

ARTICLE 19: TEACHER INDUCTION PROGRAM

Purpose: The Association of Colton Educators and the Colton Joint Unified School District are continuously striving to provide the highest possible quality of education. In order for students to succeed in learning, teachers must succeed in teaching. Teachers are viewed as valuable professionals who deserve to have the best resources available provided to them in the interest of achieving and maintaining successful performance. Therefore, the parties agree to cooperate in the design, support, and implementation of a program to improve the quality of instruction through individualized, job-embedded mentoring and support to teachers in the induction program to meet the California Standards for the Teaching Profession.

Section 19.1-Induction.-is a credential program and the required route to earning a Clear Teaching Credential. The Commission on Teacher Credentialing (CTC) governs induction programs based on the Teacher Induction Program Preconditions and Program Standards. Only CTC-accredited program providers may offer induction. The District adheres to the operative conditions of a CTC-accredited teacher induction program.

Section 19.2-Candidate Teachers are unit members who possess a preliminary teaching credential and receive job-embedded mentoring and support while participating in the induction program.

Section 19.3-Reflective Coaches are exemplary teachers meeting the requirements of section 19.7 and who are selected by the Educator Support Committee to provide job-embedded mentoring and support to a teacher in the induction program.

Section 19.4 Prime Evaluator-For purposes of this article, the Prime Evaluator is the administrator appointed by the District to evaluate a certificated teacher participating in the induction program as identified in article 10.1(c).

Section 19.5 Induction

- a. A Reflective Coach may be assigned up to two (2) Candidate Teachers to provide job-embedded mentoring and support. In case of emergency, with the approval of the Reflective Coach, the Educator Support Committee may assign a Reflective Coach one (1) additional Candidate Teacher.
- b. The Reflective Coach shall provide job-embedded mentoring and support to the Candidate Teacher in accordance with the Teacher Induction Program Standards.
- c. The Reflective Coach and the Prime Evaluator(s) shall have a cooperative relationship and shall consult on the development of the Candidate's Individual Learning Plan. The prime evaluator shall collaborate with the Reflective Coach, as needed, to ensure a system of support is provided for the Candidate.
- d. Neither the Reflective Coaches nor the Educator Support Committee will make written reports regarding individual Candidate Teachers, nor forward to the Governing Board the names of individual Candidate Teachers who participated in the Program.

- e. All communication between the Reflective Coach and a Candidate Teacher shall be confidential. A Reflective Coach shall not participate in the evaluation of the Candidate Teacher.
- f. These programs shall not waive the Governing Board's legal right to make a non-reelection decision.

Section 19.6 Educator Support Committee

- a. The Educator Support Committee shall consist of seven (7) members, four (4) Bargaining Unit Members and three (3) Administrators. Bargaining Unit Members shall be appointed by the Association to three-year terms.
- b. The Educator Support Committee shall establish its own meeting schedule and shall meet outside the regular school day, on the dates to be determined by the Committee. Four (4) members, the majority of which shall be teachers, shall constitute a quorum; actions of the Educator Support Committee shall require an affirmative vote of at least four (4) members. Meetings and other induction-related business which cannot be accomplished after the workday may take place during the regular teacher workday, and substitutes shall be provided to release Association members from their other duties.
- c. The Educator Support Committee supports/coordinates the implementation of the induction program.
- d. The duties of the Educator Support Committee related to the Teacher Induction Program shall be as follows:
 - 1. Select the trainers and/or training providers for Educator Support Committee members and reflective coaches.
 - 2. Establish its own rules and procedures, including the method for the election of a Chairperson by majority vote.
 - 3. Select the panel of Reflective Coaches.
 - 4. Adopt rules and procedures to effect the provisions of this article. Develop forms necessary for rules and procedures. Adopted rules and procedures shall be consistent with the terms of this Article. To the extent that there is an inconsistency, the terms of the Collective Bargaining Agreement shall prevail.
 - 5. Make available a copy of the adopted Rules and Procedures to all Bargaining Unit Members.
 - 6. Establish and Implement procedures for the application and selection of Reflective Coaches, and for assessing the quality of services provided to Candidate Teachers.
 - 7. Determine the number of Reflective Coaches in any school year based upon participation in the Induction Program.
 - 8. Make assignments of Reflective Coaches.
 - 9. Develop an appeal process in regard to the application of this Article. The Educator Support Committee's decision shall be final.
 - 10. No duties of the Educator Support Committee shall supersede the legal requirements of the Colton Joint Unified School District's participation in the Induction Program.

Section 19.7 Reflective Coach

- a. A Reflective Coach is a teacher who provides job-embedded mentoring and support to a Candidate Teacher in the induction program.
- b. In accordance with the Teacher Induction Program Standards, the qualifications for Reflective Coach include, but are not limited to:
 1. Knowledge of the context and content area of the Candidate's teaching assignment.
 2. Demonstrated commitment to professional learning and collaboration.
 3. Possession of a Clear Teaching Credential.
 4. Ability, willingness, and flexibility to meet Candidate's needs for support.
 5. Minimum of three (3) years of effective teaching experience.
 6. Shall demonstrate exemplary teaching ability, as indicated by, among other things, effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts.
 7. Bargaining Unit Member with permanent status.
- c. In applying for a position of Reflective Coach, each applicant is required to submit two (2) confidential references from individuals with specific knowledge of their expertise, as follows:
 1. A reference from a site principal or other administrator.
 2. A reference from an Association representative.
- d. Reflective Coaches shall be selected by a majority vote of the Educator Support Committee following classroom observations by at least one (1) Association member and one (1) administrator. Observations shall be 15-45 minutes in length in a classroom.
- e. The term of the Reflective Coach shall be up to three (3) years. The term may be extended at the discretion of the Educator Support Committee. The District agrees a Reflective Coach who becomes an administrator shall not be a prime evaluator for any of their previously assigned teachers until their assigned teacher(s) reaches permanent status.
- f. Functions performed pursuant to this Article by bargaining unit employees shall not constitute either management or supervisory functions. Reflective Coaches shall continue to have all rights of bargaining unit members.
- g. Reflective Coaches shall support candidate teachers by demonstrating, observing, coaching, conferencing, referring or by other activities, which, in their professional judgment, will assist the Candidate.

Section 19.8 Budget Priorities and Considerations

- a. The District shall not be required to allocate funds for the program as set forth in this Article.
- b. In addition to the regular salary, a Reflective Coach shall receive a stipend of \$2,500 per Candidate Teacher served.
- c. The stipend for the Bargaining Unit Members of the Educator Support Committee is defined in Article 20 Peer Assistance and Review.

Section 19.9 Other Provisions

- a. Unit Members who function as Educator Support Committee or Reflective Coaches under this document shall not be considered either management or supervisory employees as defined by Government Code Section 3540.1(g) and (m).
- b. The District shall defend and hold harmless individual Educator Support Committee members and Reflective Coaches from any lawsuit or claim arising out of performance of their duties under this induction program as provided by the California Tort Claims Act. The Association retains the right to participate in the litigation.
- c. The program described in this Article and the District's evaluation functions shall operate independently of each other; however a cooperative relationship between the Prime Evaluator and the Reflective Coach is encouraged with respect to the process of induction. Nothing within this agreement or within the program shall prohibit or limit the District and Governing Board from exercising its legal or contractual rights regardless of the participation of a teacher within the programs. Such rights include, but are not limited to, the issuance of a notice of unsatisfactory performance, issuance of a notice of intention to dismiss from employment, administrative transfers, involuntary reassignment, and evaluation independently of the programs. Decisions and actions within the program are not binding on the District nor the Governing Board.
- d. This Article may be reopened at any time by mutual consent of the parties as needed.