

Policy 4131.1: Teacher Support And Guidance - New

Status: Pending

Original Adopted Date: Pending

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 to support teacher growth and retention. The Superintendent or designee shall develop a program of intensive professional learning and consultation to help beginning and experienced teachers apply their academic preparation more effectively in the classroom and to assist other teachers who need additional development in subject matter knowledge, asset-based instructional methods, and/or maintaining an effective environment for learning.

The Superintendent or designee shall coordinate individualized teacher support and guidance activities developed pursuant to this policy with other District professional learning opportunities.

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

Consulting teachers and mentors shall be experienced certificated personnel who are knowledgeable about teacher development and the California Standards for the Teaching Profession (CSTP) and have strong interpersonal and communication skills. Support may include, but is not limited to, classroom observations, regular meetings with the consulting teacher and/or mentor, and an individualized plan for professional learning that takes into consideration the teacher's assignment and prior preparation and experience. The roles and responsibilities of consulting teachers and mentors shall be clearly defined in writing and communicated to all participants.

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

The development of a participating teacher's practice shall be monitored by the consulting teacher and mentor, Superintendent or 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.

The Superintendent or 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.

Teacher Induction Program

The Superintendent or designee shall inform teachers who qualify for induction services about induction programs or other options that are available to help them fulfill the requirements for the clear credential pursuant to Education Code 44259.

The District's teacher induction program shall meet the Common and Program Standards adopted by the Commission on Teacher Credentialing (CTC) and shall support teachers in meeting the competencies described in the CSTPs.

The teacher's knowledge and classroom practice shall be regularly assessed using multiple measures and the results shall be used to monitor and revise individual learning plans. The Superintendent or designee shall maintain a complete record of each participating teacher's progress toward completion of requirements, at which time, the Human Resources Department shall make the recommendation to the CTC for a clear teaching credential.