

HANFORD ELEMENTARY SCHOOL DISTRICT
New Teacher Induction Program



General Education
& Education Specialist

HESD Induction Program

© HESD Induction Program
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**CA State
Teacher Induction
Commission on
Teacher Credentialing**



Hanford Elementary School District
Induction Program

Historical Overview

The Induction Program (formerly BTSA) was established by Legislature and the Governor as a result of a pilot study conducted during 1988-1992 by the Commission on teacher Credentialing and the CDE. This pilot study, known as the California new Teacher Project, demonstrated that in order to increase beginning teacher success and effectiveness, state education policies governing teacher preparation, induction and certification needed to be redesigned to form a "learning to teach" system that begins with teacher recruitment, extends to new teacher preparation and moves into the beginning years of professional service in the classroom. The pilot project's summative report recommended a more effective induction of new teachers that would include:

- gradual introduction to the norms and responsibilities of teaching
- an extension of each teacher's professional learning as initiated during his/her prior preparation
- advice and assistance from experienced colleagues
- evidence-based information about each teacher's performance compared to established expectations for what beginning teachers should know and be able to do.

In response to these recommendations, and after considerable legislative discussion of the pilot project report, (*Success for Beginning Teachers*, 1992) the Governor and the Legislature established the BTSA Program in the State Budget for 1992-93 to provide an effective transition for all beginning elementary and secondary teachers into the teaching profession. This transition was facilitated by the assignment of a trained mentor to each beginning teacher. The mentor was charged with providing individualized support and assistance to the beginning teacher, guided by the results of the formative assessment of each beginning teacher's practice as measured by the *California Standards for the Teaching Profession*. Passage of SB 2042 (Chap. 548, Stats.1998), which created a two-tiered teaching credential system, significantly changed the BTSA program by the completion of a standards based induction program as a path toward the Clear Credential for the Multiple and Single Subject credentials. Passage of AB 2210 (Chap. 343, Stats. 2004) established a Commission-approved Induction program as the required route for SB 2042 prepared Multiple and single Subject teachers to obtain a clear teaching credential, if an approved Induction program is available.



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California Common Standards Overview:

Standard 1: Institutional Infrastructure to Support Educator Preparation

Each Commission-approved institution has the infrastructure in place to operate an effective educator preparation program.

Standard 2: Candidate Recruitment and Support

Candidates are recruited and supported in all educator preparation program to ensure their success.

Standard 3: Course of Study, Fieldwork and Clinical Practice

The unit designs and implements a planned sequence of coursework and clinical experience for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.

The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice.

Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.

Standard 4: Continuous Improvement

The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modification based on findings.

Standard 5: Program Impact

The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.

The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.



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Recently, the CTC commissioned a task force to review and rewrite Induction Program Standards. The Task Group discussed how to ensure that Induction is job-embedded support and mentoring provided by experienced teachers. The Task Group reframed the standards to primarily focus on mentor based guidance and counsel which allow for both deep reflection on developing teaching practice and the immediate support that is needed for a new teacher. The group reviewed the current program standards, the Commission's directive to focus more on outcomes, Induction in other states, experience with Induction in California, and the expertise of the Task Group as the following standards were developed.

Induction Program Standards Overview:

Program Standard 1: Program Purpose

Each Induction program must support candidate development and growth in the profession by building on the knowledge and skills gained during the Preliminary Preparation program to design and implement a robust mentoring system, as described in the following standards that helps each candidate work to meet the *California Standards for the Teaching Profession*.

Program Standard 2: Components of the Mentoring Design

The Induction program's mentoring design must be based on a sound rationale informed by theory and research, and must provide multiple opportunities for candidates to demonstrate growth in *The California Standards for the Teaching Profession*. The mentoring approach implemented by the program must include the development of an Individualized Learning Plan (ILP) for candidates based on needs determined by the teacher and program provider, in consultation with the site administrator and guided by the Preliminary Program Transition Plan. The ILP must address identified candidate competencies that support the recommendation for the credential.



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Mentoring support for candidates must include both “just in time” and longer term analysis of teaching practice to help candidates develop enduring professional skills. The program’s design features both individually and as a whole must serve to strengthen the candidate’s professional practice and contribute to the candidate’s future retention in the profession.

Program Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System

The Individual Learning Plan (ILP) must address the *California Standards for the Teaching Profession* and provide the road map for candidates’ Induction work during their time in The program along with guidance for the mentor in providing support. The ILP must be Collaboratively developed at the beginning of Induction by the candidate and the mentor, with input from the employer regarding the candidate’s job assignment, and guidance from the program staff. The ILP must include candidate professional growth goals, a description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed. The candidate’s specific teaching assignment should provide the appropriate context for the development of the overall ILP; however, the candidate and the mentor may add additional goals based on the candidates’ professional interests such as, for example, advanced certifications, additional content area literacy, and early childhood education. Within the ILP, professional learning and support opportunities must be identified for each candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.

The program must assist the candidate and the mentor with assuring the availability of resources necessary to



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accomplish the ILP. The program must ensure dedicated time for regular mentor and candidate interactions, observations of colleagues and candidate's consistent practice of reflection on the effectiveness of instruction, analysis of student and other outcomes data, and the use of these data to further inform the repeated cycle of planning and instruction. Within the ongoing mentoring interactions, the mentor must encourage and assist candidates to connect with and become part of the larger professional learning community within the profession.

Program Standard 4: Qualifications, Selection and Training of Mentors

The Induction program assigns qualified mentors and provides guidance and clear expectations for the mentoring experience based on the program's design. 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 the candidate needs for support
- Minimum of three years of effective teaching experience

Guidance and clear expectations for the mentoring experience provided by the program include but are not limited to:

- Providing "just in time" support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills
- Facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction



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- Connecting candidates with available resources to support their professional growth and accomplishment of the ILP
- Periodically reviewing the ILP with candidate and making adjustments as needed

The program must provide ongoing training and support for mentors that includes, but is not limited to:

- Coaching and mentoring
- Goal setting
- Use of appropriate mentoring instruments
- Best practices in adult learning
- Support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks
- Program processes designed to support candidate growth and effectiveness

Program Standard 5: Determining Candidate Competence for the Clear Credential Recommendation

The Induction program must assess candidate progress towards mastery of the California Standards for the Teaching Profession to support the recommendation for the clear credential. The documentation of candidate progress must reflect the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the candidate's successful completion of the activities outlined in the ILP.

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 requirements, and that the program has documented the basis on which the recommendation for the clear credential is made. The program sponsor's verification must be based on a review of observed and documented evidence, collaboratively assembled by the candidate, the mentor



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and/or other colleagues, according to the program's design. The Induction program's recommendation verification process must include a defensible process of reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, as needed.

Program Standard 6: Program Responsibilities for Assuring Quality of Program Services

The program must regularly assess the quality of services provided by mentors to candidates, using criteria that include candidate feedback, the quality and perceived effectiveness of support provided to candidates in implementing their Individualized Learning Plan, and the opportunity to complete the full range of program requirements. Induction program leaders must provide formative feedback to mentors on their work, including establishment of collaborative relationships. Clear procedures must be in place for the reassignment of mentors, if the pairing of candidate and mentor is not effective.

The program must provide a coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system.

These program standards establish the expectation of the Commission, the State Board of Education, and the Superintendent of Public Instruction for new teacher induction. By design, these standards link with standards for subject matter preparation and standards for professional teacher preparation along the continuum of learning to teach, and reflect what all beginning teachers are required to successfully complete an approved Induction Program to earn a California Professional Teaching Credential.



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California Standards for the Teaching Profession

The *California Standards for the Teaching Profession*, updated in 2009, are broad standards that describe effective classroom practice regardless of the grade level or subject area and regardless of the amount of experience or the level of professional development that a teacher might have. Candidates and Induction Mentors utilize the *California Standards for the Teaching Profession* (CSTP) to measure and assess the Candidate's level of performance.

The current version of the CSTP (2009) has been developed to respond to changes in the context for teaching and learning in California by addressing the pressing needs of an increasingly diverse P – 12 student population. Particular attention has been given in the CSTP to student learning, assessment practices, and equitable pedagogy designed to address English learners and students with diverse learning needs.

Most importantly, these standards provide educators with a common language to talk about classroom practice. They also help educators identify areas of strength and areas for professional growth, guide the design and implementation of professional development experiences, and link teacher preparation with induction and on-going development.

California Standards for the Teaching Profession (CSTP) Placemat

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 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 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 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 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 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



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Continuum of Teaching Practice

The [Continuum of Teaching Practice](#) (CTP) describes teaching practice and professional development throughout a teacher's career and is aligned with the *California Standards for the Teaching Profession* (CSTP). The CTP is a tool for self-reflection, goal setting, and inquiry into practice. The CTP is part of an ongoing collaboration between Candidates and their Induction Mentor to assess practice and set goals for professional development over time.

The CTP is organized to describe five levels of development. These levels are labeled:

- **Level 1: Emerging**
- **Level 2: Exploring**
- **Level 3: Applying**
- **Level 4: Integrating**
- **Level 5: Innovating**

Each level addresses what a teacher should know and be able to do in the different CSTP standards. The levels do not represent a chronological sequence in a teacher's growth, but each row describes developmental levels of performance. A teacher may be at **Emerging** or **Exploring** level of practice in some places on the CTP and at **Innovating** level in some others, no matter how many years she or he has been in the profession.

HESD
Teacher Induction
Program Overview



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HESD Induction Program Overview

HESD Teacher Induction is a mentoring-based, inquiry driven program that begins in the first year of teaching with a preliminary credential. As outlined in SB2042, Teacher Induction is now the pathway to a Professional Clear Credential. HESD Training, Induction & Professional Support is designed to support beginning teachers who have finished their credentialing program and have applied for, or currently hold, a preliminary Multiple Subject, Education specialist, or Single Subject Credential. Our staff of five (Assistant Superintendent of C & I and PD, Program Director, Administrative Secretary, and (2) Induction Mentors), is dedicated to providing Induction for teachers who hold or are working toward clearing these credentials. **Any HESD teacher who holds a preliminary credential is eligible and admitted to our program.**

Our job-embedded program provides clear credential candidates with the opportunity to deeply consider the application of the strategies and skills that were emphasized in the teacher preparation experience. With a knowledgeable and experienced mentor, teachers will be guided through the inquiry process. The new teachers' professional growth goal is the catalyst for an individualized inquiry. Our monthly collaboration meetings, professional development opportunities, and meetings with site administrators provide new teachers with opportunities to collaborate, learn, and reflect on their inquiries.

The program is designed to be a two-year induction into the teaching profession, but with the flexibility to individualize the program to teachers' needs. For teachers who are experienced, there is an Early Completion Option that can be applied for.

Teacher Inquiry

The HESD Induction program is organized around a cycle of inquiry each year. The goal is that teachers will investigate and individualized problem of practice, develop an action plan with the support of program leadership and their mentor, apply a new teaching practice, and reflect on its effectiveness and impact on student and professional learning.

This process of professional growth and learning has been called many things: action research, teacher research, and teacher inquiry. All of these have several characteristics in common.

We are looking forward to guiding you through the inquiry process and supporting teacher and student learning in HESD!



Hanford Elementary School District
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Mission Statement:

We will provide a pathway for new teachers that offers 1:1 coaching from full release coaches, academic support and demonstration models of exceptional teaching practices which will have a positive impact on student achievement and lead them to qualifying for a Clear California Credential or Education Specialist Credential.

~ HESD Induction Staff



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Induction Program Purpose and Goals

Hanford Elementary School District's Induction Program provides credentialed teachers with a specially designed, standards-based program that eases them into the teaching profession and simultaneously offers them support and advanced training. Induction provides a bridge linking the theory and learning acquired in the California Preliminary Credential Program to the realities of daily classroom teaching. A trained experienced teacher – an Induction Mentor - is assigned to work with each new teacher. These Induction Mentors guide, assess, and support new teachers in meeting the complex requirements of their job. Upon successful completion of Induction, Candidates can apply for a California Clear Credential.

HESD's Induction program meets the specific requirements set forth in SB 2042 and has been approved by the California Department of Education and the California Teacher Credentialing Department.

Goals of the Induction Program:

- To improve the educational performance of students through better classroom instruction facilitated by improved training and support of beginning teachers.
- To enable teachers to be effective in teaching students who are culturally, linguistically and academically diverse.
- To hold all teachers to high standards and expectations to ensure academic success for all students.
- To promote the professional success and retention of promising new teachers.
- To enable Candidates to apply for a California Clear Credential upon successful completion of the Induction Program.



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Program Components

Main components of the Induction Program:

1. Notification of Eligibility
2. Letter of Commitment
3. District & School Level Support
4. Induction Mentor
5. Formative Assessment: Inquiry Cycles
6. New Teacher Networks
7. Exit Interviews
8. Program Completion



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Program Requirements

- **Candidate Letter of Commitment**
 - Describes the responsibilities of the Induction Candidate.
- **Formative Assessment using Inquiry Cycles**
 - Formative assessment system measures the improvement of the Candidate's practice by utilizing the CSTP, Continuum of Teaching Practice (CTP) and state Induction Standards.
- **Individualized Learning Plan (ILP)**
 - An Individualized Learning Plan (ILP) is a document that addresses a Candidate's growth in the California Standards for the Teaching Profession (CSTP's).
- **New Teacher Networks**
 - Candidates select New Teacher Network that meet their goals on their Individualized Learning Plan (ILP) and required Induction Standards.
 - No make-up sessions are provided for missed New Teacher Networks. The only exception being medical leave and Jury Duty. One must be in attendance in order to receive credit.
- **Professional Portfolio**
 - Evidence of Candidate's ability to apply skills and knowledge.



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Notification of Eligibility

Eligibility for Induction includes new to the profession California-trained teachers who are teaching on a preliminary credential as well as teachers who hold a preliminary credential based on an out-of-state credential. At point of hire, the District's Human Resources Department provides each new teacher with *Notification of Eligibility and Responsibility to Enter a Professional Teacher Induction Program* that is signed by the Teacher. Based upon the information provided, personnel from the Human Resources Department advises the teacher of his/her status regarding participation in the program. Copies are distributed to the Personnel file, the Director of Curriculum and Instruction and the Teacher.



HANFORD ELEMENTARY SCHOOL DISTRICT
HUMAN RESOURCES DEPARTMENT
INDUCTION DEPARTMENT

**NOTIFICATION OF ELIGIBILITY AND RESPONSIBILITY TO
ENTER A PROFESSIONAL TEACHER INDUCTION PROGRAM**

Teacher: _____

Date: _____

Assignment/Grade Level: _____

School: _____

Start Date (first day on contract): _____

Type of Credential Held or Applied (check):

- | | | |
|--|--|--|
| <input type="checkbox"/> CA Credential | <input type="checkbox"/> Preliminary MS | <input type="checkbox"/> Preliminary Special Education |
| <input type="checkbox"/> CA Credential Based On Out of State | <input type="checkbox"/> Preliminary SS: | <input type="checkbox"/> Clear Special Education |
| <input type="checkbox"/> Intern | <input type="checkbox"/> Clear MS | |
| | <input type="checkbox"/> Clear SS: _____ | |

Person Verifying Credential/Title: Michele Alexander, Certificated Personnel Manager

Signature: _____

Number of Years Teaching Experience (not including current position): _____

Induction Experience: None Year 1 Year 2 _____
Previous Induction Program

An analysis of the documentation you submitted to the Hanford Elementary School District Human Resources Department when you were hired indicates that:

- You hold a SB 2042 preliminary credential and therefore must complete an Induction Program in order to obtain a clear credential recommendation.
- You hold a California preliminary credential based upon an out-of-state teaching credential and are required to participate in an Induction program to clear your California credential.
- This advisement is pending final verification of your credential eligibility.
- You do not qualify to participate in an Induction Program.
(Reason for non-eligibility): _____

Acknowledgement of Advisement:

- As an eligible teacher, I have been informed of my responsibility to enter a Professional Teacher Induction program within 120 calendar days of the start of my initial teaching contract date. I understand I will be provided with information about program requirements and expectations during new teacher orientation. I understand that I must successfully complete all program requirements in two years in order to be recommended for a Clear Credential.
- Participation in the Induction Program is contingent upon receiving a passing score on RICA exam.
- I understand that I do not qualify to participate in an Induction Program.

Teacher's Signature

Date

Candidates



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Enrollment in the Induction Program and Letter of Commitment

Candidates are required to attend an Induction Orientation. At the orientation, Candidates review and sign a *Candidate Letter of Commitment* which outlines their responsibilities to the program.



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CANDIDATE LETTER OF COMMITMENT

Candidate: _____
(Print Name)

I understand that participation in the HESD Induction Program is intended to build upon university work and previous teaching experience and, for eligible participating teachers, will lead to a clear credential. An individualized support system will be used to guide professional development. Work in this program will not be used for evaluative or employment purposes. I understand that my Responsibilities as an Induction Candidate are as follows:

- Review my eligibility for Induction with the District's Human Resources Department.
- Develop a thoughtful relationship with my Induction Mentor characterized by openness, sharing and reflection.
- Meet with my Induction Mentor a minimum of one hour every week to receive "just in time" mentoring and satisfactorily complete all program requirements. Mentoring will begin in August and run through June. Weekly contact time will include instructional as well as non-instructional time.
- Complete and modify an Individualized Learning Plan (ILP) based on the *California Standards for the Teaching Profession (CSTP)* and the Induction Standards with the assistance of my Induction Mentor, collect evidence (in the form of a portfolio) of completion of my professional growth activities.
- Maintenance of effort to stay abreast of all components of the portfolio by meeting established deadlines. Failure to meet expectations and complete the necessary tools will result in being placed on Advisement Status.
- With support from my Induction Mentor, develop and complete a professional development plan, based on the Individualized Learning Plan (ILP).
- Initiate contact with Site Administrators in the Fall and Spring to receive input in the development of the ILP.
- With Induction Mentor guidance, select and attend professional development workshops and seminars provided by the Induction Program in chosen area(s) of focus in accordance with my ILP.
- Attend all required meetings provided by the Induction Program.
- Participate in informal and formal classroom observations provided by my Induction Mentor, including pre and post conferences. (Information gathered regarding **practice/performance** is confidential. Information regarding **completion** may be shared with site/district/program administrators.)
- Understand Early Completion Option requirements and have been informed of this option at Orientation.
- Following portfolio pacing guide timelines, collect, maintain and submit all documents to the electronic portfolio system as evidence of completion of requirements for clear credential recommendation.



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CANDIDATE LETTER OF COMMITMENT

- Understand that progress will be monitored. I will receive feedback from Induction Mentors and Program Director after I complete and electronically submit my work. I understand that I am expected to revise work that does not meet minimal standards and resubmit to Program Director through the electronic portfolio system.
- Participate in the program evaluation process including New Teacher Network evaluations and the Induction Program Surveys and comply with program reporting procedures.
- Grant permission to collect relevant documentation from my teacher preparation program, including the Teacher Performance Assessment (TPA), Transition Plan and Induction Development Plan (IDP).
- Initiate contact with the Program Director immediately if I am dissatisfied at any time with the support the Induction Mentor is offering. The Candidate/Mentor policy has been explained and is available in its entirety in the Induction Program Handbook.
- Understand that I will be given release day(s) each year to observe exemplary teachers. I will provide reflections on observed teaching practice.
- Understand that special assistance is available, should I request it.
- Understand that a grievance/appeal process is available if I am unsuccessful in completion of the Induction Program.
- Read and understand my responsibilities located in the Induction Program Handbook. Become familiar with the policies and procedures and follow all guidelines within it.
- Conclude my Induction into the teaching profession by participating in an end of year presentation. I understand that the purpose of the end of year presentation is to allow me the opportunity to articulate the professional growth I've made and how I will apply this knowledge to support my professional goals in the future and maximize student achievement. **(Year 2 and ECO only)**

I have read the Candidate Responsibilities as described above and agree to follow them to the best of my ability. I understand that all program requirements must be successfully fulfilled in the timeline established by the district in order to receive a recommendation for a California clear credential. If, for any reason, I am unable to participate fully in the Induction Program, I understand that I must contact the Director of Curriculum and Instruction directly. I further understand that extensions will only be granted under extenuating circumstances (see Program Extension Policy) and any time beyond the timeline established by the district may result in financial costs on my part to complete Induction.

Candidate's Signature

Date



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Formative Assessment: Inquiry Cycles

During Induction, Candidates and their Induction Mentors work through *Inquiry cycles*. Each *Inquiry* is a cycle of "formative assessment" relative to the Induction Standards. The formative assessment system measures the improvement of the Candidates' practice by utilizing the *California Standards for the Teaching Professional* (CSTP), the *Continuum of Teaching Practice* (CTP) and the state Induction Standards. It measures student learning in relation to the state-adopted academic content standards and performance levels of students. Using these specific criteria, a focused and integrated system of support and assessment guides each Candidate's professional development.

An Individualized Learning Plan (ILP) is a document that addresses a Candidate's growth in the California Standards for the Teaching Profession (CSTP's). It provides a road map for the Candidate's Induction work during their time in the program along with guidance for the Induction Mentor in providing support. The ILP must be collaboratively developed at the beginning of Induction (60 days) by the Candidate and Induction Mentor, with input from the Site Administrator regarding the Candidate's job assignment and guidance from the program staff. The ILP must include Candidate's professional growth goals, a description of how the Candidate will work to meet those goals, defined and measureable outcomes for the Candidate, and planned opportunities to reflect on progress and modify the ILP as needed. The Candidate's specific teaching assignment should provide for the appropriate context for the development of the overall ILP; however, the Candidate and Induction Mentor may add additional goals based on the Candidate's professional interests. Within the ILP, professional learning and support opportunities must be identified for each Candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.

Induction Mentors have a critical role in the implementation of the formative assessment system. They are trained to utilize evidence, including observational evidence that focuses on classroom practice in relation to the CSTP, state-adopted academic content standards and performance levels for students, and the Induction standards. Through ongoing weekly meetings and through formal and informal classroom observations, Induction Mentors gather evidence of classroom practice. Induction Mentors then reflect with their Induction Teacher on the evidence in order to improve the Candidate's classroom practice.



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Individualized Learning Plan

An [Individualized Learning Plan](#) (ILP) is a document that addresses a Candidate's growth in the California Standards for the Teaching Profession (CSTP's).

- It provides a road map for the Candidate's Induction work during their time in the program along with guidance for the Mentor in providing support.
- The ILP must be designed and implemented solely for the professional growth and development of the Induction Candidate and not for evaluation purposes.
- The ILP must be collaboratively developed at the beginning of Induction (60 days) by the Candidate and Mentor, with input from the Site Administrator regarding the Candidate's job assignment and guidance from the program staff.
- The ILP must include Candidate's professional growth goals, a description of how the Candidate will work to meet those goals, defined and measureable outcomes for the Candidate, and planned opportunities to reflect on progress and modify the ILP as needed.
- The Candidate's specific teaching assignment should provide for the appropriate context for the development of the overall ILP; however, the Candidate and Mentor may add additional goals based on the Candidate's professional interests.
- Within the ILP, professional learning and support opportunities must be identified for each Candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.



Hanford Elementary School District
Induction Program

Portfolio Pacing Guide and Professional Development Overview

[LINK TO CURRENT SCHEDULE](#)



Hanford Elementary School District
Induction Program

New Teacher Networks

Candidates will have the opportunity to personalize their professional learning opportunities by selecting sessions that best meet their professional growth goals and Individualized Learning Plan goals. The professional development networks are facilitated by the Director of Curriculum and Instruction, Induction Mentors and other district specialized personnel. These networks, along with ongoing Induction activities, are designed to provide teachers with opportunities to reflect on their teaching relative to the Induction Standards using the *California Standards for the Teacher Profession* as the model of effective practice. Attendance records are maintained based on sign-in sheets. The networks provide opportunities to collaborate with other teachers and to focus on student learning and improved teaching practice. There are no make-up sessions provided for missed New Teacher Networks regardless of the reason for the absence from the network. The only exception being medical leave and Jury Duty. One must be in attendance in order to receive credit.

[New Teacher Networks 2019-2020](#)

Professional Learning Opportunities

In program standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System, it states that within the Individualized Learning Plan (ILP), professional learning and support opportunities must be identified for each candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.

The HESD Induction program offers a variety of professional development opportunities throughout the year within the New Teacher Networks. The professional development opportunities must be aligned to the candidate's ILP goals.



Hanford Elementary School District
Induction Program

Attendance at New Teacher Networks

Candidates must attend professional development as part of the Individualized Learning Plan and the New Teacher Networks fulfill that requirement. Partial attendance at networks will not be accepted. Additionally, make-up sessions will not be offered for missed New Teacher Networks. The only exception being medical leave and Jury Duty. One must be in attendance in order to receive credit.

Tardiness

New Teacher Network starts promptly at 3:30 and sign-in sheets are collected. If the teacher's signature is not on the sign-in sheet, the Candidate will be considered absent. Furthermore, attendance for the duration of the session is required. Please plan accordingly and plan to stay until the session is finished.



Hanford Elementary School District
Induction Program

Portfolio Requirements

The portfolio is intended to provide evidence of a Candidate's ability to apply skills and knowledge gained in pre-service, as well as through Induction networks and coaching. It should be organized and presented in a professional manner and be comparable to graduate level work.

- All Candidate submissions are to be typed.
- Student work does not need to be retyped, but must be readable.
- All photocopies must be readable, scanned and uploaded.
- All reflections must be completed on the ILP and Formative Assessment tools.
- Graduate level writing is expected: proper grammar and mechanics are required.

Portfolio Review Checks

Candidates will turn in their portfolios for review twice during the year, in December and May. Year 2 Candidates will be evaluated for program completion in May. Portfolios will be reviewed by Induction Mentors, the Director of Curriculum and Instruction and the Assistant Superintendent of Curriculum and Instruction. Any items not meeting approval will be returned with suggestions and/or recommendations.

Applications for Clear Credential

Upon completion and sign off of all portfolio requirements, Year 2 Candidates will receive a Form 41 signed by the Assistant Superintendent of Curriculum and Instruction verifying their completion of the Hanford Elementary School District Induction Program. It is the Candidate's responsibility to submit the Clear Credential application to Hanford Elementary School District's Human Resources Department for processing.



Hanford Elementary School District
Induction Program

Advisement Status

The HESD Induction has a procedure in place for Candidates who fall behind on their portfolio work. During the time the Candidate is on Advisement Status progress will be closely monitored by the Assistant Superintendent of Induction to ensure the Candidate remains on track to finish the program within the two year time period. It is the goal of the HESD Induction Program that all Candidates complete the program requirements within two years. However, if the Candidate does not complete the program within the state-funded two year period Candidate will cover the cost of additional time beyond the two year period. Candidates in this situation may incur a financial cost of up to \$4,000 per year to complete their Induction work.

Steps toward Advisement Status:

Due Date	Plan of Action
2 weeks behind due date	Email from Induction Mentor
3 weeks behind due date	Email and visit from another Induction Mentor
4 weeks behind due date	Letter from Director of Curriculum & Instruction copied to the Assistant Superintendent of Curriculum & Instruction and Principal
5 weeks behind due date	Advisement Status. Assistant Superintendent of Induction monitors set due dates and portfolio completion. Principal and Human Resources are notified.



Hanford Elementary School District
Induction Program

Request for Special Assistance

Participation in the Hanford Elementary Induction Program carries with it certain commitments and responsibilities. The HESD Induction Program will assist you to successfully complete all requirements.

If at any time you would like to request special assistance, please complete this form and return it to the Induction Program Office.

Candidate: _____ Date: _____

Grade/Subject: _____ School: _____

Induction Mentor: _____

Assistance needed: _____

Assistance Plan as developed by Candidate/Mentor, Induction staff and/or Site Administrator:

Completion timeline and notes: _____

Candidate Signature: _____ Date: _____

Mentor Signature: _____ Date: _____

Induction Staff Signature: _____ Date: _____

Site Administrator Signature: _____ Date: _____

Follow-Up Meeting Notes: _____ Date: _____

- Action Plan Completed
- Further Support Needed



Hanford Elementary School District

Induction Program

Request for Induction Program Extension

Through participation in the HESD Induction program, teachers receive access to a Professional Credential Program with limited expense. State funding is provided for only the first two years of teaching on a California Preliminary Credential. The HESD Induction Program has been carefully designed for completion within that two-year timeline, an extension of the completion date may be requested in writing and submitted the Director of Curriculum and Instruction.

If a newly hired teacher participated in a two (2) year Induction program through a CTC-approved program and did not complete all requirements to receive a recommendation for the Professional Clear Credential, the teacher is not eligible for additional state funding to participate in the HESD Induction Program. However, the HESD Induction Program may provide the opportunities necessary to complete induction requirements as long as the teacher bears the financial responsibility if the teacher has exceeded the two (2) years of funding eligibility.

The decision by the Director of Curriculum and Instruction to provide an extension to finish induction will be made individually upon the teacher's request. The conditions of the extension will be documented in writing. Such extensions may not exceed more than 12 months.

A Candidate must submit a request for a program extension to the Director of Curriculum and Instruction by completing the "*Request for Induction Program Extension*". *Appropriate documentation shall accompany the extension request and the following criteria will be considered in approving an extension. Furthermore, the Director of Curriculum and Instruction shall apply the following conditions to decide whether to support the teachers request for extension:*

- Sufficient documentation is provided demonstrating a great need to extend the program completion.
- The teacher has a valid preliminary multiple subject teaching credential that will not expire prior to the completion of the induction program.
- The Induction completion requirements are achievable within one additional program year.



Hanford Elementary School District
Induction Program

Extension Criteria:

1. **Severe** personal health issues (1) related to the beginning teacher.
2. **Severe** health issues (2) related to the immediate family of the beginning teacher. The policies of the district of employment define immediate family.
3. An approved leave of absence from the district of employment.
4. Lay off due to the declining enrollment or staffing adjustments.
5. Break in service for personal reasons or non-re elect.
6. Relocating to another state or country. Must return to California in time to complete the prescribed program within the five-year limitation.

- (1) **Severe** personal health issue defined as under a doctor's care, and precluded from working.
Please note: a routine pregnancy does not fall under this category. During a routine pregnancy leave, Candidates are permitted and encouraged to continue their professional growth and credentialing responsibility.
- (2) Severe health issue related to immediate family defined as the beginning teacher must stop working in order to care for immediate family member who is under a doctor's care



Hanford Elementary School District

Induction Program

Early Completion Option

SB 57 (Scott) provides for an Early Completion Option for Multiple and Single Subject Induction candidates. This option is as rigorous or more rigorous than the full Induction Program, but is offered at an accelerated pace. The HESD Induction Program *Early Completion Option* (ECO) includes an individual plan of directed study and evidence of completion. Upon successful completion of Induction requirements as set forth in this policy, candidates are recommended to the California Commission on Teacher Credentialing for a Clear Credential.

The Early Completion Option is available only during the beginning of the Induction Program.

A Candidate must submit a formal letter requesting the Early Completion Option and completed application to the Director of Curriculum and Instruction by **September 6, 2019**.



Hanford Elementary School District

Induction Program

Purpose of Early Completion Option (ECO)

The Early Completion Option (ECO) provides a process and structure for **experienced** and **exceptional** individuals to complete the Induction Program in one year.

To be considered for the ECO program, each candidate must meet the eligibility requirements, receive site administration approval, and successfully complete the application process.

Eligibility Requirements

Candidates who will be considered for the Early Completion Option:

1. Hold a current California Preliminary Credential in General Education Multiple/Single Subject or Education Specialist Credential; and
2. Must be currently teaching in the District **AND**
3. Must fall into one of the following descriptors:

a) Be an “experienced and exceptional” graduate of a two-year Intern Program, teaching both school years with an Intern Credential that culminated in a California Preliminary Credential and must provide an explanation for the recommendation by the Intern Program and Site Administrator;

Please note that emergency permit holders, although experienced, are not eligible for the Early Completion Option.

b) Have one or more years of exceptional teaching in a California public school under an intern credential as evidenced by a copy of credential, **or**

c) Have one or more years of exceptional teaching experience in an accredited (as determined by the Commission) private school as evidenced by a letter from the employing district and verification of accreditation, **or**

d) Have one or more years of exceptional teaching in a school in another state or country as evidenced by rigorous evaluations.



Hanford Elementary School District

Induction Program

Application Process

To apply, candidate must submit the entire application to the Induction Office with attention to Director of Curriculum and Instruction. Application materials are available on the Induction page.

Your completed application and attachments are due to the Induction Office by September 6, 2019 and must include the following:

- Early Completion Option Application Form
 - Evidence to support the candidate's eligibility to participate in the Early Completion Option based on one of the above eligibility requirement descriptors (under #3 above)
 - I. Letter from the intern program or intern program transcripts, if applicable
 - II. Letter from accredited private school, if applicable
 - III. Letter from an out-of-state or country, if applicable

- Formal letter: A well-written rationale explaining how you meet the criteria for the Early Completion Option. The rationale should reflect on your exemplary practice, attitudes, professionalism, and commitment to teaching practice.

- Evidence of the candidate's credential status

- Early Completion Requirements Summary

- Submit your most recent formal evaluation, and/or letter of recommendation (must be within 2 years) of recent exceptional experience as a teacher in a similar assignment (Exceptional shall be defined by):
 - (1) rigorous current performance evaluation(s) that label the teacher's overall performance as satisfactory or better, **and/or**
 - (2) a letter of recommendation and/or verbal contact to the Director of Curriculum and Instruction from the current evaluating administrator citing candidate as an exceptional teacher.

If your current administrator has not formally observed you yet, you may include a formal evaluation from the previous administrator (still within the two years).



Hanford Elementary School District
Induction Program

Additional Materials Required:

- Administrator Recommendation Form:** The HESD Teacher Induction Staff will make contact with current administrator to complete a recommendation. This recommendation is to be completed by the administrator and submitted directly to Director of Curriculum and Instruction.

If the administrator recommends the candidate complete the two-year program, then that recommendation will be honored.

*Once your completed application has been reviewed, you will be notified in writing by the Director of C & I with Induction, if your application has been approved for the one-year program or if you have been recommended to continue in the two-year program. You will be notified of your status by **December 13, 2019.***

Early Completion Option Plan

- Once accepted into ECO, the candidate will continue to complete Year 1 and 2 assignments.
- HESD Teacher Induction program leadership will assess candidate progress throughout the year. Per program discretion, multiple missed deadlines and/or meetings, failure to meet with their mentor a minimum of 1 hour per week, and/or lack of response to program calls/emails may result in contact with administration and/or ECO status being revoked at which time the candidate will be required to participate in the two-year program.



Hanford Elementary School District
Induction Program

**Early Completion Option
Summary of Requirements**

I acknowledge, understand, and agree to the following expectations during my consideration for and participation in the HESD Teacher Induction Program Early Completion Option (ECO):

1. I understand that the HESD Induction Program is a State-approved program which upon completion results in eligibility for a California Clear Teaching Credential. I understand that program completion is not related to re-election to the District and that all evaluation and supporting documentation submitted for Early Completion approval does not affect my future status as a non-permanent or permanent teacher.
2. I acknowledge and understand that I must apply to participate to be an ECO candidate and in order to be considered, must submit the complete application and all required supporting documents by **-12:00p.m. on September 6, 2019.**
3. I understand that I may only apply to be an ECO Candidate if I have received administrative approval, as verified through the ECO candidate application process.
4. I understand that I will be assessed against all six California Standards for the Teaching Profession (CSTP).
5. I will meet with my Induction Mentor a minimum of 1 hour a week inside and/or outside instructional time.
6. I understand that it is my responsibility to follow protocols of professionalism when attending and participating in the HESD Teacher Induction Program events (such as meetings and professional learning opportunities), as well as communicating with program staff.
7. I understand that as an ECO candidate, I am considered an experienced and exceptional teacher and as such, all documentation submitted to the program will reflect this high standard of professionalism.
8. I understand that my participation will be monitored and documented. This monitoring includes a Mid Year portfolio review and a Final portfolio review.
9. I acknowledge that failure to fulfill any of the Teacher Induction requirements and/or responsibilities by the established dates indicated in the pacing guide could result in revoking my status as an ECO candidate, and completing the Induction program in the standard two-year timeline.
10. I understand that I am to complete this option in a one-year time frame and if I am unable to fulfill the requirements of the Early Completion Option, I will notify the Director of Curriculum and Instruction.
11. I understand that I will be required to complete the second year of the Induction Program if all ECO requirements are not met during the current (2019-2020) school year.



Hanford Elementary School District
Induction Program

By signing below, I agree to the preceding expectations regarding my consideration for and participation in the HESD Teacher Induction Program as an ECO candidate. I also acknowledge the following:

- I have been advised of key program components and my particular roles and responsibilities as a candidate in the HESD Early Completion Option program.
- I have read and understand the conditions under which I may be disenrolled from the HESD Teacher Induction Program.

Printed Name: _____

Date: _____

Signature: _____



Hanford Elementary School District
Induction Program

Early Completion Option Application

Name: _____
Last First

School: _____ Grade/Assignment: _____

I have read HESD's Induction Program's requirements for the Early Completion Option and believe I am eligible to be considered for this option based on the following criteria: (check one)

- a. I have one or more years of *exceptional* teaching in a California public school under an intern credential as evidenced by a copy of credential.
- b. I have one or more years of *exceptional* teaching experience in an accredited (as determined by the Commission) private school as evidenced by a letter from my evaluator, the employing district and verification of accreditation.
- c. I have one or more years of *exceptional* teaching in a school in another state or country as evidenced by rigorous evaluations.

I have attached the following evidence in support of my application: (complete all areas)

- Formal letter: A well-written rationale explaining how you meet the criteria for Early Completion Option. The rationale should reflect on your exemplary practice, attitudes, professionalism, and commitment to teaching practice.
- Evidence of exceptional teaching
 - Rigorous current performance evaluation(s) that label the teacher's overall performance as satisfactory or better, *and/or*
 - A letter of recommendation and/or verbal contact to the Director of Curriculum and Instruction from the current evaluating administrator citing the candidate as an exceptional teacher.
- Evidence of one or more years experience as a teacher in a similar assignment
- Evidence of credential status

Applicant's signature Date

This section to be completed by the Director of Curriculum and Instruction

Date application received: _____

Application: Approved Denied _____

Signature Date

Date applicant notified of status: _____

Date Induction Mentor notified: _____



Hanford Elementary School District
Induction Program

ECO Portfolio and PD Overview

[Link to Current Schedule](#)



Hanford Elementary School District
Induction Program

Mid-Program Transportability Process for Candidate

Induction allows for a Candidates to move from one program to another as he or she meets competencies towards program completion and licensure recommendation. The following document outlines the Induction Transportability Process for Candidate.

Responsibilities of the Transferring Candidate

Maintaining appropriate credential status through completion of Induction requirements is the responsibility of the individual teacher. The Induction programs provide the supportive and assistive route to complete the requirements for the Clear Credential.

When transferring Induction programs, it is the Candidate's responsibility to share documented and/or demonstrated evidence of meeting appropriate Induction Program Standards. This documented evidence must also be supported by a transportability completion record provided by the "sending" approved Induction Program from which the teacher is exiting. This transportability completion record is shared with the receiving program by the Candidate.

With the assistance of the Induction programs involved, the Candidate who is transferring programs is responsible for securing all required documentation and evidence and communicating in a timely manner with both the "sending" and "receiving" approved Induction programs. Upon program completion, the receiving final approved Induction Program will be the Local Education Agency (LEA) making the clear credential recommendation for the Candidate.

Responsibilities of the Transferring Induction Candidate include:

1. Maintaining **all** formative assessment and Induction completion evidence for submission to the receiving program.
2. Obtaining from the sending program all necessary supporting documentation and a transportability completion record which document the Candidate's experiences in the sending program.
3. Contacting the receiving program immediately upon hire.
4. Submitting transportability completion record as well as formative assessment and Induction completion evidence to the receiving program.



Hanford Elementary School District
Induction Program

Affirmation of Program Completion for Year 2 and ECO Candidates

The Induction Program **Standard 5: Determining Candidate Competence for the Clear Credential Recommendation** states, "The Induction program must assess Candidate progress towards mastery of the California Standards for the Teaching Profession to support the recommendation for the clear credential. The documentation of candidate progress must reflect the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the Candidate's successful completion of the activities outlined in the ILP.

The Induction Program must verify that the Candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for clear credential is made. The verification must be based on a review of observed and documented evidence, collaboratively assembled by the Candidate, the mentor/and other colleagues, according to the program's design."

The Affirmation of Program Completion presentation is a requirement for the HESD Induction Program Completion for all Year 2 and Early Completion candidates. The purpose of the presentation is for a Candidate to prepare and present "Evidence of Teacher Growth and Practice" in front of an interview panel composed of various stakeholders. A workshop session will be offered to Candidates to offer guidance in preparing for the presentation.

NOTE: Incompletion

A Candidate who fails to meet program requirements and deadlines will not complete the program, nor be recommended for a clear credential until all responsibilities are fulfilled. Re-enrollment in the program at a later date may be required, with the Candidate held financially responsible for services rendered outside of the program scope and sequence.



Hanford Elementary School District
Induction Program

Program Completion

Upon successful completion of the Induction Program, each Candidate submits evidence that he or she accumulated throughout the Induction Program in an electronic Professional Portfolio. This evidence along with the program database is used to verify completion of program requirements. The Assistant Superintendent of Curriculum and Instruction recommends a clear credential for those Candidates who have completed all requirements of the Induction Program.



Hanford Elementary School District
Induction Program

Grievance Procedure / Appeal Process

Unsuccessful Completion of the Teacher Induction Program

If, after two years, there continues to be unsuccessful performance in the HESD Induction Program, the mentor indicates on the Program Portfolio Review Form that the teacher “Has not successfully completed the Teacher Induction Program.

The teacher may choose to appeal this administrative decision in the following manner:

1. An appeal may be made by the teacher within ten days of notification of unsatisfactory completion of the Induction Program. The teacher submits a written request to the mentor for reconsideration of the decision based on position submitted by the teacher. The mentor then notifies the teacher of the results of this reconsideration based on the teacher's request.
2. If the second decision is an unsatisfactory completion, the teacher has ten days to submit a written request to the Program Director for a meeting with their mentor and the Program Director to review all materials in the digital portfolio. If the materials in the portfolio support the mentor's decision, the decision stands.
3. Within ten days of the appeal meeting, the teacher may request, in writing, a conference with the Assistant Superintendent of Curriculum and Instruction and the Program Director. The Assistant Superintendent reviews the portfolio and decides whether the teacher has successfully completed or has not satisfactorily completed the Induction Program, will either be granted an extension, or the original decision stands.



Hanford Elementary School District
Induction Program

Teach Out Plan

Candidate: _____ Grade/Assignment: _____

Requirements for Year 1

Requirements Year 1 Candidates	Number of Hours	Date Completed	Meets/Does Not Meet Standards
New Teacher Networks (Professional Learning)	6		
Orientation	3		
Context for Teaching and Learning for All Candidates			
Veteran Teacher Observation Includes 2 half-day subs	7		
Assessment Monitoring Progress			
CTP/CSTP Self-Assessment	3		
Professional Growth Goals	1		
ILP/Inquiry #1	10-12		
Collaboration Meeting with Site Administration	1 (Includes Fall/Spring Meetings)		
Professional Growth Presentations			
Culminating Gathering	1.5		
Mentor/Candidate Contact Time			
Mentor Contact Logs	32-40 (Minimum of 1 hr/wk)		

Candidate Signature: _____ Date: _____

Mentor Signature: _____ Date: _____

Induction Program Director Signature: _____ Date: _____



Hanford Elementary School District
Induction Program

Teach Out Plan

Candidate: _____ Grade/Assignment: _____

Requirements for Year 2

Requirements Year 2 Candidates	Number of Hours	Date Completed	Meets/Does Not Meet Standards
New Teacher Networks (Professional Learning)	6		
Launch	1.5		
Context for Teaching and Learning for All Candidates			
Veteran Teacher Observation Includes 2 half-day subs	7		
Assessment Monitoring Progress			
CTP/CSTP Self-Assessment	3		
Professional Growth Goals	1		
ILP/Inquiry #1	10-12		
Collaboration Meeting with Site Administration	1 (Includes Fall/Spring Meetings)		
Professional Growth Presentations			
Exit Interview	.50		
Mentor/Candidate Contact Time			
Mentor Contact Logs	32-40 (Minimum of 1 hr/wk)		

Candidate Signature: _____ Date: _____

Mentor Signature: _____ Date: _____

Induction Program Director Signature: _____ Date: _____

INDUCTION MENTOR



Hanford Elementary School District

Induction Program

Induction Mentor

Candidates are assigned an Induction Mentor to guide, assess, and assist them in meeting the complexities of their job and in completing the requirements of the Induction Program. This partnership is the most important aspect of the Induction Program. Induction Mentors meet with Candidates a minimum of one hour per week to plan, problem-solve, and reflect on teaching practice. Meetings and support activities are recorded on the *Contact Log*. Induction Mentors guide Candidates in their consideration of formative assessment evidence to help them develop planned, systematic opportunities to improve their teaching. The success of these endeavors is dependent upon a relationship based on trust, confidentiality, and a commitment to the goals of Induction.



Hanford Elementary School District
Induction Program

MENTOR LETTER OF COMMITMENT

Mentor:

_____ (Print Name)

I understand that serving as a Mentor in the HESD Induction Program involves helping Candidates build upon university work and previous teaching experience in order to improve instructional practice and, for eligible candidates, supporting them in earning their clear credentials. I will use an individualized support system to guide a candidate's professional development which will not be used for evaluative or employment purposes. I understand that I will be expected to give generously of my time and expertise to the candidate to whom I am assigned.

To fulfill the role of Mentor, I must:

- Understand and respect the confidentiality between the Candidate and Induction Mentor. Information gathered regarding practice/performance is confidential. Information regarding completion may be shared with site/district/program administrators.
- Develop a trusting and reflective professional partnership with assigned Candidates.
- Provide weekly, on-site support to each Candidate a minimum of one hour every week per candidate, to receive "just in time" mentoring and assist Candidate to satisfactorily complete all program requirements. Mentoring will begin in August and run through June. Weekly contact time will include instructional as well as non-instructional time.
- Complete a contact log on all weekly support detailing date, time and type of support/purpose. Identify if support is a make-up session. Contact logs are due at the end of each trimester.
- Assist Candidates in developing an Individualized Learning Plan (ILP) based on *The California Standards for the Teaching Profession*, the Induction Standards and the District's goals and support the Candidates in making periodic adjustments based on feedback from formative assessments and similar sources.
- I will develop my knowledge of the Induction Program Standards.
- Assist the Candidate in developing and completing a professional development plan, based on the Individualized Learning Plan (ILP).
- Assist each Candidate in developing and maintaining documentation as evidence of the teacher's professional growth activities and of meeting requirements for clear credential recommendation.
- Provide feedback on Candidate's ILP (as indicated) after Candidate completes and electronically submits work.
- If Candidate fails to meet the established deadlines, complete the Plan of Action to notify Candidate of necessary steps to avoid being placed on Advisement Status.
- Model/demonstrate a lesson or lessons for each Candidate I am supporting, as appropriate.
- Schedule and attend with Candidates observation of veteran teachers and complete and attach post observation form to Contact Log.



Hanford Elementary School District
Induction Program

MENTOR LETTER OF COMMITMENT

- Plan, participate in, and facilitate support and training activities for Candidates including all scheduled New Teacher Networks.
- Participate in the Induction Mentor orientation, Induction Mentor collaborations, and additional professional development trainings scheduled for Induction Mentors to improve my skills and knowledge.
- Communicate regularly with the Director of Curriculum and Instruction regarding program effectiveness, the formative assessment system, and Candidate working conditions.
- Participate in the program evaluation process including the Induction Program Survey and comply with District and program reporting procedures.
- Communicate questions or concerns about the program, including Candidate assignment to the Director of Curriculum and Instruction.
- Read and understand my responsibilities located in the Induction Program Handbook. Become familiar with the policies and procedures and follow all guidelines within it.

I have read the Induction Mentor responsibilities described above and agree to follow them to the best of my ability. I understand that I am responsible for fulfilling all Induction Mentor requirements, including attendance at Induction Mentor collaborations and trainings and completion of documents required by the program. I understand that my work as an Induction Mentor is crucial to the success of the Candidates.

Induction Mentor Signature

Date



Hanford Elementary School District
Induction Program

Hanford Elementary School District Induction Program

Candidate/Mentor Pairing Policy

The HESD Induction Program assists Candidates by assigning a trained Mentor to guide them through their first years of teaching and to provide emotional support and professional expertise.

HESD Induction Program Pairing Guidelines

Within the first 30 days of enrollment in the program, Candidates will be paired with an Induction Mentor with similar demographics in close proximity, who has experience in teaching the same grade level/subjects or holds the same Special Education authorization (M/M, M/S, ECE, etc.).

If there are no Mentors available who hold the same or equivalent credential special education authorization, the Candidate is paired with a HESD Induction Mentor and also assigned an Education Specialist holding the same or equivalent credential authorization.

Pairings are usually made for two years. NOTE: It is sometimes necessary to change Mentors in Year 2 due to Candidate or Mentor request or to better match grade level or subject area of the Candidate.

Input from Site Administrators, Candidates, and Mentors is taken into consideration by the HESD Induction Program Staff when pairings are made each year.

Every effort will be made to give all trained Mentors in the HESD Induction Program an equal opportunity to be paired with a Candidate in accordance with program pairing guidelines.



Hanford Elementary School District

Induction Program

Induction Mentor/Candidate Reassignment Request

If at any time the match between the Candidate and the Induction Mentor is perceived as being unsuccessful for any reason, this match may be revised.

Procedures:

1. It is the responsibility of the Candidate to inform the Director of Curriculum and Instruction of a reassignment request.
2. A Candidate or an Induction Mentor may make a request for a new match to the Director of Curriculum and Instruction by completing the "*Induction Mentor/Candidate Reassignment Request*".
3. Upon receipt of a request for a new match, the Director of Curriculum and Instruction secures confidential information from both the Candidate and the Induction Mentor. Efforts are made to maintain respect and dignity for all those involved and to collaboratively determine a solution to the presented issue(s).
4. The Director of Curriculum and Instruction implements the solution and monitors the new match, if this was determined to be the best solution. Appropriate information is shared as needed.



Hanford Elementary School District
Induction Program

**INDUCTION MENTOR / CANDIDATE
REASSIGNMENT REQUEST**

To be completed by person making request:

Candidate: _____

Induction Mentor: _____

Concern:

Date request submitted: _____

Requested by: _____

To be completed by Director of Curriculum and Instruction:

Intervention:

Resolution:

Continue with same pairing

Reassign Induction Mentor: _____

Effective: _____

Candidate

Date

Director of Induction

Date

SITE ADMINISTRATORS



Hanford Elementary School District
Induction Program

District and School Site Support

School and district personnel all contribute to the support provided to new teachers. The school and district have several key roles in supporting the Induction Program.

- In August and November, site principals receive updates on the Candidate's progress in the Induction Program.
- Candidates meet with their Site Administrator to share their Individualized Learning Plan within the first 30 days of school and again after completing the ILP/End of Year Reflection.
- School Leadership Teams provide professional development at the site level through in class coaching. They also provide support for weekly minimum day collaborations.
- Professional development opportunities are offered at the district level.



Hanford Elementary School District
Induction Program

SITE ADMINISTRATOR LETTER OF COMMITMENT

Site Administrator: _____

(Print Name)

I understand that my role as a School Administrator in the HESD Induction Program is to provide a positive climate and structure so that the Candidate(s) at my school and their Mentor(s) are able to successfully complete the program's comprehensive formative assessment activities and, if applicable, meet credential requirements. It is essential that I assist new teachers build on professional learning from their pre-service preparation so that they may become competent, knowledgeable educators.

In order to effectively support Candidates and Induction Mentors, I understand my responsibilities as a site administrator are as follows:

- Establish a culture of support within my school for the work to be done between Candidates and Induction Mentors.
- Attend district scheduled administrative trainings and update meetings to become familiar with Induction program components and completion requirements, and the development of the Individualized Learning Plan.
- Be knowledgeable about the requirements of the Induction Program including the program components, formative assessment process and the development of the Individualized Learning Plan (ILP).
- Meet with Candidate(s) at the site, at least twice a year to review goals and focus for growth in their professional practice. Provide input by offering support/resources and document on the Candidate's Individualized Learning Plan (ILP).
- Inform Candidates of professional development planned at the site level.
- Understand and respect the confidentiality between the Candidate and the Induction Mentor. (Information gathered regarding **practice/performance** is confidential. Information regarding **completion** may be shared with site/district/program administrators.)
- Convey to all involved parties that the Induction Program is separate and distinct from the school's legally mandated teacher evaluation cycle.
- Provide on site support to meet the logistical needs of the program including the provision of time for the Candidate and Induction Mentor to engage in professional reflection crucial to the efficacy of the program.
- Ensure that Candidates receive an orientation to inform them about site resources, personnel, procedures and policies.
- Provide feedback on program effectiveness to the Director of Curriculum and Instruction.
- Participate in the program evaluation process including the Induction Program Survey.



Hanford Elementary School District
Induction Program

SITE ADMINISTRATOR LETTER OF COMMITMENT

- Communicate questions or concerns about the program, including Induction Mentors or Candidates program participation, to the Director of Curriculum and Instruction.
- Partner with Induction Mentors in providing Candidates with opportunities to observe veteran teachers and become part of networks or study groups where all teachers share together, grow together and learn to respect each other's work.
- Consider that the number of additional co-curricular assignments given to Candidates needs to be feasible to the extent that the individual(s) can effectively meet the expectations and demands of the HESD Induction Program.

I have read the Site Administrator responsibilities described above and agree to follow them. I understand that my leadership and involvement in the Induction Program are crucial to the success of the program.

Site Administrator Signature

Date

FAQ's

Frequently Asked Questions

1. Why is there a HESD Induction Program?	California law requires new teachers to complete a two-year induction program in order to receive a clear credential. HESD Induction is approved by the CTC to offer a program for teachers to clear Multiple/Single Subject or Education Specialist Credentials.
2. Who is eligible for Teacher Induction?	Any teacher who currently holds a preliminary credential (general education multiple subject, single subject, and/or education specialist).
3. What does the HESD Induction Program provide?	Job-embedded, "just-in-time" mentoring, and professional development, participation in a community of learners who are focused on improving teaching and student learning, and all requirements needed to earn a clear credential.
4. How do I enroll in the program?	The HESD Human Resource Office notifies the Induction Program of all newly hired teachers. The HESD Induction Program Staff verifies eligibility and contacts teachers. Attendance at a mandatory orientation is required for program enrollment.
5. How long is the Teacher Induction Program?	The program is designed to be a two-year program, completed in the teacher's first two years of teaching. However, some teachers may be eligible for the Early Completion Option, or may take longer to complete. It is an individualized timeline based on teacher needs.
6. How long does a teacher have to complete the Induction Program?	Preliminary credentials expire five years after they are granted. If a teacher needs longer to clear their credential, they must apply for an extension with the CTC.

7. How do I find professional development opportunities?	The HESD Induction program offers all Candidates Professional Development opportunities titled “New Teacher Networks” throughout the year. In addition to these networks, you may attend PD that is offered at the school sites, district office, or through outside organizations.
8. Is there a fee to participate in the HESD Induction Program?	No. HESD Candidates do not have to pay for induction.
9. What is the ILP?	The Individual Learning Plan (ILP) is the tool that supports the teacher inquiry process during the school year. Developed collaboratively at the beginning of Induction by the Candidate and the Induction Mentor with input from the site administrator and guidance from program leadership, the ILP includes an inquiry question, defined and measureable student outcomes, a plan for action and evidence collection, professional growth goals to support inquiry, and planned opportunities for reflection. The ILP functions as a living document and can be modified and revised as needed throughout the Inquiry Cycle.
10. What is BTSA?	Beginning Teacher Support & Assessment (BTSA was the name of the clear credential program before <i>Induction</i> and new program standards).