

## COMMISSION ON TEACHER CREDENTIALING

1020 O STREET  
SACRAMENTO, CALIFORNIA 95814

OFFICE OF THE EXECUTIVE SECRETARY

August 20, 1984

84-8503

TO: Superintendents of School Districts,  
Superintendents of County Schools and  
Deans of Schools of Education

FROM: John F. Brown, Executive Secretary

SUBJECT: Professional Development Plans for Teacher Trainees

SB 813 (Chapter 498, Statutes of 1983) established a teacher trainee certificate, and required each school district that employs a teacher trainee to develop and implement a professional development plan for each teacher trainee in consultation with an accredited institution of higher education that offers an approved program of professional preparation. The statute established minimum requirements for professional development plans, and authorized the Commission on Teacher Credentialing to suggest alternative models of professional development plans for consideration and adoption by school districts.

The purpose of this memorandum is to provide information and advice for personnel who supervise, evaluate, guide and assist teacher trainees, and to those who develop and adopt professional development plans for teacher trainees.

Requirements and Provisions of SB 813. Coded correspondence 83-8435 states the minimum requirements for obtaining a teacher trainee certificate, and describes the application procedure, authorization and period of validity of the certificate. Once the certificate has been obtained, additional requirements of SB 813 must be satisfied by the employing agency; these requirements are the initial subject of this memorandum.

Education Code Section 44830.3 requires the governing board of a school district that employs a teacher trainee to:

- "require that each teacher trainee be assisted and guided by a certificated employee of the school district who has been designated by the governing board as a mentor teacher pursuant to the provisions of Article 4 (commencing with Section 44490) of Chapter 3" of the Education Code; and

- "develop and implement a professional development plan for each teacher trainee in consultation with an accredited institution of higher education offering an approved program of pedagogical preparation."

Section 44830.3 also requires that the professional development plan for each teacher trainee include the following elements:

- "Provisions for an annual evaluation of the teacher trainee;
- As the governing board determines necessary, a description of courses to be completed by the teacher trainee, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching; and
- Any other criteria which may be required by the governing board."

Related to the annual evaluation of the teacher trainee, Section 44496 (a) prohibits mentor teachers from participating in the evaluation of any teachers, including teacher trainees.

Division of Responsibility for Teacher Trainees. To comply with the statutes that are cited above, each school district that employs a teacher trainee must provide a mentor teacher whose function is to guide and assist the trainee. Meanwhile, other certificated personnel of the employing district must conduct annual evaluations of each trainee. The Commission recommends that responsibilities related to the evaluation and support of teacher trainees be divided according to the following guidelines.

- Prior to the development of a professional development plan, each trainee's strengths and needs should be identified in the course of a diagnostic evaluation by a site administrator.
- For each teacher trainee, a professional development plan should be developed collaboratively by the site administrator who conducted the diagnostic evaluation, the mentor teacher and the teacher trainee. (See below for recommendations regarding the characteristics and elements of a professional development plan.)
- Responsibility for helping the teacher trainee to complete the professional development plan, and to achieve its purposes and goals, should be assigned to a mentor teacher at the trainee's school site.
- The site administrator who conducted the initial diagnostic evaluation of the teacher trainee should also be responsible for evaluating the trainee's performance as often as possible, but at least annually, and for communicating the results of each evaluation to the trainee and the mentor teacher.

Anticipated Needs of Teacher Trainees. The backgrounds and qualifications of teacher trainees will vary, so their needs will be diverse. Nearly all trainees will lack professional preparation, however, so they can be expected to need extensive advice and assistance in the following areas of professional knowledge and practice.

- Knowledge of adolescent and preadolescent characteristics and development.
- Familiarity with the secondary school curriculum in the subject(s) to be taught.
- Diagnostic ability to assess students' prior attainments, interpret their interests and attitudes, and identify their needs.
- Instructional planning skills, particularly the ability to plan the objectives of instruction and to present tasks in sequential steps that students can learn.
- The ability to use instructional media and materials (including textbooks) effectively.
- Motivational techniques for making a subject appeal to students.
- The ability to manage the activities of students in class, and skill at maintaining appropriate student behavior.
- The ability to establish appropriate relationships with students as a professional teacher.
- An understanding of the role and functions of secondary schools and the units within those schools (e.g. the library, health center, guidance office, career education center, etc.).

Mentor teachers who are expected to guide and assist teacher trainees should be prepared to address difficulties in these areas and others. Mentors may need to rely on resource personnel with special expertise in adolescent development, curriculum structure, or instructional media, to cite three examples. In many cases, the specialized expertise that is needed may be available at a nearby college or university that has a school or department of education.

Recommended Steps to Support Teacher Trainees. In order for teacher trainees to become effective teachers, it is critically important for the employing school district to provide timely, comprehensive support for their professional development. The following practices, among others, have been found to contribute effectively to the professional growth of new teachers; the Commission urges adoption of these practices by mentor teachers and site administrators who are responsible for teacher trainees.

- As early as possible, establish a sense of collegiality among teacher trainees, and between each trainee and the experienced members of the school faculty and staff.
- Early in the trainee's first semester of service, conduct a comprehensive assessment of the trainee's strengths and weaknesses with the stated purpose of developing a plan for the trainee's professional development.
- Conduct conferences in which the teacher trainee, the mentor teacher and the site administrator exchange perceptions of the trainee's strengths and needs as a new teacher.
- Reach mutual agreement with each teacher trainee regarding the elements of a professional development plan (see below for identification of these elements).
- Continue to observe each trainee's classroom frequently throughout the traineeship period of 2-3 years.
- Periodically meet with each trainee to discuss progress, problems, and the status of the professional development plan.
- Provide extended periods of time for the mentor teacher to coach each trainee intensively on skills and techniques on which the trainee needs to improve.
- Help each trainee to identify and locate resource persons and facilities in the district and in the surrounding region that the trainee could rely on for specialized guidance or assistance.
- Periodically provide feedback to each trainee regarding his or her performance and progress in all areas of professional development.

A district that employs one or more teacher trainees should be prepared and committed to support the professional growth of each trainee throughout the traineeship period of two to three years.

Consultations Leading to a Professional Development Plan. A district that employs one or more teacher trainees is required by Education Code Section 44830.3 to "develop and implement a professional development plan for each teacher trainee in consultation with an accredited institution of higher education offering an approved program of pedagogical preparation." Attached to this memorandum is a complete list of accredited colleges and universities that offer teacher preparation programs approved by the Commission. Below the name of each institution is the name and telephone number of the dean, director or chairperson of education or teacher education at that institution. The nineteen campuses of the California State University are listed alphabetically on the first page of the attachment, followed by alphabetical lists of eight University of California campuses and forty-one independent (private) colleges and universities. School districts that employ one or more teacher trainees may comply with the consultation requirement of Section 44830.3(b) by consulting with one or more of the institutions listed on the attachment.

The Commission on Teacher Credentialing urges school districts that employ (or plan to employ) teacher trainees to collaborate extensively with colleges and universities in the design, implementation and evaluation of professional development programs for teacher trainees. The Commission recommends that employing districts observe the following guidelines related to consultation and collaboration with colleges and universities.

- If possible, district representatives should consult with several postsecondary institutions prior to the development of any professional development plans, to determine which institutions are prepared and equipped to provide services on behalf of teacher trainees and mentor teachers.
- District representatives should become acquainted with the range of services and resources that colleges and universities may be able to provide, including the following possibilities:
  - graduate courses;
  - extension classes;
  - summer programs;
  - periodic seminars;
  - school site workshops;
  - diagnostic evaluations;
  - clinical supervision;
  - curriculum materials;
  - computer laboratories;
  - multimedia resources;
  - library collections on pedagogy; and
  - library collections on subjects taught.
- Before site administrators and mentor teachers consult with any postsecondary institutions regarding the professional development of particular trainees, it may be beneficial for them to learn from district representatives about the services and resources that are available at particular colleges and universities.
- Groups of school districts that employ small numbers of teacher trainees may collectively collaborate with a college or university; such an arrangement could establish a "critical mass" of trainees for the postsecondary institution to work with.
- A school district (or group of districts) that employs many trainees may not find all that their trainees need at one college or university; it may be most effective to solicit different services or resources from different institutions.

State law requires "consultation" with a college or university regarding the professional development plan for each teacher trainee. The statute does not

require school districts or their representatives to concur with or adopt any advice that a postsecondary institution renders. The Commission urges school districts to collaborate extensively with colleges and universities on behalf of effective professional development of each teacher trainee. The Commission also recommends consultation and collaboration with other agencies that may be able to offer services and resources to trainees and mentors, such as county offices of education, teacher education and computer centers, and teacher organizations.

Characteristics of Professional Development Plans. Education Code Section 44830.3 requires a district that employs one or more teacher trainees to "develop and implement a professional development plan for each teacher trainee." In establishing the teacher trainee certificate, the Legislature envisioned each traineeship as a two-year to three-year experience in which professional development is an important ingredient. The Commission urges employing school districts to regard the traineeship years as an extended period of time in which trainees can complete programs of professional development that have a strong impact. Because trainees will not complete programs of teacher preparation prior to certification, many of them are likely to need significant growth experiences that can be provided only by extended programs that are carefully planned, targeted and sequenced. A few brief interventions that are haphazardly planned and sequenced are not likely to contribute to a trainee's development. Consequently, the Commission recommends that each professional development plan have the following characteristics.

- Each plan should be written as an agreement between the teacher trainee, the mentor teacher who guides and assists the teacher trainee, and the site administrator who supervises and evaluates the trainee.
- In order for a professional development plan to be a long range plan, it should have a format in which some elements are agreed upon initially, and other elements are subsequently agreed on and added to the plan. For example, the results of periodic performance evaluations should be added to a plan after it has commenced.
- Each plan should be subject to changes by agreement between the trainee, mentor and administrator.
- The format of a plan should provide for the trainee, mentor and administrator to sign and date the original plan and each substantial change in the plan.

Above all, a plan for a trainee's professional development should encompass the entire length of the two-year or three-year traineeship period.

Elements of a Professional Development Plan. Each professional development plan for a teacher trainee must include "(1) provisions for an annual evaluation of the teacher trainee; (2) as the governing board determines necessary, a description of courses to be completed by the teacher trainee, if any, and a plan for

the completion of preservice or other clinical training, if any, including student teaching; (3) any other criteria which may be required by the governing board" (Education Code Section 44830.3b). The Commission urges districts that employ one or more teacher trainees to include the following kinds of elements in each trainee's professional development plan.

- A detailed description and analysis of the trainee's strengths and weaknesses during the initial weeks of the traineeship.
- A clear statement of the professional goals that the trainee is expected to attain by carrying out the professional development plan.
- The name of the postsecondary institution, and the name and position of each person at the institution, who has been consulted regarding the teacher trainee's professional development plan.
- The names and locations of resource agencies, including post-secondary institutions, which the teacher trainee and the mentor teacher are expected to consult, and a description of the services and resources that are available at each agency.
- A clear identification of each course or professional development activity that the teacher trainee is expected to complete (if any) as part of the professional development plan, and an agreed procedure for verifying the completion of such courses and programs.
- A schedule of the dates of school site activities that the teacher trainee and mentor teacher shall pursue, such as classroom observations, two-way conferences and intensive coaching sessions.
- A schedule of the dates of evaluations of the trainee's performance (as required by Education Code Section 44830.3b) by the school site administrator, and a detailed statement of the results of each evaluation.
- An evaluation of the professional development plan and each of its major elements, to be drafted by the teacher trainee and the mentor teacher after the trainee has completed the traineeship.

Statewide Evaluation of the Teacher Trainee Program. Section 44329 of the Education Code states that "the commission shall study the effectiveness of the certificated teacher trainee program and shall report its findings to the Legislature on or before January 1, 1987." School districts that employ (or plan to employ) one or more trainees are hereby notified of the Commission's intent to collect information about the teacher trainee program during 1984-85 and 1985-86. Details regarding the information to be collected will be the subject of an additional memorandum to be addressed to districts that participate in the trainee program. It seems probable that the Commission will ask participating districts to provide information such as the following.

August 1, 1984

- Information about the schools and classes in which trainees were assigned to teach.
- Identification of the postsecondary institutions which were consulted about professional development plans for trainees, and records of each consultation.
- Copies of professional development plans that districts have developed for teacher trainees, and records that verify the implementation of these plans.
- Statements of the criteria and procedures by which the performances of teacher trainees were evaluated, and the qualifications of person conducting the evaluations.

Sources of Additional Information. The purpose of this memorandum has been to provide information and advice that may assist personnel who are responsible for the teacher trainee program. Superintendents and Deans are asked to route or distribute copies of this memorandum to all persons who may find it useful.

For additional information about the minimum requirements for earning teacher trainee certificates or the authorizations they carry, please call or write to Dr. Richard Mastain, Coordinator of Licensing and Professional Development (916-445-0223).

For additional information about professional development plans for teacher trainees or consultations with postsecondary institutions, please call or write to Dr. Michael McKibbin, Consultant in Planning and Research (916-445-3224).

For information about the Commission's plan to study the effectiveness of the teacher trainee program, please call or write to Dr. David P. Wright, Coordinator of Planning and Research (916-445-8097).

Attachment

Accredited Institutions of Higher Education  
that offer  
Approved Programs of Professional Preparation

Commission on Teacher Credentialing

State of California

July 1984

California State University System

BAKERSFIELD

9001 Stockdale Highway  
Bakersfield, CA 93309  
Deborah Osen Hancock, Dean  
(805) 833-2219

CHICO

First & Normal Streets  
Chico, CA 95929  
Edward L. Miller, Dean  
(916) 895-6165

DOMINGUEZ HILLS

1000 East Victoria Street  
Carson, CA 90747  
George R. Walker, Dean  
(213) 515-3519

FRESNO

5421 North Maple  
Fresno, CA 93740  
Homer Johnson, Dean  
(209) 294-2623

FULLERTON

800 N. State College Blvd.  
Fullerton, CA 92631  
Peter A. Facione, Dean  
(714) 773-3311

HAYWARD

25800 Hillary Street  
Hayward, CA 94542  
James E. Walker, Dean  
(415) 881-3072

HUMBOLDT

Arcata, CA 95521  
Herbert Hendricks, Chair  
(707) 826-3766

LONG BEACH

1250 Bellflower Blvd.  
Long Beach, CA 90840  
Carolyn Denham, Acting Dean  
(213) 498-4513

LOS ANGELES

5151 State University Drive  
Los Angeles, CA 90032  
Ray Terrell, Dean  
(213) 224-3787

NORTHRIDGE

18111 Nordhoff Street  
Northridge, CA 91330  
Carolyn L. Ellner, Dean  
(818) 885-2590

POMONA

3801 W. Temple Avenue  
Pomona, CA 91768  
David M. Greene, Director  
(714) 598-4753

SACRAMENTO

6000 Jay Street  
Sacramento, CA 95819  
Steven Gregorich, Acting Dean  
(916) 454-6639

SAN BERNARDINO

5500 State College Parkway  
San Bernardino, CA 92407  
Ernest Garcia, Dean  
(714) 887-7571

SAN DIEGO

San Diego, CA 92182-0136  
Dennis Gooler, Dean  
(619) 265-6091

SAN FRANCISCO

1600 Holloway Avenue  
San Francisco, CA 94132  
Henrietta Schwartz, Dean  
(415) 469-2051

SAN JOSE

125 S. Seventh Street  
San Jose, CA 95192  
Denny Auchard, Interim Dean  
(408) 277-2625

SAN LUIS OBISPO

San Luis Obispo, CA 93407  
Richard L. Warren, Dean  
(805) 546-2935

SONOMA

1801 E. Cotati Avenue  
Rohnert Park, CA 94928  
Jayne DeLawter, Chair-  
person  
(707) 664-2131

STANISLAUS

800 Monte Vista Avenue  
Turlock, CA 95380  
Diana Mayer, Dean  
(209) 633-3357

University of California

BERKELEY

Berkeley, CA 94720  
Bernard Gifford, Dean  
(415) 642-3726

DAVIS

Davis, CA 95616  
J. M. Sassenrath, Dean  
(916) 752-3195

IRVINE

Irvine, CA 92664  
Rita Peterson, Director  
(714) 865-5117

LOS ANGELES

405 Hilgard Avenue  
Los Angeles, CA 90024  
C. Wayne Gordon, Dean  
(213) 825-2622

RIVERSIDE

Riverside, CA 92502  
Irving H. Balow, Dean  
(714) 788-5228

SAN DIEGO

Teacher Education Program  
(Q-030)  
LaJolla, CA 92093  
Hugh Mehan, Dean  
(619) 452-2957

SANTA BARBARA

Santa Barbara, CA 93106  
Naftaly S. Glasman, Dean  
(805) 961-2311

SANTA CRUZ

1156 High Street  
Santa Cruz, CA 95064  
David Swanger, Chairperson  
(408) 429-4129

Independent Institutions

ARMSTRONG COLLEGE

2222 Harold Way  
Berkeley, CA 94704  
Mary Echlinn, Director  
(415) 848-2500

AZUSA PACIFIC UNIVERSITY

Hwy 66 and Citrus Avenue  
Azusa, CA 91702  
Lawrence Birch, Chairperson  
(213) 969-3434

BETHANY BIBLE COLLEGE

800 Bethany Drive  
Santa Cruz, CA 95060  
Tom Ward, Director  
(408) 438-3800

BIOLA COLLEGE

13800 Biola Avenue  
LaMirada, CA 90638  
Richard D. Jones, Chairperson  
(213) 944-0351

CALIFORNIA BAPTIST COLLEGE

8432 Magnolia Avenue  
Riverside, CA 92504  
James McWhinney, Head  
(714) 689-5771

CALIFORNIA LUTHERAN COLLEGE

Thousand Oaks, CA 91360  
John Cooper, Director  
(805) 492-2411

CALIFORNIA COLLEGE OF ARTS & CRAFTS

5212 Broadway  
Oakland, CA 94618  
Paroja Shroff, Head  
(415) 653-8118

CENTER FOR EARLY EDUCATION

563 N. Alfred Street  
Los Angeles, CA 90048  
Estelle Shane, Director  
(213) 651-0707

CHAPMAN COLLEGE

333 N. Glassell Street  
Orange, CA 92666  
Nancy E. Jurenka, Chairperson  
(714) 997-6781

CLAREMONT GRADUATE SCHOOL

747 N. Dartmouth  
Claremont, CA 91711  
Paul Albrecht, Dean  
(714) 621-8067

COLLEGE OF NOTRE DAME

Ralston Avenue  
Belmont, CA 94002  
Sr. Emille Zenner, Director  
(415) 593-1601

DOMINICAN COLLEGE

1520 Grand Avenue  
San Rafael, CA 94901  
Barry Kaufman, Chairperson  
(415) 457-4440

FRESNO PACIFIC COLLEGE

1717 S. Chestnut Avenue  
Fresno, CA 93702  
Elias Wiebe, Dean  
(209) 251-7194

HOLY NAMES COLLEGE

3500 Mountain Blvd.  
Oakland, CA 94619  
Molly Freeman, Chairperson  
(415) 436-1022

LOMA LINDA UNIVERSITY

La Sierra Campus  
Riverside, CA 92505  
Reuben Hilde, Dean  
(714) 785-2263

LOS ANGELES BAPTIST COLLEGE

21726 W. Placerita Canyon Road  
Newhall, CA 91321  
John Hughes, Director  
(805) 259-3540

Independent Institutions (continued)

LOYOLA/MARYMOUNT UNIVERSITY

7101 West 80th Street  
Los Angeles, CA 90045  
Paul A. DeSena, Chairperson  
(213) 642-2863

MILLS COLLEGE

5000 MacArthur Blvd.  
Oakland, CA 94613  
Edna Mitchell, Head  
(415) 430-2255

MOUNT SAINT MARY'S COLLEGE

12001 Chalon Road  
Los Angeles, CA 90049  
Sr. Kieran Vaughan, Chairperson  
(213) 476-2237

NATIONAL UNIVERSITY

4141 Camino del Rio S  
San Diego, CA 92108  
Shahram Azordegan, Dean  
(619) 563-7145

OCCIDENTAL COLLEGE

1600 Campus Road  
Los Angeles, CA 90041  
Martin N. Olson, Chairperson  
(213) 259-2781

PACIFIC CHRISTIAN COLLEGE

2500 E. Nutwood  
Fullerton, CA 92631  
Gerald Tiffin, Dean  
(714) 879-3901

PACIFIC OAKS COLLEGE

5 Westmoreland Place  
Pasadena, CA 91103  
Mio Polifroni, Director  
(818) 795-9161

PACIFIC UNION COLLEGE

Angwin, CA 94508  
Eugene Gascay, Chairperson  
(707) 965-7265

PEPPERDINE UNIVERSITY

24255 Pacific Coast Highway  
Malibu, CA 90265  
Clarence Hibbs, Chairperson  
(213) 456-4000

3415 Sepulveda Blvd.  
Los Angeles, CA 90034  
William B. Adrian, Jr., Dean  
(213) 971-7723

POINT LOMA COLLEGE

3902 Lomaland Drive  
San Diego, CA 92106  
Philip A. Fitch, Chairperson  
(619) 222-6474

SAINT MARY'S COLLEGE

Moraga, CA 94575  
Paul J. Burke, Chairperson  
(415) 376-4411

SIMPSON COLLEGE

801 Silver Avenue  
San Francisco, CA 94134  
Marilyn C. Howland, Chairperson  
(415) 334-7400

SOUTHERN CALIFORNIA COLLEGE

55 Fair Drive  
Costa Mesa, CA 92626  
Wayman Carlson, Chairperson  
(619) 556-3610

STANFORD UNIVERSITY

Stanford, CA 94305  
J. Myron Atkin, Dean  
(415) 497-2115

USIU

8655 E Pomerado Road  
San Diego, CA 92131  
Dale Hamreus, Dean  
(619) 271-4300 Ext. 420

Independent Institutions (continued)

UNIVERSITY OF JUDAISM

15600 Mulholland Drive  
Los Angeles, CA 90077  
Ron Wolfson, Director  
(213) 879-4114

UNIVERSITY OF LA VERNE

1950 Third Street  
LaVerne, CA 91750  
John Mainiero, Director  
(714) 593-3511

UNIVERSITY OF THE PACIFIC

3601 Pacific Avenue  
Stockton, CA 95211  
William Bacon, Chairperson  
(209) 946-2556

UNIVERSITY OF REDLANDS

Redlands, CA 92373  
Drage Watson, Director  
(714) 793-2121

UNIVERSITY OF SAN DIEGO

Alcala Park  
San Diego, CA 92110  
Edward DeRoche, Dean  
(619) 293-4538

UNIVERSITY OF SAN FRANCISCO

2130 Fulton Street  
San Francisco, CA 94117  
William T. Garner, Acting Dean  
(415) 666-6525

UNIVERSITY OF SANTA CLARA

Santa Clara, CA 95053  
Joann Vasquez, Dean  
(408) 984-4434

UNIVERSITY OF SOUTHERN CALIFORNIA

3518 University Park  
Los Angeles, CA 90089-0031  
John Orr, Dean  
(213) 743-2383

WESTMONT COLLEGE

955 LaPaz Road  
Santa Barbara, CA 93108  
Ruth/Gayle Tucker, Chairperson  
(805) 969-5051

WHITTIER COLLEGE

13406 Philadelphia  
Whittier, CA 90608  
John F. Dean, Chairperson  
(213) 693-0771 Ext. 241