

Regulation 4131.1: Teacher Support And Guidance Status: ADOPTED

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Selection of Support Providers

The Superintendent or designee shall design a written application for certificated personnel who want to be mentor teachers or support providers.

Any employee designated by the Superintendent or designee as a support provider shall, at a minimum, meet the following qualifications:

1. Possess a clear credential
 2. Have at least three years of full-time teaching experience
 3. Have demonstrated effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of students
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The Superintendent or designee may establish a districtwide or school site advisory committee to verify that candidates fulfill the qualifications established by the district, interview candidates, and recommend candidates to the Superintendent or designee.

The Superintendent or designee shall make the final selection of support providers and shall assign support providers to participating teachers. To the extent possible, the assigned support provider shall be one who teaches at the same school, the same grade levels, and/or in the same subject matter as the teacher(s) to whom he/she is assigned. No support provider shall be assigned to more than five teachers during a school year.

The Superintendent or designee shall regularly evaluate the effectiveness of the support provider and may reassign or revoke his/her designation as a support provider.

Peer Review Panel

The Superintendent or designee shall establish a peer review program to provide struggling teachers with feedback and guidance. When a teacher volunteers to participate or is referred by the principal due to unsatisfactory performance, written performance goals shall be established which are aligned with student learning and teacher evaluation criteria. The teacher shall be assigned a consulting teacher who shall provide assistance and review through multiple observations of the teacher during periods of classroom instruction. In addition, the teacher shall participate in sufficient professional development activities to assist him/her to improve teaching skills and knowledge. The consulting teacher shall maintain a written record of the teacher's activities and performance and shall regularly communicate with the principal regarding the teacher's progress.

The Superintendent or designee shall establish a joint teacher-administrator peer review panel composed of a majority of teachers selected by other teachers, with the remainder consisting of administrators selected by the Superintendent or designee. The joint teacher-administrator peer review panel shall review reports prepared by the consulting teacher and shall make recommendations to the Superintendent or designee as to whether the participating teacher should be exited from the program due to satisfactory improvement, remain in the program because he/she would possibly benefit from additional support from the program, or be recommended for dismissal.

State	Description
5 CCR 80021	Short-term staff permit
5 CCR 80021.1	Provisional internship permit
5 CCR 80026.5	Orientation, guidance, and assistance for emergency permit holders
5 CCR 80033	Intern teaching credential
5 CCR 80055	Intern credential; extension for extenuating circumstances
5 CCR 80413	Credential requirements
5 CCR 80413.3	Credential requirements; teachers with out-of-state credentials
Ed. Code 44259	<u>Teaching credential, exception; designated subjects; minimum requirements</u>
Ed. Code 44259.5	<u>Standards for teacher preparation</u>
Ed. Code 44275.4	<u>Credential requirements, induction, out-of-state teachers</u>
Ed. Code 44325-44328	<u>District interns</u>
Ed. Code 44450-44468	<u>University internship program</u>
Ed. Code 44830.3	<u>Employing district interns</u>
Federal	Description
20 USC 6601-6702	Preparing, training, and recruiting high quality teachers and principals
Management Resources	Description
Commission on Teacher Credentialing Publication	Multiple and Single Subject Induction Programs, rev. January 2013
Commission on Teacher Credentialing Publication	SB 2042 Multiple Subject and Single Subject Preliminary Credential Program Standards, rev. February 2014
Commission on Teacher Credentialing Publication	California Standards for the Teaching Profession (CSTP), October 2009
Commission on Teacher Credentialing Publication	Education Specialist Teaching and Other Related Services Credential Program Standards, rev. May 2013
Commission on Teacher Credentialing Publication	Intern Preservice, Support and Supervision Requirements: Preparation to Teach English Learners, Program Sponsor Alert 13-06, June 3, 2013
Website	<u>CSBA District and County Office of Education Legal Services</u>
Website	<u>California Federation of Teachers</u>
Website	<u>California Teachers Association</u>
Website	<u>Commission on Teacher Credentialing</u>
Website	<u>California Department of Education</u>
Code	Description
0500	<u>Accountability</u>
3100	<u>Budget</u>
3100	<u>Budget</u>
4112.2	<u>Certification</u>
4112.2	<u>Certification</u>
4112.21	<u>Interns</u>
4112.21	<u>Interns</u>

4112.23	<u>Special Education Staff</u>
4112.6	<u>Personnel Files</u>
4113	<u>Assignment</u>
4113	<u>Assignment</u>
4115	<u>Evaluation/Supervision</u>
4115	<u>Evaluation/Supervision</u>
4118	<u>Dismissal/Suspension/Disciplinary Action</u>
4118	<u>Dismissal/Suspension/Disciplinary Action</u>
4131	<u>Staff Development</u>
4141	<u>Collective Bargaining Agreement</u>
4212.6	<u>Personnel Files</u>
4241	<u>Collective Bargaining Agreement</u>
4312.6	<u>Personnel Files</u>