Teachers College of San Joaquin
of San Joaquin

Teachers College of San Joaquin
General Education and Education Specialist
Induction Handbook

SAN JOAQUIN COUNTY OFFICE OF EDUCATION

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Introduction

Candidates, mentors, employers and site administrators, will find in this handbook a complete reference to the Teachers College of San Joaquin's (TCSJ) Teacher Induction Program. This handbook maybe used by candidates enrolled in the induction program as a guide to Induction requirements and as a resource for understanding the steps they must take in order to begin and to complete the program. Mentors, employers, and site administrators will refer to this handbook in order to support candidates in their journeys toward the clear credential.

TCSJ's Mission

To develop teachers and school leaders who are comfortable with collaboration, understand the need to prepare students for both work and higher education, and have the skills to develop implement and sustain innovative educational ideas.

TCSJ exemplifies the notion of learning opportunities that are rigorous, provide relevance, are relationship-driven and incorporate reflection for professional growth.

Ethical and Professional Standards

Both mentors and candidates are expected to follow the TCSJ professional and ethical standards as well as those identified in the National Education Association (NEA) Code of Ethics of the Education Profession.

1. Demonstrates openness to critical assessment of progress.
2. Believes that all students can learn. Candidates seek to meet the diverse needs of all students, including English learners and students with special needs.
3. Values diversity and advocates for social justice: "Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social culture background or sexual orientation unfairly exclude any student from participation in any program, deny benefits to any student or grant any advantage to any student.
4. Maintains flexibility in planning and implementing instruction to meet the needs of all students.
5. Demonstrates initiative and reliability in successfully completing the program requirements, including coursework, fieldwork, lesson planning, instruction, and daily classroom routines (as appropriate to program).
6. Makes satisfactory progress in meeting requirements.
7. Reflects and self-assesses to improve practice.
8. Collaborates effectively.
9. Handles confidential information professionally. A candidate shall not disclose information about students or faculty obtained in the course of professional service unless such disclosure serves a compelling professional purpose or is required by law. A candidate shall not misrepresent, orally or in writing, issues related to students, faculty, classrooms or the college programs.
10. Maintains an appropriate professional appearance.
11. Candidates and staff agree to treat one another with mutual trust and respect, promote the success of the individual and the group as a whole, and refrain from the behavior that is disruptive, offensive or reflects bias of any kind.

Meeting/Seminar Norms

What are norms?

Norms are the unwritten rules for how we act and what we do. They are the rules that govern how we interact with each other, how we conduct business, how we make decisions, how we communicate, even how we dress when we get together (Richardson, 1999, p. 1).

Why we need norms?

"Having a set of norms—or ground rules—that a group follows encourages behaviors that will help a group do its work and discourages behaviors that interfere with a group's effectiveness" (Richardson, 1999, p. 1)

Professional Environment

- Promote standards of excellence.
- Be aware of your surroundings when discussing issues from school, recognize voice level and proximity to others, and maintain professional etiquette.

Professional Mindset Norms

- Be willing to take risks with new ideas.
- Listen actively and generously.
- Build on others' ideas and invite others to participate.
- Give each other time to think and process ideas.
- It's okay to share ideas in progress and revise your thinking.
- Use specific language to describe what you see students doing, rather than labeling students. Avoid labels such as "low" and "high".
- Talk about one another's students in ways that reflect our collective investment in and responsibility for their learning.
- Support everyone to experience joy for learning.
- Believe every student can learn.
- Reflect and self-assess to improve practice.

  Richardson, J. (1999). Norms put the 'Golden Rule' into practice for groups. Tools for Schools (National Staff Development Council), Aug.- Sept. 1-8. Retrieved from
  http://learningforward.org/docs/tools-for-learning-schools/tools8-99.pdf?sfvrsn=2

Seminar Norms

- Arrive on time.
- Be prepared.
- Turn cell phones to silent or off and use technology purposefully for seminar components.
- Actively participate, i.e. don't work on other materials (grade papers, send emails or texts).
- Refrain from having side conversations.
- Honor confidentiality.
- Treat each other respectfully as peers, i.e. set aside judgment, be aware of tone, disagree in a professional manner.
- Be professionally responsible for holding yourself and others to the norms.

Program Goals

1. Embed the 4 R's into the induction program.
2. Foster the professional success and retention of high-quality new teachers.
3. Improve the educational performance of students.
4. Provide new teachers with quality support and guidance from a well-trained mentor so that new teachers are helped to develop enduring professional skills.
5. Assist new teachers in critically examining their teaching practice to set individual growth goals that are aligned to the California Standards for the Teaching Profession (CSTP).
6. Ensure that a mentor provides intensive individualized support and assistance to their candidate based on that new teacher's professional growth needs and teaching placement.
7. Encourage ongoing self-assessment and reflection for continuous improvement in the practice of teaching during and beyond induction.
8. Provide program support to mentors and candidates in meeting their roles and responsibilities.

Induction Overview

Induction, formally known as BTSA, is the required route for both general education and education specialist teachers to earn a clear credential. Induction is the second tier within **California's Learning to Teach System**. Induction is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching on their preliminary credential. In year two of induction, candidates have two options for meeting the year two requirements.

Legislative and Historical Background

Induction for new teachers in California has evolved in significant ways. The BTSA program was established by the Legislature and the Governor (AB 1266, Mazzoni, 1997) as a result of a pilot study conducted during 1988-1992 by the Commission and the California Department of Education (CDE). This pilot study, known as the California New Teacher Project (SB 148, Chap. 1455, Stats. 1988) demonstrated that the state could increase beginning teacher retention, success and effectiveness, by providing all new teachers with structured mentoring and support.

The successes of the California New Teacher Project pilot study influenced the Commission to appoint an SB 1422 Advisory Panel to conduct a review of the requirements for earning and renewing teaching credentials. Their recommendations were embodied in the passage of SB 2042 (Chap. 548, Stats. 1998), which created a two-tiered teaching credential system, significantly changed the BTSA program by establishing induction as the second tier in California's teacher preparation and credentialing system and instituting the completion of a standards-based induction program as a path toward the Clear Credential for Multiple and Single Subject credentials. Through this change in structure, SB 2042 codified the **"Learning to Teach Continuum"**. Initially the BTSA program was a general program of support and mentoring for new teachers in the public schools but SB 2042 transformed it to the preferred route to the Clear Credential.

Passage of AB 2210 (Chap. 343, Stats. 2004) represented another milestone in the evolution of induction in California by establishing a Commission-approved Induction program as the required route for SB 2042 prepared Multiple and Single Subject teachers to obtain a clear teaching credential.

Since the onset of AB2210 and SP2042, the induction program standards have been revisited and revised so that now induction is a two-year job embedded experience where the two main foci are mentor support and the creation of an Individual Learning Plan (ILP) that serves as the road map for the induction experience. Within the Individual Learning Plan (ILP), candidates identify instructional and/or professional goals on which they want to work. Mentors not only provide their candidates

support as they develop and implement their Individual Learning Plan (ILP), but also provide "just-in-time" and general ongoing support.

The Benefits of Induction

There are several benefits associated with new teachers completing a two-year induction program. These benefits include improving teacher practice; retaining new teachers; improving student learning; supporting continued self-reflection of practice; and creating a culture of collaboration. At the district and/or site level, Individual Learning Plan (ILP) goals can align with district/site initiatives, thus making sure such initiatives are realized. Components of induction programs also align with the Local Control and Accountability Plan (LCAP) priorities.

"Teachers are not 'finished products' when they complete a teacher preparation program. Strong residency and mentored induction experiences during their initial years in the classroom provide beginning teachers with invaluable support as they lay the groundwork to become accomplished teachers. A well-planned, systematic induction program for new teachers is vital to maximize their chances of being successful in any school setting." (National Commission on Teaching and America's Future, 2003, p. 20)

"Induction programs not only provide new teachers with the support they need during the critically important early years of teaching; these programs can set practices and beliefs that last throughout a teacher's career." (Luft, J.A., G.H. Roehrig and N.C. Patterson. 2003 *Journal of Research in Science Teaching)*

Mentoring and induction activities have shown positive impact on teacher commitment and retention, teacher classroom instructional practices, and student achievement (Ingersoll & Strong, 2011).

High-quality induction and mentoring have been associated with first-year teachers showing student performance gains equivalent to those of fourth-year teachers who did not have this support (Strong, 2006).

A federally funded study found that the classrooms led by new teachers who received two years of comprehensive induction support achieved greater student learning gains in mathematics and reading compared to those of new teachers who were provided more typical, less intensive support. (Glazerman, S., et. al. (June 2010). Impacts of Comprehensive Teacher Induction: Final Results from a Randomized Controlled Study. U.S. Department of Education, Institute of Education Sciences: Washington, DC.)

Results from a recent randomized control trial show that the New Teacher Center's teacher induction model increases student learning in grades 4-8 by 2-4 additional months in reading/English language arts and 2-5 additional months in mathematics (Schmidt, Young, Cassidy, Wang, & Laguarda, 2017).

Local Control Accountability Plan (LCAP) Priorities and Induction

Teacher Induction programs support the eight LCAP priorities. Offering new teachers access to TCSJ's Induction Program is one way to ensure high quality teachers for all students.

LCAP Priority	Alignment with Induction
Basic Services	• To be eligible to participate in induction, teachers must possess a valid California Preliminary Credential. • Participating teachers must be employed as the teacher of record in an assignment that aligns with the clear credential being pursued. • The program provides mentors with an extensive list of Topics of Support in which they are required to address with participating teachers. Classroom Management, Classroom Environment – Physical Layout, and Curriculum Information/Support are required topics of conversation.
Implementation of all California State Standards	• Induction program standards require that participating teachers demonstrate growth based upon the California Standards for the Teaching Profession (CSTP). Participating teachers complete a self-assessment to determine their areas of strength and areas for growth. From this assessment Individual Learning Plan Goals are identified and aligned to the corresponding CSTP. Participating teachers identify gaps of knowledge and then complete research and work/observe colleagues to obtain the needed knowledge. Action plans are then created and implemented. Teacher and student outcomes are identified, and evidence is gathered to measure achievement of those outcomes. CSTP 3 – Understanding and Organizing Subject Matter for Student Learning and CSTP 4: Planning Instruction and Designing Learning Experiences for all Students specifically address teachers' understanding and use of academic/performance standards and curriculum frameworks as well as meeting the needs of English Learners. Participating teachers may choose goals that align with these two CSTP. At the end of the induction experience, candidates must demonstrate growth within CSTP 3 and CSTP 4. • The program provides mentors with an extensive list of Topics of Support in which they are required to address with participating teachers. Curriculum Support and Working with English Language Learners are two of the required topics. The topic of Curriculum Support addresses participating teachers understanding and implementation of adopted content and performance standards, while Working with English Learners contains various topics related to supporting English Learners.
Parent Involvement	• Induction program standards require that participating teachers demonstrate growth based upon the California Standards for the Teaching Profession (CSTP). Participating teachers complete a self-assessment to determine their areas of strength and areas for growth. From this assessment Individual Learning Plan Goals are identified and aligned to the corresponding CSTP. Participating teachers identify gaps of knowledge and then complete research and work/observe colleagues to obtain the needed knowledge. Action plans are then created and implemented. Teacher and student outcomes are identified, and evidence is gathered to measure achievement of those outcomes. CSTP 5 – Assessing Students for Learning and CSTP 6 – Developing as a Professional Educator specifically address communication with parents and families to support student learning.

	Participating teachers may choose goals that align with these two CSTP. At the end of the induction experience, candidates must demonstrate growth in the CSTP 5 and CSTP 6 even if a goal was not specifically aligned to those CSTP.
	• The program provides mentors with an extensive list of Topics of Support in which they are required to address with participating teachers. Working with Parents is one such topic.
Pupil Achievement-Pupil Engagement-School Climate-Pupil Outcomes-School Climate	• The main component of induction is the development of an Individual Learning Plan. The ILP is the road map for a new teacher's induction experience. Within the Individual Learning Plan, teachers identify goals on which they want to work that will not only improve a teacher's instructional practice but will improve student performance (learning and/or behavior). The Individual Learning Plan requires teachers to identify both the specific teacher and student outcomes that will result. Teachers must collect and analyze evidence to measure each student outcome. Within the Individual Learning Plan Final Reflection, participating teachers discuss the extent to which student outcomes were met.
	• Induction program standards require that participating teachers demonstrate growth based upon the California Standards for the Teaching Profession (CSTP). Several of the CSTP and their corresponding elements address the areas of pupil achievement, pupil engagement, and school climate. Participating teachers can establish Individual Learning Plan goals around these three areas. Throughout their induction experience, participating teachers continually identify evidence of their practice to assist them in ranking their teaching practice against the California Standards for the Teaching Profession. Candidates must demonstrate growth in each of the CSTP at the end of the induction experience even if a goal was not specifically aligned to a CSTP.
	• The program provides mentors with an extensive list of Topics of Support in which they are required to address with participating teachers. Several topics address the areas of pupil achievement, engagement and school climate. Classroom Environment is a topic that is discussed throughout the participating teachers' induction experienced.
Course Access	• Student access to the curriculum is a common thread throughout the California Standards for the Teaching Profession. Through on-going self-assessment that is tied to these standards, participating teachers not only establish specific Individual Learning Plan goals around student access but have conversations with their mentor around how they ensure such access.
	• The program provides mentors with an extensive list of Topics of Support in which they are required to address with participating teachers. Several topics address the idea of access to the curriculum for all students.

TCSJ Induction Partnering Charter Schools, County Offices of Education, Districts, Non-Public Schools, Private Schools

Districts & COE's:	Charter, Non-Public & Private Schools:
Banta Elementary School District	ABLE Charter School
Bret Harte Union School District	Central Valley Training Center
Calaveras County Office of Education	Children's Home of Stockton
Escalon Unified School District	Christian Family Learning Center
Jefferson Elementary School District	Next Generation STEAM Academy
Lammersville Unified School District	Point Quest Education, Inc.
Lincoln Unified School District	Ripon Christian Schools
Linden Unified School District	River Islands Technology Academy
Mark Twain School District	St. Anne's Catholic School
New Hope Elementary School District	St. Anthony's of Padua
Ripon Unified School District	St. Bernard's Catholic School
San Joaquin County Office of Education	Stockton Collegiate International Schools
Vallecito Union School District	Stockton Education Center
	Team Charter School
	Tracy Learning Center
	Vista Oaks Charter School

Candidate Information

Induction Eligibility

To be eligible to participate in Teachers College of San Joaquin's induction program, candidates must be employed with one of TCSJ's Induction partners, and possess either a California Preliminary Multiple, Single Subject, or Education Specialist Teaching Credential; an out-of-state or out-of-country credential and need induction to clear their credential; or an Education Specialist Level I Credential. Candidates must be teaching in a setting that aligns with the credential they want to clear; are teaching in a P-12 setting where they are teaching the same group of students on a daily or weekly basis; and are able to video tape lessons for candidate's use in developing and implementing the Individual Learning Plan (ILP).

Enrollment

TCSJ's Induction partners have agreed to inform eligible candidates to complete and submit the TCSJ Induction Application. The application is housed on the TCSJ website (www.teacherscollegesj.edu). As part of the application, candidates need to submit a copy of their preliminary or Level I credential (visit www.ctc.ca.gov). If a candidate completed year one of induction with another induction program, the candidate must submit proof they fully completed year one (e.g. an email from the program or a certificate of completion).

Once the Induction Application is submitted, and TCSJ verifies the candidate meets the Induction eligibility requirements, TCSJ's Induction Coordinator contacts the candidate's district/employer so

that a mentor can be matched with the candidate within 30 days of enrolling in the induction program. Candidates receive a formal Induction Enrollment Letter that provides information about the induction program and the candidate's roles and responsibilities.

To begin Induction in the current school year, candidates must enroll in the program no later than October 15.

Late Enrollment

If a candidate is eligible to begin induction after the October 15 date, that candidate cannot formally begin induction until the following school year. Employers will provide a mentor to support that teacher, and the TCSJ Induction Coordinator will meet with the candidate to develop their Individual Learning Plan (ILP).

Additional Credential Requirements

Depending upon where a candidate earned his/her credential or what type of credential the candidate possesses, in addition to induction, candidates may also have to meet additional requirements to earn the clear credential. TCSJ cannot recommend a teacher for the clear credential until those additional requirements have been met. Upon being recommended, candidates must provide proof of meeting those additional requirements.

TCSJ provides candidates with a letter outlining of what those additional requirements consist. However, it is the candidate's responsibility to seek assistance on how to meet those requirements.

Education Specialist Level I Credential Holders

The steps that each Education Specialist Level I credential holder must complete to earn the Clear California teaching credential vary depending on which way the candidate earned the Level I Credential. The renewal code(s) on the credential indicate what requirements the candidate must satisfy. All holders of an Education Specialist Level I Credential must complete a Commission approved Teacher Induction Program.

California Prepared Level I: In addition to induction, this candidate must also complete the Level II content including a course in health education and computer education (unless health and computer science we taken as part of initial preparation). TCSJ is able to evaluate the candidate's transcript and may offer some or all of the needed coursework.

Out of State Prepared with a Comparable Program: Unless the renewal code indicates a specific requirement must be met, this candidate only needs to complete an induction program.

Out of State Prepared with a Generic Program: In addition to completing Induction, this candidate must have their transcript evaluated by an institution that sponsors a Commission-approved Preliminary Education Specialist Program to determine which portions of California's Preliminary Preparation program the candidate has not met. This candidate may also have additional requirements as identified in the renewal codes on the credential. TCSJ is able to evaluate the candidate's transcript and may offer some or all of the needed coursework.

Out of Country Prepared Candidates: This candidate must have their transcript evaluated by an institution that sponsors a Commission-approved Preliminary Education Specialist Program to determine which portions of California's Preliminary Preparation program the candidate has not met. This candidate may also have additional requirements as identified in the renewal codes on the credential. TCSJ is able to evaluate the candidate's transcript and may offer some or all of the needed coursework.

Single Induction Experience

If a candidate holds two preliminary credentials, they can clear both credentials at the end of their induction experience without having to complete two induction programs. That being said, the program may require the candidate to identify goals based upon the credentials being cleared. At the time of being recommended for the clear credential, candidates must pay two credential fees to clear each credential.

A candidate who currently holds a clear credential (single subject, multiple subject, education specialist) and is earning a second credential, is automatically granted a clear credential upon completion of the appropriate preliminary teacher preparation program without being required to complete an additional induction experience.

Induction Program Fee

TCSJ charges a program fee in order to participate in our induction program. Candidates need to check with their employer regarding the level of support they will provide. Candidates can reference the TCSJ Tuition and Fee page found on the TCSJ website (www.teacherscollegesj.edu) for tuition information.

Information regarding how fees are paid is included in the official Enrollment Letter teacher candidates receive.

Transferring Candidates

If a candidate completed year one of induction with a former employer, they need to provide an official document (e.g. an email from the program or a certificate of completion) from the previous induction program verifying completion of year one of induction. Upon such verification, the candidate moves into year two of induction.

Induction Options

In year two of induction, candidates have two options for meeting the year two induction requirements. The second option allows candidates to begin their masters, earn a Mathematics Instruction Added Authorization or pursue adding another teaching credential or authorization.

Early Completion Option

Senate Bill 57 (Scott Bill) provides for an early completion option for teacher candidates. The legislation is intended to enable "experienced and exceptional "candidates to complete an induction program at a faster pace than the full two years generally required. As required by SB57, Teachers College of San Joaquin (TCSJ) offers qualified candidates an Early Completion Option (ECO). If a candidate qualifies for TCSJ's Early Completion Option, they receive equivalency for Year One, and complete Year Two.

Eligibility Requirements for the Early Completion Option (ECO)

1. Candidates must hold one of the following valid credentials:
   a. California General Education Single Subject or Multiple Subject Preliminary Credential
   b. California Education Specialist Level I Credential or an Education Specialist Preliminary credential
   c. Out-of-state or out-of-country credential and need induction to clear their California credential
2. Candidates must have a minimum of one year of teaching experience. Serving in a long-term substitute position does not qualify as teaching experience.

3. Candidates have completed a teacher preparation program rather than have qualified for the Teacher Preparation Early Completion Option.

4. Candidates must teach in a P – 12 setting with the same group of students on a daily or weekly basis. Multiple subject and single subject candidates must be in a setting that allows for whole class instruction.

5. Candidates must teach in a setting that aligns with the credential to be cleared.

6. Candidates must teach in a setting that allows videotaping of lessons for candidate's use in applying for the Early Completion Option and in developing and implementing the Individual Learning Plan (ILP).

7. Candidates must obtain their current site administrator's/evaluator's approval. Without the approval of the site administrator/evaluator, candidates may not apply for the Early Completion Option.
   a. To obtain the approval, the site administrator/evaluator must observe the candidate and complete the Site Administrator Observation Form (TCSJ's Candidate Competency Record) by marking the appropriate column that best describes the candidate's skills and abilities based upon the *California Standards for the Teaching Profession* (CSTP).
   b. The site administrator/evaluator also completes and submits the Site Administrator Verification Form.
   c. Candidates must earn a minimum overall average score of 3.5 for CSTP 1 - 5 and earn a minimum score of 4 on CSTP 2 – Creating and Maintaining Effective Environments for Student Learning.
   d. If candidates receive any rank of 1 or 2, they are not eligible to apply for the Early Completion Option.

IMPACT Interns

1. IMPACT interns are automatically accepted into the Early Completion Option if the following conditions are met:
   a. Obtained their current site administrator's/evaluator's approval.
      i. To obtain approval, the site administrator/evaluator must observe the candidate and complete the Site Administrator Observation Form (TCSJ's Candidate Competency Record) by marking the appropriate column that best describes the candidate's skills and abilities based upon the *California Standards for the Teaching Profession* (CSTP).
      ii. The site administrator/evaluator also completes and submits the Site Administrator Verification Form.
      iii. Candidates must earn a minimum overall average score of 3.5 for CSTP 1 - 5 and must earn a minimum score of 4 on CSTP 2 – Creating and Maintaining Effective Environments for Student Learning.
      iv. If candidates receive any rank of 1 or 2, they are not eligible to apply for the Early Completion Option.
   b. Completed the IMPACT program without being placed on Academic and/or Conduct Probation.

2. If one or more of the above conditions are not met, IMPACT interns are not eligible to apply for the Early Completion Option.

Evidence of Exceptional Teaching Practice

1. Upon verification that the Eligibility Criteria are met, candidates submit the following:
   a. An unedited total 30 - 40-minute video of a lesson or lessons. Multiple subject and single subject candidates must submit a video that shows whole class instruction.
   b. A formal written lesson plan using the TCSJ Lesson Plan.

2. The video needs to show the candidate teaching a lesson from the beginning to the end.
3. Candidates need to submit a video that captures their best teaching.
4. We recommend that the candidate view the video prior to submission. Candidates have **one** opportunity to submit a video for consideration.
5. The video and lesson plan are scored using TCSJ's Candidate Competency Record.
6. To be accepted into the Early Completion Option, a candidate earns a minimum overall score of 3.5 for CSTP 1 - 5 and must earn a minimum score of 4 on CSTP 2 – Creating and Maintaining Effective Environments for Student Learning.
7. If candidates receive any rank of 1 or 2, they are not eligible to apply for the Early Completion Option.

<u>Withdrawal from the Early Completion Option</u>

For a candidate to remain in the Early Completion Option, the following conditions must be met. If any of the conditions are not met, candidates are removed from the Early Completion Option and now complete the full two-year induction program and pay the appropriate program fees.

- Meet all submission deadlines unless extenuating circumstances preclude the candidate from meeting the due dates. The program makes the determination if the circumstances are deemed extenuating.
- The candidate meets with their mentor on a weekly basis.
- The candidate attends all required seminars.
- The candidate will receive a passing score on the Individual Learning Plan and Individual Learning Plan Final Reflection on the first scoring.
- The candidate receives the minimum rank of "3" on the Candidate Competency Record at the end of induction.
- The candidate remains employed during the school year in which they are enrolled in the Early Completion Option.
- The candidate does not voluntarily withdraw from the Early Completion Option during the school year in which they are enrolled in the Early Completion Option.

Continuing Education Units

TCSJ offers participating teachers the opportunity to purchase six (6) continuing education units each year they are enrolled in induction. Advanced Practicum I and Advanced Practicum II are the course titles. To earn units, teachers must have met all induction requirements, submit the appropriate registration form, and make payment no later than 8 weeks after the end of the course. Units may not be purchased after the 8-week deadline.

Candidate Support

Districts are responsible for identifying and assigning a mentor to each candidate within the first 30 days of the candidate's enrollment in TCSJ's Induction Program. Matching is based upon credentials held, grade level and/or subject area taught as appropriate to the candidate's employment. In the event that such a match is not feasible, the Induction Coordinator works directly with the mentor to ensure the candidate receives the support needed.

Each induction candidate receives an average of no less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor. Weekly in-person check-ins is required. A mentor's main role is to meet the immediate needs of their candidate by providing "just-in-time" support. Candidate Roles & Responsibilities

As a candidate in TCSJ's Induction program, the expectation of the program is that each candidate understands and agrees to abide by the following roles and responsibilities:

1. Meet and/or check in weekly with your mentor.
2. Attend required evening seminars.
3. Develop, implement, revisit and revise the Individual Learning Plan (ILP).
4. Videotape classroom instruction as part of the Individual Learning Plan (ILP) process.
5. Observe colleagues as part of the Individual Learning Plan (ILP) process.
6. Work with colleagues as part of the Individual Learning Plan (ILP).
7. Meet with your site administrator to discuss your Individual Learning Plan (ILP).
8. Submit induction documents when due.
9. Maintain the disposition of a lifelong learner.
10. Develop and maintain a thoughtful relationship with your mentor characterized by collaboration, openness, sharing, and reflection.
11. Maintain a confidential relationship with your mentor.
12. Communicate questions or concerns about the Induction Program, including any concerns regarding your mentor, to the Induction Coordinator.
13. Complete and submit all program surveys and evaluations.
14. Inform the Induction Coordinator in case of the need for an extension or to withdraw from the program.
15. Understand that not meeting the induction requirements may require an extension of the candidate's induction program at an additional cost to the candidate.

Program Components

Teacher Preparation Program Individual Development Plan (IDP)

To create a smooth transition from teacher preparation to induction, candidates were to complete an Individual Development Plan (IDP) at the end of their teacher preparation program. Teacher preparation programs may not have called the document an Individual Development Plan, but the document identified a candidate's strengths and areas for growth in relation to the Teaching Performance Expectations (TPE). This document is then used during induction to help determine the Individual Learning Plan (ILP) goals on which the candidate works during the two-year induction experience. The Induction program standards require that induction programs collect this document. Induction programs use the term "Transition Plan" when referring to this document.

California Standards for the Teaching Profession (CSTP)

In 1997, the Commission on Teacher Credentialing and the California Department of Education adopted the California Standards for the Teaching Profession (CSTP). The California Standards for the Teaching Profession (CSTP) are intended to provide a common language and a vision of the scope and complexity of the profession by which all teachers can define and develop their practice. The California Standards for the Teaching Profession were rewritten in 2009 to respond to the changes in the context for teaching and learning in California and address the pressing needs of an increasingly diverse P-12 student body.

Every Induction program must assess each candidate's progress towards mastery of the California Standards for the Teaching Profession (CSTP) to support the recommendation for the clear credential. Several documents are utilized to monitor that progress: Individual Learning Plan (ILP); Candidate Competency Record; and the Individual Learning Plan (ILP) Final Reflection.

Cycles of Inquiry

An inquiry is an approach to problem solving that involves identification of a problem, implementation of activities to solve the identified problem, collection of evidence/data, and reflection.

Candidates complete two cycles of inquiry each year of induction. Candidates begin by identifying their areas of strength and areas for growth. From this self-assessment, candidates develop four goals on which to work during their two-year induction experience. Candidates must work on a minimum of two goals each year.

Within the Individual Learning Plan (ILP), candidates identify the learning activities and research in which they will engage; create and implement an action plan as a result of the knowledge learned; identify a minimum of one teacher and one student outcome; a minimum of two pieces of evidence and/or data is also identified that will measure whether each outcome was realized; and, any resources and specific support needed.

Throughout the inquiry process, candidates are continually revisiting and revising their Individual Learning Plan as they implement the Individual Learning Plan.

Observations & Video Analysis

As part of the initial self-assessment process, candidates are required to video a lesson and then hold a post-video conference with their mentor. As part of the inquiry process, an observation or video analysis is required for each Individual Learning Plan goal.

If the candidate observes a colleague, the mentor is encouraged to accompany the candidate. In lieu of observing a colleague, a candidate can have the colleague video a lesson. The candidate and the mentor then watch and analyze the video together. It is highly encouraged that the colleague who was videotaped attend this meeting.

At the beginning of year two of induction, candidates again videotape a lesson as part of developing their Individual Learning Plan goals for year two.

Individual Learning Plan (ILP)

The Individual Learning Plan (ILP) provides the road map for a candidate's two-year induction experience. The Individual Learning Plan (ILP) is developed within 60 days of a candidate's enrollment in the program. Throughout the two years of induction, candidates develop, implement, revisit, revise and reflect upon the Individual Learning Plan (ILP).

The Individual Learning Plan (ILP) is based upon a candidate's assessed needs as determined by their teacher preparation "Individual Development Plan," current teaching context, and areas for growth. A candidate's specific teaching assignment serves as the context for the ILP. The Individual Learning Plan (ILP) is collaboratively developed with the assistance of the mentor and in consultation with the candidate's site administrator. Within the Individual Learning Plan (ILP), candidates identify and work on two goals each year. Each Individual Learning Plan (ILP) goal is aligned with the *California Standards for the Teaching Profession* (CSTP).

The initial development of the Individual Learning Plan (ILP) begins at the first evening seminar held in September. The second tier of development is introduced at the October evening seminar.

Candidate Competency Record

To assist candidates in documenting their progress towards mastery of the CSTP, the **Candidate Competency Record** was created. The same Candidate Competency Record is used throughout the induction experience so that candidates can see their growth over time. Candidates utilize the

document to holistically rank their teaching practice as well as rank the individual CSTP elements that are aligned with their ILP goals.

Holistic Ranking of a Teacher's Practice

Candidates holistically rank their teaching practice three times during their two-year induction experience. To establish a base line ranking of their teaching practice from which growth can be measured, candidates first complete a self-assessment of their practice prior to establishing their Individual Learning Plan (ILP) goals. From this self-assessment the first holistic ranking of their practice is completed. At the end of the first year of induction and again at the conclusion of their induction experience, candidates holistically rank their teaching practice.

Ranking of Individual Learning Plan (ILP) Goals

For each Individual Learning Plan goal, candidates complete a pre-ranking and post-ranking for the aligned element(s) of each goal.

Individual Learning Plan (ILP) Final Reflection

After each Individual Learning Plan (ILP) goal has been realized, candidates complete a final reflection. The final reflection consists of two tasks. First, the candidate and their mentor analyze the evidence that was gathered to measure the teacher and student outcomes. Based upon that evidence, the candidate ranks each Individual Learning Plan (ILP) Goal element on the Candidate Competency Record. The second step requires the candidate to justify their placement on the Candidate Competency by writing a detailed and thorough explanation of how the evidence supports the meeting of both teacher and student outcomes.

Candidate-Mentor-Site Administrator Conference

The Individual Learning Plan (ILP) must be developed with input from the candidate's evaluator/site administrator. Therefore, mentors are given the charge of scheduling a three-way conference between the candidate, the candidate's site administrator/evaluator and the mentor. The purpose of this three-way meeting is for the site administrator to offer input in the creation of ILP goals as well as provide support for the implementation of the Individual Learning Plan (ILP). Site administrators sign the Individual Learning Plan (ILP) Site Administrator Signature Page as verification of the meeting.

Site administrators are made aware of the fact that the Individual Learning Plan (ILP) is designed and implemented solely for the professional growth and development of the candidate and not for evaluation for employment purposes.

The Candidate-Mentor-Site Administrator Conference occurs during both years of induction.

Scoring Individual Learning Plan (ILP) Documents

In order to determine if a candidate, who is at the end of their induction experience, has successfully met the induction requirements, a trained assessor scores the Individual Learning Plan (ILP) and the Individual Learning Plan (ILP) Final Reflection at the end of the candidate's induction experience.

If a candidate does not receive a passing score on the first read, a second assessor is assigned. If that assessor assigns a passing score, a third assessor is assigned. Two assessors must score an induction document as passing.

Candidate Competency and Verification of all Program Requirements

Prior to recommending a candidate for a Clear Credential, the Induction program sponsor must verify that the candidate has satisfactorily completed all program activities and met all induction requirements as outlined in the induction program standards.

As part of the recommending process for the clear credential, candidates submit a final copy of their Individual Learning Plan (ILP) at the end of each year of induction. At the end of a candidate's induction experience, the Individual Learning Plan (ILP) Checklist is used to score the Individual Learning Plan (ILP). To receive passing score, candidates must score 15 points out of 20.

During the first year of induction, candidates and their mentors use the Individual Learning Plan Checklist as a self - check. Mentors and candidates are encouraged to reference the checklist as the initial Individual Learning Plan (ILP) is developed and revised.

As part of the recommending process for the clear credential, at the end of a candidate's second year, the Individual Learning Plan Final Reflection is formally scored using the Individual Learning Plan Final Reflection Rubric. Candidates must receive a minimum score of 2 on each Teacher and Student Outcome discussed in order to pass. During the first year of induction, candidates and their mentors use the rubric as a self-check.

To determine adequate mastery and growth of the *California Standards for the Teaching Profession* (CSTP), prior to being recommended for the clear credential, candidates must have an overall average score of 3 on the Candidate Competency Record.

Candidate Non-Completion

If a candidate does not submit the required induction documents when due, they receive an email from the Induction Coordinator. The candidate then identifies a new submission date and the support needed in order to complete the induction documents.

If a candidate at the end of their induction experience does not receive a passing score on the final Individual Learning Plan (ILP) or on the Individual Learning Plan (ILP) Final Reflection, the Induction Coordinator creates a remediation plan and meets with the candidate. During the remediation appointment the contents of the remediation plan are discussed, and a resubmission date is established.

The Candidate Competency Record is the document that tracks a candidate's progress in relation to the California Standards for the Teaching Profession (CSTP). At the end of year two, a candidate must have an average rank of a 3. If such a rank is not achieved, the candidate meets with the Induction Coordinator to determine a plan of action including a re-submission date.

Depending upon the situation, a candidate's induction experience may need to be extended into the next school year. In such cases, the candidate's employer is notified, and the candidate is responsible for paying any additional program fees.

In cases where a candidate's induction experience is extended into the next school year, the candidate still works with their site mentor but meets with the Induction Coordinator on an ongoing basis.

Candidate Challenge

Should a candidate disagree with the scores given by an assessor, the candidate must follow TCSJ's Grade Challenge policy.

Leave of Absence/Extension Request

If a candidate should need to take a leave from induction, the candidate must contact their employer and the TSCJ Induction Coordinator as well as complete and submit to TCSJ the Induction Extension Request form. Though the candidate indicates on the request form when they will resume induction, TCSJ makes the final decision regarding when the candidate may resume the program. Depending upon when the candidate resumes the program, an additional program fee may be charged.

Withdrawal Policy

Should a candidate need to withdraw from the program, the candidate needs to complete and submit the TCSJ Induction Withdrawal Form. If a candidate withdraws from TCSJ's Induction program by December 31, 50% of the program fee is due. If a candidate withdraws after December 31, the entire program fee is due.

If a year two candidate choses Induction Option #2 (enrolling in TCSJ's Master's Program, or in the MIAA program and/or, additional authorization) and withdraws, then the following applies as stated in the TCSJ Course Catalog: "Candidates who wish to withdraw from a course prior to the second-class session will not be charged tuition for the course. Candidates who withdraw after the start of the second session will incur full tuition for the course." When candidates resume the coursework associated with Option #2, they are responsible for paying the current per unit amount.

Mentor Information

Mentor Pairing and Selection

Each induction program must identify and assign a mentor to each candidate within the first 30 days of the candidate's enrollment into the program. Matches must be made according to credentials held, grade level and/or subject area. Districts are made aware of these matching criteria.

If such a match cannot occur mentors are required to seek out assistance in providing the needed support the candidate needs.

Mentor Qualifications

TCSJ's participating districts/employers are responsible for selecting and matching mentors and candidates.

Qualifications for mentors must include but are not limited to:

- Knowledge of the context and the content area of the candidate's teaching assignment
- Demonstrated commitment to professional learning and collaboration
- Possession of a Clear Teaching Credential
- Ability, willingness, and flexibility to meet candidate needs for support
- Minimum of three years of effective teaching experience

Mentor Enrollment

Even though participating districts/employers select mentors, first time mentors must formally enroll by completing TCSJ's Mentor Enrollment Form. One of the required documents that must be submitted is a formal resume. Mentors may choose how to format their resume, but the following information must be included:

- Legal Name (last, middle, first)
- Address (street, city, zip code)
- Preferred contact phone
- Preferred email address
- Teaching Experience (dates, district, schools, grade levels taught, subjects taught)
- Mentor Experience (list any prior mentor experience; include dates and type of mentoring)
- Education (include institutions attended, credentials earned, authorizations, and degrees earned)
- Skills, Experience, Qualities (that make you a good mentor)

Optional information to include:
- Mentor Experience (list any prior mentor experience; include dates and type of mentoring)
- Accomplishments or awards (related to education and/or mentoring skills)-highly suggested but not required

Returning mentors do not need to formally re-enroll, but they must submit a current resumé each year they serve as a mentor.

Mentor Roles and Responsibilities

Once a district/employer identifies the mentor pairings, mentors are welcomed into the TCSJ's induction program and are provided a copy of Mentor Roles and Responsibilities. The mentor's main responsibility is to provide just-in-time and/or coordinated support to their candidate. Mentors regularly attend evening seminars to prepare them for meeting their roles and responsibilities.

As a mentor in TCSJ's Induction program, the expectation of the program is that each mentor understands and agrees to abide by the following roles and responsibilities:

1. Provide your candidate with a minimum of one hour of individualized or coordinated support/mentoring per week.
2. Establish a scheduled time to meet and/or check in with your candidate weekly.
3. Required mentoring/support consists of the following:
   - Provide pro-active and "just-in-time" support to meet your candidate's immediate needs.
   - Assist your candidate in designing, implementing, revisiting, revising and reflecting upon their Individual Learning Plan (ILP).
   - Coordinate and actively participate in the ILP conference with your candidate and site administrator.
   - Coordinate support and/or resources for your candidate.
   - Observe and video tape your candidate a minimum of one time.
   - Coordinate and accompany your candidate's observation of colleagues/peers.
   - Assist your candidate in analyzing student assessment data to inform instruction.
   - Model best practice.
4. Attend the required Professional Development Seminars
   - Initial Mentor Training for first time mentors;
   - Individual Learning Plan (ILP) Design Seminars;
   - Mentor Professional Development Seminars
5. Notify the Induction Coordinator via email if unable to attend required professional development seminars.
6. Communicate any questions or concerns about the induction program and/or about your candidate to the induction coordinator.
7. Submit the following documents:
   - Mentor Support Log – submitted monthly;
   - Mentor Self-Reflection;
   - Required Forms, evaluations and surveys.
8. Develop and maintain a trusting and confidential relationship with your candidate.
9. Consult with the site administrator as an advocate for your candidate, maintaining confidentiality.
10. Model professional behavior and dress at all times.

Mentor Support Logs

Each Induction program must assure that each candidate receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor. To determine if a mentor is meeting with their candidate and providing the required support, mentors complete and submit a Mentor Support Log monthly. If a mentor does not submit a log or is not meeting their responsibilities, the TCSJ Induction Coordinator contacts the mentor. Periodically, districts/employers receive a summary sheet identifying mentor support log submissions.

Mentor Training

Mentors receive initial and ongoing training to assist them in carrying out their roles and responsibilities. First time mentors are required to attend a two day Initial Mentor Training. During the training, mentors learn of what the TCSJ Induction Program consists; are introduced to their Roles and Responsibilities; learn the types of support they need to provide their candidate; and are introduced to such topics as the Phases of a New teacher, Adult Learning Theory, and Generational Differences. As each topic is introduced, time is allocated for mentors to reflect on how each topic impacts their interactions with their candidate and the support provided. Time is also spent helping mentors develop a "Mentor Tool Kit." Mentors are introduced to: how to build and maintain trust; the Four Levels of Support; components of Learning Focused Conversations, Active Listening; and Styles of Questioning. Mentors are provided role-playing scenarios in which to practice their newly acquired skills.

Ongoing training and support for mentors takes place through attendance at evening seminars and through email correspondence.

Assessing Mentor Effectiveness

The induction standards require that programs regularly assess the quality of services provided by mentors to candidates. To communicate with districts regarding whether or not mentors are attending required seminars and/or submitting Mentor Support Logs, several times during the year, TCSJ provides each district with a summary identifying mentor attendance at the required evening seminars and submission of the Mentor Support Log.

Just as candidates are asked to reflect on their teaching practice, mentors are asked to reflect on their mentoring practices. Mentors complete a Mentor Self-Assessment mid-way through the school year, and then are asked to develop and implement an Individual Mentor Skill Development Plan.

Continuing Education Units

TCSJ offers mentors the opportunity to purchase a total of twelve (12) continuing education units, 6 units for the first time they are a mentor, and 6 units the second time they are a mentor (Supporting New Teachers – Techniques and Application I and Supporting New Teachers – Techniques and Application II). To earn units, mentors must have submitted all Mentor Support Logs, submit the appropriate registration form, and make payment no later than 8 weeks after the end of the course. Units may not be purchased after the 8-week deadline.

General Information

End of the Year Surveys

At the end of the year, both candidates and mentors complete an End of the Year Survey. Several questions on the survey are the same for both groups so that a comparison can be made regarding mentor support, if both candidates and mentors are meeting their respective roles and responsibilities as well as if candidates are meeting of induction requirements. The survey also asks for feedback on the program. The cumulative summary is then shared with both groups.

Confidentiality

The work that is done between a mentor and candidate is confidential. The only exception to this rule is if students' health/safety is in danger.

Even though the site administrator is involved with the development of the Individual Learning Plan (ILP), their involvement after the three-way conference provides the necessary support required for the mentor and candidate to carry out the components of the Individual Learning Plan (ILP) or to meet induction requirements.

The Individual Learning Plan (ILP) must be designed and implemented solely for the professional growth and development of the candidate and not for evaluation for employment purposes.

Just as the reciprocal confidential relationship between a mentor and candidate is important, so is the relationship that TCSJ has established with each participating district/employee. Therefore, the following information is shared with each participating district/employer: mentor attendance at the required evening seminars; submission of Mentor Support Logs; candidate meeting of required due dates; candidate submission of required documents; and candidate's completion of the program.

Change in Partnership

1. In situations where the mentor/candidate match may not be working the following process applies:
2. The candidate and mentor meet to discuss the issue and establish a plan to resolve the issue. Having an honest conversation about what is or is not working in your relationship can lead to a resolution.
3. If the conversation does not resolve the issue or the mentor or candidate does not feel comfortable discussing the issue with the other party, the Induction Coordinator is contacted by email or by phone (kathey@sjcoe.net; 468-9190).
4. A face-to-face meeting is then scheduled to discuss the matter and formulate a formal plan of action
5. If the feeling of either the mentor or candidate is to end the partnership, the Induction Coordinator will notify the district's Consortium Leadership Team member and request that another mentor be assigned.

Professional Learning Center (PLC) Units

Candidates have the opportunity to purchase 12 continuing education units (6 units per year) through TCSJ's Professional Learning Center. To earn the units, candidates meet the requirements of the program. Early Completion Option candidates may only purchase 6 units since they are completing one year of induction. Mentors may also purchase a total of 12 continuing education units (6 units per year).

As per TCSJ policy, to purchase units, payment needs to be received within 8 weeks _after_ the last date of the course which is June 30.

Site Administrator Roles and Responsibilities

1. Become familiar with the components of TCSJ's Induction Program by reviewing the TCSJ Induction Handbook.
2. Attend the Site Administrator Breakfast to learn about TCSJ's Induction Program.
3. Become familiar with the Early Completion Option (ECO) requirements and of what your role consists.

4. When selecting mentors and pairing them with candidates, the pairing must be based upon credentials held, grade level and/or subject area taught as appropriate to the candidate's employment. The pairing must occur within 30 days of the candidate being enrolled in TCSJ's Induction Program.

5. When placing candidates in a teaching assignment, candidates must be teaching in a setting that aligns with the credential they want to clear; are teaching in a P-12 setting where they are teaching the same group of students on a daily or weekly basis; and are able to video tape lessons for candidate's use in developing and implementing the ILP

6. Consult with the mentor and candidate in developing the candidate's Individual Learning Plan (ILP).

7. Identify site/district professional development opportunities that would assist the candidate in meeting their goals.

8. Identify any district/site goals that you would like to see addressed within the candidate's Individual Learning Plan (ILP).

9. Identify specific support you will provide the candidate to assist him/her in meeting the Individual Learning Plan (ILP) goals.

10. Sign the Site Administrator Individual Learning Plan (ILP) Signature Page.

11. Understand that the Individual Learning Plan must be designed and implemented solely for the professional growth and development of the candidate and not for evaluation for employment purposes.

12. Provide the necessary resources so that the required mentor and candidate observations/video analysis requirements can be met.

13. Provide the support needed so the mentor and candidate can meet a minimum of one hour per week.

14. Honor the mentor and candidate's confidentiality.

15. Complete any TCSJ induction surveys or evaluation documents.

District/Employer Responsibilities

1. Sign and return the TCSJ Induction Co-Sponsor Agreement.

2. Honor the district/employer responsibilities as identified within the co-sponsor agreement.

3. Become familiar with the components of TCSJ's Induction Program by reviewing the TCSJ Induction Handbook.