needs for support; and (5) Minimum of three years of effective teaching experience.

Standard 4: Qualifications, Selection and Training of Mentors of the Induction Program Design for Mentoring Clear Teaching Credential Candidates—approved by the Commission in December 2015 and to be fully implemented by September 2017—requires “ongoing training and support for mentors that includes, but is not limited to: Coaching and mentoring; Goal setting; Use of appropriate mentoring instruments; Best practices in adult learning; Support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks; and Program processes designed to support candidate growth and effectiveness.”

Preconditions for General Education Induction Programs—approved by the Commission in December 2015 and to be fully implemented by September 2017—require induction programs to “identify and assign a mentor to each participating teacher within the first 30 days of the participant’s enrollment in the program, matching the mentor and participating teacher according to grade level and/or subject area, as appropriate to the participant’s employment.” In addition, *Standard 6: Program Responsibilities for Assuring Quality of Program Services* of the Induction Program Design for Mentoring Clear Teaching Credential Candidates requires “clear procedures...for the reassignment of mentors, if the pairing of candidate and mentor is not effective.

3. Time

State policy should encourage programs to provide release time for teacher mentors and dedicated mentor-new teacher contact time.

Preconditions for General Education Induction Programs—approved by the Commission in December 2015 and to be fully implemented by September 2017—require induction programs to “assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.”

Standard 3 (Designing and Implementing Individual Learning Plans within the Mentoring System) of the Induction Program Design for Mentoring Clear Teaching Credential Candidates, also approved by the Commission in December 2015, requires programs to provide “dedicated time for regular mentor and candidate interactions, observations of colleagues and peers by the candidate.”

4. Program Quality

State policy should address the overall quality of induction programs by requiring regular observation of new teachers by mentors, the provision of instructional feedback based on those observations, and opportunities for new teachers to observe experienced teachers’ classrooms. It should encourage a reduced teaching load for beginning teachers; and encourage the participation of beginning educators in a learning community or peer network.

Preconditions for General Education Induction Programs—approved by the Commission in December 2015 and to be fully implemented by September 2017—require induction programs to (1) “Develop goals for each participating teacher” within the context of an Individual Learning Plan (ILP) within the first 60 days of the teacher’s enrollment in the program and (2) Design and implement the ILP solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.”

Induction Program Design for Mentoring Clear Teaching Credential Candidates, also approved by the Commission in December 2015, require the following elements of quality program quality design to strengthen instructional practice:

- *Standard 1 (Program Purpose)* requires support of “candidate development and growth in the profession by building on the knowledge and skills gained during the Preliminary Preparation program to design and implement a robust mentoring system...that helps each candidate work to meet the California Standards for the Teaching Profession.”
- *Standard 2 (Components of the Mentoring Design)* requires a sound programmatic rationale, informed by theory and research, which provides “multiple opportunities for candidates to demonstrate growth.” At the center of this design must be an Individualized Learning Plan (ILP), based “on needs determined by the teacher and program provider, in consultation with the site administrator,” that addresses “identified candidate competencies.” Mentoring support for candidates must include both “‘just in time’ and longer term analysis of teaching practice to help candidates develop enduring professional skills.”
- *Standard 3 (Designing and Implementing Individual Learning Plans within the Mentoring System)* requires the ILP to “provide the road map for candidates’ Induction work during their time in the program along with guidance for the mentor in providing support.”
 - o The ILP must include “candidate professional growth goals, a description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed.” Further, the candidate’s specific teaching assignment should provide “the appropriate context for the development of the overall ILP; however, the candidate and the mentor may add additional goals based on the candidate’s professional interests.” Within the ILP, “professional learning and support opportunities must be identified for each candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.”
 - o The program must assist the candidate and the mentor with assuring the availability of resources necessary to accomplish the ILP, including “dedicated time for regular mentor and candidate interactions, observations of colleagues and peers by the candidate.” In addition, the mentoring process must support “each candidate’s consistent practice of reflection on the effectiveness of instruction, analysis of student and other outcomes data, and the use of these data to further inform the repeated cycle of planning and instruction.”

5. Program Standards

The state should adopt formal program standards that govern the design and operation of local educator induction programs.

In December 2015, the Commission adopted new General Education Induction Program Preconditions and Standards. The six Standards address: (1) Program purpose; (2) Components of mentoring design; (3) Designing and implementing individual learning plans; (4) Qualification, selection, and training of mentors; (5) Determining candidate competence for the Clear Credential recommendation; and (6) responsibilities for ensuring program quality. All local teacher induction programs must be aligned to the 2015 Induction Program Standards by September 1, 2017.

Also in December 2015, the Commission approved Preconditions for General Education Induction Programs. The Preconditions require induction programs to:

1. Provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.
2. Identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to grade level and/or subject area, as appropriate to the participant's employment.
3. Assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.
4. Develop goals for each participating teacher within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.
5. Design and implement the Individual Learning Plan solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.
6. Make available and advise participants of an Early Completion option for "experienced and exceptional" candidates who meet the program's established criteria.

California Education Code § 44279 requires the State Superintendent and the Commission to periodically evaluate the validity of the Standards of Quality and Effectiveness for Beginning Teacher Support and Assessment Program and make changes, as necessary.

6. Funding

The state should authorize and appropriate dedicated funding for local educator induction programs; and/or establish competitive innovation funding to support high-quality, standards-based programs.

Since the state's adoption of the Local Control Funding Formula (LCFF) in 2013-2014 that eliminated many categorical programs, California does not distribute dedicated funding for local induction programs. However, for the 2015-16, 2016-17 and 2017-18 school years, the state has appropriated \$490 million in Educator Effectiveness funding. "Beginning teacher and administrator support and mentoring" is an allowable local use of these funds.

Beginning Teacher Support and Assessment (BTSA) (California Education Code 44279) was a funding mechanism to provide induction funding to school districts and consortia of districts. This section of the Education Code is not operable because of the LCFF.

7. Educator Certification/Licensure

The state should require beginning educators to complete an induction program to move from an initial teaching license.

Teachers

A 1998 law [SB 2042] created a new two-tier credentialing system for California teachers, under which they earn the first "level" through their initial preparation programs and the second "level" only after participation in an approved induction program. Specifically, the legislation included the mandate that teachers successfully complete an induction program of support and assessment in order to earn a California Professional Clear Credential. The 2015 adoption of the General Education Induction Program Preconditions and Standards by the Commission establishes induction program completion the sole route to earn a Clear Credential for teachers and education specialists. Beginning teachers are responsible for securing induction support for credentialing purposes in the absence of a locally operated program.

Standard 5: Determining Candidate Competence for the Clear Credential Recommendation of the Induction Program Design for Mentoring Clear Teaching Credential Candidates—approved by the Commission in December 2015 and to be fully implemented by September 2017—requires induction programs to "assess candidate progress towards mastery of the California Standards for the Teaching Profession to support the recommendation for the clear credential." In addition, "the documentation of candidate progress must reflect the learning and professional growth goals indicated within the Individualized Learning Plan (ILP) and evidence of the candidate's successful completion of the activities outlined in the ILP. Prior to recommending a candidate for a Clear Credential, the Induction program sponsor must verify that the candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made. The program sponsor's verification must be based on a review of observed and documented evidence, collaboratively assembled by the candidate, the mentor and/or other colleagues, according to the program's design. The Induction program's recommendation verification process must include a defensible process of reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, as needed."

Administrators

With the Commission's 2014 adoption of the Administrative Services Preliminary and Clear Induction Credential Program Standards, California joins numerous other states by requiring an induction experience as part of the credentialing of its educational leaders, providing a "strategy for novice principals that not only... supports individual transition and growth but also...enables the district to validate the quality of novice school principals."

8. Program Accountability

The state should assess and monitor induction programs through strategies such as program evaluation, program surveys, and peer review.

Standard 6: Program Responsibilities for Assuring Quality of Program Services of the Induction Program Design for Mentoring Clear Teaching Credential Candidates—approved by the Commission in December 2015 and to be fully implemented by September 2017—requires programs to “regularly assess the quality of services provided by mentors to candidates, using criteria that include candidate feedback, the quality and perceived effectiveness of support provided to candidates in implementing their Individualized Learning Plan, and the opportunity to complete the full range of program requirements.” Clear procedures must be in place for the reassignment of mentors, if the pairing of candidate and mentor is not effective.

During the 2009–2010 school year, California added induction programs to its statewide accreditation system (which also covers teacher preparation programs). The system featured ongoing data collection and a seven-year cycle of activities, including at least one site visit. However, this system is currently undergoing significant revision by the Commission.

9. Teaching Conditions

The state should adopt formal standards for teaching and learning conditions; conduct regular assessments of such conditions; and incorporate the improvement of such conditions in school improvement plans.

The state has not adopted formal standards for teaching and learning conditions.

As part of the LCFF, school districts could establish goals for teaching and learning conditions and report on their efforts within the Local Control and Accountability Plan.

Links

General Education Induction Program Preconditions and Program Standards (2015): <http://www.ctc.ca.gov/educator-prep/standards/GEd-preconditions-program-stds-12-2015.pdf>

Multiple Subject Teaching Credential, Requirements for Teachers Prepared in California: <http://edsource.org/wp-content/uploads/c1561c.pdf>

Administrative Services Preliminary and Clear Induction Credential Program Standards: <http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook-2014.pdf>

California Department of Education—Educator Effectiveness Funding: <http://www.cde.ca.gov/fg/aa/ca/educatoreffectiveness.asp>

California Department of Education—Local Control Funding Formula: <http://www.cde.ca.gov/fg/aa/lc/lcfoverview.asp>

California Education Code, Marian Bergeson Beginning Teacher Support and Assessment System [44279.1 - 44279.7]: http://leginfo.ca.gov/faces/codes_displayText.xhtml?law-Code=EDC&division=3.&title=2.&part=25.&chapter=2.&article=4.5.

The California Commission on Teacher Credentialing has reviewed this state summary.

This information is accurate as of February 2016.