

SECTION BOOKMARKS

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HESD Induction Program (321) General Education and Education Specialist

Program Review Documentation	
1. Program Design	<p>1.1 The Hanford Elementary School District (HESD) Teacher Induction Program is a two-year, job-embedded and mentor-based program designed to support new teachers as they work to earn the recommendation for a Clear Teaching Credential. An Early Completion Option (ECO) is available to those teachers who qualify as exemplary and experienced educators, allowing completion of the program in one year. The Teacher Induction Program is housed in the department of curriculum, instruction and induction of HESD along with the Administrative Induction Program. The HESD Induction Program is overseen by Assistant Superintendent of Instruction, Curriculum and Professional Development. Day to day program management and operations are led by the HESD Induction program director with the support of two full-time release mentors and an administrative secretary.</p> <p>The HESD Teacher Induction Program communicates and collaborates on an ongoing basis, via induction advisory committee (IAC) meetings, email, phone and face to face meetings, to ensure the needs of all candidates are being met.</p> <p>Mentors for the HESD Teacher Induction Program are the foundation of the program. Highly qualified mentors are selected through a rigorous process of application and interview. When an opening occurs, the Human Resources Department utilizes District email to share the notice of vacancy with current certificated employees. Mentors are experienced teachers who have taught at least three years and have a clear multiple or single subject credential. They are very familiar with the state-adopted academic content standards and performance levels for students, as well as the state-adopted frameworks. As previous classroom teachers in the district, they are knowledgeable about the specific needs of the student population taught by their assigned candidate. The HESD Teacher Induction Program provides initial training of coaching skills and strategies to all mentors prior to the candidate beginning the Teacher Induction Program.</p> <p>Induction Leadership meets three times a year with the Induction Advisory Committee (IAC). The IAC monitors and reviews the effectiveness of the Induction Program. Members of the IAC are knowledgeable about the state content standards, the standards for the teaching profession and the goals of the Teacher Induction program. The IAC meets each trimester to review formative and</p>



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Course of Study	<p>summative program evaluation data, to hear updates regarding legislation that impacts the program, to review current research related to induction and to make recommendations for program design.</p> <p>The HESD Teacher Induction Program regularly assesses the quality of services. This assessment of services is completed by candidates and mentors after each training or workshop as well as summatively at the end of each school year by candidates, mentors, and site administrators. The HESD Teacher Induction Program receives feedback from the CTC Program Completer Survey which provides additional program data to inform program revisions, growth and development.</p> <p>Program modification over the recent two years have been both large and small. The Teacher Induction Program has updated the Individual Learning Plan document to reflect candidate's growth regarding professional growth goals, inquiry, collaborative meeting with site administration, and reflection. In addition, the New Teacher Networks (professional learning opportunities) have moved to "options of choice" rather than mandatory requirements for candidates.</p> <p>The Individual Learning Plan (ILP) of the HESD Teacher Induction Program is the document which, along with support from his/her mentor, guides the candidate through the induction program. The ILP document includes a pre-assessment related to the California Standards for the Teaching Profession (CSTP) which supports the development of each candidate's goals. Candidates are required to develop a plan of inquiry and identify evidence that will be provided to show growth related to the CSTP. Candidates collaborate with mentors to gather and review data as they engage with colleagues through the process of inquiry. At the completion of each cycle of inquiry, candidates collaborate with their mentor to complete a post-assessment of the individual CSTP and complete a written reflection of their learning.</p> <p>The ILP is developed by the candidate with guidance from his/her mentor and input from site administrator.</p> <p>The HESD Teacher Induction Program provides a multitude of professional development and growth opportunities for candidates aligned with their goals. New Teacher Networks are professional development sessions offered throughout the year to all candidates at no charge and are aligned to meet the needs of the CSTPs candidates are working on within their ILP. Other professional</p>
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Assessment of Candidates	<p>learning may include site-based activities such as team meetings, staff meetings, and training by instructional coaches. Mentors also schedule and join candidate in attending a minimum of two veteran observations which allow them to discuss the instructional practices viewed and application in their own classroom. Mentors complete observations of the candidate and provide feedback to the candidate to further support their professional growth.</p> <p>The mentor is the main component of the candidate's support system and supports the candidate in self-assessment related to the CSTP and development of their ILP goal and action plan. Additionally, the mentor collaborates with the candidates on an ongoing basis to support the implementation of the ILP. The mentor is there as a direct resource or will connect the candidate with other resources as needed to assist the candidate in achieving his/her goal. Finally, the mentor supports the candidate in the summative self-assessment of the focus CSTP for that inquiry cycle.</p> <p>Candidate ILPs of the HESD Teacher Induction Program are monitored on an ongoing basis. The ILP document is stored in the candidate's electronic portfolio on the district's intranet which is a folder shared by both the candidate and mentor. Program staff review the candidate portfolio and ILP throughout the inquiry cycle to ensure that the candidate is moving forward as well as to ensure that he/she is receiving mentor support. Program leadership review the document for completion as well as evidence supporting the candidate's self-assessment of growth toward mastery of the focused CSTP. Candidates are provided multiple opportunities as well as support to provide evidence that shows growth, until the document and evidence meets requirements.</p> <p>Once the candidate has successfully completed the two-year program, the process for recommendation begins. After the mentor verifies the completion of the ILP, the program director receives confirmation of completion and tracks the candidate's progress towards completion of program requirements. Upon successful completion of all program requirements, the program then provide the Clear Credential document, completed by the candidate, to the Credential Analyst who makes the online recommendation for a Clear Credential.</p> <p>1.2 HESD Induction Program Models and Pathways HESD Induction Program Models and Pathways Ed. Specialist HESD Induction Program Models and Pathways Early Completion</p> <p>1.3 HESD Induction Candidate Letter of Commitment</p>
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2. Organizational Structure	<p>HESD Induction Program is not a consortium; it is a single district program, which serves only employees within the Hanford Elementary School District. All programs (general education-multiple, single, and education specialist) fall under one leader. The specific preconditions required of each program guide the overall requirements and Commission accountability individually. Each HESD Induction program follows a common overall pathway, sequence, and processes for assessment and accountability.</p> <p>2.1 HESD Organizational Structure</p>																
3. Qualifications of Mentors and Professional Development Personnel	<p>3.1 Instructional Personnel Table which include: Annotated Personnel List Mentor and Professional Development Provider with Resumes</p> <p>3.2 Mentor Qualifications: Instructional Coach for Beginning Teachers Job Description</p>																
4. Program Sequence	<p>4.1 HESD School District website</p> <p>4.2 HESD Induction Handbook</p> <p>4.3 HESD Induction Models and Pathways General Ed. HESD Induction Models and Pathways Ed. Specialist HESD Induction Models and Pathways Early Completion Option</p> <p>4.4 HESD Induction Program Sequence</p> <p>4.5 Early Completion Option Purpose Early Completion Option Summary Early Completion Option Application</p>																
5. Job-embedded Fieldwork and Clinical Practice	<p>Currently the HESD Induction Program utilizes two full-release mentors who support all induction candidates and train all teachers on pedagogy, curriculum, strategies, etc. related district and state frameworks, standards, and adoptions. The hiring process includes the posting of a vacancy and job description announcement when a mentor position becomes available, a letter of interest stating qualifications, and a formal interview.</p> <p>HESD Induction mentors are experienced teachers who hold a clear multiple or single subject credential and have taught for three or more years. In addition, mentors have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. Highly qualified mentors are selected through a rigorous process that includes a panel interview and a final interview with the assistant superintendent of curriculum, instruction and professional development and induction director.</p> <table><tr><td></td><td>Single Subject</td><td>Multiple Subject</td><td>Ed Specialist</td></tr><tr><td>Year 1</td><td>2</td><td>7</td><td>2</td></tr><tr><td>Year 2</td><td>1</td><td>10</td><td>1</td></tr><tr><td>ECO</td><td>0</td><td>0</td><td>0</td></tr></table>		Single Subject	Multiple Subject	Ed Specialist	Year 1	2	7	2	Year 2	1	10	1	ECO	0	0	0
	Single Subject	Multiple Subject	Ed Specialist														
Year 1	2	7	2														
Year 2	1	10	1														
ECO	0	0	0														



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	Single Subject	Multiple Subject	Ed Specialist
Mentor 1	2	7	1
Mentor 2	1	10	2

Mentor:

- 5.1 [HESD Induction Program Models and Pathways/Mentor](#)
- 5.2 [Mentor Memorandum of Understanding](#)
- 5.3 [Mentor Training Resources Instructional Cabinet Meetings](#)
[Mentor Training Resources Instructional Cabinet Agenda Aug. 19](#)
[Mentor Training Resources Instructional Cabinet Agenda Sept. 19](#)
[Mentor Training Resources- Cognitive Coaching](#)
[Induction Calendar of Events](#)
- 5.4 Mentor Assessment:
[Mentor Handbook](#)
[Mentor Professional Growth Plan](#)
[Continuum of Instructional Coaching Practice](#)
[Mentor Feedback](#)
[Mentor teacher evaluation template page 1](#)
[Mentor teacher evaluation template page 2](#)
[Candidate Feedback on Mentor: Survey](#)
[Mentor Contact Log sample 1](#)
[Mentor Contact Log sample 2](#)

Candidate:

- 5.5 [Spreadsheet of PT/SP match, timelines, etc.](#)
- 5.6 [HESD Website](#)
[HESD Induction Program Handbook](#)
- 5.7 [Individualized Learning Plan \(General Education, Education Specialist\)](#)
- 5.8 Candidate (blank) Assessment Instruments-
[Continuum of Teaching Practice \(General Education, Education Specialist\)](#)
[Observations of Candidates-Classroom \(template\)](#)
[Observations of Candidate Veteran Peer\(s\)](#)
[Site Administration/Candidate/Mentor Collaborative meeting](#)
[Mid-Year Portfolio Check \(December\)](#)
[End-of-Year Portfolio Check \(May\)](#)
[YR 2/ECO Affirmation of Program Completion Rubric](#)
[YR 2/ECO Affirmation of Program completion Panel Member Feedback](#)
[Mid-Year Candidate Feedback Survey](#)
[End-of-Year Candidate Feedback Survey](#)
- 5.9 [District Professional Development Options \(August Schedule\)](#)
[District Professional Development Option \(October Schedule\)](#)
[District New Teacher Orientation](#)



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<p>6. Credential Recommendation</p>	<p>6.1 To receive a recommendation for the clear credential, each candidate's progress towards mastery of the Standards for the Teaching Profession is assessed throughout their program. Program leadership along with the assigned support mentor conduct portfolio reviews that take place twice a year which monitor and track a candidate's satisfactory completion and overall effectiveness related to all program requirements. If a requirement is not met, mentors assist candidates with meeting the requirement. Induction leadership provides extra assistance for candidates in challenging teaching assignments. Candidates who struggle with program completion and meeting evidence due dates are put on advisement status. The candidate and mentor base verification of completion upon candidate growth, participation, and a portfolio that includes documented evidence gathered collaboratively. Mid-year and End-of-year portfolio checks, allow a candidate to see their completion status throughout the process. In addition, Year 2 candidates participate in an "exit interview" conducted by a three-member panel comprised of administrators, candidates, including Induction completers, interview and score exiting candidates on their oral presentation with a given rubric. Feedback from the interviews is given to the candidates at the end of the year colloquium. Once evidence is reviewed by program leadership and program requirements are completed, candidates are issued the Verification of Completion Form (41-Induction) during the final New Teacher Network/Colloquium and apply for their Clear credential with the assistance of the HESD Human Resources Credential Analyst.</p> <p>GRIEVANCE PROCESS/APPEAL PROCESS: If after two years, a candidate continues to show unsuccessful performance in the HESD Induction Program, the mentor indicates on the program portfolio review form that the candidate "Has not successfully completed the Teacher Induction Program. The candidate has the right to a written appeal process.</p> <p>Candidate Progress Monitoring Documents:</p> <p>6.2 Mid-Year Portfolio Check (December) End-of-Year Portfolio Check (May)</p> <p>6.3 HESD Year 2/ECO Affirmation of Program Completion Rubric HESD Year 2/ECO Affirmation of Program Completion Panel Member Feedback</p> <p>6.4 Verification of Completion Form (41-4 Induction)</p>
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