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# 4C

## Information/Action

### *Professional Services Committee*

### Update on Induction Programs

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## AGENDA INSERT

**Executive Summary:** This agenda item continues the discussion on the availability of high quality Induction programs for teachers holding a Preliminary Credential and presents information and suggestions from a stakeholder meeting held in March 2014.

**Policy Question:** Does the Commission wish to implement the guidance document presented in the agenda item and/or to move forward with any of the stakeholder suggestions?

**Recommended Action:** That the Commission provide input and direction concerning implementation of the guidance document and/or any of the stakeholder suggestions for supporting Induction in the current political and fiscal context.

**Presenters:** Karen Sacramento, Katie Croy, Consultants, and Teri Clark, Director, Professional Services Division

#### Strategic Plan Goal:

#### *II. Program Quality and Accountability*

- ◆ Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

April 2014

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# Update on Induction Programs

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## **Introduction**

Following the induction stakeholder meeting on March 21, 2014 and subsequent publication of agenda item 4C, staff received requests for clarification around existing Commission policy and regulations with respect to induction. Current Title 5 regulations governing general education induction programs and clear credential requirements for new teachers were established in a policy context that has changed significantly with the implementation of local control funding. As a result, existing regulations may require updating in order to ensure that candidates have a pathway available to earn a Clear Teaching Credential. Toward that end, this agenda insert focuses on areas of Title 5 regulation that are in need of clarification: (1) program availability, fees, and candidate and employer choices; and (2) program length and completion requirements. Provided in Appendix A are the sections of the Education Code that define the requirements for a clear multiple or single subject teaching credential and address the requirements related to BTSA Induction.

## **Background**

Assembly Bill 2210 (Chap. 343, Stat. 2004) specified that completion of a Commission-approved induction program is the required route to earn an SB 2042 clear multiple subject or single subject teaching credential. The bill also specified that if an induction program is unavailable to the preliminary credential holder, the candidate will be allowed to complete a Commission-approved clear credential program. The Commission adopted regulations in 2005 that authorize the employer to determine if induction is not available.

Education Code §44259 (c)(3)(B) states:

If an approved induction program is verified as unavailable to a beginning teacher, or if the beginning teacher is required under the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) to complete subject matter coursework to be qualified for a teaching assignment, the commission shall accept completion of an approved clear credential program after completion of a baccalaureate degree at a regionally accredited institution as fulfilling the requirements of paragraph (2). The commission shall adopt regulations to implement this subparagraph.

As directed by AB 2210, the Commission adopted regulations to implement the requirement that a preliminary credential holder must complete Commission-approved Induction program to earn the clear teaching credential. The current regulatory language is provided here.

Section 80413(b)(2) states:

... effective August 30, 2004, completion of a Commission approved program of beginning teacher induction is required to earn a professional clear single subject and multiple subject teaching credential. If a beginning teacher is eligible for induction but an employing agency verifies that induction is not available he or she may complete a Commission-accredited clear credential program.

Commission form, *Verification of Unavailability of a Commission-Approved Induction Program* is the form that is signed by the employing agency and taken by the candidate to a Clear Credential Program to gain admittance.

An employing agency is defined in the regulations as public school districts, county offices of education, schools that operate under the direction of a California state agency, nonpublic, nonsectarian schools and agencies, charter schools and private schools. At this time, only these entities are eligible to sign the *Verification of Unavailability of a Commission-approved Induction Program* form. Typically, most candidates participate in the induction program sponsored by their employer, and thus do not need a verification form to enroll in and complete an Induction program.

The Commission reviews prospective educator preparation programs and when the program meets the Commission's standards, the program is approved by the Committee on Accreditation. Approved programs are identified on the Commission's webpage. The Commission does not currently gather information on the costs of induction or any other educator preparation program, nor recommend one Commission-approved program over another.

### **Local Control Funding: Changes in Availability and Access to Induction**

At the time AB 2210 was signed into law, participants in BTSA Induction programs generated state funding and employing school districts supported the Induction program through in-kind contributions—a minimum of \$2,000 per participating teacher. At that time, public school teachers participating in Commission-approved Induction programs sponsored by local employing agencies (LEAs) were not charged tuition or a fee to participate in the program. Once the 'per participant' funding was no longer in place and instead, Local Control Funding Formula (LCFF) became state policy, some LEAs decided to charge teachers a fee for participating in their Commission-approved Induction program while others elected to serve only some of their new teachers and a few withdrew their programs.

This change in the universal availability of subsidized induction raises an important policy question: If a teacher holding a preliminary teaching credential is charged a fee to participate in an Induction program, should the new teacher be able to decide which program to enroll in, pay for, and complete to earn the clear teaching credential?

At this time, the employer has the responsibility for deciding if Induction is available or not, and the right to fund or charge new teachers for their participation in a program. An employer may decide that induction is available to some teachers but not others—such as those hired by a certain date, those teaching at selected schools or holding specific credentials. At this time, there is no requirement as to when an employer must make the determination if Induction is not available and sign the verification form. In a few districts, teachers have been told that there is no space in the Induction program for the current school year, but that the district is not going to sign the form because the new teacher should be able to participate in the Induction program the next year.

### **Policies Related to Induction that the Commission Might Want to Reexamine**

Staff has identified a few areas where the Commission might want to reexamine its policies.

### ***Availability of Induction***

In 2005, when the Title 5 regulations were developed regarding the unavailability of Induction, the state provided resources to allow a district to fund induction services to all first and second year teachers in the public schools. With the change in state policy around induction funding, should the Commission's regulations be modified so that an employer is required to sign the verification form if the candidate does not have induction, sponsored by the employer or in a consortium where the employer is a partner, available at no charge to the teacher?

The Commission could define induction as *unavailable* whenever the employing LEA is not a sponsor of, or partner in, a Commission-approved Induction program **or** if the LEA sponsored program charges the participating teacher a fee. Amendment to regulations would be required if the Commission were to decide to make a change in how availability is determined.

If an employer is required to sign the verification form because the beginning teacher does not have an employer sponsored Induction program to complete, or the beginning teacher is charged a fee, the candidate would know that he or she could look for another Commission-approved Induction program or a Commission-approved Clear Credential program to earn the Clear teaching credential. Candidates may have specific needs—geographic, need for additional units from a regionally accredited college or university, family responsibilities—and it is possible that some Commission-approved programs can meet the candidate's needs while others may not.

### ***Routes to the Clear Teaching Credential***

For general education teachers, there are two options to earn the Clear Teaching Credential—completion of a Commission-approved Induction program (sponsored by an LEA or an IHE) or if an Induction program is verified as not available, completion of a Commission-approved Clear Credential program. In the two other areas where the Commission has adopted Induction program standards—Education Specialist Teachers and Administrators—Induction is the only route to the clear teaching or services credential. Should completing a Commission-approved Clear Credential Program be an alternative to Induction for general education teachers?

The Induction and Clear Credential Program Standards are very similar. The Clear Credential program must provide support to the candidate, but the support does not have to be provided by an individual at the teacher's school site, and could be provided by a variety of individuals. The role of and manner of using formative assessment is also different in a Clear Credential program. Should the standards for these two programs be the same?

### ***Program Completion***

The Teacher Preparation Advisory Panel (TAP) recommended that the Commission enact policy to increase the rigor of candidate outcome expectations in Induction so that candidates are required to demonstrate "comprehensive competence prior to recommendation for the clear credential". TAP also recommended that the Commission define induction as two years of individualized support for participating teachers <http://www.ctc.ca.gov/commission/agendas/2013-08/2013-08-3A.pdf>. A concern that has been expressed is that in the time of local control of funding for induction, market pressures might make the shortest, least expensive Induction program seem like a good idea to many individuals and some districts. When the program was fully subsidizing new teacher participation, quality control was managed through both funding

conditions set by the state and through accreditation. The Commission could modify its program standards to better capture the essential elements of high quality induction.

*How should completion of Induction be defined?* Most Clear Credential programs are one year in length as are most IHE-sponsored Induction programs. With the funding for Induction being determined by each local LEA, economic pressures are likely to be exerted on LEA Induction programs to become only one year in length. If the Commission believes that Induction should be two years of high quality mentoring and support for new teachers, the Commission may want to revise its Induction program standards to state this explicitly.

Another approach would be for the Commission to define candidate competency and completion in a more rigorous manner, as recommended by the TAP Panel. To date, induction programs are required to have a formative assessment system that guides candidates towards mastery of the knowledge and skills identified by the *California Standards for the Teaching Profession* (CSTP). Some stakeholders have argued that completion of the induction program should be focused on growth on all of the CSTP or even replaced with an assessment that ensures that the credential candidate has indeed mastered the CSTP.

### **Commission Discussion**

Based on the Commission discussion, staff will prepare future agenda items focusing on Induction for general education teachers.

## **Appendix A**

### **Relevant Education Code Sections**

#### **Education Code §44259 (c)—Requirements to Earn a Clear Multiple or Single Subject Teaching Credential**

(c) The minimum requirements for the clear multiple or single subject teaching credential shall include all of the following requirements:

(1) Possession of a valid preliminary teaching credential, as prescribed in subdivision (b), possession of a valid equivalent credential or certificate, or completion of equivalent requirements as determined by the commission.

(2) Except as provided in paragraph (3), completion of a program of beginning teacher induction, including one of the following:

(A) A program of beginning teacher support and assessment approved by the commission and the Superintendent pursuant to Section 44279.1, a provision of the Marian Bergeson Beginning Teacher Support and Assessment System.

(B) An alternative program of beginning teacher induction that is provided by one or more local educational agencies and has been approved by the commission and the Superintendent on the basis of initial review and periodic evaluations of the program in relation to appropriate standards of credential program quality and effectiveness that have been adopted by the commission, the Superintendent, and the state board pursuant to this subdivision. The standards for alternative programs shall encourage innovation and experimentation in the continuous preparation and induction of beginning teachers. An alternative program of beginning teacher induction that has met state standards pursuant to this subdivision may apply for state funding pursuant to Sections 44279.1 and 44279.2.

(C) An alternative program of beginning teacher induction that is sponsored by a regionally accredited college or university, in cooperation with one or more local school districts, that addresses the individual professional needs of beginning teachers and meets the commission's standards of induction. The commission shall ensure that preparation and induction programs that qualify candidates for professional credentials extend and refine each beginning teacher's professional skills in relation to the California Standards for the Teaching Profession and the academic content and performance standards for pupils adopted by the state board pursuant to Section 60605.

(3) (A) If a candidate satisfies the requirements of subdivision (b), including completion of an accredited internship program of professional preparation, and if that internship program fulfills induction standards and is approved as set forth in this subdivision, the commission shall determine that the candidate has fulfilled the requirements of paragraph (2).

(B) If an approved induction program is verified as unavailable to a beginning teacher, or if the beginning teacher is required under the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) to complete subject matter coursework to be qualified for a teaching assignment, the commission shall accept completion of an approved clear credential program after completion of a baccalaureate degree at a regionally accredited institution as fulfilling the

requirements of paragraph (2). The commission shall adopt regulations to implement this subparagraph.

**Education Code §§ 44279.1-44279.7—Marian Bergeson Beginning Teacher Support and Assessment System (BTSA)**

**44279.1.**

The Legislature finds and declares that the beginning years of the career of a teacher are a critical time in which it is necessary that intensive professional development and assessment occur. The Legislature recognizes that the public invests heavily in the preparation of prospective teachers, and that more than one-half of all new teachers leave some California school districts after one or two years in the classroom. Intensive professional development and assessment are necessary to build on the preparation that precedes initial certification, to transform academic preparation into practical success in the classroom, to retain greater numbers of capable beginning teachers, and to remove novices who show little promise as teachers. It is the intent of the Legislature that the commission and the Superintendent develop and implement policies to govern the support and assessment of beginning teachers, as a condition for the professional certification of those teachers in the future.

(b) There is hereby established the California Beginning Teacher Support and Assessment System, to be administered jointly by the commission and the Superintendent. In administering the system, the commission and the Superintendent shall approve the most cost-effective programs of support and assessment. The commission and the Superintendent also shall ensure that programs meet the Standards of Quality and Effectiveness for Beginning Teacher Support and Assessment Programs adopted by the commission and that local programs support beginning teachers in meeting the competencies described in the California Standards for the Teaching Profession adopted by the commission. The system shall do all of the following:

- (1) Provide an effective transition into the teaching career for first-year and second-year teachers in California.
- (2) Improve the educational performance of pupils through improved training, information, and assistance for new teachers.
- (3) Enable beginning teachers to be effective in teaching pupils who are culturally, linguistically, and academically diverse.
- (4) Ensure the professional success and retention of new teachers.
- (5) Ensure that a support provider provides intensive individualized support and assistance to each participating beginning teacher.
- (6) Improve the rigor and consistency of individual teacher performance assessments and the usefulness of assessment results to teachers and decision makers.
- (7) Establish an effective, coherent system of performance assessments that are based on the California Standards for the Teaching Profession adopted by the commission.
- (8) Examine alternative ways in which the general public and the educational profession may be assured that new teachers who remain in teaching have attained acceptable levels of professional competence.
- (9) Ensure that an individual induction plan is in place for each participating beginning teacher and is based on an ongoing assessment of the development of the beginning teacher.

(10) Ensure continuous program improvement through ongoing research, development, and evaluation.

(c) Participation in the system shall be voluntary for teachers, school districts, and county offices of education and participation by certificated employees shall not be made a condition of employment. The commission and the Superintendent shall adopt and implement criteria and standards for participation in the system, including criteria regarding the eligibility of teachers and standards of local program quality and intensity for schools, school districts, county offices of education, colleges, universities, and other educational and professional organizations. The criteria and standards shall be consistent with the purposes of the system.

(d) (1) For purposes of this article, unless the context otherwise requires, “beginning teacher” means a teacher with a valid California credential, as defined in Section 44259.

(2) For purposes of this article, “beginning teacher” does not include a teacher with a life or a clear teaching credential who returns to serve in a certificated teaching position.

(e) Subject to verification and approval by an induction program director, a beginning teacher shall not be required to demonstrate that an induction standard has been met, or complete an element of an approved induction program designed to assist a candidate in mastering a given standard, if the candidate previously met the induction standard while participating in a commission-approved preparation program.

(f) The Superintendent and the commission shall disseminate the California Standards for the Teaching Profession adopted by the commission to colleges, universities, school districts, county offices of education, and professional associations, who shall be encouraged to use the standards in efforts to improve teacher preparation and support programs. Performance assessments developed under this article shall be designed to provide useful, helpful feedback to beginning teachers and their support providers. That information shall not be used for employment-related evaluations, as a condition of employment, or as a basis for terminating employment.

(g) It is the intent of the Legislature that the commission and the Superintendent establish a statewide teacher induction program that supports locally designed, high-quality induction programs that provide individualized support and formative assessment for all participating beginning teachers as defined in subdivision (d). At the discretion of the local beginning teacher support and assessment system teacher induction program, funds allocated to a program on the basis of eligible beginning teachers may be used to provide support, assistance, and preparation services to other credential candidates who are in their first or second year of employment as a classroom teacher.

(h) This article shall be known, and may be cited, as the Marian Bergeson Beginning Teacher Support and Assessment System.

*(Amended by Stats. 2011, Ch. 348, Sec. 2. Effective January 1, 2012.)*

**44279.2.**

(a) The Superintendent and the commission shall jointly administer the California Beginning Teacher Support and Assessment System pursuant to this chapter. In administering this section,

the Superintendent and the commission shall provide or contract for the provision of all of the following:

- (1) Establishing requirements for reviewing and approving teacher induction programs.
- (2) Developing and administering a system for ensuring teacher induction program quality and effectiveness. For purposes of this section, “program effectiveness” means producing excellent program outcomes in relation to the purposes defined in subdivision (b) of Section 44279.1. For purposes of this section, “program quality” means excellence with respect to program factors, including, but not limited to, all of the following:
  - (A) Program goals.
  - (B) Design resources.
  - (C) Management, evaluation, and improvement of the program.
  - (D) School context and working conditions.
  - (E) Support and assessment services to each beginning teacher.
- (3) Developing purposes and functions for reviewing and approving supplemental grants and standards for program clusters and program consultants, as defined pursuant to Section 44279.7.
- (4) Improving and refining the formative assessment system.
- (5) Improving and refining professional development materials and strategies for all personnel involved in implementing induction programs.
- (6) Conducting and tracking research related to beginning teacher induction.
- (7) Periodically evaluating the validity of the California Standards for the Teaching Profession adopted by the commission and the Standards of Quality and Effectiveness for Beginning Teacher Support and Assessment Program adopted by the commission and making changes to those documents, as necessary.

(b) As part of the California Beginning Teacher Support and Assessment System, the commission and the Superintendent shall establish requirements for local teacher induction programs.

(c) A school district or consortium of school districts may apply to the Superintendent for funding to establish a local teacher induction program pursuant to this section. From amounts appropriated for purposes of this section, the Superintendent shall allocate three thousand dollars (\$3,000) for each beginning teacher participating in the program. That amount shall be adjusted each fiscal year by the inflation factor set forth in Section 42238.1. To be eligible to receive funding, a school district or consortium of school districts shall, at a minimum, meet all of the following requirements:

- (1) Develop, implement, and evaluate teacher induction programs that meet the Quality and Effectiveness for Beginning Teacher Induction Program Standards adopted by the commission.
- (2) Support beginning teachers in meeting the competencies described in the California Standards for the Teaching Profession adopted by the commission.
- (3) Meet criteria for the cost-effective delivery of program services.
- (4) From amounts received from local, state, or resources available for purposes of teacher induction programs, contribute not less than two thousand dollars (\$2,000) for the costs of each beginning teacher served in the induction program.

(d) Teachers who have received their preliminary credential in a district intern program pursuant to Article 7.5 (commencing with Section 44325) or an intern program pursuant to Article 3 (commencing with Section 44450) of Chapter 3 and who are participating in an induction program pursuant to this section are not eligible for funding pursuant to Article 11 (commencing with Section 44380) of Chapter 2.

*(Amended by Stats. 2011, Ch. 348, Sec. 3. Effective January 1, 2012.)*

**44279.25.**

(a) By December 1, 2007, the Superintendent and the commission shall report to the Legislature and the Governor on the current state of the Beginning Teacher Support and Assessment System. The report shall review the articulation of teacher preparation programs and teacher induction programs to eliminate duplicative requirements and, at a minimum, do all of the following:

(1) Recommend revisions to laws, regulations, or policies to eliminate duplicative requirements between teacher preparation and teacher induction programs, with particular attention paid to eliminating duplication between induction requirements and requirements for completion of state-approved alternative certification programs.

(2) Recommend revisions to the system to ensure that teacher credential candidates achieve teaching competence and programs use best practices to transition candidates from teacher preparation programs to induction programs.

(3) Recommend ways to ensure that beginning teachers receive direct assistance from experienced teachers who are familiar with the grade span, subject matter, and teaching and classroom management techniques appropriate to the teaching assignment of each beginning teacher.

(b) By July 1, 2008, the Superintendent and the commission shall review and revise, as necessary, the Standards of Quality and Effectiveness for Professional Teacher Induction Programs of March 2002 to ensure that these standards address the application of knowledge and skills previously acquired in a preliminary credential program and to remove any requirements or activities that require candidates to duplicate the acquisition of knowledge through coursework. This review shall include, but need not be limited to, all of the following:

(1) A review of formative assessment systems in use to ensure that the systems are appropriately flexible and may be adapted to reflect progress of individual candidates.

(2) A review of professional development provided to induction participants to ensure that it is not duplicative of coursework completed during teacher preparation.

(3) A review of new teacher support to ensure that the focus is on application and enhancement of skills and knowledge acquired in a preliminary credential program.

(4) Recommendations for program monitoring with respect to this subdivision.

(c) In consultation with the Superintendent, the commission shall revise the formative assessment system for beginning teachers, as necessary to ensure that related tasks and activities are aligned to the revised standards.

(d) The Superintendent and the commission shall identify effective practices and techniques and provide for the dissemination of these to local induction program providers.

(e) Immediately following the adoption of revised standards pursuant to subdivision (b), the commission shall review induction programs to determine whether local teacher induction programs are meeting standards of quality and effectiveness adopted pursuant to subdivision (b) and to assure greater program quality and consistency. The commission shall schedule regular reviews following the initial review of programs pursuant to this subdivision.

(f) The Superintendent and the commission shall ensure that teacher credential candidates are notified of the opportunity to choose an early completion option pursuant to Section 44468.

(g) It is the intent of the Legislature that funds appropriated in Provision 44 of Item 6110-001-0890 of Section 2.00 of the Budget Act of 2006 (Chapter 47 of the Statutes of 2006) be made available for reviews and preparation of the reports required pursuant to subdivisions (a) and (b), and that the implementation of recommendations proceed immediately following the adoption of those reviews and reports.

*(Added by Stats. 2006, Ch. 517, Sec. 23. Effective January 1, 2007.)*

### **44279.3.**

(a) It is the intent of the Legislature that the executive secretary of the commission and the Superintendent of Public Instruction shall recommend to the commission standards of beginning teachers' support and performance, and an assessment process for verifying attainment of the performance standards, which shall be based on the results of the evaluation study required by Section 44279.2, as that section read on December 31, 1992.

(b) It is the intent of the Legislature that the commission shall adopt and promulgate standards and requirements for earning the professional teaching credential pursuant to paragraph (2) of subdivision (a) of Section 44225 in accordance with Chapter 3.5 (commencing with Section 11340) of Division 3 of Title 2 of the Government Code. The proposed regulations shall be developed jointly with the Superintendent of Public Instruction, and shall be drafted in consultation with the panel established pursuant to subdivision (b) of Section 44259.2.

It is the intent of the Legislature that the requirements of paragraph (2) of subdivision (a) of Section 44225 be operative within six months of the commission's adoption of standards and requirements for earning the professional credential. First priority shall be given to cost-effective requirements that maximize the use of existing state and local resources. The commission shall consider the use of credential fees and assessment fees to support the cost of implementing the requirements. In adopting professional teacher certification requirements pursuant to this subdivision, the commission shall include the criteria specified in subdivision

(d) of Section 44225, and, in addition, shall include the following:

(1) A rigorous program of candidate-centered assessment that relies upon individually evaluating the fitness of each individual candidate for a credential.

(2) Rigorous assessments of each teaching candidate's general knowledge and subject matter knowledge, that are designed to verify reading skills, writing ability, mathematical reasoning, and other elements of a liberal arts education.

(3) Assessments of each teaching candidate's instructional skills and classroom management skills, including an assessment of each teaching candidate's ability to work effectively with students of both sexes and from a variety of ethnic, socioeconomic, cultural, academic, and linguistic backgrounds.

(4) Alternatives for professionally supervising, supporting, and assisting beginning teachers for at least the critical first full teaching year.

(5) Deregulation of the academic training of teachers by shifting the emphasis from granting credentials on the basis of program approval to granting credentials on the basis of comprehensive assessments of individual candidates.

(c) If the professional teacher certification requirements adopted by the commission include passage of a standardized examination, the commission shall establish a procedure for approval by the commission of alternative examinations or assessments whose scope, contents, and level of difficulty are determined by the commission to be equivalent to the scope, contents, and level of difficulty of the standardized examination. In making these determinations, the commission may refer to and utilize, to the extent consistent with this section, accepted national and professional standards governing the use of tests and assessments, and governing the determination of equivalence between alternative tests and assessments. The commission shall recover the costs of administering any standard examination that the commission adopts by collecting examination fees from examinees. An agency or organization that recommends an alternative examination that is approved by the commission shall pay the costs of developing and administering the alternative examination from any available source of funds, including examination fees, existing budget allocations, and amended budget allocations.

(d) It is the intent of the Legislature that no detailed prescriptive checklists of competencies be adopted at the state level for the assessment of each beginning teacher's classroom performance.

(e) Until the operative date of the regulations that are adopted and promulgated in accordance with subdivision (b), the commission shall continue to administer teacher certification requirements and regulations that were in effect on December 31, 1988. The commission may amend those requirements and regulations, as the need arises.

*(Amended by Stats. 1992, Ch. 1245, Sec. 10. Effective January 1, 1993.)*

#### **44279.4.**

(a) (1) It is the intent of the Legislature that one full year, or the equivalent thereof, of paid, classroom teaching experience and beginning teacher support and assessment shall be a prerequisite to obtaining a professional credential to teach in the California public schools.

(2) Any credential candidate who is eligible for a preliminary credential shall be eligible for a classroom teaching position with beginning teacher support and assessment. The requirements of this article may be waived by the commission for individuals who are pursuing alternative entry programs established pursuant to subdivision (g) of Section 44225 and subparagraph (B) of paragraph (3) of subdivision (c) of Section 44259.

(b) It is the intent of the Legislature that support and assessment of beginning teachers shall be governed by standards adopted by the commission in consultation with the Superintendent and the state board.

(c) A beginning teacher who has been issued a preliminary teaching credential and a preliminary specialty credential pursuant to paragraph (3) of subdivision (b) of Section 44225 shall be

eligible for one year of beginning teacher support and assessment that combines classroom teaching and specialty instruction.

*(Amended by Stats. 2011, Ch. 348, Sec. 4. Effective January 1, 2012.)*

**44279.7.**

(a) The superintendent and the commission shall award supplemental grants on a competitive basis to Beginning Teacher Support and Assessment System teacher induction programs established pursuant to Section 44279.2 that are identified as having expertise according to criteria established by the superintendent and the commission. The supplemental grants received pursuant to this section shall be expended to assist clusters of teacher induction programs operated by school districts or consortiums of school districts.

(b) The superintendent and the commission shall designate each school district and consortium of school districts participating in the Beginning Teacher Support and Assessment System established pursuant to Section 44279.2 as belonging to a cluster according to the criteria established pursuant to this subdivision. For the purposes of this section “cluster” means a cluster of school districts or consortium of school districts established pursuant this section. The superintendent and the commission shall establish criteria for the formation of school districts or consortiums of school district teacher induction program clusters based upon, but not necessarily be limited to, all of the following:

- (1) Geographic proximity.
- (2) Program size.
- (3) The number of beginning teachers served.
- (4) The similarity of teacher characteristics and pupil populations in each school district.

(c) School districts and consortiums of school districts awarded supplemental grants pursuant to this section shall identify a teacher induction program consultant to assist the school district or consortiums of school districts forming a cluster. The superintendent and the commission shall identify the purpose and functions of each consultant. Those purposes and functions shall include, but not necessarily be limited to, all the following:

- (1) Assisting in designing, implementing, refining, and evaluating their teacher induction programs.
- (2) Assisting in building the capacity to provide professional development for all personnel involved in the implementation of teacher induction programs, including, but not limited to, beginning teachers, support providers, and administrators.
- (3) Disseminating information on teacher induction programs to all interested participants within the cluster and collaborating with other consultants statewide and with state administrative agency staff to ensure ongoing program improvement.

(d) The superintendent and the commission shall ensure that each grant awarded pursuant to this section supports the salary and benefits and other related costs based on the prorated amount of time dedicated to this function for a consultant to assist each cluster.

*(Amended by Stats. 1998, Ch. 485, Sec. 51. Effective January 1, 1999.)*