

SB 2042 Fifth Year of Study and Induction Program Stakeholder Work
Professional Services Division
June 6-7, 2007

Overview of this Report

This report provides an update on the stakeholder discussions that have taken place regarding the Fifth Year of Study and Induction Programs, candidate options and the adopted program standards. A group of stakeholders began meeting late in 2004 to discuss the two routes through which a candidate may earn the Professional Clear Credential and met most recently on May 31, 2007.

Staff Recommendation

This is an information item. The Commission is currently discussing work that remains to be completed as part of the SB 2042 (Chap. 548, Stats. 1998) reform. The first agenda item related to SB 2042 was presented at the March 2007 Commission meeting and provided an overview of the issues. The Fifth Year of Study and Induction Programs issue is scheduled to be presented in full at the June 2007 Commission Meeting. Staff will take the discussion from this meeting and incorporate it in the agenda item to the Commission.

Background

Pursuant to SB 2042, all teachers are required to complete a second tier preparation program in order to earn the Clear Teaching Credential. The *Standards of Program Quality for Professional Teacher Induction Programs* are the standards that all approved Induction Programs must meet. The *Standards of Quality and Effectiveness for Advanced Course Work for the Multiple Subject and Single Subject Professional Clear Teaching Credential* are the standards that all approved Fifth Year of Study Programs must meet.

The Professional Teacher Induction Program Standards were developed by the Induction Program Standards Task Force, under the auspices of the SB 2042 Panel and the Interagency BTSA Task Force. The Induction Task Force included 13 members, including representatives from the BTSA community as well as the SB 2042 Advisory Panel. The Fifth Year of Study Standards are a subset of the Induction Program standards based on the legislative requirements for the professional clear credential as stated in Education Code 44259.1.

These standards are designed to build on the prior subject matter and pedagogical preparation that teachers have completed, and focus on refining a beginning teacher's understanding of and ability to teach the state-adopted academic content standards for students, as well as on improving the new teacher's professional practice. Local education agencies and postsecondary institutions that offer Induction Programs are required to meet the adopted standards in order to prepare candidates for the Clear Teaching Credential. Currently there are 149 approved Induction Programs and all are offered by a school district or county office of education.

A second option to earning the Professional Clear Teaching Credential is the completion of a SB 2042 Fifth Year of Study Program. Any college or university that offers educator preparation programs may offer a Fifth Year of Study Program. Currently there are 35 approved Fifth Year of Study Programs although information from a recent survey shows that many of the approved programs are not currently operating because there are insufficient candidates to sustain the program.

In 2004, SB 2210 (Chap. 343, Stats. of 2004) established Induction as the required route to earn the professional clear credential, *if a program is available*. If an Induction Program is not available, as verified by the employer, then the individual may complete an approved SB 2042 Fifth Year of Study program. In regulation, the list of employers that may verify an Induction Program is unavailable to the candidate is limited to “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.”

Currently, Induction is offered in almost all public school districts in California. But not all individuals who hold a preliminary multiple or single subject teaching credential are employed in the public schools. In the 2005-06 year, over 22,000 initial multiple or single subject credentials were processed by the Commission. In the 2006-07 year, there are over 28,000 participants in the BTSA Induction Program—and this total includes first and second year teachers and teachers with special education credentials. Participation in an approved Induction Program is supported by state funding for classroom teachers in the public schools, and as of January 1, 2007 including teachers in charter schools. Individuals employed in a private school are not supported by state funding to complete Induction. In addition, the adopted standards for Induction Programs require the participant to be working with students in a classroom-type setting. Therefore, for a number of individuals who have earned a preliminary multiple or single subject teaching credential, Induction is not available based on their type of employment or lack of employment.

Policy Issues to be Presented to the Commission at the June 2007 Meeting

The policy questions that were raised in the introductory agenda item presented to the Commission in March 2007 are as follows:

- What is the current level of comparability of the standards for Induction Programs and Fifth Year of Study Programs, and how can any disparities best be addressed?
- Who is eligible for a Fifth Year of Study program and are there individuals for whom neither an Induction Program nor a Fifth Year of Study program is available? How can these individuals earn a Clear Teaching Credential?

Presented below is an excerpt from the DRAFT introduction to the June Commission Agenda item:

“This agenda item focuses on the third level of preparation: Induction into the profession, and the two routes to the Clear credential—Completion of an Induction Program or a Fifth Year of Study Program

The SB 2042 reform had many goals, one of which is especially pertinent to the discussion of the issues related to professional preparation discussed in this agenda item:

- A requirement that teachers complete a two-year induction program of support and formative assessment during the first two years of teaching as a requirement for earning a professional clear teaching credential.

The vision of SB 2042, based on the recommendations of the SB 1422 panel, was to reconfigure learning to teach as three years of situated learning. The preliminary preparation program was envisioned as the period when the individual acquires the initial knowledge, skills, and abilities to be a teacher. Then the induction period is the time when the beginning teacher, under the guidance of a trained support provider, puts the theories and knowledge into practice in an actual classroom. The two years of induction were designed to be completed when the beginning teacher has his or her own classroom with K-12 students. The Induction Program standards are framed around the assumption that the newly credentialed teacher is teaching students in a classroom, much like the individual that has just completed four years of medical school participates in an internship or a residency program. A doctor is not fully prepared and ready to practice with just the four years of medical school. He or she must complete the residency where mentoring takes place to assist the new doctor in applying the knowledge he or she acquired in the coursework. In a similar manner, SB 2042 envisions a credentialing system where the teacher completes the requirements for the clear credential while actually teaching and under the guidance of an experienced mentor/support provider; therefore, if an individual is not teaching, then he or she can not complete the requirements for the clear credential.”

Stakeholder Meeting, May 31, 2007

A meeting is scheduled for Thursday, May 31, 2007 to work with Fifth Year of Study and Induction Program stakeholders. Below is a DRAFT of a table that would clarify who is eligible for Induction or a Fifth Year of Study Program. An oral report will be presented to the COA on the outcomes of the stakeholder meeting.

SB 2042 Routes to the Clear Credential

Type of Employer	Teacher is eligible for State Funded Induction Only in first 2 years of teaching on the Preliminary Credential	Teacher may participate in Induction at his/her own cost	Employer is eligible to verify that Induction is not available*
Public school district or county office of education	Yes	Yes	Yes
Charter School	Yes	Yes	Yes
Private School , religious or nonsectarian	No	Yes	Yes
Nonpublic, nonsectarian school ¹	Yes	NA	NA
Juvenile court schools	Yes	Yes	Yes
Adult Correctional System	No	Yes	Yes
Juvenile Corrections	No	Yes	Yes
School under a state agency jurisdiction	No	Yes	Yes
Teaching outside California	No	No	Yes
Long term substitute		Yes, if an	

Type of Employer	Teacher is eligible for State Funded Induction Only in first 2 years of teaching on the Preliminary Credential	Teacher may participate in Induction at his/her own cost	Employer is eligible to verify that Induction is not available*
Day to Day Substitute	No	approved Induction program will accept the candidate and a plan is developed to provide the range of induction experiences and opportunities to demonstrate knowledge and skills required by the program.	No
Working for the state of California (CDE or CTC)	No		No
Working in Pre-school²	No		Yes
Working in Higher Education	No		No
Teaching/tutoring for an agency, i.e. studio, modeling agency, hospital, circus	No		Yes
Teaching/tutoring for a for profit company	No		No
After school program	No		
Home School teacher -not affiliated with a public/private school	No		No
Education affiliated setting, i.e. museum/zoo	No		No
Summer camp, YMCA,	No		No
Employed in a non-education setting	No		No
Unemployed individuals	No	No	

*A public school or any school that is sponsored by a private K-12 school, non-public, non-sectarian school or agency, charter school, or a school operated under the direction of a California state agency.

¹ A school where public school students are placed to meet the requirements of the student's I.E.P. Teachers hold special education credentials and currently do not earn the clear credential through an Induction Program.

² If the preschool is run by the school district AND the teachers are on the regular teacher salary schedule, then Yes to state funded induction. Otherwise No.