

Hanford Elementary School District Induction Program (321)
Common Standards Submission

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation

Bookmark Sections:

[Common Standard 1](#)

[Common Standard 2](#)

[Common Standard 3](#)

[Common Standard 4](#)

[Common Standard 5](#)

Hanford Elementary School District Induction Program (321)
Common Standards Submission

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation
<p>Standard 1 – Institutional Infrastructure to Support Educator Preparation Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:</p>	
<ul style="list-style-type: none"> • The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks. 	<p>The quality of a child’s teacher is the most important school-based factor determining how much a child learns. Research provides evidence that students taught by effective teachers perform dramatically better than those assigned to ineffective teachers. One study found that poor and minority students that have an effective teacher four years in a row can achieve at the same levels as their more affluent white peers. (Gordon 2006).</p> <p>New teacher support is a critical component of a comprehensive solution to achieving excellence in teaching quality. The Hanford Elementary School District Induction Program believes a commitment to life-long learning is necessary for development of knowledge, skills, and practices that enable teachers to work with an increasingly diverse population. The Induction program agrees with the holistic, developmental view of teaching articulated in the California Standards for the Teaching Profession. Becoming an expert teacher requires reflective practices that are ongoing throughout one’s career. Research from the new Teacher Project shows that teachers who are in a program of support and assistance: “engage in more long-term planning of curriculum and instruction; use a wider range of instructional materials; make better instruction decisions; gain confidence as their performance improves; and improve professionally by learning to examine, question, and reflect on their own teaching practices.”</p> <p>The vision of the Hanford Elementary School District Induction Program is to provide support and assistance that allows participating candidates to achieve the outcomes of the California New Teacher Project research study. The primary goals for the Induction Program include:</p> <ul style="list-style-type: none"> • 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.

Hanford Elementary School District Induction Program (321)
Common Standards Submission

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation
	<ul style="list-style-type: none"> • 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. <p>To realize this vision, the Induction Program provides support to participating candidates through the development of an <i>Individual Learning Plan for general education/education specialist candidates and the Individual Induction Plan for the administrative candidates</i>. The process utilizes an intensive mentoring model with a full release trained mentors for the general education/education specialist candidates and active district administrators for the administrative candidates and establishes a collaborative structure, utilizing reflective conversations, to help establish professional goals and focus the participating candidate’s professional growth. The program provides professional development, teacher candidate formative assessment experiences, collaboration and accountability to all participating candidates. Professional Development is infused into the program and individualized for each participating candidate. The program also supports general education/education specialist candidates by utilizing the California Standards for the Teaching Profession (CSTP), California’s adopted standards and curricular frameworks and for the administrative candidates, the California Professional Standards for Education Leaders (CPSELs).</p> <p>General Education/Education Specialist Program Documentation: Induction Handbook-Mission/Goals/Purpose Induction Program Brochure for General Education/Education Specialist</p> <p>CASC Program Documentation: Induction Program Brochure for the Clear Administrative Service Credential</p>

Hanford Elementary School District Induction Program (321)
Common Standards Submission

Submission Requirements Addressing the Common Standards		
Common Standards	Program Documentation	
<ul style="list-style-type: none"> The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. 	<p>Common Standard 1: The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.</p>	
	<p>Table denoting activities in which stakeholders are involved in organization, coordination and decision making and the stakeholders (name/role and affiliation) that are in regular attendance.</p>	
	<p>*Denotes regular attendance</p>	
	<p>Teacher/Administrator Induction Advisory Committee: The Induction Advisory Committee (IAC) monitors and reviews the effectiveness of the Induction Program. This leadership team is comprised of representatives from various stakeholder groups and its members are knowledgeable about the state content standards, the standards for the teaching profession and the goals of the Hanford Elementary School District Induction Program. The IAC meets each trimester to review formative and summative program evaluation data, to hear updates regarding legislation that impacts the program, to review current research related to induction and to make recommendation for program improvement.</p>	
	Representative	Position
	*Alexander, Michele	Certificated Personnel Manager
	*Baldwin, Kristina	Principal, Simas School
	*Bustos-Pelayo, Josefa	Teacher, Jefferson School
	*Carlton, Doug	Director, Program Dev., A&A CASC Coach
	*Charles, Terri	Admin. Secretary, Induction
Chastain, LaVonne	Director, Induction, Kings County Office of Education	
*Colvard, Debra	Director, Curriculum & Instruction with Induction	

Hanford Elementary School District Induction Program (321)
Common Standards Submission

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation
	CASC Coach
*Gallegos, Carol	ELA Curriculum Specialist CASC Coach
*Gomez, Lucy	Director, Curriculum & Instruction
*Graham, Joann	Induction Mentor
*Johnson, Stacie	Math Curriculum Specialist/CASC Candidate
*Johnston, Rick	Principal, Kennedy Jr. High School
Mata, Felix	Brandman University
Gutierrez Mendoza, Sonia	Director, Brandman University
*Rubalcava, Jill	Assistant Superintendent, Curriculum, Instruction & PD CASC Coach
*Stone, Joanna	Induction Mentor
*Taylor, Jennifer	Teacher, Lincoln School
<p><u>Induction Staff Meetings:</u> At these monthly meetings all induction staff members give updates on their work, provide input on program improvement and effectiveness, collaborate on the unit vision/mission and the attainment thereof.</p>	
Debra Colvard	Director, Curriculum & Instruction with Induction CASC Coach
Rubalcava, Jill	Assistant Superintendent, Curriculum, Instruction & PD CASC Coach
Gomez, Lucy	Director, Curriculum & Instruction
Graham, Joann	Induction Mentor
Stone, Joanna	Induction Mentor

**Hanford Elementary School District Induction Program (321)
Common Standards Submission**

Submission Requirements Addressing the Common Standards		
Common Standards	Program Documentation	
	Charles, Terri	Admin. Secretary, Induction
	<p>General Education/Education Specialist / CASC Program Documentation: Induction Advisory Committee Role and Function HESD Organization Chart Stakeholder Roles Induction Advisory Committee May 2019 agenda and minutes Induction Advisory Committee October 2019 agenda and minutes Induction Staff Meeting August 2019 agenda Induction Staff Meeting September 2019 agenda Induction Staff Meeting October 2019 agenda Induction Staff Meeting January 2019 agenda Induction Staff Meeting February 2019 agenda</p>	

Hanford Elementary School District Induction Program (321)
Common Standards Submission

Submission Requirements Addressing the Common Standards			
Common Standards	Program Documentation		
<p>The education <i>unit</i> ensures that <i>faculty</i> and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the <i>broader educational community</i> to improve educator preparation.</p>	<p>Published policy documents (for example faculty handbooks, retention and tenure policies, contracts, MOUs, agendas) ensuring that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.</p>		
	<p>Cluster 3 Induction Directors’ Meetings: California’s induction programs are “clustered” into six groupings, the Hanford Elementary School District (HESD) Induction Program is part of Cluster 3. Attendees at the Cluster 3 Induction Director’s meeting include Induction Program Directors/Coordinators, IHE Directors, and Induction Mentors. Induction programs represented can be from single school districts, county programs, and IHE programs. These regional meetings provide information about reporting timelines, leadership training opportunities, and upcoming legislative and policy initiatives. In addition, they facilitate communication throughout the Induction community. HESD induction program director attends these cluster meeting and reports back to the committee key findings and understanding from those meetings.</p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Debra Colvard</td> <td style="width: 50%;">Director, Curriculum & Instruction with Induction CASC Coach</td> </tr> </table>	Debra Colvard	Director, Curriculum & Instruction with Induction CASC Coach
	Debra Colvard	Director, Curriculum & Instruction with Induction CASC Coach	
	<p>CASC Mid-Valley Regional Meetings These regional meetings provide information about reporting timelines, leadership training opportunities, and upcoming legislative and policy initiatives. In addition, they facilitate communication throughout the administrative induction community. HESD induction program director attends these regional meetings and reports back to the committee key findings and understanding from those meetings.</p>		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Debra Colvard</td> <td style="width: 50%;">Director, Curriculum & Instruction with Induction CASC Coach</td> </tr> </table>	Debra Colvard	Director, Curriculum & Instruction with Induction CASC Coach	
Debra Colvard	Director, Curriculum & Instruction with Induction CASC Coach		

Hanford Elementary School District Induction Program (321)
Common Standards Submission

Submission Requirements Addressing the Common Standards			
Common Standards	Program Documentation		
	<p>CASC Think Tank Meetings with Gay Roby These meetings are an opportunity for program directors, providers of professional development, and coaches to come together to discuss the implementation of their Clear Induction Administrative Services programs. Both a time to share best practices and brain-storm solutions to program challenges, this semi-annual meeting will provide a place for community-minded personnel to gather. HESD Induction program director attends these meetings and reports back to the committee key findings and understanding from these meetings.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Debra Colvard</td> <td style="width: 40%;">Director, Curriculum & Instruction with Induction CASC Coach</td> </tr> </table> <p>General Education/Education Specialist Program Documentation: Listing of HESD Mentor Meetings and Induction Meetings and Additional Collaboration Cluster 3 Meeting January 2020 flyer, agenda and sign in sheet</p> <p>CASC Program Documentation: Mid-Valley Regional June 2019 agenda Mid-Valley Regional October 2019 agenda Think Tank meetings with Gay Roby email confirmation</p>	Debra Colvard	Director, Curriculum & Instruction with Induction CASC Coach
Debra Colvard	Director, Curriculum & Instruction with Induction CASC Coach		
<ul style="list-style-type: none"> The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, 	<p>No additional information is required during the Common Standards submission. Information is available through Program Review submission.</p>		

**Hanford Elementary School District Induction Program (321)
Common Standards Submission**

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation
<p>professional development/ instruction, field based supervision and clinical experiences.</p>	
<ul style="list-style-type: none"> The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution. 	<p>No additional information is required during the Common Standards submission. Information is available through Program Review submission</p>
<ul style="list-style-type: none"> Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity. 	<p>Documentation (most recent 2 years) The Hanford Elementary School District actively adheres to best practices in hiring and retention of teacher and faculty who represent and support diversity. Our local Board Policy for Non-discrimination in Employment (BP4030) and district strategic priorities influence our efforts to hire and retain the most qualified candidates who reflect the diversity of our student population.</p> <p>The Hanford Elementary School District professionally develops a qualified induction program director by fiscally supporting attendance in leadership, coaching, curriculum frameworks and standards, diversity, and state/local assessment processes and learning. The program director’s experience includes a minimum of five years successful multi-level elementary school teaching experience (K-8), and three years successful administrative experience at school and/or district level. The program director fully understands the climate</p>

**Hanford Elementary School District Induction Program (321)
Common Standards Submission**

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation
	<p>and culture of the district to ensure their capacity to implement a fully accredited induction program that impacts not only a candidate’s credentialing, but their assimilation into the Hanford Elementary School District.</p> <p>Recruitment for our induction program staff begins with a focus on experience and qualifications. Highly qualified induction mentors for the general education/education specialist program are selected through a rigorous process of application and interview. When an opening occurs, the Human Resources Department utilizes District email to share the notice of vacancy with current certificated employees. The Induction Coach Job Description is attached to the notice of vacancy. Once hired, it is critical that the district and program continue to develop induction faculty skills in coaching and mentoring, standards and framework, as well as keep them abreast of the most current research and practices.</p> <p>All candidates being considered for a CASC coaching position are current administrators of the Hanford Elementary School District. They are extended an invitation to apply to become a part of the coaching staff for the CASC program if they meet the specified criteria which includes: holder of a clear professional administrative credential, minimum of five years of successful administrative experience, commitment to work collaboratively with a HESD candidate for two years, a thorough understanding of the CPSELs, knowledge of andragogy, training in cognitive coaching, and demonstration of effective problem-solving and communication skills. The final selection is at the discretion of the superintendent.</p> <p>General Education/Education Specialist Program Documentation: Board Non-discrimination in Employment (BP 4030 August 2019) Instructional Coach-Beginning Teacher Support and Guidance (Teacher on Special Assignment) Job Description HESD Teacher Application (HESD Webpage Employment Job Announcements link to EdJoin)</p>

**Hanford Elementary School District Induction Program (321)
Common Standards Submission**

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation
<ul style="list-style-type: none"> The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field- based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service. 	<p> Summative Evaluation of Teaching Performance ADM 100-d Summative Evaluation of Teaching Performance Page 2 ADM 100-e Candidate Feedback on Mentor Effectiveness 2018-2019 Candidate Feedback page 9 Instructional Personnel Table with links to resumes </p> <p>The Hanford Elementary School District Induction Program leadership is responsible for selecting and securing Professional Development Providers for the program. The district’s Curriculum Specialists, Instructional Coaches, CASC coaches, other district administrators and Induction staff are available to provide professional development. In addition, program leadership reviews the qualification of all District and site-level leadership teams who are interested in providing professional development and matches their areas of expertise with the requirements of a training session.</p> <p>In those cases where a District professional development provider is not available, or when District providers lack the specialized expertise needed, the program leadership seeks providers outside the District, and a consultant contract is signed and submitted to the Board of Trustees for approval.</p> <p>General Education/Education Specialist Program Documentation: Director of Curriculum and Instruction, Beginning Teacher Support and Guidance (BTSG) Instructional Coach BTSG Instructional Coach Curriculum and Professional Development Specialist English Language Arts/Social Science Curriculum and Professional Development Specialist Math/Science Assistant Superintendent of Curriculum, Instruction & Professional Development Assistant Superintendent of Human Resources </p>

Hanford Elementary School District Induction Program (321)
Common Standards Submission

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation
<ul style="list-style-type: none"> The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. 	<p>The HESD Induction Program implements and monitors a clear credential recommendation process that ensures that candidates recommended for the clear credential have met all requirements. Program leadership communicates closely with the Human Resource Department. In order to qualify for the Induction Program, one must receive a Preliminary Credential. The Certificated Personnel Manager contacts each teacher to communicate eligibility of the program. The teacher completes/signs the eligibility form and acknowledges that they have been advised on their responsibility to enter a Professional Teacher Induction Program. The form is returned to the Human Resources Department and copied for the Induction Program. The teacher is notified by the Induction Office that they will be responsible for attending the Induction Orientation meeting. A mentor will be assigned to each candidate and works with them a minimum of an hour each week during the two years of Induction. At the orientation, the candidate receives the requirements for the program. Candidates collaborate twice/year with their administrators and mentors to discuss goals, updates to their work, and administrative support. An electronic portfolio is used for artifacts/evidence that support their induction work and reviewed twice during each year by induction program staff.</p> <p>An oral presentation from each candidate allows them to demonstrate the knowledge and growth gained from their work in the program. Upon successful completion of all induction work, the Program Director informs Human Resources of all qualifying candidates for the clear credential. At the colloquium, candidates receive the CTC 41 form where the Credential Analyst provides directions on how to apply for the clear credential. The candidate and Credential Analyst stay in contact through the process in order to ensure the application process, and payment are finalized.</p> <p>In the CASC program, during Spring of Year 2, the program director meets individually with each candidate to review progress/growth which is assessed through multiple measures. A rubric is used to review the e-portfolio to substantiate that all work is completed at a proficient level. At this time the program director can determine if the candidate has reached a level of competence that demonstrates competency and merits the</p>

**Hanford Elementary School District Induction Program (321)
Common Standards Submission**

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation
	<p>recommendation for a Clear Administrative Credential.</p> <p>General Education/Education Specialist Program Documentation: Mid-Year Survey of Candidates 2019-2020 End-of-Year Survey of Candidates 2018-2019 Affirmation of Program Completion Confidential Feedback Affirmation of Program Completion Panel Comments</p> <p>CASC Program Documentation: e-portfolio rubric Progress Monitoring document Program Completion Rubric Oral Presentation Rubric</p>

Hanford Elementary School District Induction Program (321)
Common Standards Submission

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation
Standard 2 – Candidate Recruitment and Support Candidates are recruited and supported in all educator preparation programs to ensure their success.	
<ul style="list-style-type: none"> The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications. 	<p>The HESD Induction Program has procedures in place to ensure that each new hire is evaluated for eligibility to participate in the District’s Program. The credential status of each new teacher is evaluated by the Certificated Personnel Manager at the time of employment (contract signing). One on one meetings are held with all new hires. All new candidates must have one of the following: current California Preliminary Multiple Subject credential, current California Preliminary Single-Subject credential, and current California Education Specialist Preliminary credential. The credential document of each candidate is obtained directly through the Commission on Teacher Credentialing (CTC) website. In addition, the Certificated Personnel Manager reviews all credentials, renewal credential codes to determine next step for teacher, and discusses the conditional advisement pending RICA. The new teacher is assigned to vacant positions in the district based upon their credential authorization. All new hires are issued a Notification of Eligibility and Responsibility to Enter a Professional Teacher Induction Program form which is also reviewed with the Certificated Personnel Manager. The eligibility form assures the teacher is aware of their responsibility to complete an Induction Program in order to receive a clear credential. This information is communicated directly to the Induction Leadership who develops a list of qualified candidates for program participation.</p> <p>For candidates to enroll in the CASC program, they must have a copy of Preliminary Administrative Service Credential, Copy of Teaching/Service Credential, Verification of Employment as an Administrator and a copy of resume.</p> <p>General Education/Education Specialist Program Documentation: Program Admissions and Early Completion Requirements located on HESD Induction Program webpage Notification of Eligibility and Responsibility to Enter a Professional Teacher Induction Program Eligibility Form</p>

**Hanford Elementary School District Induction Program (321)
Common Standards Submission**

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation
	<p>CASC Program Documentation: Program Admission located on HESD Induction Program webpage Program Completion Requirements located on HESD Induction Program webpage Notification of Eligibility and Responsibility to Enter</p>
<ul style="list-style-type: none"> The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession. 	<p>General Education/Education Specialist Program Documentation: HESD Website-Recruitment Teacher recruitment schedule/Fair Assignments 2019 Teacher recruitment schedule/Fair Assignments 2020 HESD Teacher recruitment flyer 2019 HESD Teacher recruitment flyer 2020 HESD Recruitment Brochure Induction Program Brochure</p> <p>CASC Program Documentation: Induction Program Brochure</p> <p>Brief Description (not to exceed 500 words) and supporting evidence of candidate advisement and assistance.</p> <p>The Hanford Elementary School District (HESD) purposefully implements best practices in recruiting and admitting candidates to diversify the educator pool in California, as well as match the needs of our student population. It is a priority to hire diverse, skilled teachers to serve our students. The school district and induction program collaborate to ensure that the individuals hired are supported in their leadership roles for students and desire to grow professionally.</p> <p>Employment applications are accepted throughout the year. The District has developed relationships with area universities to place student teachers in the District and welcomes successful student teachers to apply for employment. The District's public</p>

**Hanford Elementary School District Induction Program (321)
Common Standards Submission**

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation
	<p>website is where certificated teaching positions are advertised. The District participates in all local, and several in-state recruitment events and more recently has offered its own annual recruiting event.</p> <p>Our district invites site administrators and induction leadership to attend recruitment events with the personnel department staff. An initial screening process includes acceptance of resume and introductory materials from each candidate. Each candidate is offered a 15-minute screening interview with a site/district-administrator; this results in a rating recommendation to determine future consideration of the candidate. Top candidates are contacted by the Certificated Personnel Manager to schedule interviews. The interview process is designed after the Haberman method of interviewing which ensures that selected teachers will be successful when working with students from diverse populations. This process results in a rating and a recommendation from principals for placement at a school site where the candidate is best suited to teach. In addition, the district looks for teachers that have effective communication skills, basic academic skills and prior experiences that will allow for successful teaching. Candidates are also contacted and invited to participate in an on-site visit at one or more of the Districts' school campuses. During the visit, the candidate has time to observe classes during the instructional day, speak with teachers, administrators and students and have a conversation with the principal in a less formal setting. The principal may choose to offer a position at the conclusion of the site visit or time permitting; the Superintendent may be involved in the final interview process during the school visit. Successful candidates are referred to the Certificated Personnel Manager to review application materials and ensure that required documents are submitted. At the time of contract signing with the new teacher, the credential document and authorizations are reviewed along with the eligibility standards for admission into the District Induction Program.</p> <p>HESD is proud to be able to develop new leaders through coaching and preparation. Over 90% of the current learning directors and vice-principals at HESD have fulfilled successful leadership experience for the district in roles such as a teacher, master</p>

**Hanford Elementary School District Induction Program (321)
Common Standards Submission**

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation
	<p>teacher, department lead, and instructional coach. This experience has often led these staff members to opportunities for promotions to principalship positions. Over 95% of the current principals at HESD have served successfully in a learning director or vice-principal role before becoming a principal.</p> <p>The support within our district allows an educator/leader to build their self-efficacy and practice. We take pride in our long-standing induction program, because our candidates are “homegrown” and stay in our district.</p> <p>List of personnel positions assigned to supporting, advising, and placing candidates.</p> <ul style="list-style-type: none"> • Induction Program Director • Administrative Secretary • Assistant Superintendent of Curriculum, Instruction & Professional Development • Assistant Superintendent of Human Resources • Credential Analyst • Mentors • Site Administrators <p>General Education/Education Specialist Program Documentation: Request for Special Assistance Request for Program Extension Mid-Year Portfolio Check End-Of-Year Portfolio Check Mid-Year Program Advisement - Transportability Advisement Status Early Completion Option</p>

**Hanford Elementary School District Induction Program (321)
Common Standards Submission**

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation
	<p>CASC Program Documentation: Special Assistance Sessions - calendar Additional Coaching Request Special Circumstances/Additional Assistance Mid-Year Check Year 1 Mid-Year Check Year 2 Program Completion Rubric</p>
<ul style="list-style-type: none"> • Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements. 	<p>No additional information is required during the Common Standards submission. Information is available through Program Review submission</p>
<ul style="list-style-type: none"> • Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies. 	<p>No additional information is required during the Common Standards submission. Information is available through Program Review submission</p>

Hanford Elementary School District Induction Program (321)
Common Standards Submission

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation
<p>Standard 3 – Fieldwork and Clinical Practice The unit designs and implements a planned sequence of clinical experiences 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 all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.</p>	
<ul style="list-style-type: none"> Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning. 	<p>No additional information is required during the Common Standards submission. Information is available through Program Review submission.</p>
<ul style="list-style-type: none"> Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. 	<p>No additional information is required during the Common Standards submission. Information is available through Program Review submission</p>

**Hanford Elementary School District Induction Program (321)
Common Standards Submission**

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation
<ul style="list-style-type: none"> The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates. 	<p>No additional information is required during the Common Standards submission. Information is available through Program Review submission.</p>
<ul style="list-style-type: none"> Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. 	<p>No additional information is required during the Common Standards submission. Information is available through Program Review submission</p>
<ul style="list-style-type: none"> All programs effectively implement and evaluate fieldwork and clinical practice. 	<p>No additional information is required during the Common Standards submission. Information is available through Program Review submission</p>

**Hanford Elementary School District Induction Program (321)
Common Standards Submission**

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation
<ul style="list-style-type: none"> • For each program the unit offers, candidates have significant experience in California public schools with diverse student populations and the opportunity to work with the range of students identified in the program standards. 	<p>No additional information is required during the Common Standards submission.</p> <p>Information is available through Program Review submission</p>

**Hanford Elementary School District Induction Program (321)
Common Standards Submission**

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation
<p>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 modifications based on findings.</p>	
<ul style="list-style-type: none"> Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services. 	<p>Graphic depiction of the unit assessment system including the roles of responsibilities of personnel in the unit and programs.</p> <p>General Education/Education Specialist Program Documentation: HESD Data Collection Cycle Induction Survey Timelines 2018-2019 Induction Scope of Work 2018-2019 Induction Survey Timelines 2019-2020 Induction Scope of Work 2019-2020 Mid-Year Candidate 2019-2020 review End-of-Year 2018-2019 review CSTP Pre-Post Self-Assessment 2018-2019 Mentor Self-Assessment 2019-2020 Program Completer Survey 2018 Leadership Survey 2018-2019 Summative Survey 2018-2019</p> <p>CASC Program Documentation: Induction Survey Timelines 2018-2019 Induction Scope of Work 2018-2019 Induction Survey Timelines 2019-2020 Induction Scope of Work 2019-2020 Candidate Feedback on Mentor Report 2018-2019 Annual Survey of Candidates 2018-2019 Mentor Self-Assessment 2019-2020 Professional Development Evaluation 10-14-19 Professional Development Evaluation 12-16-19</p>

**Hanford Elementary School District Induction Program (321)
Common Standards Submission**

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation
	<p><u>Professional Development Evaluation 2-4-20</u></p> <p>Annotated list of data sources included in the assessment cycle, including those submitted in annual data reporting and those that aren't.</p> <p>Annotated list: Regular and ongoing assessment of credential-type/induction program ensures alignment to accreditation. Each assessment below is administered yearly in order to support effective implementation and candidate competence related to student achievement and clearing their preliminary credential. In addition to the annotated list below, the program utilizes unit leadership meetings, informal and ongoing feedback and candidate/mentor participation and completion to monitor aspects of program effectiveness.</p> <ul style="list-style-type: none"> • Professional Development feedback-participants reflection on attainment of goals for program meetings/events. Analyzed for participant's assistance by program leader, unit leadership, and advisory committee. • Candidate feedback on program- annual reflection by candidates on program effectiveness relative to program goals. Analysis of program effectiveness by program leader unit leadership, and advisory committee. • Mentor feedback on program- annual reflection by mentors on program effectiveness relative to program goals. Analysis of strengths and areas for growth in order to provide assistance and feedback by program leader, unit leadership and advisory committee. • Candidate feedback on mentor training & effectiveness- reflection by candidates on effectiveness of mentor. Analysis of program effectiveness and candidate's assistance by program leader, advisory committee, unit leadership, and mentors. • Portfolio review checklists- measuring growth and competence as required prior to recommendation for a clear credential. Analysis for program completion and competence by program leader, mentors, and assistant superintendent of curriculum, instruction & professional development.

Hanford Elementary School District Induction Program (321)
Common Standards Submission

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation
	<ul style="list-style-type: none"> • Leadership feedback- reflection by site administrators, and induction advisory committee members on program effectiveness. Analyzed for candidate/mentor assistance and program adjustments by program leader, unit leadership, and advisory committee, and mentors. • Exit Interview (Affirmation of Program Completion) Feedback-interview panel and questions around candidate growth, next step goals, and program effectiveness. Analysis of program effectiveness and candidate assistance by program leader, site administrators participating on panel interviews, and unit leadership. • Accreditation Data System- program information requested by the CTC. Program leader and unit head are responsible for collection of data and submission to CTC. • Individualized Learning Plan (ILP) checklist- ILP development expectations around goals and aligned to the CSTP for candidate and mentor to calibrate the candidate’s inquiry. Analysis of candidate’s competence in relation to alignment of inquiry questions, qualitative and quantitative goal setting, action plans, and reflection by program leader, mentors and assistant supt. of curriculum, instruction & professional development. • Continuum of Teaching Practice (Focus CSTP)- A rubric of development to assist candidate in identifying and articulating teaching practice to the CSTP elements. Analyzed for CSTP focus for candidates in order to provide assistance by program leader and mentors. • Mentor Contact Logs- Database of candidate/mentor contact and focused collaborative mentoring around CSTP and growth in practice. Analysis for contact, candidate/mentor formative assessment completion, and assistance provided by program leader.

**Hanford Elementary School District Induction Program (321)
Common Standards Submission**

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation
<ul style="list-style-type: none"> The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; 2) the quality of the educational services provided to students during supervised practice; and 3) feedback from key stakeholders such as employers and community partners about the quality of the preparation. 	<p>Multi- year unit assessment cycle schedule specifying the unit assessment activities; when they occur, and who is responsible for collecting, analyzing, and determining modifications.</p> <p align="center">Multi-Year Unit Assessment Cycle</p> <p>General Education/Education Specialist Program Documentation: Candidate Feedback on Mentor Training & Effectiveness 2018-2019 CSTP Pre/Post Self-Assessment (Year 2/ECO) 2018-2019 Site Administrator Survey (2017-2018 given every two years) Induction Advisory Committee minutes 5-2-19 - member input Induction Advisory Committee 10-3-19 - members input Candidate Feedback - Candidate 1</p>

**Hanford Elementary School District Induction Program (321)
Common Standards Submission**

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation
	<p> Candidate Feedback - Candidate 2 Candidate Feedback - Candidate 3 Mentor Feedback - Mentor 1 Mentor Feedback - Mentor 2 Summative Report 2018-2019 Affirmation of Program Completion feedback Affirmation of Program Completion Panel member comments </p> <p>CASC Program Documentation: Candidate Feedback on Mentor Report 2018-2019 Annual Survey of Candidates 2018-2019</p> <p>Annual data submission, analysis, and feedback (located in data warehouse, does not require resubmission) will be reviewed</p> <p>Survey Data including CTC sponsored surveys as well as local survey data and/or exit interview data as appropriate</p>

**Hanford Elementary School District Induction Program (321)
Common Standards Submission**

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation
Standard 5 – Program Impact	
<ul style="list-style-type: none"> The <i>institution</i> ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all <i>students</i> in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards. 	<p>No additional information is required during the Common Standards submission. Information is available through Program Review submission</p>

Hanford Elementary School District Induction Program (321)
Common Standards Submission

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation
<ul style="list-style-type: none"> The unit and its programs demonstrate that they are having a positive impact on teaching and learning in schools that serve California’s students. 	<p>Description of <u>how</u> the institution knows that its programs have a positive impact with link to evidence that corroborates its claim.</p> <p>The Hanford Elementary School District and the HESD Induction Program are committed to establishing a climate of continued learning and growth for its students and educators. The goal of the district is to increase student achievement by retaining high quality teachers. Retaining high quality teachers is accomplished by providing quality training through the induction program as well as district professional development.</p> <p>The strength of the HESD induction program sits in the professional development training component which is used to help new teachers gain, develop and increase new knowledge that becomes applicable to their classroom and to the overall profession. The professional development component of the induction program includes,</p> <ul style="list-style-type: none"> The development of an Individual Learning Plan for teacher induction and an Individual Induction Plan for administrative candidates is based on the candidate’s specific needs, job placement and former experiences. District/School Level Support-collaborations between site principal/candidate/mentor, collaborations between CASC candidate/superintendent, collaborations between program director/site administration/mentors, involve the whole team, all stakeholders in HESD. Individual intensive coaching from a well-qualified, district trained coach, that focuses on the candidate’s job responsibilities and challenges as they relate to school and district goals. Full-release mentors-are responsive to needs of teacher, spend quality face to face time with candidates. Professional Development Opportunities (New Teacher Networks) are available for candidates to select and are aligned to their individual (CSTP) goals, sessions are facilitated by experts inside/outside of district. Opportunities for networking with colleagues are available. Professional Development Opportunities for CASC candidates/coaches are provided to all members

**Hanford Elementary School District Induction Program (321)
Common Standards Submission**

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation
	<p>along with the opportunity to network with other candidates outside of the district.</p> <ul style="list-style-type: none"> • No cost induction program for HESD participating candidates <p>Candidate survey feedback indicates the program is positively impacting their growth in the CSTP and their self-efficacy as a professional educator. The feedback is examined closely by the induction leadership and the induction advisory committee. Changes are put into effect to improve the program when needed. In addition, participating candidates complete an evaluation at each New Teacher Network. The evaluations are examined, and changes are made to improve the networks.</p> <p>The induction program has demonstrated itself as a model for ongoing professional growth that incorporates research and intentional implementation. As a result of our success with professional development, the district has asked the induction program to open the professional development sessions to all teachers in the district.</p> <p>General Education/Education Specialist Program Documentation: New Teacher Networks 2019-2020 Candidate Contact Log Individualized Learning Plan New Teacher Network 9-9-19 New Teacher Network 9-16-19 New Teacher Network 9-23-19 New Teacher Network 10-7-19 New Teacher Network 10-17-19 New Teacher Network 11-7-19 New Teacher Network 1-30-20 New Teacher Network 2-6-20 Annual Year End Survey of Teacher Candidates 2018-2019 Candidate Feedback page 18 Administrators in the district - former Induction Graduates</p>

**Hanford Elementary School District Induction Program (321)
Common Standards Submission**

Submission Requirements Addressing the Common Standards	
Common Standards	Program Documentation
	<p>CASC Program Documentation: Calendar of Events 2019-2020 Coach and Candidate Contact Log Individualized Induction Plan Professional Development 10-14-19 Professional Development 12-16-19 Professional Development 2-4-20 Candidate Annual Survey 18-19 Candidate Feedback on Mentor Report 18-19</p>