

HESD Induction Program Sequence for Completion: Education Specialist

The design of the Hanford Elementary School District Induction Program (General Education and Education Specialist) strategically provides a two-year, individualized; job-embedded system of mentoring, support and professional learning that begins in the teacher’s first year of teaching. Each participating teacher engages in collaborative goal setting, implementation and growth based on his or her contextual needs.

General Education (Multiple Subject/single Subject)

HESD employed candidate holds a preliminary credential.	
Coaching/Mentoring	Induction Requirements/Activities
<p>A mentor is assigned to each participant within 30 days of enrollment in the program</p> <p>A SPED veteran teacher is assigned by the district to each participant within 30 days of enrollment in the program.</p> <p>Each participating teacher is assigned to a mentor based on matched credential(s) held, grade level and/or subject area knowledge and experience, as appropriate to the participant’s employment.</p> <p>Each participating teacher receives an average of not less than one hour per week of individualized job-embedded support/mentoring. The participant’s mentor coordinate and/or provided the support/mentoring based on planned and/or “just-in-time” need.</p> <p>Within the first 60 days of enrollment in the HESD Induction Program, each participating teacher collaborates with their mentor, site administrator on goals aligned to their employment context, credential, and personal professional needs.</p> <p>Individual participating teacher growth needs guide the Individual Learning Plan (ILP) design and implementation. Participating teachers self-assess their practice against the CA Standards for the Teaching Profession (CSTP) to determine ILP focus goals for growth. The ILP’s sole purpose is for individual participating teacher professional growth, not as evaluation for employment purposes.</p> <p>Regular and ongoing informal and more formal observations of candidates.</p> <p>Adhere to the agreements expected within the mentor agreement.</p>	<p style="text-align: center;">Trimester One</p> <ul style="list-style-type: none"> • Coaching support/mentoring based on planned and/or “just-in-time” needs – 11 hours (minimum one-hour a week) • New Teacher Orientation Year 1/ ECO (August) • Induction Launch for Year 2 (August) • Candidates participate in individualized New Teacher Networks (NTN’s) Professional Development self-chosen matching their goals and needs (September – October) • Getting to know your mentor/candidate (August) • Review the California Standards for the Teaching Profession (CSTP’s) (August) • Collection/Review of Year 1 Candidate’s Induction Development Plan (IDP) (August) • Review/Self- Assessment CSTP 2 or Choice CSTP (August) • Review Portfolio Pacing Guide (August) • Review Professional Development offered, and register for a minimum of 4 NTN’s (August) • Begin ILP Planning (September) <ul style="list-style-type: none"> -Discuss candidate’s Transition Document Year 1 -Develop professional growth goal • Review/Self- Assessment CSTP 1 or Choice CSTP (September) • Site Admin/Candidate/Mentor Collaboration Meeting (September) <ul style="list-style-type: none"> -ILP Question #8 – “Share your goals and plan with administrator, be sure to discuss how your goals align with your school site focus.” • Candidate Mentor Feedback (September) • Veteran Teacher Observation (September-November) • Review/Self- Assessment CSTP 3 or Choice CSTP (September) • ILP - Trimester 1 Reflection on Professional Growth Goal (November) <p style="text-align: center;">Trimester Two</p> <ul style="list-style-type: none"> • Coaching support/mentoring based on planned and/or “just-in-time” needs – 12 hours (minimum one-hour a week) • Candidate Mentor Feedback (November) • Review ILP Goals - Revise if needed (December) • Portfolio Review (December) • Candidates participate in individualized New Teacher Networks (NTN’s) Professional Development self-chosen matching their goals and needs (November-February) • ILP - Complete Candidate Profile (January) • Inquiry Project - Complete Boxes #1-4, 5,7 (January) • Inquiry Project – Focus Students (January) • Inquiry Project - Entry Level Assessment Part 1 & 2 • Candidate Mentor Feedback (February) • Veteran Teacher Observation (November-April) • Inquiry Project - Essential Components (February) • Inquiry Project – Lesson Plan (February)
Individual Learning Plan (ILP)	
<ul style="list-style-type: none"> • An Individualized Learning Plan (ILP) is a document that addresses a participating teacher’s growth in the California Standards for the Teaching Profession (CSTP’s). • Within the first 60 days of enrollment in the HESD Induction Program, each participating teacher collaborates with their mentor, and site administrator on goals aligned to the employment context, credential, and personal professional needs. • Individual participating teacher growth needs guide the Individual Learning Plan (ILP) design and implementation. • Participating teachers self-assess their practice against the California Standards for the Teaching Profession (CSTP) to determine ILP focus for growth. • Within the ILP, the participating teacher demonstrates ongoing research implementation, with qualitative and quantitative data, analysis, refinement and reflection. • The ILP’s sole purpose is for individual participating growth, not as evaluation for employment purposes. • ILP goals(s) may be a part of either year 1 or extend into year 2 • The ILP is housed in an online portfolio that exhibits candidate’s journey with goal implementation, research, and both student and teacher growth 	

- Inquiry Project – Lesson Observation (February)
- Review/Self- Assessment CSTP 4 or Choice CSTP (February)
- ILP - Trimester 2 Reflection on Professional Growth Goal (February)

Trimester Three

- Coaching support/mentoring based on planned and/or “just-in-time” needs – 10 hours (minimum one-hour a week)
- Inquiry Project – Analysis of Student Work (March)
- Work Session for Year 2 and ECO - Affirmation of Program Completion (March)
- Review/Self- Assessment CSTP 5 or Choice CSTP (March)
- Inquiry Project – Summative Assessment (March)
- Inquiry Project – Complete Boxes #6,9 (March)
- Inquiry Project – Complete Boxes #10-12 (March)
- Review/Self- Assessment CSTP 6 or Choice CSTP (April)
- ILP - End of Year Reflection (April)
- Candidate/Site Admin. Collaboration Meeting (April)
- Culminating Gathering – Year 1 (April)
- Affirmation of Program Completion – Year 2 (May)
- Colloquium – Year 2 (May)
- Final Portfolio Review (May)
- End of Year Review CSTP’s 1-5 Growth on Continuum (May)