
6G

Information/Action

Professional Services Division

Update on Induction Programs

Executive Summary: This agenda item provides an update on information gathered during fall 2013 regarding Induction programs and identifies options for beginning teachers if the employer is not sponsoring or collaborating with a Commission-approved Induction program.

Recommended Action: That the Commission provide input and guidance concerning the short term or long term options identified in this item.

Presenters: Karen Sacramento, Consultant, Katie Croy, Consultant, 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.

February 2014

Update on Induction Programs

Introduction

This agenda item provides an update on information gathered during fall 2013 regarding Induction programs and identifies options for beginning teachers if the employer is not sponsoring or partnering with a Commission-approved Induction program.

Background

BTSA Induction Program Description

An Induction study session was held at the September 2013 Commission meeting. The accompanying agenda item (<http://ctc.ca.gov/commission/agendas/2013-09/2013-09-2H.pdf>) explained that, through the annual Budget Act, the Beginning Teacher Support and Assessment (BTSA) program historically provided dedicated funding to local education agencies for the induction of each participating teacher. This approach to the support and mentoring of new teachers represented a significant state policy commitment based on incontrovertible research showing that individualized support and mentoring contextualized to the teacher's assignment and content area(s) were critical to the effectiveness of new teachers in the classroom and to their retention in the profession. Education Code §§44203(a) and (b) clearly defined the types of support, mentoring, and assessment that new teachers are to receive:

“Beginning teacher support” means a combination of assistance, guidance, encouragement, and diagnostic assessment that helps the holders of preliminary teaching credentials to fulfill their professional responsibilities effectively during the first year or two years of classroom teaching, and that satisfied standards of support adopted by the commission.

“Beginning teacher assessment” means a process that has been adopted or approved by the Commission for measuring the performances of the holders of preliminary teaching credentials in order to help them improve, and to determine whether their performances satisfy the commission's standards of performance for earning the professional teaching credential.

These are important concepts to deconstruct in order to understand what made the state's Induction approach effective in meeting the purposes of developing competent teachers and retaining them in the profession. The assistance, guidance, and encouragement referenced in the definition was meant to shift the practice of new teacher support from the previous approach where teachers might simply commiserate about their classes or students or practices without a structured framework for moving practice forward, to a context where a dedicated mentor would guide the new teacher in discussion about how the teacher's practice reflected progress towards meeting the *California Standards for the Teaching Profession* (CSTP). The CSTP represent California's expectations for highly competent professional practice and provide a framework to guide the new teacher's deliberations about his/her own practice. For the first time, there were clear expectations as to what developing practice should look like, and the new teacher/mentor pair were focused on helping the new teacher's practice evolve and advance towards meeting

these expectations through ongoing diagnostic conversations and other shared professional practices.

The concept of beginning teacher assessment was also critical in helping the new teacher be successful, and therefore more likely to remain in the profession. With the CSTP serving as the clear guidelines for effective veteran practice, mentors and new teachers were able to focus on specific areas of practice that needed improvement. Since the BTSA Induction program was a separate process from new teacher evaluation for employment purposes, new teachers were able to share areas of perceived need with the mentor and obtain assistance in those areas within a “safe” environment. The BTSA Induction programs typically followed a system of formative assessment developed by the Commission that helped guide these diagnostic conversations, but the content of these conversations were not shared with employers.

The New Teacher Center research-based Induction policy also supported a BTSA program length of two years (<http://www.newteachercenter.org/sites/default/files/ntc/main/resources/brf-ntc-policy-state-teacher-induction.pdf>). The New Teacher Center adopted the following policy: “State policy should require that all teachers receive Induction support during their first two years in the profession.” When the Induction Program Standards were developed and adopted by the Commission in 2001 and updated in 2008 there was dedicated state funding to support two years of Induction in California, so the programs were developed to be two years in length. However, the Commission’s Induction Program Standards do not specify the length of an Induction program. One of the recommendations from the Teacher Preparation Advisory Panel (TAP) is that in line with the research on new teacher support and retention, the Commission’s standards should require that all Commission-approved Induction programs are a minimum of two years in length.

Funding History

Dedicated BTSA Induction state funding on a per-participant basis historically allowed school districts and county offices of education to offer Induction programs to new teachers at no charge to the teacher. This dedicated funding was a stable source of support for LEA-based induction support for a number of years. However, in 2009-10 the Legislature enacted flexible funding under SBX3 (EC §42605) that shifted funding from the prior per-participant allocation to discretionary use funding on the part of districts that could then choose to use the funding to support BTSA Induction or some other program instead. During these funding shifts, the prior infrastructure supporting BTSA Induction that has grown over the years (including a regional cluster director structure that facilitated local consortia of Induction programs and provided technical assistance to local BTSA Induction programs) began to erode as funding was redirected to other purposes. The funding picture shifted again in 2013 when the current Local Control Funding Formula (LCFF) distribution to LEAs was enacted. Under the LCFF, districts may choose to continue to offer Induction funded in part or in whole by state funds, or could choose instead to discontinue funding to support Induction programs infrastructure and new teacher participation in favor of applying the funding to a different local priority.

During the period when dedicated funding was allocated to LEA BTSA Induction programs on a per-participant basis, no institution of higher education offered a Commission-approved Induction program. In recent years, four IHEs have submitted and been approved to offer general

education Induction programs, and another three proposals are under review at this time. In addition to these IHE based programs, there are currently 152 Commission-approved LEA-based general education Induction programs available for California's new teachers seeking to clear their preliminary teaching credentials. The majority of participants in BTSA Induction programs have been and continue to be general education teachers, but special education teachers and career technical education teachers also participate in Induction programs.

As the 2013-14 school year has progressed under local control funding, additional information has been gathered regarding the current status of Commission-approved Induction programs. Concerns have been conveyed regarding the continuing availability of Induction programs in some areas of the state, the continuing quality of programs given changes in funding, and the impact on beginning teacher ability to access to Commission-approved Induction programs to clear their credentials.

Updated Program Status

The September 2013 agenda item provided information on each operating BTSA Induction program in the 2013-14 school year and if known, the cost to the participating teacher for those programs. Because the September 2013 agenda item was developed as the 2013-14 school year was beginning, only preliminary information was available for many programs at that time.

Since then, a number of consultations have been held with LEA sponsors of Induction programs, especially consortia programs, on the future of these programs. Sponsors of consortia programs have shared that it has been complicated to negotiate among the district partners how the Induction program should function in the era of the LCFF. Single district programs are experiencing operating challenges in continuing to offer programs that meet the Commission-adopted program standards, even though they do not have the additional complication of negotiating among a variety of district partners for resources to fund and support the program. Reported outcomes are that some programs state that they are not enrolling or supporting first year teachers in this 2013-14 year while others report that their LEA is considering this practice for the 2014-15 year. At this time, the information is still tentative for 2014-15 and ranges from (a) programs continuing to operate as in the past without charging participating teachers, (b) programs continuing to operate but planning to charge candidates, (c) consortium programs operating but not continuing to serve all district partners to (d) programs that plan to close.

Induction is required to earn the General Education Clear Teaching credential if it is available to the candidate. All Commission-approved General Education Induction programs are listed on the Commission's Approved Programs web page. There is a drop down list that allows the individual to filter so only those institutions sponsoring Induction programs are listed (http://cig.ctc.ca.gov/cig/CTC_apm/GE_i.php). At this time there are 156 Commission-approved Induction programs (0 CSU, 1 UC, 3 private colleges and universities, and 152 sponsored by local education agencies). The complete list of currently approved programs is provided in Appendix A. A few LEA-sponsored Induction programs have been declared inactive (11) or been withdrawn (2) in the last few years.

Issues for the Commission's Consideration

There are several key issues raised by the evolving situation in the Induction world, where it is still unclear which programs will be maintained under the LCFF, which may go dormant for a period of time and may or may not come back into operation, which will shift from using state funding to charging new teachers for Induction services, and which programs will simply close down and no longer offer the option of local LEA-based induction for new teachers. Making this situation more complex is the obligation of the new teacher to clear his/her credential within a five-year period. The method intended by statute for new teachers to clear a credential is a Commission-approved Induction program; however, it is less clear that all new teachers will continue to have this particular option available. This situation raises issues of equity and access for all new teachers.

Individuals holding a Preliminary general education (Multiple or Single Subject) teaching credential are required by Education Code §44259(c)(2) to complete a Commission-approved Induction program to earn the Clear Teaching Credential. If an Induction program is verified as not available by the employing agency or the individual must satisfy NCLB requirements, the individual may complete a Commission-approved General Education Clear Credential program. An individual who holds a Preliminary Education Specialist Teaching Credential must complete a Commission-approved Clear Education Specialist Induction program to earn the Clear Teaching Credential. Many of the Commission-approved Clear Education Specialist Induction programs are sponsored by local education agencies and integrated into the general education Induction program.

Many LEA-based Induction programs are developing fee structures in which the participating teacher would pay to participate in the Commission-approved Induction program. Teachers holding Preliminary Credentials are expressing concerns about how they will earn a Clear Teaching Credential and BTSA Induction programs have concerns about program quality and viability. The Induction programs sponsored by institutions of higher education charge participating teachers tuition. Due to program instability and uncertainty around current and future capacity, new teachers may be unclear as to what Induction programs are available to them, what the fees for the program are, and if there are other options to earn the Clear Teaching credential.

Although local Induction programs are presently in flux, candidates are nonetheless still responsible for clearing their credential. Within the current landscape, the following options are available for candidates whose employers are not sponsoring or partnering to offer an Induction program.

1. If a teacher is employed in a district that is not sponsoring or partnering to offer Induction to new teachers, the individual may elect to **enroll in an Induction program that is offered by a college or university**. In an IHE sponsored Induction program, the beginning teacher's activities may be less closely tied to the individual's teaching assignment because many aspects of a high quality Induction program are dependent upon the support provider. When the program is not sponsored by the employer or a partner district it is challenging for the support provider to understand and support the district and school goals. This option is limited, however, since at this time there are only four Commission-approved Induction

programs sponsored by colleges or universities. There are three additional proposals for Induction programs sponsored by colleges and universities in the initial program review process at this time.

2. Another option for the individual to earn a clear credential is **enrolling and completing an Induction program sponsored by a neighboring district or a county office of education, if the program accepts participants who are not employed by a partner district.** This could be challenging for the new teacher because he or she could be contacting a number of local school districts and county offices of education to find one that would be willing to work with an individual who is not employed by a partner district. In an Induction program where the employing district is not a partner in the design and implementation of the program, the beginning teacher's activities may be less closely tied to the individual's teaching assignment because many aspects of a high quality Induction program are dependent upon the support provider. The support provider may not understand and support the district and school goals. In this case, it is likely that the new teacher would have to pay fees to the Induction program. However, this option may also be limited, as many programs are not prepared to work with teachers from outside of the district and/or partnering agencies.
3. A third option is for the individual to **complete an online Induction program.** Online programs are beginning to be offered by both LEA- and IHE-sponsors. When Riverside COE presented at the September 2013 Induction study session, information was shared about the pilot of their online Induction program. Commission staff could gather information on which Induction programs are offered through an online delivery model, monitoring the program quality through the accreditation processes, and post that information on the Commission webpages. Although this option is promising and holds potential, in actuality it is still a limited choice for candidates since there are few programs currently available.
4. A final option for employed teachers, if a teacher's employer verifies that Induction is not available to that teacher or the teacher must satisfy a NCLB requirement, is that the teacher may **complete a General Education Clear Credential program.** Provided in Appendix B is the Commission's guidance to teachers who are employed by entities eligible to verify that Induction is not available. The employer must complete a form, known as the CL 855, to allow the individual to enroll in a Commission-approved Clear Credential program sponsored by a college or university. A Clear Credential program is not an Induction program and is intended as the contingency option when Induction is not available to an employed teacher. There is no support provider assigned to work directly to mentor and assist the new teacher nor is there a specific formative assessment system required in a Clear Credential Program. Instead, the program must ensure that the individual is supported during the program and is assessed formatively during the program. In general a Clear Credential program is viewed as a 'light' Induction program where less intense mentoring, support, and guidance is provided and the participating teacher's activities may be less closely tied to the individual's teaching assignment because the program is housed at an institution of higher education rather than the local district or county office.

All Commission-approved General Education Clear Credential programs are listed on the Commission's Approved Programs web page. There is a drop down list that allows the

individual to filter so only those institutions sponsoring Clear Credential programs are listed (http://cig.ctc.ca.gov/cig/CTC_apm/GE_c.php). At this time there are 21 Commission-approved Clear programs (2 CSU, 3 UC, 16 private colleges and universities, and 0 sponsored by local education agencies) in operation. The complete list of currently approved and operating programs is provided in Appendix C. It could be challenging for a newly employed Preliminary Credential holder to enroll at a college or university to complete the Clear Credential Program. There are limited programs offered by the state institutions and the tuition at a private institution may be substantial. A number of Clear Credential programs have been withdrawn or declared inactive in the past few years due to the fact that most teachers were completing Induction programs sponsored by the teacher's employing agency or the consortium in which the employing district was a partner. Institutions formerly approved to offer Clear Credential Programs that have been withdrawn (5 CSU, 0 UC, 4 Private colleges and universities) would need to submit a proposal and request approval to begin the programs. For the institutions that have declared the Clear Credential program inactive (3 CSU, 0 UC, 18 Private colleges and universities), the institution may request reactivation from the Committee on Accreditation (COA). Programs that have been withdrawn or are inactive are not shown on the public Approved Programs web page.

An issue that arises for candidates with respect to access to completing a Clear Credential Program is that candidates are dependent on an employer providing a signed CL 855 form in order for them to use this route. Employers may be reluctant to provide the form in instances where they are not certain if they will be offering an Induction program; employers may not be sufficiently aware of their obligation to provide the signed form if in fact Induction is not available from the employer; or employers may delay or refuse to provide the signed form to new teachers. This situation of dependency on the employer in order to have access to a Clear Credential Program is problematic particularly for candidates who do not have access to any of the other three options for the reasons cited above. In this type of circumstance, affected candidates are essentially without any access to be able to clear their credential. It is possible that the Commission might consider providing more information to employers, possibly through a Coded Correspondence, to explain the CL 855 process more thoroughly.

The options listed above pertain primarily to general education teachers. There are additional considerations for Special Education teachers and for Career Technical Education teachers, as discussed below.

Special Education Teachers

All individuals holding a Preliminary Education Specialist teaching credential must complete a Commission-approved Clear Education Specialist Induction program to earn the Clear Teaching Credential. All Commission-approved Clear Education Specialist Induction programs are listed on the Commission's Approved Programs web page. There is a drop down that allows the individual to filter so that only those institutions sponsoring Clear Induction programs are listed (http://cig.ctc.ca.gov/cig/CTC_apm/EdSp_c.php). At this time there are 82 Commission-approved Clear Education Specialist Induction programs (7 CSU, 1 UC, 6 Private colleges and universities, and 68 sponsored by local education agencies). The complete list of currently approved programs is provided in Appendix D. Because the majority of approved Clear Education Specialist Induction programs are sponsored by local education agencies, access to the

Clear Teaching credential for individuals holding a Preliminary Education Specialist teaching credential has also been impacted by the change in funding structure for the BTSA Induction program.

Career Technical Education Teachers

An individual holding a Preliminary Designated Subjects Career Technical Education (CTE) teaching credential may participate in an Induction program but must complete the Commission-approved Preliminary Preparation program within three years of being awarded the Preliminary Credential. It is important to remember that in the Designated Subjects, the individual qualifies for a Preliminary Teaching credential based on work experience in a profession and completes the Preliminary preparation program while teaching on the Preliminary credential. To earn the Clear Designated Subjects Career Technical Education teaching credential, the individual must teach successfully for two years or complete an advanced CTE program. All Commission-approved Designated Subjects Career Technical Education programs are listed on the Commission's Approved Programs web page. There is a drop down that allows the individual to filter so that only those institutions sponsoring Career Technical Education programs are listed (http://cig.ctc.ca.gov/cig/CTC_apm/DS_cte_33.php). At this time there are 16 Commission-approved Career Technical Education preparation programs (1 CSU, 2 UC, 3 Private colleges and universities, and 10 sponsored by local education agencies). The complete list of currently approved programs is provided in Appendix E.

Additional Expected Changes

During the 2014 legislative year, trailer bill language may be introduced that updates sections of the Education Code that have been impacted by the Local Control Flexible Funding (LCFF). With respect to BTSA Induction, EC §44279 defines: the purposes and goals of BTSA; per participant funding; required in-kind contributions; and the cluster infrastructure. Because the local funding formula allows each local education agency to allocate its funds as the local school board decides, much of the language in this section of the education code has become obsolete. The requirements for a teacher to complete a Commission-approved Induction program are specified in EC §44259 and are not impacted by LCFF; therefore, no changes are expected for this section of the code. As the Commission engages in the process of revising standards for Induction programs, these changes will be important factors to consider.

With the LCFF, the funding for Cluster Region Directors (CRD), the statewide infrastructure that has provided leadership and guidance for BTSA Induction, is no longer dedicated in the State Budget. Since 1998 BTSA Programs have been supported and guided by CRDs and with the integration of the LEA-based Induction programs into the Commission's accreditation system, the CRDs have been integral in supporting the LEAs in preparing for accreditation and for working as auxiliary staff to facilitate accreditation site visits. Losing this part of the Induction infrastructure will affect the Commission's accreditation efforts as well as the technical support for local Induction programs.

The uncertainty around which LEA-based Induction programs will continue to operate as well as which programs are charging fees, and what those fees will be, makes it even more challenging for a new teacher to know how to clear the Preliminary Teaching Credential.

Short Term Policy Issues and Next Steps for the Commission's Discussion

Steps the Commission can take in the short term to inform new teachers about how to earn a Clear Credential include:

- Develop a leaflet or other informational document that clearly states the options available for individuals holding a Preliminary Teaching Credentials to earn a Clear Teaching Credential.
- Require Preliminary Preparation programs to provide information to candidates about the options to earn a clear teaching credential.
- Provide further guidance to employers regarding Induction and Clear Credential Programs including the CL 855 process and their obligation to candidates when employers verify that Induction is not available.
- Work with employers and the teachers' associations to provide clear information about the availability of Induction in the district, and if there is a fee for the participating teacher, at the point of hire for teachers holding Preliminary Teaching credentials.

Long Term Policy Issues and Questions

The Commission is in the process of rethinking the essential components of teacher preparation for both the Preliminary and Clear credential. Stakeholders are discussing possible long term steps to ensure the quality of new teacher induction. Options the Commission could consider include the following:

- Should the authorization for a Preliminary Credential be revised so that that the holder is only authorized to serve as the teacher of record if they are participating in a Commission-approved Induction program?
- Should districts continue to have any responsibility for support and mentoring of new teachers if they choose other priorities for local funding and discontinue their Induction programs?
- How can the Commission's standards, policies and Credential requirements best assist both candidates and districts so that beginning teachers are well-supported, guided, mentored and assessed, and not left on their own to try to find a way to earn a clear credential? This could be viewed in a manner similar to the Intern Credential. In the past year the Commission has had a number of conversations about the support and guidance each intern must have while holding an intern credential and completed the regulatory process to implement these requirements. Should there be similar support and guidance requirements for employers who hire an individual who holds a Preliminary teaching credential?
- Should the Commission set policy and standards regarding the length of Induction? Given changes in preliminary preparation including all beginning teachers passing a performance assessment, would a high quality one year Induction program be an appropriate option for California teachers?

- With the advent of a two-year limit on post-baccalaureate preparation programs, how might the Commission adjust its expectations for both preliminary preparation and Induction? How might completion of an in-depth one-year residency, as part of preliminary preparation, address the need to develop each teacher's knowledge and skill in the context of practice? Could such a program satisfy the requirements of Induction?
- In this landscape of uncertain local and state funding for supporting Induction, how can the Commission best continue to provide candidates with access to a robust, research-supported Induction experience to help beginning teachers advance their practice towards meeting the *California Standards for the Teaching Profession*? How can the Commission continue to provide for support, mentoring and assessment of the incoming workforce?

Staff Recommendation

Staff recommends that the Commission provide input and guidance concerning the short term or long term options identified in this item.

Next Steps

Based on the Commission discussion, staff will gather additional information, develop guidance, continue to monitor the Commission-approved programs and provide guidance when requested. As the initial year of LCFF concludes, more districts will decide what to do about their locally sponsored Induction program. It may be possible that some regulatory change or change in the Induction program standards will be needed to ensure that quality Induction experiences remain available to each new teacher in California.

Appendix A
Commission-Approved Induction Programs

CSU System: General Education (MS/SS) Induction

None

UC System: General Education (MS/SS) Induction

University of California, Los Angeles

Private Institutions: General Education (MS/SS) Induction

Azusa Pacific University

Claremont Graduate University

Teachers College of San Joaquin

Districts, Counties and Other Entities: General Education (MS/SS) Induction

	Number of Partnering Districts
Alhambra Unified School District	1
Anaheim City School District	1
Anaheim Union High School District	5
Animo Leadership Charter High School (Green Dot Public Schools)	11
Antelope Valley Union High School District	1
Antioch Unified School District	1
Arcadia Unified School District	1
Aspire Public Schools	13
Azusa Unified School District	1
Bakersfield City School District	1
Baldwin Park Unified School District	1
Bay Area School of Enterprise (REACH Institute)	11
Bellflower Unified School District	5
Brentwood Union School District	5
Butte County Office of Education	16
California School for the Deaf, Fremont	1
Campbell Union School District	24
Capistrano Unified School District	2
Castaic Union School District	2
Central Unified School District	1
Chaffey Joint Union High School District	1
Chula Vista Elementary School District	1
Clovis Unified School District	3
Compton Unified School District	1
Conejo Valley Unified School District	1
Contra Costa County Office of Education	13
Corona-Norco Unified School District	1
Culver City Unified School District	2

	Number of Partnering Districts
Cupertino Union School District	1
Davis Joint Unified School District	15
El Dorado County Office of Education	40
El Rancho Unified School District	1
Elk Grove Unified School District	1
Encinitas Union School District	6
Envision Schools	3
Escondido Union School District	1
Etiwanda School District	1
Evergreen School District	1
Fairfield-Suisun Unified School District	2
Fontana Unified School District	4
Fremont Unified School District	1
Fresno County Office of Education	29
Fresno Unified School District	2
Fullerton School District	3
Garden Grove Unified School District	1
Glendale Unified School District	5
Grossmont Union High School District	1
Hacienda La Puente Unified School District	1
Hanford Elementary School District	1
Hayward Unified School District	3
High Tech High	8
ICEF Public Schools (Los Angeles Unified School District)	3
Imperial County Office of Education	17
Irvine Unified School District	4
Kern County Superintendent of Schools	49
Kern High School District	2
King-Chavez Academy of Excellence	44
Kings County Office of Education	13
La Mesa-Spring Valley School District	1
Lancaster School District	3
Lawndale Elementary School District	4
Long Beach Unified School District	1
Los Angeles County Office of Education	23
Los Angeles Unified School District	1
Los Banos Unified School District	1
Madera Unified School District	10
Manteca Unified School District	1
Marin County Office of Education	21
Merced County Office of Education	20
Merced Union High School District	2
Milpitas Unified School District	1

	Number of Partnering Districts
Modesto City Schools	2
Montebello Unified School District	1
Monterey County Office of Education	33
Mt. Diablo Unified School District	1
Murrieta Valley Unified School District	1
Napa County Office of Education	6
New Haven Unified School District	1
Newark Unified School District	7
Oak Grove School District	4
Oakland Unified School District	4
Ocean View School District	6
Oceanside Unified School District	6
Ontario-Montclair School District	2
Orange County Department of Education	36
Orange Unified School District	1
Palmdale School District	1
Palo Alto Unified School District	3
Palos Verdes Peninsula Unified School District	9
Panama-Buena Vista Union School District	1
Paramount Unified School District	1
Pasadena Unified School District	1
Placentia-Yorba Linda Unified School District	3
Placer County Office of Education	21
Pleasanton Unified School District	8
Pomona Unified School District	2
Poway Unified School District	1
PUC Schools	9
Redwood City School District	1
Rialto Unified School District	1
Riverside County Office of Education	78
Riverside Unified School District	1
Rowland Unified School District	1
Sacramento City Unified School District	2
Sacramento County Office of Education	45
Saddleback Valley Unified School District	1
San Bernardino City Unified School District	1
San Diego County Office of Education	45
San Diego Unified School District	1
San Dieguito Union High School District	1
San Francisco Unified School District	1
San Gabriel Unified School District	5
San Joaquin County Office of Education	48
San Jose Unified School District	2

	Number of Partnering Districts
San Juan Unified School District	1
San Luis Obispo County Office of Education	11
San Marcos Unified School District	3
San Mateo - Foster City School District	
San Mateo County Office of Education	26
San Ramon Valley Unified School District	2
Sanger Unified School District	2
Santa Ana Unified School District	1
Santa Barbara County Education Office	21
Santa Clara Unified School District	1
Santa Cruz County Office of Education	40
Santa Monica-Malibu Unified School District	2
Saugus Union School District	5
School for Integrated Academics and Technology (SIA Tech)	9
Selma Unified School District	5
Sequoia Union High School District	1
Sonoma County Office of Education	117
Stanislaus County Office of Education	54
Stockton Unified School District	2
Sutter County Superintendent of Schools	24
Tehama County Department of Education	111
Temple City Unified School District	4
Torrance Unified School District	1
Tracy Unified School District	1
Tulare City School District	2
Tulare County Office of Education	48
Tustin Unified School District	1
Vallejo City Unified School District	3
Ventura County Office of Education	29
Visalia Unified School District	2
Vista Unified School District	1
Walnut Valley Unified School District	14
Washington Unified School District	1
West Contra Costa Unified School District	1
West Covina Unified School District	
Westside Union School District	3
Wm. S. Hart Union High School District	3

Appendix B
Routes to a Clear Multiple or Single Subject (SB 2042) Teaching Credential

Type of Employer*	Teacher may participate in Induction	Employer is eligible to verify that Induction is not available. Candidate may opt to complete a General Education Clear Credential Program
Public school district or county office of education	Yes	Yes *
Charter School	Yes	Yes *
Private School, religious or nonsectarian	Yes	Yes *
Nonpublic, nonsectarian school or agency	Yes	NA
Juvenile court schools	Yes	Yes *
Adult Correctional System	Yes	Yes *
Juvenile Corrections	Yes	Yes *
School under a state agency jurisdiction	Yes	Yes *
Teaching outside California	<i>Yes, if an approved Induction Program will accept the candidate and a plan is developed.</i>	No
Long-term substitute		Depends
Day-to-Day Substitute		No
Working for the state of California (CDE or CTC)		No
Working in Pre-School¹		? ¹
Working in Higher Education		No
Teaching/tutoring for an agency, i.e. studio, modeling agency, hospital, circus		Yes *
Teaching/Tutoring for a ‘for profit’ company		No
After school program		No
Home School teacher – not affiliated with a public/private school		No
Education affiliated setting, i.e. museum/zoo		No
Summer camp, YMCA		No
Employed in a non-education setting		No
Unemployed individuals		No

* Employer is defined as a California public school, any school that is sponsored by a private California K-12 school, non-public, non-sectarian school or agency, charter school, or a school operated under the direction of a California state agency. Employer must complete, and superintendent or designee, sign the CL 855 *Induction Program - Verification of Unavailability of a Commission-Approved Program* form.

¹ If the preschool is run by the school district AND the teachers are on the regular teacher salary schedule, then ‘Yes’ to the employer signing the CL 855 letter. Otherwise ‘No’.

Appendix C
Commission-Approved General Education Clear Credential Programs

CSU System: General Education (MS/SS) Clear

California State University, Fullerton

San Diego State University

UC System: General Education (MS/SS) Clear

University of California, Los Angeles

University of California, Riverside

University of California, San Diego

Private Institutions: General Education (MS/SS) Clear

Antioch University

Azusa Pacific University

Biola University

California Lutheran University

Dominican University of California

Fresno Pacific University

Hebrew Union College

La Sierra University

Loyola Marymount University

Mount St. Mary's College

National Hispanic University

National University

Pacific Union College

Point Loma Nazarene University

Santa Clara University

Whittier College

Districts, Counties and Other Entities: General Education (MS/SS) Clear

None

Appendix D

Commission-Approved Clear Education Specialist Induction Programs

CSU System: Education Specialist: Clear Induction

California State University, Bakersfield
California State University, Dominguez Hills
California State University, Fullerton
California State University, Los Angeles
California State University, Northridge
San Diego State University
San Francisco State University

UC System: Education Specialist: Clear Induction

University of California, Los Angeles

Private Institutions: Education Specialist: Clear Induction

Alliant International University
Azusa Pacific University
Claremont Graduate University
National Hispanic University
Point Loma Nazarene University
Teachers College of San Joaquin
Touro University

Districts, Counties and Other Entities: Education Specialist: Clear Induction

Antelope Valley Union High School District
Antioch Unified School District
Aspire Public Schools
Bakersfield City School District
Butte County Office of Education
California School for the Deaf, Fremont
Campbell Union School District
Capistrano Unified School District
Conejo Valley Unified School District
Contra Costa County Office of Education
Corona-Norco Unified School District
Davis Joint Unified School District
El Dorado County Office of Education
Elk Grove Unified School District
Etiwanda School District
Fremont Unified School District
Fresno County Office of Education
Hacienda La Puente Unified School District
High Tech High
Kern County Superintendent of Schools
Kern High School District
Lancaster School District

Long Beach Unified School District
Los Angeles Unified School District
Marin County Office of Education
Merced Union High School District
Monterey County Office of Education
Mt. Diablo Unified School District
Murrieta Valley Unified School District
Napa County Office of Education
Orange County Department of Education
Orange Unified School District
Placer County Office of Education
Pleasanton Unified School District
Poway Unified School District
Riverside County Office of Education
Riverside Unified School District
Sacramento County Office of Education
San Bernardino City Unified School District
San Diego County Office of Education
San Diego Unified School District
San Dieguito Union High School District
San Joaquin County Office of Education
San Jose Unified School District
San Juan Unified School District
San Luis Obispo County Office of Education
San Marcos Unified School District
San Mateo - Foster City School District
San Mateo County Office of Education
San Ramon Valley Unified School District
Santa Barbara County Education Office
Santa Clara Unified School District
Santa Cruz County Office of Education
Saugus Union School District
Selma Unified School District
Sonoma County Office of Education
Stanislaus County Office of Education
Stockton Unified School District
Sutter County Superintendent of Schools
Tehama County Department of Education
Tracy Unified School District
Tulare City School District
Tustin Unified School District
Ventura County Office of Education
Vista Unified School District
Walnut Valley Unified School District
Westside Union School District
Wm. S. Hart Union High School District

Appendix E

Commission-approved Career Technical Education Preparation Programs

CSU System: Designated Subjects: CTE

California State University, San Bernardino

UC System: Designated Subjects: CTE

University of California, Berkeley

University of California, Riverside

Private Institutions: Designated Subjects: CTE

Fresno Pacific University

National University

Teachers College of San Joaquin

Districts, Counties and Other Entities: Designated Subjects: CTE

Davis Joint Unified School District

Los Angeles County Office of Education

Metropolitan Education District

Orange County Department of Education

San Diego County Office of Education

San Joaquin County Office of Education

Sonoma County Office of Education

Sutter County Superintendent of Schools

Tehama County Department of Education

Ventura County Office of Education