



CCSESA

## California County Superintendents Educational Services Association

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### Induction White Paper

March 2014

**Issue:** With the elimination of separate categorical funding for an induction program (Beginning Teacher Support and Assessment), the compliance requirements associated with that categorical program have also been eliminated. However, induction is required for new school teachers and administrators in order to receive their clear credentials and the standards for those induction programs will now drive the quality and cost of program offerings. Unfortunately, the induction standards for different credentials have been adopted at different times and are not clearly aligned. More importantly, they do not reflect a clear state vision of what elements must be part of an induction program that meets state standards.

**Recommendation:** That CCSESA reaffirm its support for quality induction programs as a critical element of supporting and retaining quality teachers and school administrators. In addition, CCSESA should advocate for alignment of the standards across the three types of induction programs where the inconsistencies are now apparent. Those programs are: General Education Induction Programs; Education Specialist Induction Programs, and: Administrative Services Clear Induction Program.

Key elements that must be consistent across all three programs are:

- Preliminary credentials should only become valid upon employment through a Certificate of Eligibility.
- Employer involvement in IIP development should be a part of all three inductions.
- Support Provider qualifications for all three inductions should be consistent with services rendered.
- Alternative options (if any) should be equivalent across programs.



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**Background:** Beginning in 1992, California funded a program to provide new teachers with mentoring and support. In 2002, California's two-tiered teaching credential incorporated mentoring into a robust program of support and assessment that became the Induction Credential Program.

For county offices of education, the former Teacher Credentialing Block Grant is now in the general fund allocation and will ultimately, of necessity, be used for county office mandated functions and programs. The availability of funding to operate Induction programs will decrease significantly in a short time. The defunding of Induction now requires county offices to charge districts and, in some cases, those costs will be passed on to the beginning teacher. Historically, counties have leveraged their leadership in induction to support other related initiatives from the 1990s standards movement, through the push to ensure that all teachers earn an English Learner Authorization, to the current drive toward full implementation of the Common Core State Standards (CCSS).

There are also inconsistencies and misalignment across the three induction programs. For instance, Induction is the only route for Special Education and Administration while another route is available for General Education. Backgrounds and experiences of mentors, number of hours of in-person, on-site supports are different across the three induction programs. Employer collaboration is required to develop an IIP in Special Education and Administration. General Education has no requirement for employer input.

A proposed long-term, sustainable solution is that CCSESA seek to advocate for consistency across the three induction programs.