



# Pacifica School District

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*Preparing Students for an Evolving World*

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## MEMORANDUM

*Integrated Services and Human Resources*

Meeting of: 09-14-16

**TO:** Wendy S. Tukloff, Ed.D., Superintendent  
For Board of Trustees

**FROM:** Ray Avila, Associate Superintendent

**SUBJECT:** Teacher Induction Support Plan (LCAP Goal: #1)  
(Information/Discussion)

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### Background-

Over the years, California's teacher support and induction have gone through a series of programs and phases. An example is the Mentor Teacher Program in the 1990's; phasing into the Peer Assistance and Review (PAR) Program that became a part of the negotiated contract for many teacher labor partners throughout the State. Aligning with these support programs was the development of the Beginning Teacher Support and Assessment (BTSA) program to increase teacher retention in the teaching profession and eventually becoming a path to clearing one's credential.

As the State went through a great fiscal downturn, funds for programs such as these were swept so districts could continue with what was considered essential to keep the schools running. The outcome was many programs were disbanded.

With the change to a new funding formula, Local Control Funding Formula (LCFF), programs are no longer funded categorically. It is up to the individual district to develop a Local Control Accountability Plan (LCAP) to drive the work of the school district that eventually leads to budgetary considerations.

Goal 1 of the Pacifica School District LCAP reflects a desire to *...provide all students with access to fully credentialed teacher and well-trained staff...* The Pacifica School District Teacher Induction Support Plan was developed by a committee that included members from our District Human Resource staff, LSEA leadership, and various grade level teachers to ensure an articulated process for teacher support within our district. Although our teachers are highly supportive of one another, we also know there are select teacher groups who could use more support dependent upon where they are on the induction/professional career path.

The plan includes information that describes the process for the levels of teacher support as they progress along the induction path. The various levels of support may come internally from District staff, an SMCOE (District paid) support provider for a teacher in the Beginning Teacher Support & Assessment (BTSA) program, and/or mentor provided support for a pre-credentialed or veteran.

The plan also includes the guidelines of how and when a PSD teacher will be chosen as a District designated “mentor” teacher, and how this person will support a PSD teacher who is in need of support for whatever the specific reason may be. An appendix has been developed to include the various tools utilized to understand where a teacher may be in his/her credential status, what makes a good mentor, and how to map out the Individual Learning Plan (ILP) for the successful implementation of a support plan.

As a way to gain a clearer understanding of the needs of this teacher group, a survey was conducted at the end of the 2015-2016 school year by the SMCOE Center for Learning Analytics (CLA) that provided feedback from 12 PSD teachers who were in various pathways of induction to attaining a credential. Respondents of this survey suggested that future training formats may benefit from using a School Day Training (substitute provided) or a One-on-One Coaching format (such as described in the Teacher Support Plan).

A copy of the proposed Teacher Induction Support Plan is attached for the Board’s review and for the purpose of discussion.