Minutes of the Regular Board Meeting
October 24, 2018

Minutes of the Regular Board Meeting of the Hanford Elementary School District Board of Trustees on October 24, 2018 at District Office Board Room, 714 N. White Street, Hanford, CA.

Call to Order
President Garner called the meeting to order at 5:30 p.m. Trustee Garcia, Hernandez, Revisous and Strickland were present.

Closed Session
Trustees immediately adjourned to closed session for the purpose of:
- Conference with Legal Counsel – Pending Litigation
- Public Employee Discipline/Dismissal/Release (GC 54957)
- Public Employee Performance Evaluation (GC 54957) - Superintendent

Open Session
Trustees returned to open session at 6:28 p.m.

HESD Managers Present
Joy C. Gabler, Superintendent, and the following administrators were present: Kristina Baldwin, Doug Carlton, Anthony Carrillo, Debra Colvard, Kenny Eggert, David Endo, Matthew Gamble, David Goldsmith, Lucy Gomez, Jaime Martinez, Karen McConnell, Gerry Mulligan, Julie Pulis, Jill Rubalcava, Cruz Sanchez-Leal and Jay Strickland.

Conference with Legal Counsel
No action was taken by the Board.

Personnel Items
No action was taken by the Board on any of the personnel items.

Public Comments
None

Board and Staff Comments
Gerry Mulligan, Director of Facilities and Operations, wanted to highlight and thank Lowes for their donation. Officer Westlund took it upon himself and applied for a grant through Lowes. Lowes donated 500 safety buckets that include gloves, water, and first aid items, in addition to a $800 gift card.

Requests to Address the Board
None

Dates to Remember
President Garner reviewed dates to remember: November 2nd - End of 1st Trimester, CSBA Registration Deadline for Annual Conference on November 5th, Holiday (Veterans Day) - November 12th, November 14th - Board Meeting.

CONSENT ITEMS

Trustee Garcia made a motion to take consent items “a” through “f” together. Trustee Hernandez seconded; motion carried 5-0:
- Garcia – Yes
- Garner – Yes
- Hernandez – Yes
- Revisous – Yes
Strickland – Yes

Trustee Garcia then made a motion to approve consent items “a” through “f”. Trustee Hernandez seconded; motion carried 4-0:

Garcia – Yes
Garner – Yes
Hernandez – Yes
Revious – Yes
Strickland – Yes

The items approved are as follows:

a) Warrant listings dated August 31, 2018; September 7, 2018 and September 14, 2018.
b) Minutes of Regular Board Meeting held on September 12, 2018.
c) Interdistrict transfers as recommended.
d) Donation of $582.00 from Washington PTC.
e) Donation of $196.93 from eScrip.
f) Donation of $800.00 gift card and 300 emergency lockdown kits from Lowes.

INFORMATION ITEMS

2018 CAASPP Results

Joy C. Gabler, Superintendent, presented for information the results of the 2018 California Assessment of Student Performance and Progress results in a PowerPoint.

Financial Reports 7/1/18-8/31/18

David Endo, Chief Business Official, presented for information the monthly financial reports for the period of 07/01/2018 – 09/30/2018.

BP 4111, 4211, 4311

Jaime Martinez, Assistant Superintendent to Human Resources, presented for information the following revised Board Policy:

- BP 4111, 4211, 4311 – Recruitment and Selection

BP/AR 4119.11, 4219.11, 4319.11

Jaime Martinez, Assistant Superintendent to Human Resources, presented for information the following revised Board Policy and Administrative Regulation:

- BP/AR 4119.11, 4219.11, 4319.11 – Sexual Harassment

BP/AR 4158, 4258, 4358

Jaime Martinez, Assistant Superintendent to Human Resources, presented for information the following revised Board Policy and Administrative Regulation:

- BP/AR 4158, 4258, 4358 – Employee Security

Williams Uniform Complaints

Joy C. Gabler, Superintendent, reported to the Board that the District received no Williams Complaints for the first quarter (7/01/18 – 9/30/18) of the 2018-2019 school year.

BOARD POLICIES AND ADMINISTRATION

Induction Program

Trustee Strickland made a motion to sponsor the HESD Induction Program. Trustee Garcia seconded; motion carried 5-0:

Garcia – Yes
Garner – Yes
Hernandez – Yes
HANFORD ELEMENTARY SCHOOL DISTRICT
New Teacher Induction Program

General Education
& Education Specialist
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CA State Teacher Induction Commission on Teacher Credentialing
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.
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.
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.
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 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
• 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
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.
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 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 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 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 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 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
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
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!
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
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.
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
Program Requirements

- **Candidate Letter of Commitment**
  - Describes the responsibilities of the Induction Candidate.
  - Candidates meet with their Induction Mentor a minimum of one hour every week for a total of four hours per month, to receive “just in time” mentoring and satisfactorily complete all program requirements.

- **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). Within the first 60 days, the mentor will assist the Candidate in developing their professional growth goals. The ILP will not be used as part of the evaluation process.

- **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.
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.
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 Expected:

- ☐ CA Credential
- ☐ Preliminary MS
- ☐ Preliminary Education Specialist
- ☐ Preliminary SS: __________
- ☐ Clear Special Education Credential
- ☐ Intern MS/SS
- ☐ Clear MS/SS

Based on Out-of-State Credential

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.
- ☐ This advisement is pending final verification of your credential eligibility. Participation is contingent upon receiving a passing score on the RICA exam and applying through your program.
- ☐ 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.
- ☐ 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 in the first year of teaching with a preliminary credential. 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.
- ☐ I understand that I do not qualify to participate in an Induction Program.

_______________________________________________ _________________
Teacher’s Signature Date

ADM-133 rev. 1/19 Original: Personnel File Copy: Teacher Copy: Induction Program Director
Candidates
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.
Hanford Elementary School District

Induction Program

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 Participating Teacher 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 for a total of four hours per month, 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.

☐ 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.

☐ Select and attend professional development workshops and seminars sponsored by the HESD Induction Program, Special Education Department, or district that support professional growth in chosen area(s) of focus in accordance with my ILP. A minimum of 6 hours of professional development from HESD Induction provided professional development is required.

☐ Attend all required meetings.

☐ 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.

☐ Collect and maintain evidence that documents completion of requirements for clear credential recommendation. Submit completed work to the electronic portfolio system, following the timelines in the Induction Handbook which are reviewed at the Induction Orientation. I understand that progress will be monitored throughout the induction period. 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. Complete evaluation/reflection of professional development attended outside of HESD.

☐ Grant permission to collect relevant documentation from my teacher preparation program, including the Teacher Performance Assessment.
Hanford Elementary School District

Induction Program

CANDIDATE LETTER OF COMMITMENT

☐ Initiate contact with the Program Director immediately if I am dissatisfied at any time with the support the 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.

☐ 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 Exit interview conducted by Site/District Administrators, and veteran exemplary teachers. I understand that the purpose of the Exit Interview 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

8/18
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 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 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.
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.
Year 1, Year 2 Pacing Guide

LINK TO CURRENT SCHEDULE

Portfolio Pacing Guide and PD Overview

LINK TO CURRENT SCHEDULE
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 2018-2019

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. Candidates must obtain a minimum of six hours of professional development for their ILP.

What satisfies the 6-hour requirement?

What is acceptable?

- Attendance and reflection at HESD New Teacher Networks at least four sessions (no fee for attending).
- Attendance of Out of District PD (KCOE, TCOE, or FCOE only) topic of PD must be aligned to ILP goals required documentation and reflection is needed for verification. Candidate is responsible for paying for PD.
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.
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.
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:

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Plan of Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 weeks behind due date</td>
<td>Email from Induction Mentor</td>
</tr>
<tr>
<td>3 weeks behind due date</td>
<td>Email and visit from another Induction Mentor</td>
</tr>
<tr>
<td>4 weeks behind due date</td>
<td>Letter from Director of Curriculum &amp; Instruction copied to the Assistant Superintendent of Curriculum &amp; Instruction and Principal</td>
</tr>
<tr>
<td>5 weeks behind due date</td>
<td>Advisement Status. Assistant Superintendent of Induction monitors set due dates and portfolio completion. Principal and Human Resources are notified.</td>
</tr>
</tbody>
</table>
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
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.

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

Induction Program – Request for Induction Program Extension

**STEP 1: COMPLETE THE FOLLOWING:**

Candidate’s Name: ____________________________________________ Date: __________________________

First                                      Last

School Site: ___________________________________________ Grade/Subject: ____________________________________

Induction Mentor: _______________________________________

Requested Date of Completion: ________________________________

Note: Maximum one (1) school year from original completion date. Date is subject to approval.

Reason for Request (attach additional documentation if necessary):

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

____________________________________________________________________________________________________________

**STEP 2: NOTIFICATION/APPROVAL OF IMMEDIATE SUPERVISOR:**

I verify that as the Candidate’s immediate supervisor I am aware of the Candidate Request for Program Extension in the HESD Induction Program and that the potential consequences listed below in Step 3 may impact the Candidate:

Principal Signature: ______________________ Date: ________________

**STEP 3: CANDIDATE ACKNOWLEDGEMENTS (INITIAL AND SIGN):**

Please read the following carefully and initial each statement:

_____ (initial) I understand that this extension must be approved by the Director of Curriculum and Instruction overseeing HESD Induction. Once my request has been reviewed, I will receive notification of the result which may include a revised Program Completion date.

_____ (initial) I have been advised that my Induction Program may not be subsidized by state and local funds; therefore, I may bear the financial responsibility to complete the induction program.

_____ (initial) If approved, I agree to complete all program participation/requirements by the approved revised Program Completion date.

_____ (initial) I acknowledge that failure to fulfill any of the HESD Induction Program requirements and/or responsibilities could result in my not receiving a recommendation from the HESD Induction Program for the California Clear Teaching Credential.

I hereby request an extension, as specified above, to my participation in the HESD Induction Program. Should the circumstances of my request change, I will notify my principal and the Director of Curriculum and Instruction, in writing, within 30 days of the change.

Candidate Signature: __________________________________________________________________________ Date: ________________

Space below this line for office use only

Date Received: ________________ □ Approved  □ Denied  Revised Program Completion Date: ____________

- Remaining program requirements and/or comments may be attached
- A copy of the request has been sent to Human Resources.

Director of Curriculum and Instruction ______________________________ Date
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 7.
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.
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 7th 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)
    1. Letter from the intern program or intern program transcripts, if applicable
    2. Letter from accredited private school, if applicable
    3. 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).
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 14, 2018.

**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.
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 12:00 p.m. on September 7, 2018.

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 Coach 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 (2018-2019) school year.
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: ___________________________________________
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

_________________________________________ Date

Applicant’s signature

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

ECO Pacing Guide

Link to Current Schedule
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.
Exit Interviews 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 Exit Interview is a requirement for the HESD Induction Program Completion for all Year 2 and Early Completion candidates. The purpose of the exit interview is for a candidate to prepare and present “Evidence of Teacher Growth and Practice” in front of an interview panel composed of various stakeholders. An Exit Interview workshop will be offered to candidates to offer guidance in preparing for the exit interview.

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.
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.
VERIFICATION OF COMPLETION FORM (41-Induction)

This form is to be completed by a Commission-approved Professional Teacher Induction Program Sponsor and submitted to the CTC with the application form (41-4) and appropriate fees. If verifying completion of more than one credential type, please use a separate form for each.

Approved Induction Program Sponsor: ________________________________

Name of Applicant: ____________________________________________________________

First                        Middle                        Last

Social Security Number: ________________________________

Type of Credential:

☐ Multiple Subject

☐ Single Subject Subject(s) ________________________________

☐ Education Specialist Specialty Area(s)_____________________

Completion Date of Induction Program: ________________________________

As the authorized representative of a Commission-approved Professional Teacher Induction Program, I have reviewed the applicant’s application and preparation, and certify that the applicant has completed the Commission-approved Induction Program requirements for the credential indicated above.

Signature: ____________________________________________ Date: ________________

Name ____________________________________________

Title: ____________________________________________

Contact Phone Number: ________________________________

Email Address: ______________________________________

41-Induction (2/2017)
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

<table>
<thead>
<tr>
<th>Requirements Year 1 Candidates</th>
<th>Number of Hours</th>
<th>Date Completed</th>
<th>Meets/Does Not Meet Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Teacher Networks (Professional Learning)</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Context for Teaching and Learning for All Candidates

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Number of Hours</th>
<th>Date Completed</th>
<th>Meets/Does Not Meet Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veteran Teacher Observation</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes 2 half-day subs</td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

Assessment Monitoring Progress

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Number of Hours</th>
<th>Date Completed</th>
<th>Meets/Does Not Meet Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTP/CSTP Self-Assessment</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Growth Goals</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ILP/Inquiry #1</td>
<td>10-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration Meeting with Site Administration</td>
<td>1</td>
<td>(Includes Fall/Spring Meetings)</td>
<td></td>
</tr>
<tr>
<td>Professional Growth Presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Culminating Gathering</td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mentor/Candidate Contact Time

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Number of Hours</th>
<th>Date Completed</th>
<th>Meets/Does Not Meet Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Contact Logs</td>
<td>32-40</td>
<td>(Minimum of 1 hr/wk)</td>
<td></td>
</tr>
</tbody>
</table>

Candidate Signature: ___________________________ Date: _________________

Mentor Signature: ______________________________ Date: _________________

Induction Program Director Signature: ______________________ Date: _________________
**Teach Out Plan**

Candidate: ___________________________  Grade/Assignment: _______________________

Requirements for Year 2

<table>
<thead>
<tr>
<th>Requirements Year 2 Candidates</th>
<th>Number of Hours</th>
<th>Date Completed</th>
<th>Meets/Does Not Meet Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Teacher Networks (Professional Learning)</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Launch</td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Context for Teaching and Learning for All Candidates**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Number of Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veteran Teacher Observation Includes 2 half-day subs</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Monitoring Progress**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Number of Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTP/CSTP Self-Assessment</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Professional Growth Goals</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ILP/Inquiry #1</td>
<td>10-12</td>
<td></td>
</tr>
<tr>
<td>Collaboration Meeting with Site Administration (Includes Fall/Spring Meetings)</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Professional Growth Presentations**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Interview</td>
<td>.50</td>
</tr>
</tbody>
</table>

**Mentor/Candidate Contact Time**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Contact Logs</td>
<td>32-40</td>
</tr>
</tbody>
</table>

Candidate Signature: ___________________________________________ Date: ________________

Mentor Signature: ___________________________________________ Date: ________________

Induction Program Director Signature: ___________________________ Date: ________________
INDUCTION
MENTOR
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.
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.

☐ Plan, schedule and arrange observation of veteran teachers and complete reflections on observed teaching practice. Attach post observation form to Contact Log.
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
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.

<table>
<thead>
<tr>
<th>HESD Induction Program Pairing Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Within the first 30 days of enrollment in the program</strong>, 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.).</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Input from Site Administrators, Candidates, and Mentors is taken into consideration by the HESD Induction Program Staff when pairings are made each year.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
Hanford Elementary School District

**Induction Program**

Candidate and Mentor Pairing

<table>
<thead>
<tr>
<th>School District: Hanford Elementary School District</th>
<th>School Year:</th>
</tr>
</thead>
</table>

**New Teacher Induction Contact:** Debra Colvard, Director of Curriculum and Instruction

**Human Resources Contact:** Michele Alexander, Certificated Personnel Manager

<table>
<thead>
<tr>
<th>Candidate Name</th>
<th>Grade</th>
<th>School</th>
<th>Candidate Credential Type</th>
<th>Mentor</th>
<th>Mentor Credential Type</th>
<th>Date of Match</th>
</tr>
</thead>
</table>

**Year 1 Induction**

| | | | | | |

**Year 2 Induction**

| | | | | | |
**CONTACT LOG**

Induction Mentor:  
Candidate:  
School:  
Year:  
Trimester:  

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Hours</th>
<th>Face-to-face, Instr. Obs, Email, Phone, Vet Obs</th>
<th>Program Requirements Focus*</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Total number of hours: 0

*Program Requirement Focus Options: (1) Development of ILP; (2) Monitoring progress on CSTP Growth Goals; (3) Reviewing and updating Portfolio; (4) ILP Revisions; (5) Discussion, review, and reflection on growth in CSTPs; (6) Discussion of work challenges; (7) Observation and feedback; (8) Make-up contact time; or (9) Other (please specify). Logs are due to the Induction Program office at the end of each Trimester.

Candidate Signature  
Date

Mentor Signature  
Date
**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.
## Induction Mentor / Candidate Reassignment Request

To be completed by person making request:

<table>
<thead>
<tr>
<th>Candidate:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction Mentor:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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: _________________
SITE
ADMINISTRATORS
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.
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.
Hanford Elementary School District

Induction Program

SITE ADMINISTRATOR LETTER OF COMMITMENT

☐ Participate in the program evaluation process including the Induction Program Survey.

☐ 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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Why is there a HESD Induction Program?</strong></td>
</tr>
<tr>
<td>2.</td>
<td><strong>Who is eligible for Teacher Induction?</strong></td>
</tr>
<tr>
<td>3.</td>
<td><strong>What does the HESD Induction Program provide?</strong></td>
</tr>
<tr>
<td>4.</td>
<td><strong>How do I enroll in the program?</strong></td>
</tr>
<tr>
<td>5.</td>
<td><strong>How long is the Teacher Induction Program?</strong></td>
</tr>
<tr>
<td>6.</td>
<td><strong>How long does a teacher have to complete the Induction Program?</strong></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>7. How do I find professional development opportunities?</td>
<td>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.</td>
</tr>
<tr>
<td>8. Is there a fee to participate in the HESD Induction Program?</td>
<td>No. HESD Candidates do not have to pay for induction.</td>
</tr>
<tr>
<td>9. What is the ILP?</td>
<td>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.</td>
</tr>
<tr>
<td>10. What is BTSA?</td>
<td>Beginning Teacher Support &amp; Assessment (BTSA was the name of the clear credential program before Induction and new program standards).</td>
</tr>
</tbody>
</table>
AGENDA

❖ Day 1

1. Welcome and Introductions
2. Mission Statement/Goals of the HESD Induction Program/Professional Agreements
3. Guest Speaker
4. Candidate Letter of Commitment ❖❖
5. California Standards for the Teaching Profession (CSTPs)
6. Portfolio and Professional Development Overview/Pacing Guide
7. Contact Log
8. Individualized Learning Plan (ILP)
9. Induction Program Portal
10. Early Completion Option (ECO)
11. New Teacher Networks (NTN)
12. University Credit
13. Questions

❖ Day 2 (bring your iPad)

14. Role of the Induction Mentor
15. Special Assistance
16. Individualized Learning Plan (ILP)
17. District and School Site Support
18. Portfolio Requirements
19. Advisement Status
20. Program Extension
21. Transportability Process
22. Induction Handbook
23. Questions
All allegations of discrimination in employment, including those involving an intern, volunteer, or job applicant, shall be investigated and resolved in accordance with procedures specified in this administrative regulation.

The district designates the position identified below as its coordinator for nondiscrimination in employment (coordinator) to coordinate the district's efforts to comply with state and federal nondiscrimination laws and to answer inquiries regarding the district's nondiscrimination policies. The coordinator may be contacted at:

Assistant Superintendent of Human Resources
Human Resources Department
Hanford Elementary School District
714 N. White Street
Hanford, CA  93232

Measures to Prevent Discrimination

To prevent unlawful discrimination, harassment, and retaliation in district employment, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and regulation, including the complaint procedures and the coordinator's contact information, by: (5 CCR 4960; 34 CFR 100.6, 106.9)
   a. Including them in each announcement, bulletin, or application form that is used in employee recruitment
   b. Posting them in all district schools and offices, including staff lounges and other prominent locations
   c. Posting them on the district's web site and providing easy access to them through district-supported social media, when available

   (cf. 1113 - District and School Web Sites)
   (cf. 1114 - District-Sponsored Social Media)

2. Disseminate the district's nondiscrimination policy to all employees by one or more of the following methods: (2 CCR 11023)
a. Printing and providing a copy of the policy to all employees, with an acknowledgment form for each employee to sign and return

b. Sending the policy via email with an acknowledgment return form

c. Posting the policy on the district intranet with a tracking system ensuring all employees have read and acknowledged receipt of the policies

d. Discussing the policy with employees upon hire and/or during a new hire orientation session

e. Any other way that ensures employees receive and understand the policy

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Provide to employees a handbook that contains information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to anyone who feels that he/she has been the victim of any discriminatory or harassing behavior

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

4. Provide training to employees, volunteers, and interns regarding the district's nondiscrimination policy, including what constitutes unlawful discrimination, harassment, and retaliation and how and to whom a report of an incident should be made

Training for supervisors shall include the requirement to report any complaint of misconduct to a designated representative, such as the coordinator, human resources manager, or Superintendent or designee as a topic in the sexual harassment prevention training required pursuant to 2 CCR 11024 (2 CCR 11023)

(cf. 1240 - Volunteer Assistance)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

5. Periodically review the district's recruitment, hiring, and promotion processes and regularly monitor the terms, conditions, and privileges of employment to ensure district compliance with law

Complaint Procedure

Any complaint alleging unlawful discrimination or harassment shall be addressed in accordance with the following procedures:
1. Notice and Receipt of Complaint: A complainant may inform his/her direct supervisor, another supervisor, the coordinator, the Superintendent or if available, a complaint hotline or an ombudsman.

The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her supervisor.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4032 - Reasonable Accommodation)

2. Investigation Process: The coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five business days of receiving notice of the alleged discriminatory or harassing behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The coordinator shall inform the complainant that the investigation of the allegations will be fair, timely, and thorough and will be conducted in a manner that provides all parties due process and reaches reasonable conclusions based on the evidence collected. He/she shall also inform the parties that the investigation will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

(cf. 3580 - District Records)
(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

If the coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

The coordinator shall track and document the progress of the investigation to ensure reasonable progress and shall inform the parties as necessary.
When necessary to carry out his/her investigation or to protect employee safety, the coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The coordinator also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents are prevented. The coordinator shall ensure that such interim measures do not constitute retaliation.

3. Written Report on Findings and Remedial/Corrective Action: No more than 20 business days after receiving the complaint, the coordinator shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the coordinator shall notify the parties and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, provide appropriate options for remedial actions and resolutions for the complainant, and ensure that retaliation or further discrimination or harassment is prevented.

The report shall be presented to the complainant, the person accused, and the Superintendent or designee.

4. Appeal to the Governing Board: The complainant or the person accused may appeal any findings to the Board within 10 business days of receiving the written report of the coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 business days.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 9321 - Closed Session Purposes and Agendas)

Other Remedies

In addition to filing a discrimination or harassment complaint with the district, a person may file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960

2. To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)
3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

Regulation    HANFORD ELEMENTARY SCHOOL DISTRICT
adopted: May 25, 2016    Hanford, California
revised: October 25, 2017
The Governing Board is determined to provide district employees, interns, volunteers, and job applicants a safe, positive environment where they are assured of full and equal employment access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. This policy shall apply to all district employees and, to the extent required by law, to interns, volunteers, and job applicants.

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation or his/her association with a person or group with one or more of these actual or perceived characteristics.

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. Discrimination in hiring, compensation, terms, conditions, and other privileges of employment

2. Taking of an adverse employment action, such as termination or the denial of employment, promotion, job assignment, or training

3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities, or that has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment
4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:

a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status.

(cf. 4033 - Lactation Accommodation)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

b. Religious creed discrimination based on an employee's religious belief or observance, including his/her religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement.

c. Disability discrimination based on a district requirement for a medical or psychological examination of a job applicant, or an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity.

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

d. Disability discrimination based on the district's failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee, to determine effective reasonable accommodations for the employee, when he/she has requested reasonable accommodation for a known physical or mental disability or medical condition.

(cf. 4032 - Reasonable Accommodation)

The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940).

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. The district shall protect
any employee who reports such incidents from retaliation.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy. He/she shall provide training and information to employees about how to recognize harassment, discrimination, or other related conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

In addition, the Superintendent or designee shall post, in a conspicuous place on district premises, the California Department of Fair Employment and Housing publication on workplace discrimination and harassment issued pursuant to 2 CCR 11013.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination
CIVIL CODE
51.7 Freedom from violence or intimidation
GOVERNMENT CODE
11135 Unlawful discrimination
11138 Rules and regulations
12900-12996 Fair Employment and Housing Act
PENAL CODE
422.56 Definitions, hate crimes
CODE OF REGULATIONS, TITLE 2
11006-11086 Discrimination in employment
11013 Recordkeeping
11019 Terms, conditions and privileges of employment
11023 Harassment and discrimination prevention and correction
11024 Sexual harassment training and education
CODE OF REGULATIONS, TITLE 5
4900-4965 Nondiscrimination in elementary and secondary education
UNITED STATES CODE, TITLE 20
1681-1688 Title IX of the Education Amendments of 1972
UNITED STATES CODE, TITLE 29
621-634 Age Discrimination in Employment Act
794  Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000d-7  Title VI, Civil Rights Act of 1964, as amended
2000e-2000e-17  Title VII, Civil Rights Act of 1964, as amended
2000h-2-2000h-6  Title IX of the Civil Rights Act of 1964
6101-6107  Age discrimination in federally assisted programs
12101-12213  Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190  Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 34
100.6  Compliance information
104.7  Designation of responsible employee for Section 504
104.8  Notice
106.8  Designation of responsible employee and adoption of grievance procedures
106.9  Dissemination of policy
110.1-110.39  Nondiscrimination on the basis of age
COURT DECISIONS
Thompson v North American Stainless LP, (2011) 131 S. Ct. 863

Management Resources
CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS
California Law Prohibits Workplace Discrimination and Harassment, December 2014
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Notice of Non-Discrimination, August 2010
U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS
Questions and Answers: Religious Discrimination in the Workplace, 2008
New Compliance Manual Section 15: Race and Color Discrimination, April 2006
Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999
WEB SITES
California Department of Fair Employment and Housing: http://www.dfeh.ca.gov
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

Policy  HANFORD ELEMENTARY SCHOOL DISTRICT
adopted:  December 16, 1992 Hanford, California
revised:  November 7, 2001
revised:  February 9, 2005
revised:  September 6, 2006
revised:  January 5, 2011
revised:  August 22, 2012
revised:  April 10, 2013
HANFORD ELEMENTARY SCHOOL DISTRICT

Local Education Agency

Contact Information

Click the map and contact information for more options.

Superintendent
Ms. Jody C. Kasel
570 Hanford Avenue
Hanford, CA 93230
(559) 585-3000

Chief Academic Officer / Provost

Director of Educator Preparation
Ms. Jody C. Kasel
(559) 585-3850

Coordinator

Director of Teacher Education

Credential Analyst
Ms. Michelle Alexander
michaela@h23601.ca.us

Educator Documents Issued for 2016-2017

Multiple/Single Subject Clear

Teacher Candidate Demographics for 2016-17

Data for this section is sourced from the recent federal Title II report for Preliminary Multiple Subject, Single Subject and Education Specialist programs. Gender and Race/Ethnicity were provided for enrolled teacher candidates. Enrolled candidates may become program completers at the end of the program year. As a result, demographic
Hanford Elementary School District
Induction Program Transcript

May 2018

LastName: Cibrian
FirstName: Christine

School History
Year One Washington Grade K
Year Two Washington Grade K

Tot Contact Hrs Year 1: 36
Tot Contact Hrs Year 2: 35

Notes:

Professional Development Sessions | Date | Hours
---|---|---
129 Context for Teacher/Community Field Trip | 9/12/2016 | 1.5
131 English Learners Part 1 | 9/22/2016 | 1.5
132 Parent Communication | 10/19/2016 | 1.5
134 Classroom Management | 11/15/2016 | 1.5
137 English Learners Part 2 | 2/7/2017 | 1.5
140 Culminating Activity | 4/20/2017 | 1.5
142 Writing Grade Level | 9/21/2017 | 1.5
144 Reading Assessments | 9/28/2017 | 1.5
145 Gang/Bully Awareness | 10/5/2017 | 1.5
146 Math Grade Level | 10/12/2017 | 1.5
148 Special Populations Part 1 | 1/8/2018 | 1.5
149 Special Populations Part 2 | 1/22/2018 | 1.5
150 Technology | 2/8/2018 | 1.5
151 Exit Interview Work Session | 2/22/2018 | 1.5

Mid Program Transportability Meeting

Veteran Teacher Observation
10/18/2016
1/26/2017
10/5/2017

Education Specialist Special Services Mentor

Program Completion
Exit Interview: 5/11/2018
Colloquium: 5/17/2018

Module A: Context for Teaching and Learning
A-4 Home/School Communication

Module C: Inquiry Into Teaching and Learning
C-1 Individual Induction Plan
C-2 Essential Components for Instruction
C-3 Entry-Level Assessment Resource
C-4 Focus Student Selection
C-5 Lesson Plan Template for Observation
C-6 Inquiry Observation Record
C-7 Analysis of Student Work
C-8 Summative Assessment

Module B: Summary of Teaching and Learning
D-1 Culminating Questions & Reflections Guide

FACT and Individualized Learning Plan

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individualized Learning Plan</td>
<td></td>
</tr>
<tr>
<td>CSTP 1: Engaging and Supporting All Students in Learning</td>
<td></td>
</tr>
<tr>
<td>CSTP 2: Creating and Maintaining Effective Environments for Student Learning</td>
<td></td>
</tr>
<tr>
<td>CSTP 3: Understanding and Organizing Subject Matter for Student Learning</td>
<td></td>
</tr>
<tr>
<td>CSTP 4: Planning Instruction and Designing Learning Experiences for All Students</td>
<td></td>
</tr>
<tr>
<td>CSTP 5: Assessing Students for Learning</td>
<td></td>
</tr>
<tr>
<td>CSTP 6: Developing as a Professional Educator</td>
<td></td>
</tr>
</tbody>
</table>

Signature: [Signature]
Director of Curriculum & Instruction, Induction Program

Date: 5-14-18
Induction Launch
August 21, 2018 • 3:30-5:00 • TRC

1. Welcome

2. Mission Statement/Goals of the HESD Induction Program

3. Professional Agreements

4. Candidate Letter of Commitment

5. California Standards for the Teaching Profession (CSTPs)

6. Portfolio and Professional Development Overview

7. Pacing Guide

8. Contact Log

9. Induction SharePoint Page/Electronic Portfolios

10. New Teacher Networks

11. University Credit

12. Role of the Induction Mentor

13. Special Assistance

14. Individualized Learning Plan (ILP)

15. District and School Site Support

16. Portfolio Requirements

17. Advisement Status

18. Program Extension

19. Exit Interviews/Colloquium

20. Induction Handbook

21. Questions
The Individualized Learning Plan (ILP) serves as a road map for your induction work and provides guidance to your mentor so that support may be individualized to meet your needs. Work with your mentor, administrator and Induction Program Staff to develop the ILP throughout the school year. Your teaching assignment should provide the appropriate context for the development of the ILP and should reflect development towards reaching your professional interests and goals, growth in the CSTP’s and in student learning. Within the first 60 days, your mentor will assist you in developing your professional growth goals. The ILP will not be used as part of the evaluation process.

Teacher Name: 
Mentor: 
School: 
Site Goal:  
Teaching Assignment/Grade Level: 
Professional Goal: 
Program Year: 
☐ 1 ☐ 2 ☐ ECO 
Credential Type(s): 
☐ Gen Ed Mult Subj ☐ Single Subj 
Ed Spec M/M ☐ Ed Spec M/S 
Focus of Inquiry: 
Note: The gray boxes are for Mentor comments.

1. What is a question, dilemma, or problem of practice that guides your inquiry focus?

Write a short description of the background information to your dilemma or problem. Then write your dilemma as a question; e.g., How can I use (instructional solution) in my (identify group of students) to raise performance in (student learning goal).

Background Information for Dilemma or Problem: 
Mentor Comments:
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. What CSTP(s) relate to my inquiry focus? (<em>from CSTP</em>)</td>
<td></td>
</tr>
<tr>
<td>3. Related to my problem of practice (above), what is my professional</td>
<td>If you are able to accomplish what you described above, (identified above in #1-3), what do you expect will be the outcome for you, as a teacher?</td>
</tr>
<tr>
<td>growth goal?</td>
<td></td>
</tr>
<tr>
<td>4. What are my goals for student learning/outcomes?</td>
<td><strong>State your outcomes in a way that is measureable—include data and assessment type.</strong></td>
</tr>
<tr>
<td></td>
<td>If you are successful as a teacher (see #4 above), what would you expect the outcomes to be for your students? Include data! (e.g. Pre/Post, current scores—desired results, etc.)</td>
</tr>
<tr>
<td>5. What steps will I take to meet my goals?</td>
<td><strong>This section should include attending your PDs, observing teachers, meeting with Mentor, collaborating with colleagues, etc.</strong></td>
</tr>
<tr>
<td>6. (Fill in after your inquiry) How did I apply the new information/</td>
<td><strong>Should correspond with #6 (e.g. If you attend any specific training, what do you plan to apply from that training to your practice/teaching?)</strong></td>
</tr>
<tr>
<td>learning to my teaching practice?</td>
<td></td>
</tr>
</tbody>
</table>
Describe FIVE resources used for this inquiry. Three different types of resources must be used.

<table>
<thead>
<tr>
<th>7. What resources might I need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What potential hurdles do you foresee? What support do you think you will need in order to be successful as you move through your inquiry?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Mentor Input: Include feedback, resources, ideas for application/assessments, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should address #8 (above)- How can you assist with finding these resources?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Administrator Input: Meet with an administrator at your site. Share your goals and plan with the administrator, be sure to discuss how your goals align with your school site focus?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the Site Administrator Collaborative Meetings Form</td>
</tr>
<tr>
<td>• Upload by September 21, 2018</td>
</tr>
<tr>
<td>• Upload by April 12, 2019</td>
</tr>
</tbody>
</table>

Hanford Elementary School District Induction Program
Individualized Learning Plan 2018
Revised 5/8/18 Debra Colvard

Adapted from *Mentoring Matters* by Lipton & Wellman
Directions for Sharing Your Individualized Learning Plan:

- Within the first 60 days, your mentor will assist you in developing your professional growth goals.
- Schedule a 15-minute meeting with your site-administer.
- Share your ILP Goals taking into consideration any feedback provided.
- After sharing your ILP Goals, the site-administrator will share any support opportunities and/or resources available to help you achieve your goals.
- The ILP will not be used as part of the evaluation process.

Directions for Site Administrator: Induction Candidates have developed an Individualized Learning Plan which describes the teacher’s goals, and a focus for growth in the professional practice. After your discussion with the candidate, please make a comment/suggestion below for the purpose of offering support to the new teacher.

Candidate Signature: ____________________________ Site Administrator Signature: ____________________________
Date: ___________ Date: ___________
Comments/ Suggestions for support opportunities and/or resources available to help you achieve your goals:

SHARING YOUR INDIVIDUALIZED LEARNING PLAN – Collaboration Meeting to be Scheduled Within the First 30 Days of School

Directions for Sharing Your Individualized Learning Plan:

- Schedule a 15-minute meeting with your site-administer.
- Be sure to include the following in your conversation: Your ILP Goals, CSTP’s Work Evidence, and EOY Reflection.
- After sharing your ILP EOY Reflection, the site-administrator will sign and share any comments/suggestions for further support opportunities and/or resources available to help you achieve your goals.
- The ILP will not be used as part of the evaluation process.

Directions for Site Administrator: Induction Candidates have developed an Individualized Learning Plan which describes the teacher’s goals, and a focus for growth in the professional practice. After your discussion with the candidate, please make a comment/suggestion below for the purpose of offering support to the new teacher.

Candidate Signature: ____________________________ Site Administrator Signature: ____________________________
Date: ___________ Date: ___________
Comments/ Suggestions for further support opportunities and/or resources available to help you achieve your goals:
10. Provide evidence and a description of one or two of the specific interventions or strategies you employed several times with students to reach your goal(s).

*The evidence must demonstrate the intervention(s) in action. This could be in the form of images, video clips, student work samples, etc.*

<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
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</table>

11. How did this inquiry impact student learning? Provide evidence and a description that demonstrates growth in your students. (CSTP 6.1)

Relate to #5- Goal for Student Outcomes: In this section, you must provide work samples, assessments, video, photos– anything that is evidence of improvement in STUDENT achievement. Be sure that it is measureable data. In addition to the evidence, provide a description of what the evidence demonstrates.

<p>| | |</p>
<table>
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</table>

12. How has your practice changed as a result of this inquiry?

Relate to question #4: Professional Growth Goal- How do you feel you met (or did not meet) this goal? Use a before/after example.

<table>
<thead>
<tr>
<th>PT Comments:</th>
<th>Mentor Comments:</th>
</tr>
</thead>
</table>

13. How will you apply what you have learned and what will you change in the future?

*In other words, where will you go from here? What are your next steps?*

<table>
<thead>
<tr>
<th>PT Comments:</th>
<th>Mentor Comments:</th>
</tr>
</thead>
</table>
## REFLECTION DOCUMENT

Directions: Complete each reflection section by the designated due dates. This document will be used on three occasions throughout the school year to measure growth over time, so please upload original document each time.

### FALL REFLECTION: Complete Fall Reflection by **November 16th**

**Growth Goal:**

**Reflect and/or Modify Progress Made on the Growth Goal(s):**

### WINTER REFLECTION: Complete Winter Reflection by **February 28th**

**Growth Goal:**

**Reflect and/or Modify Progress Made on the Growth Goal(s):**

### END OF THE YEAR REFLECTION: Complete the End of the Year Reflection by **April 12th**

**To what extent did you meet your ILP goal(s)?**

**What new knowledge or insights have you gained?**

**Describe the impact on student learning and/or behavior.**

**What might your next steps be so that you can continue to meet or reach your ILP goal(s) and move your practice forward?**
# Portfolio Pacing Guide and Professional Development Overview 2018-2019

## Year 1 and Year 2

### CTP/CSTP 1-6

<table>
<thead>
<tr>
<th>Orientation and Launch Candidate/Mentoring Activities</th>
<th>Individualized Learning Plan (ILP) Inquiry</th>
<th>End of Year Reflection End of Year Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 8/21: Induction Launch for Year 2</td>
<td>☐ 9/17: Creating a Rigorous Learning Environment</td>
<td>☐ 5/1: Exit Interviews- Year 2/ECO Candidates</td>
</tr>
<tr>
<td>☐ CTP/CSTP Standard 2: Creating and Maintaining Effective Environments for Student Learning</td>
<td>☐ 9/24: Differentiated Instruction for English Learners</td>
<td>☐ 5/16: Colloquium- Year 2/ECO Candidates</td>
</tr>
<tr>
<td>☐ 8/13-8/17: Discuss Mentoring Activity, Needs Assessment</td>
<td>☐ CTP/CSTP Standard 1: Engaging and Supporting All Students in Learning</td>
<td>☐ 5/6-5/10: FINAL Portfolio Review</td>
</tr>
<tr>
<td>☐ 8/20-8/24: UPLOAD CTP-2 Self-Assessment</td>
<td>☐ 9/4-9/7: Mentoring Activity, Needs Assessment</td>
<td>CTP/CSTP 5 Assessing Students for Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ 4/24-4/26: Professional Development Reflection UPLOAD 5/3</td>
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<td></td>
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<td>☐ 4/30: Candidate/Mentor Feedback UPLOAD 4/30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ 4/29-5/3: Mentoring Activity, Needs Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ 5/6-5/10: End of Year (EOY) Support</td>
</tr>
<tr>
<td>August / September</td>
<td></td>
<td>☐ 5/13-5/17: EOY Support</td>
</tr>
<tr>
<td>October / November</td>
<td></td>
<td>☐ 5/20-5/24: EOY Support</td>
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<tr>
<td>December/January</td>
<td></td>
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<tr>
<td>February/ March</td>
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<tr>
<td>April/ May</td>
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</tr>
</tbody>
</table>

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### August / September

- 8/16 & 8/20: New Teacher Induction Orientation for Year 1/ECO
- 8/21: Induction Launch for Year 2
- CTP/CSTP Standard 2: Creating and Maintaining Effective Environments for Student Learning
- 8/13-8/17: Discuss Mentoring Activity, Needs Assessment
- 8/20-8/24: UPLOAD CTP-2 Self-Assessment
- 8/27-8/31: UPLOAD Conversation Guide: Class, School, District & Community

### October / November

- 9/10: Classroom Management
- 9/17: Creating a Rigorous Learning Environment
- 9/24: Differentiated Instruction for English Learners
- CTP/CSTP Standard 1: Engaging and Supporting All Students in Learning
- 9/4-9/7: Mentoring Activity, Needs Assessment
- 9/10-9/14: ILP –Planning (Professional Growth Goals) UPLOAD 9/28

### December/January

- 10/8: Using School City Data to Strengthen Lesson Planning
- 10/18: Preparing for a Successful Parent Conference
- CTP/CSTP Standard 3: Understanding and Organizing Subject Matter for Student Learning
- 10/1-10/5: Mentoring Activity, Needs Assessment
- 10/8-10/12: CTP-3 Self-Assessment UPLOAD 10/19
- 10/15-10/19: Conversation Guide: Universal Access-Equity for All UPLOAD10/26
- 10/26: Candidate & Mentor Feedback UPLOAD 10/31
- 10/29-11/2: Mentoring Activity/Needs Assessment
- 11/5-11/9: Conversation Guide: English Learners UPLOAD 11/16
- Candidate & Mentor Feedback UPLOAD 11/30
- Veteran Teacher Observation
- Mid-Year Induction Survey
- 12/10-12/14 Portfolio Review
- 2/6: Special Populations
- 1/31: Supporting Students with Special Needs in a Gen Ed Classroom
- CTP/CSTP Standard 3: Understanding and Organizing Subject Matter for Student Learning
- 12/3-12/7: Mentoring Activity, Needs Assessment
- 12/3-12/7: Conversation Guide: Special Populations UPLOAD 12/14
- 12/3-12/7: Professional Development Reflection UPLOAD 12/7
- 12/10-12/14: Revisit ILP-Goal Revise if needed UPLOAD revised goal 12/14
- 12/10-12/14: Candidate & Mentor Feedback UPLOAD 12/20
- JANUARY-HAPPY NEW YEAR!
- 1/14-1/18: Mentoring Activity, Needs Assessment
- 1/14-1/18: ILP Focus of Inquiry Cells 1-5 UPLOAD 1/18
- 1/22-1/25 Complete Cell #6 UPLOAD 1/31
- 1/26-2/1: Complete Cell #10 Site Admin Collab. UPLOAD 2/15
- 2/1: Candidate & Mentor Feedback UPLOAD 2/1
- 2/18-2/21: Focus Students UPLOAD 2/1
- 2/26-2/1: Entry-Level Assessment Part 1 & 2 UPLOAD 2/1
- 2/4-2/8: Mentoring Activity/Needs Assessment
- 2/7: Technology, Using One Note/ Microsoft Forms
- 3/11: Exit Interview Work Session
- CTP/CSTP Standard 3: Understanding and Organizing Subject Matter for Student Learning
- 2/4-2/8: Essential Components UPLOAD 2/15
- 2/28 Complete Cell#8, 9 UPLOAD 2/15
- 2/12-215 Inquiry #2 Lesson Plan template UPLOAD 2/22
- CTP/CSTP 4 Designing Learning Experiences for All Students
- 2/19-2/22: CTP-4 Self-Assessment UPLOAD 2/22
- 2/28: ILP Reflection-WINTER UPLOAD 2/28
- 2/28: Candidate/Mentor Feedback UPLOAD 2/28
- CTP/CSTP 5 Assessing Students for Learning
- 2/25-3/1: Mentoring Activity, Needs Assessment
- 3/4-3/8: Analysis of student work UPLOAD 3/15
- 3/11-3/15 Complete Cell #7 UPLOAD 3/22
- 3/18-3/22 ILP (Cells 11-14) UPLOAD 3/29
- 3-25-3/29: Candidate/Mentor Feedback UPLOAD 3/29

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**Hanford Elementary School District**

**Induction Program**

**Portfolio Pacing Guide and Professional Development Overview 2018-2019**

**Year 1 and Year 2**

**CTP/CSTP 1-6**

- 2018-2019

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**End of Year Reflection End of Year Support**

- 4/8: Culminating Gathering - Year 1 Candidates
- 5/1: Exit Interviews- Year 2/ECO Candidates
- 5/16: Colloquium- Year 2/ECO Candidates
- 5/6-5/10: FINAL Portfolio Review
- CTP/CSTP 5 Assessing Students for Learning
- 4/1-4/5: Mentoring Activity, Needs Assessment
- 4/8-4/12: ILP-Reflection (End of the Year) UPLOAD 4/12
- CTP/CSTP 6 Developing as a Professional Educator
- 4/23-4/26 CTP 6 Self-Assessment UPLOAD 4/26
- 4/24-4/26: Professional Development Reflection UPLOAD 5/3
- 4/30: Candidate/Mentor Feedback UPLOAD 4/30
- 4/29-5/3: Mentoring Activity, Needs Assessment
- 5/6-5/10: End of Year (EOY) Support
- 5/13-5/17: EOY Support
- 5/20-5/24: EOY Support
- Complete End of the Year Induction Surveys
California Standards for the Teaching Profession

Continuum of Teaching Practice
Hanford Elementary School District
Induction Program

Induction Orientation
August 15, 2019 ● 3:30 pm-5:00 pm ● TRC

AGENDA

1. Welcome and Introductions
2. Outcomes/Goals of the HESD Induction Program/Professional Agreements
3. Guest Speaker: Induction Graduate 2019
4. Candidate Letter of Commitment
5. Portfolio Pacing Guide and Professional Development Overview
6. Contact Log
7. California Standards for the Teaching Profession (CSTPs)
8. Individualized Learning Plan (ILP)
9. Induction Program Portal
10. Early Completion Option (ECO)
11. New Teacher Networks (NTN)
12. University Credit
13. Role of the Induction Mentor
14. Special Assistance
15. District and School Site Support
16. Portfolio Requirements
17. Advisement Status
18. Program Extension
19. Grievance Procedure/Appeal Process
20. Transportability Process
21. Candidate Letter of Commitment - SIGN
22. Induction Handbook
23. Questions

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.”