

HESD Induction Program Sequence for Completion: General Education

Early Completion Option (ECO)

SB 57 (Scott) provides for an Early Completion Option for Multiple and Single Subject Induction candidates, and is available only during the beginning of the Induction Program. The Early Completion Option (ECO) provides a process and structure for experienced and exceptional individuals to complete the Induction Program in one year. 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.

To be considered for the ECO program, each candidate must meet the eligibility requirements, receive site administration approval, and successfully complete the application process. The 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. Once the completed application has been reviewed, the candidate will be notified in writing by the Director of C & I with Induction, if the application has been approved for the one-year program or if the candidate has been recommended to continue in the two-year program. The candidate will be notified of their status by December 13, 2019.

General Education (Multiple Subject/Single Subject)

HESD employed candidate holds a preliminary credential.	
Coaching/Mentoring	Induction Requirements/Activities
A mentor is assigned to each participant within 30 days of enrollment in the program	<p 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) • 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 1 and CSTP 2 (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 3 and CSTP 4 (September) • Inquiry Project #1 - Complete Boxes #1-4, 5,7 (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) • Inquiry Project #1 – Focus Students (September-October) • Inquiry Project #1 - Entry Level Assessment Part 1 & 2 (October) • Inquiry Project #1 - Essential Components (October) • Inquiry Project #1 – Lesson Plan (October) • Inquiry Project #1 – Lesson Observation (October) • Review/Self- Assessment CSTP 5 and CSTP 6 (October) • Inquiry Project – Analysis of Student Work (October-November)
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.	
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.	
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.	
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.	
Regular and ongoing informal and more formal observations of candidates.	
Adhere to the agreements expected within the mentor agreement.	
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

Trimester Two

- Coaching support/mentoring based on planned and/or "just-in-time" needs – 12 hours (minimum one-hour a week)
- Candidates participate in individualized New Teacher Networks (NTN's) Professional Development self-chosen matching their goals and needs (November-February)
- Inquiry Project #1 – Complete Boxes #6,9 (November)
- ILP - Trimester 1 Reflection on Professional Growth Goal (November)
- Candidate Mentor Feedback (November)
- Inquiry Project #1 – Summative Assessment (December)
- Inquiry Project #1 – Complete Boxes #10-12 (December)
- Portfolio Review (December)
- Review ILP Goals - Revise if needed (January)
- Inquiry Project #2 - Complete Boxes #1-4, 5,7 (January)
- Inquiry Project #2 – Focus Students (January)
- Inquiry Project #2 - Entry Level Assessment Part 1 & 2
- Candidate Mentor Feedback (February)
- Veteran Teacher Observation (November-April)
- Review/Self- Assessment CSTP 1 and CSTP 2 (February)
- Inquiry Project #2 - Essential Components (February)
- Inquiry Project #2 – Lesson Plan (February)
- Inquiry Project #2 – Lesson Observation (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 #2 – Analysis of Student Work (March)
- Work Session for ECO - Affirmation of Program Completion (March)
- Review/Self- Assessment CSTP 3 and CSTP 4 (March)
- Inquiry Project #2 – Summative Assessment (March)
- Inquiry Project #2– Complete Boxes #6,9 (March)
- Inquiry Project #2– Complete Boxes #10-12 (March)
- Review/Self- Assessment CSTP 5 and CSTP 6 (March)
- ILP-Trimester 3 and End of Year Reflection (April)
- Candidate/Site Admin. Collaboration Meeting (April)
- End of Year Review CSTP's 1-5 Growth on Continuum (May)
- Affirmation of Program Completion – Year 2 (May)
- Colloquium – ECO (May)
- Final Portfolio Review (May)