



Teacher Induction Support Plan

**PACIFICA SCHOOL DISTRICT
TEACHER INDUCTION SUPPORT PLAN**

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PACIFICA SCHOOL DISTRICT TEACHER INDUCTION SUPPORT PLAN

INTRODUCTION

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; phased 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 became the path to clearing one's credential.

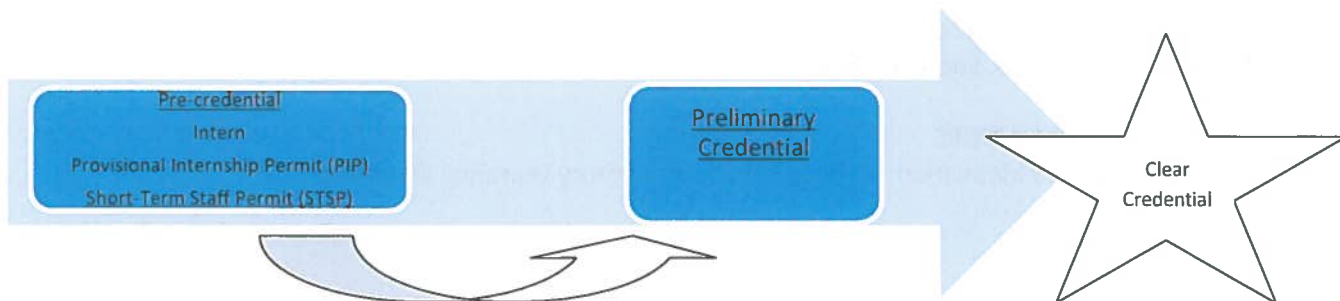
As the State went through a great fiscal downturn, funds for programs such as these were swept so districts could continue with what was considered essential to keep the schools running. The outcome was many programs were disbanded.

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 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.

CA TEACHER INDUCTION

The pathway to teach in the classroom and obtain a clear credential can take multiple pathways. Some may choose the pre-credential route and others the more traditional route for gaining a preliminary credential.



TEACHER SUPPORT ALONG THE INDUCTION PATH

PATHWAY	PRE-CREDENTIAL (May include Long-term Substitute)	PRELIMINARY CREDENTIAL	CREDENTIALLED NOT TENURED	CREDENTIALLED TENURED
HOW WE SUPPORT	Internal District Support	Beginning Teacher Support & Assessment (BTSA)	Internal District Support	Internal District Support
WHO LEADS	★ Human Resources Support dependent on induction path (See below) Principal consulted	★ SMCOE (District Paid) 1. BTSA Support Provider HR & Principal consulted	★ Principal 1. Specialist/Lead 2. Mentor (HR Consulted)	★ Principal 1. Mentor (HR Consulted) 2. Specialist/Lead

PRE-CREDENTIAL TEACHER SUPPORT

DISTRICT OFFICE SUPPORT: HUMAN RESOURCES

The Associate Superintendent will work closely with the principal to ensure teacher support

Intern (see pp 8-9 for full text)	PIP (see pp 10-14 for full text)	STSP (see pp 15-18 for full text)
<ol style="list-style-type: none"> MOU with IHE and District (criteria specified) <ol style="list-style-type: none"> Personalize Plan by IHE leading to preliminary teaching credential (district requirement) IHE Mentor Teacher support (criteria specified) <ol style="list-style-type: none"> Mentoring and supervision-general Additional –Meeting needs of ELs Proper assignment placement IHE & HR collaboration in monitoring support 	<ol style="list-style-type: none"> Orientation to District District Personalized Plan leading to subject matter competence (see p ?) Assist in identifying & enrolling in subject matter training and test –taking strategies Determines knowledge of steps to earn a credential/enroll in intern program Ensure Notice of Intent to Employee made to Board of Trustees District Mentor Teacher support if needed 	<ol style="list-style-type: none"> Proper assignment placement District Mentor Teacher support for term of the STSP

DISTRICT SUPPORT

CURRICULUM SPECIALISTS (EDUCATIONAL SUPPORT SERVICES)

Humanities: ELA/ELD, Social Science

STEM-Math

STEM-Science & Health/PE

Access, Equity and Innovation: RTI Academic; 21st Century Learning; Illuminate

SITE LEADS- Stipend

ELA/ELD

Math

Innovation

MENTOR TEACHER (Beyond the work day)

1. Principal selected
2. Additional Pay: \$42/hour (Contract, 9.3.2)
3. Maximum 10 hours/trimester (unless more hours approved); Principal Directed- Human Resources Pre-approval
4. Submit Timesheet to Site Principal
5. Collaboratively develops Individual Learning Plan (ILP) (see p 19)

TOOLS FOR SUPPORT

INDIVIDUAL LEARNING PLAN (see p 19)

1. Tied to CSTP (see p 7)
2. Developed collaboratively (Mentor Teacher & Teacher)
3. Supported by consensus with Principal

MENTOR TEACHER REFERENCES/TOOLS

1. *Eight Qualities of a Great Mentor Teacher* (see pp 20-22)
2. Mentor Qualities and Skills (see p 23)
3. Mentor Teacher Reflection Tool (see p 24)

APPENDIX

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP) 2009

STANDARD ONE:

ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6 Monitoring student learning and adjusting instruction while teaching

STANDARD TWO:

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior
- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 2.7 Using instructional time to optimize learning

STANDARD THREE:

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- 3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

STANDARD FOUR:

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

STANDARD FIVE:

ASSESSING STUDENTS FOR LEARNING

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning
- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5 Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families

STANDARD SIX:

DEVELOPING AS A PROFESSIONAL EDUCATOR

- 6.1 Reflecting on teaching practice in support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

Numbers are provided for ease of reference. They do not imply priority or ordering of the standards.

UNIVERSITY INTERN TEACHING CREDENTIALS

University Intern Teaching Credentials are issued to individuals who have enrolled at a college or university in a Commission-approved intern program. These one to two-year programs are administered by California colleges and universities in partnership with local employing agencies and are designed to provide participants with classroom experience while they complete course work requirements for the preliminary credential. University Intern Teaching Credentials authorize the holder to serve, under the supervision of a Commission-approved college or university and the holder's employer, in the area or subject listed on the credential. University Intern Teaching Credentials are offered in the following areas:

- Multiple Subject Teaching Credential with English Learner Authorization
- Multiple Subject Teaching Credential with Bilingual Authorization
- Single Subject Teaching Credential with English Learner Authorization
- Single Subject Teaching Credential with Bilingual Authorization
- Education Specialist Instruction Teaching Credential with English Learner Authorization

The Commission also issues intern services credentials in Pupil Personnel Services and Administrative Services. See the credential leaflets regarding these types of documents for further details.

Requirements for Issuance

Multiple and Single Subject Intern Credentials

Individuals must satisfy **all** of the following requirements for the Multiple or Single Subject Credential:

- a. Possess a baccalaureate or higher degree from a regionally-accredited college or university
- b. Satisfy the basic skills requirement. See Commission leaflet [CL-667](#), entitled *Basic Skills Requirement*, for additional information.
- c. Verify knowledge of the subject to be taught by **one** of the following methods:
 - 1) For the Multiple and Single Subject Credentials, pass the appropriate subject matter examination(s). See Credential leaflet [CL-674S](#) for examination information for Single Subject Credentials; see Credential leaflet [CL-674M](#) for Multiple Subject Credentials.
 - 2) For the Single Subject Credential only, complete a [Commission-approved subject-matter preparation program](#)
 - 3) For specialized science subjects only, individuals may take and pass the appropriate subject matter examination(s) or obtain verification of completion of subject matter course work from the Commission as explained in [Coded Correspondence 03-0010](#) *

* The last administration of the examinations in the Specialized Sciences was July 11, 2015. These examinations will no longer be available after this date. Applicants will have five years during which to use passing examination scores toward obtaining California certification. The last date to verify subject-matter equivalency by coursework for any of the Specialized Sciences was July 11, 2015. See [Coded Correspondence 14-09](#).

- d. Complete a course (two semester units or three quarter units) in the provisions and principles of the U.S. Constitution **or** pass an examination given by a regionally-accredited college or university
- e. Completed application submitted through a Commission-approved program sponsor by online recommendation

The statutory subjects available for Single Subject Intern Credential are as follows:

Agriculture	Mathematics
Art	Music
Biological Sciences (Specialized)	Physical Education
Business	Physics (Specialized)
Chemistry (Specialized)	Science: Biological Sciences
English	Science: Chemistry
Foundational-Level General Science	Science: Geosciences
Foundational-Level Mathematics	Science: Physics
Geosciences (Specialized)	Social Science
Health Science	World Language: English Language
Home Economics	Development
Industrial and Technology	World Languages-Languages other than
Education	English (specify)

Education Specialist Intern Credentials

For Education Specialist Intern Credentials, individuals must satisfy items a-e above. For item c, subject matter competence must be verified in an NCLB core academic subject area. This may be done by passing the appropriate Commission-approved subject matter examinations for either the Multiple Subject Credential or for the Single Subject Credential in one of these content areas:

- ❖ Art
- ❖ English
- ❖ Foreign Language (Languages other than English)
- ❖ Mathematics, including Foundational-Level Mathematics
- ❖ Music
- ❖ Science, including Foundational-Level General Science and Specialized Science
- ❖ Social Science

Period of Validity

Intern Credentials are valid for two calendar years. Employment is restricted to a specific school agency. A one-time, one-year extension by appeal is available at the request of the Commission-approved university intern program when an educator fails to complete the program in the time allotted due to a hardship. Application for an extension requires submission of a paper application ([Form 41-4](#)) through the program sponsor. See [Credential Leaflet AL-3](#) for details on submitting a request for extension.

[Click Here for Commission-Approved Professional Preparation Programs](#), or visit the Commission's website at www.ctc.ca.gov



PROVISIONAL INTERNSHIP PERMIT

The Provisional Internship Permit (PIP) was created in response to the phasing out of emergency permits and became effective on July 1, 2005. It allows an employing agency to fill an immediate staffing need by hiring an individual who has not yet met the subject matter competence requirement needed to enter an intern program. Prior to requesting a PIP, the employing agency must verify that a diligent search has been made, and a fully-credentialed teacher cannot be found.

In addition, individuals who previously passed subject matter exams in an area other than an NCLB core academic subject area may now find they are unable to enter an intern program to obtain the preliminary education specialist credential. Persons in this circumstance may also be issued the PIP to allow time for them to complete subject matter in an NCLB core academic subject area.

The PIP is only available at the request of an employing agency. Individuals may not apply directly to the Commission for this document. Holders of the PIP are restricted to service with the employing agency requesting the permit. An employing agency is defined as a California public school district, county office of education, nonpublic, nonsectarian school and agency as defined in Education Code sections 56365 and 56366, charter school, or statewide agency.

The PIP is available in the areas of Multiple Subject, Single Subject, and Education Specialist. Individuals who were issued four or fewer emergency permits may be issued one PIP as long as the employer requirements have been met. Individuals who were issued five emergency permits do not qualify for the PIP.

Requirements for Issuance

1. Possession of a baccalaureate degree or higher from a regionally-accredited college or university
2. Satisfy the [basic skills requirement](#). See Commission leaflet [CL-667](#), entitled *Basic Skills Requirement* for additional information.
3. Successful completion of course work for the permit type requested, as specified below:

Single Subject: A degree major in the subject area or at least 18 semester units, or 9 upper division semester units, of course work in the subject to be listed on the permit.*

For a permit in one of the science subjects, at least nine semester units must be in the specific science area. For a permit in Foundational-Level General Science, an individual has two options. First is to verify a bachelor's or higher degree in science. This includes biological science, chemistry, geoscience, physics, and science areas that fall within these broad categories such as anatomy, earth science, and oceanography. This does not include a degree in health science. Second is to verify 18 semester units (or nine upper division semester units) across the four science areas of biological science, chemistry, geosciences, and physics. A minimum of one course in each of the four areas is required.

The statutory subjects available for Single Subject Provisional Internship Permit are as follows:

Agriculture	Physical Education
Art	Science: Biological Sciences
Business	Science: Chemistry
English	Science: Geosciences
Foundational-Level General Science	Science: Physics
Foundational-Level Mathematics	Social Science
Health Science	World Language: English Language
Home Economics	Development
Industrial and Technology Education	World Languages-Languages other
Mathematics	than English (<u>specify</u>)
Music	

Multiple Subject: A degree major in liberal studies or 40 semester units including 10 semester units of course work in each of at least four of the following subject areas or at least 10 semester units of course work in each of three of the subject areas and an additional 10 semester units in a combination of two of the remaining subject areas.* Subject areas include language studies, history, literature, humanities, mathematics, the arts, science, physical education, social science, and human development.

Education Specialist: Complete the requirements for the Single Subject or Multiple Subject as listed above, or verify a minimum of three years of successful full-time classroom experience, or the equivalent in part-time experience, working with special education students (experience as an aide is acceptable) or verify a minimum of nine semester units of course work in special education or in a combination of special education and general education.*

Areas of specialization for the Education Specialist PIP include:

Mild/Moderate Disabilities	Deaf and Hard of Hearing
Moderate/Severe Disabilities	Physical and Health Impairments
Visual Impairments	Language and Academic Development

The PIP may not be issued in the specialty area of Early Childhood Special Education alone as subject matter competence is not required for the issuance of a credential.

All course work must meet the following criteria:

- Must be completed at a regionally-accredited college or university
- Must be baccalaureate degree-applicable (non-remedial)
- Must be earned with a “C” grade or higher (“Pass” and “Credit” grades meet this requirement)

* *Individuals who were previously issued an emergency permit in the same subject area of the requested PIP will not be required to submit verification of this requirement. If the subject matter requirement for the emergency permit was met by passage of all appropriate subject matter examinations, the individual will not qualify for the PIP.*

4. The employing agency must verify all of the following on the form entitled *Verification of Requirements for the Provisional Internship Permit* (form CL-857) with each request for the Provisional Internship Permit:

- A diligent search has been conducted for a suitable credentialed teacher or suitable qualified intern teacher. Diligent search must include, but is not limited to, distributing job

announcements, contacting college and university placement centers, and advertising in print or electronic media. Copies of all recruitment efforts must be submitted with the application packet.

- The employer has provided orientation, guidance and assistance to the permit holder
- The employing agency will assist the permit holder in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit
- The employing agency will assist the permit holder to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test-taking strategies and will assist the permit holder in meeting subject matter competence related to the permit
- The candidate has been apprised of steps to earn a credential and enroll in an intern program
- The employing agency will ensure a notice of intent to employ the applicant in the identified position has been made

Public school districts must present this notice to the governing board in a public meeting with a signed statement from the superintendent, or his or her designee, and verification that the item was acted upon favorably. **This must be an action item on the agenda and not part of the consent agenda.** A copy of the agenda item must be submitted with the application packet.

County offices of education, nonpublic, nonsectarian schools and agencies as defined in Education Code sections 56365 and 56366, statewide agencies, and charter schools must submit a copy of the dated public notice that was posted 72 hours prior to the position being filled.

5. Completed application ([form 41-4](#)), [processing fee](#), and if not previously submitted, a completed Live Scan receipt ([form 41-LS](#))

One-Time Renewal

For a PIP initially issued **before October 1, 2013**, the employing agency may request a one-time only renewal if the holder has taken but not passed **all** the subject matter examinations appropriate to the credential that authorizes the service listed on the permit.* The holder of an Education Specialist PIP must take all appropriate subject matter examinations as determined by the recommending college or university. The renewal packet should include an application ([form 41-4](#)), a new Verification of Requirements for the Provisional Internship Permit (form CL-857) including all appropriate documentation, and [current processing fee](#).

- *If the holder has passed all appropriate subject matter exams, he or she should contact a California college or university or school district with a [Commission-approved intern program](#) regarding enrollment.*

- * The last date to submit an application for the Provisional Internship Permit in one of the Specialized Science content areas was January 1, 2015. The Provisional Internship Permit (only those initially issued prior to October 1, 2013) can no longer be reissued in one of these content areas.

Individuals may have been issued one Education Specialist PIP and during its term passed subject matter exams in an area other than an NCLB core academic subject area. As a temporary policy, the Commission allowed these persons to renew the Education Specialist PIP for another year to allow time to complete

subject matter in an NCLB core academic subject area. This policy ended July 1, 2012. NCLB core academic single subject areas include:

- ❖ Art
- ❖ English
- ❖ Foreign Language
- ❖ Mathematics, including Foundational-Level Mathematics
- ❖ Music
- ❖ Science, including Foundational-Level General Science and Specialized Science
- ❖ Social Science

In addition, the elementary level is an NCLB Core Academic Subject Area which may be demonstrated in California by passing the appropriate Commission-approved examinations for the Multiple Subject Credential.

Authorization

The Multiple Subject PIP authorizes the holder to teach in a self-contained classroom such as the classrooms in most elementary schools. However, a teacher authorized for multiple subject instruction may be assigned to teach in any self-contained classroom (preschool, K-12, or in classes organized primarily for adults). In addition, the holder of a Multiple Subject PIP may serve in a core or team teaching setting.*

The Single Subject PIP authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes such as those in most middle schools and high schools. However, a teacher authorized for single subject instruction may be assigned to teach any subject in his or her authorized fields at any grade level (preschool, grades K-12, or in classes organized primarily for adults).*

The Education Specialist PIP authorizes the holder to teach in the area of specialization listed on the credential in the following settings: special day classes, special schools, home/hospital settings, correctional facilities, nonpublic, nonsectarian schools and agencies as defined in Education Code sections 56365 and 56366, and resource rooms.*

* *All PIPs are issued with an English learner authorization. This authorization allows the holder to teach English language development (also known as English as a Second Language or ESL) and specially designed academic instruction delivered in English (SDAIE) in the specified grade level(s) and settings.*

Bilingual Authorizations

Bilingual Authorizations may be requested by the employing agency and added directly to a PIP document if target-language proficiency has been verified. Additional information may be found in [Coded Correspondence 10-07](#).

Individuals may verify target-language proficiency by one of the following methods:

- Pass Test II or III (depending on the specific language) of the CSET: World Languages Examinations in the target language. Passing exam scores are valid for five years from the individual test date.
- If Test II or III of the CSET: World Languages Examination is not available, pass an assessment performed by an approved organization covering the integrated communication skills of listening, speaking, reading and writing in the target language

- Pass an assessment covering the integrated communication skills of listening, speaking, reading and writing administered by a California college or university as a part of its Commission-approved bilingual authorization program in the target language
- Possess a valid, non-emergency California Single Subject or Standard Secondary Teaching Credential with a major in the target language
- Possess a three-year or higher degree from a foreign institution in which all instruction was delivered in the target language. The foreign institution must be equivalent in status to a regionally-accredited institution of higher education in the United States.

Period of Validity

The PIP will be issued for one year.

Reference: Title 5, California Code of Regulations, Section 80021.1



SHORT-TERM STAFF PERMIT

The Short-Term Staff Permit (STSP) became available on July 1, 2005. Created in response to the phasing out of emergency permits, it allows an employing agency to fill an *acute staffing need* (see Terms and Definitions) when local recruitment efforts have been made but a fully-credentialed teacher cannot be found.

The STSP is only available at the request of an employing agency. Individuals may not apply directly to the Commission for this document. Holders of the STSP are restricted to service with the employing agency requesting the permit. An employing agency is defined as a California public school district, county office of education, nonpublic, nonsectarian school and agency as defined in Education Code sections 56365 and 56366, charter school, or statewide agency.

The STSP is available in the areas of Multiple Subject, Single Subject, and Education Specialist. Individuals who were issued four or fewer emergency permits may be issued a STSP. Individuals who were issued five emergency permits do not qualify for the STSP.

Requirements for Issuance

1. Possession of a baccalaureate degree or higher from a regionally-accredited college or university
2. Satisfy the [basic skills requirement](#). See Commission leaflet [CL-667](#), entitled *Basic Skills Requirement* for additional information.
3. Successful completion of course work for the permit type requested, as specified below:

Single Subject: A degree major in the subject area or at least 18 semester units, or 9 upper division semester units, of course work in the subject to be listed on the permit.*

For a permit in one of the science subjects, at least nine semester units must be in the specific science area. For a permit in one of the specialized science areas, **all** units must be completed in the area of the specialization.

For a permit in Foundational-Level General Science, an individual has two options. First is to verify a bachelor's or higher degree in science. This includes biological science, chemistry, geoscience, physics, and science areas that fall within these broad categories such as anatomy, earth science, and oceanography. This does not include a degree in health science. Second is to verify 18 semester units (or nine upper division semester units) across the four science areas of biological science, chemistry, geosciences, and physics. A minimum of one course in each of the four areas is required.

Passage of subject matter examinations in the single subject content area sought may also be used to meet this requirement. See Commission leaflet [CL-674S](#).

The statutory subjects available for Single Subject Short-Term Staff Permit are as follows:*

Agriculture
Art
Business
English
Foundational-Level General Science
Foundational-Level Mathematics
Health Science
Home Economics
Industrial and Technology Education
Mathematics
Music

Physical Education
Science: Biological Sciences
Science: Chemistry
Science: Geosciences
Science: Physics
Social Science
World Language: English Language
Development
World Languages-Languages other
than English ([specify](#))

- * The last date to submit an application for the Short-Term Staff Permit in one of the Specialized Science content areas was January 1, 2015.

Multiple Subject: A degree major in liberal studies or 40 semester units including 10 semester units of course work in each of at least four of the following subject areas or at least 10 semester units of course work in each of three of the subject areas and an additional 10 semester units in a combination of two of the remaining subject areas.[†] Subject areas include language studies, history, literature, humanities, mathematics, the arts, science, physical education, social science, and human development.

Passage of the appropriate [subject matter examinations](#) for the Multiple Subject Credential may also be used to meet this requirement.

Education Specialist: Complete the requirements for the Single Subject or Multiple Subject as listed above, or verify a minimum of three years of successful full-time classroom experience, or the equivalent in part-time experience, working with special education students (experience as an aide is acceptable) or verify a minimum of nine semester units of course work in special education or in a combination of special education and general education.[†]

Passage of all subtests required to verify subject matter competency by examination may also be used to meet this requirement.

Areas of specialization for the Education Specialist STSP include:

Mild/Moderate Disabilities	Physical and Health Impairments
Moderate/Severe Disabilities	Deaf and Hard of Hearing
Visual Impairments	Early Childhood Special Education
Language and Academic Development	

For all authorizations, all course work must meet the following criteria:

- Must be completed at a regionally-accredited college or university
- Must be baccalaureate degree-applicable (non-remedial)
- Must be earned with a “C” grade or higher (“Pass” and “Credit” grades meet this requirement)

[†] *Individuals who were issued an emergency permit in the same subject area of the requested STSP will not be required to submit verification of this requirement*

4. The employing agency must verify all of the following on Commission form CL-859, entitled *Verification of Requirements for Short-Term Staff Permit*, with each request:
 - Local recruitment efforts have been conducted for the STSP being requested
 - The employer has provided orientation to the curriculum and to techniques of instruction and classroom management to the permit holder
 - The employer has assigned a mentor teacher to the permit holder for the term of the STSP
 - Written justification for the STSP must be submitted to the Commission, signed by the employing agency's Superintendent or designee. In the case of a state certified nonpublic, nonsectarian school and agency as defined in Education Code sections 56365 and 56366, the school director's signature is required.
5. Completed application ([form 41-4](#)), [processing fees](#), and if not previously submitted, a completed Live Scan receipt ([form 41-LS](#))

Authorization

The Multiple Subject STSP authorizes the holder to teach in a self-contained classroom such as the classrooms in most elementary schools. However, a teacher authorized for multiple subject instruction may be assigned to teach in any self-contained classroom (preschool, K-12, or in classes organized primarily for adults). In addition, the holder of a Multiple Subject STSP may serve in a core or team teaching setting.*

The Single Subject STSP authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes such as those in most middle schools and high schools. However, a teacher authorized for single subject instruction may be assigned to teach any subject in his or her authorized fields at any grade level (preschool, grades K-12, or in classes organized primarily for adults).*

The Education Specialist STSP authorizes the holder to teach in the area of specialization listed on the credential in the following settings: special day classes, special schools, home/hospital settings, correctional facilities, nonpublic, nonsectarian schools and agencies as defined in Education Code sections 56365 and 56366, and resource rooms.*

- * *All STSPs will be issued with an English learner authorization. This authorization allows the holder to teach English language development (also known as English as a Second Language or ESL) and specially designed academic instruction delivered in English (SDAIE) in the grade level(s) provided by their Multiple Subject, Single Subject, or Education Specialist authorization.*

Bilingual Authorizations

An English learner authorization is currently issued on all STSP documents. The bilingual authorization may be requested by the employing agency and added directly to a STSP document if target-language proficiency has been verified. Additional information may be found in [Coded Correspondence 10-07](#).

Individuals may verify target-language proficiency by one of the following methods:

- Pass Test II or III (depending on the specific language) of the CSET: World Languages Examinations in the target language. Passing exam scores are valid for five years from the individual test date.

- If Test II or III of the CSET: World Languages Examination is not available, pass an assessment performed by an approved organization covering the integrated communication skills of listening, speaking, reading and writing in the target language
- Pass an assessment covering the integrated communication skills of listening, speaking, reading and writing administered by a California college or university as a part of its Commission-approved bilingual authorization program in the target language
- Possess a valid, non-emergency California Single Subject or Standard Secondary Teaching Credential with a major in the target language
- Possess a three-year or higher degree from a foreign institution in which all instruction was delivered in the target language. The foreign institution must be equivalent in status to a regionally-accredited institution of higher education in the United States.

Period of Validity

The STSP will expire at the end of the employing agency's school year and cannot be issued for more than one year. The end of the school year shall be no later than July 1 unless the STSP is being used for a summer school assignment whereby the end of the school year shall be no later than September 1. The permit is not renewable and is available to an individual only once in a lifetime.

TERMS AND DEFINITIONS

Acute Staffing Need

When an employing agency needs to fill a classroom immediately based on an unforeseen need, including, but not limited to:

- An individual needs additional time to complete pre-service requirements for enrollment into a Commission-approved intern program
- Enrollment adjustments require the addition of another teacher
- An individual is unable to enroll in a Commission-approved intern program due to timelines, lack of space in the program, or needs to complete NCLB core area subject matter (for education specialist permit)
- The unavailability of a third-year extension or withdrawal from an intern program
- The teacher of record is unable to finish the school year due to approved leave/illness

Reference: Title 5, California Code of Regulations, Section 80021



INDIVIDUALIZED LEARNING PLAN

TEACHER:
MENTOR TEACHER:
PERIOD OF TIME FOR SUPPORT:

STANDARD(S)	GOAL	ACTIVITIES FOR SUPPORT

STANDARD(S)	GOAL	ACTIVITIES FOR SUPPORT

STANDARD(S)	GOAL	ACTIVITIES FOR SUPPORT

TEACHER SIGNATURE & DATE:

MENTOR TEACHER SIGNATURE & DATE:

SCHOOL PRINCIPAL/DESIGNEE SIGNATURE & DATE:



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Collaboratory

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Eight Qualities of a Great Teacher Mentor

By Kimberly Long

Papers are spilling off the desk. The voicemail light is blinking. Your email inbox is never ending, and little smiley face stickers are somehow stuck in your hair. [◀ Back to Story](#)

We've all been there. When it comes to teaching, there are always those days when the final bell rings and you just want to vent about the day, interact with someone older than age six, or simply have someone to talk to.

One of the most important—and overlooked—aspects of education is having mentors who help you manage the grind of daily struggles and the challenges of the profession. As an early career teacher, I have been blessed to work with many incredible teachers who have salvaged my sanity, dried my tears, and challenged me to be more than I thought I could be.



Mentors may be formally "assigned," or they may informally walk into your life. Mentorship can occur in a mandated mentor program, when one teacher is looking out for another, taking a struggling teacher under your wing, or simply welcoming a new person to the team. Mentorship doesn't have to be a formal process—but it is a crucial form of support for new and early career teachers.

Interested in becoming a teacher mentor? Here are eight qualities to focus on:

1. **Respect.** First and foremost, there must be respect between the mentor and the mentee. But respect doesn't form overnight—it takes time. As I tell my students, respect is earned.

Showing respect is all about the little things. For example, when a veteran teacher with more than 15 years of experience embraces my new idea for a unit at a staff meeting, it tells me I am being taken seriously. Or, when another teacher comes to your room to just say hi, they are acknowledging that the relationship is about both of you. New teachers feel worthy when their colleagues reach out to make sure they are involved. This can take many forms—having lunch, sending an email, or even going to a union meeting together.

2. **Listening.** By truly listening, you get to know me. You get to know me in a more personal way than I may even realize I am letting on. For example, a good mentor can pick up on when I am stressed out, when I am in the zone, when I am having a good day, and so on.

When a mentor puts all the verbal and nonverbal clues together, they synthesize what I

need—even when I may not be able to even say it myself. And once they recognize what I need, good mentors come to my aid. If you think I need a sanity lunch, plan one. If you think I need some advice on dealing with misbehaved students, lend some advice. The magic of listening allows mentors and mentees to get to know each other and informs the mentor on how they can be of assistance.

3. Challenging. Great mentors push your thinking and help you grow in new ways. They alert you to new teaching methods and provide tips for how to handle various situations throughout the year.

Most importantly, though, these “tips” are often posed as questions. Questions require new teachers to discover and learn for themselves. I want to grow and develop as an educator, but it’s hard. Please—push me outside of my comfort zone. I want to improve, but it’s hard to do alone. Be there with me as I learn.

4. Collaboration. This critical step benefits everyone within the support system. By helping refine my ideas, you remind yourself of all the things that make a truly great teacher. It’s also mutually beneficial for teachers to work together because everyone will walk away with new and improved strategies, lessons, and ideas.

Remember, you don’t have to wait for a mentee to seek out your wisdom. In fact, it can go a long way in strengthening the bond between teachers when *both* bring ideas to the table.

5. Celebration. Success comes in a variety of shapes and sizes. Some days it may be making a dreaded phone call home with a disgruntled parent, while other days it may be the implementation of a new idea that the whole team tried and loved. Be genuinely happy when I succeed, no matter how big or important it is in the grand scheme of things. Besides, I wouldn’t have the experience of success without your guidance. Tell me congrats and share in the happiness!

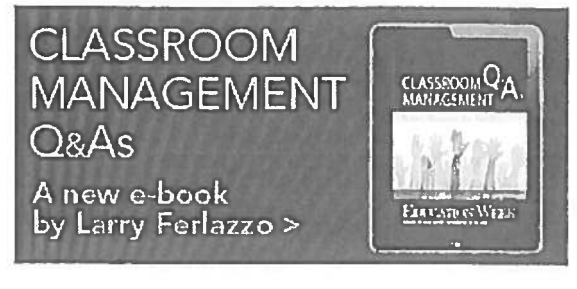
6. Truth. Honesty is the foundation of any relationship. Tell the truth; criticism is how we all learn. You have the opportunity to coach me through changes that will positively impact me for the rest of my life. Help me learn the do’s and don’ts of school politics, communication, and the million other little things they don’t teach you in educator preparation programs.

7. Safety. Does your mentee feel it’s OK to make a mistake and tell you about it? Knowing that I can trust you is monumental. I worry what you will think and say; your opinion matters greatly to me.

Pause for a second and think about how you’ll respond to me when I tell you what’s going on because I will remember your words much longer than you will. Trust forms when I know you will stand up for me—both in front of me and behind my back. If I am dealing with a challenging situation, walk the fine line of protection by providing me with tips you learned in a similar situation and give me some questions to ponder.

8. Empathy. Don’t forget your mentee is human. Life is tough, and we’re all in it together. Sometimes life events—joyous, tumultuous, and all those in between—linger with us into our classrooms. Lend an ear, a smile, and at times even a hug.

Whether you knew it or not, by being a mentor you have also become my personal life coach. I want to hear your advice. I want to hear your similar stories. I need someone to bounce ideas off of when I shut the door at lunch and sob over a broken heart, dance for joy over an engagement, worry about family drama, and learn to deal with stress.



When it's all said and done, the papers may still be spilling off my desk. Hopefully I've found time to listen to some voicemails and answer a few emails.

As for the stickers, I might just wear those with pride because it means the day is over. I survived. I couldn't have done it alone, without you—my mentors.

*Kimberly Long teaches reading and language arts at Daniel Wright Junior High in Lincolnshire, Illinois. She promotes outreach to early-career teachers as a member of the **CTQ Collaboratory** and the Illinois Education Association. Follow her on Twitter at **@LongEDU**.*

WEB ONLY



Qualities and Skills of a Mentor

Knowledge	Personal Skills	Qualities	Experience
<ul style="list-style-type: none">• School/Department• Content	<ul style="list-style-type: none">• Listening• Motivating• Influencing• Fact Finding• Staff Development• Time Management• Counseling	<ul style="list-style-type: none">• Ability to open doors• Willingness• Commitment• Liaising• Enthusiasm• Confidentiality	

Practical Guide to Mentoring, Howtobooks, Oxford (2009)



Mentor Reflection Tool

<p>What went well?</p>	<p>Wonders....</p>
<p>What can you do?</p>	<p>What can I do?</p>

