

Personnel

Beginning Teacher Support/Induction Assessment (BTSA)

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)

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.

The Superintendent or designee shall inform beginning teachers about induction programs that are available to help them fulfill the requirements of the 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)

Beginning teachers participating in the District's induction program must be paired with a support provider who is an experienced teacher. 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. 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

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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, working with the BTSA Collaborative, shall maintain a 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)

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

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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

Policy Adopted: June 2, 2008

Policy Revised: