



Newark Teacher Induction Program

The Induction Experience in Newark Teacher Induction

This Induction program approved and accredited by the California Commission on Teacher Credentialing in 2019, introduced new concepts, activities, and tools. It also shifted the mind-set from that of compliance to inquiry, searching for evidence of growth and competence on the CSTPs, the teaching standards. Completion of a series of activities, and paperwork was replaced by more fluid and organic in-depth study on a teacher's practice. Timelines and checklists were replaced with the idea that investigating one area of focus takes time, reflection, and a cycle of inquiry. While this may have allowed for freedom to explore and make each experience meaningful to the candidate since their focus was their own professional growth goal, it may seem disorganized or chaotic. The elimination of the predictability of the previous system may lead to heightened anxiety of the unknown. Often the sentiment expressed were, "What am I supposed to produce?" "I need an exemplar ILP to know what to do." There is an assumption that Induction has a product that each candidate has to complete. Fifteen required documents of a formative assessment system were eliminated and in its place one comprehensive "**Individual Learning Plan**". This is the ONE required document that will describe "**The Story**" of a candidate through Induction and the attainment of a recommendation for a clear credential after a 2-year period.

The Story begins with candidates completing a self-assessment on the teaching standards and identifying their areas of strengths and growth. They compare this to the *transition plan* they completed during their university pre service experience. Reflecting on these, and their present teaching context, they then identify **professional growth goals**. These goals became the focus of their Induction experience. With the guidance, support, and learning focused conversations, facilitated by a mentor, candidates engage in their individual investigations into their practice. This is highly individualized in content, process, and presentation. The professional learning experiences chosen by the candidate enhances their skills development in instructional design, assessment and, content knowledge. At the end of the year, the candidate's story will be reviewed by other mentors. Candidates may enhance their story with narratives, supporting details, data or evidence for better understanding of their experience. They are the authors of their story. While a tool was introduced to assist the development of the ILP, the candidate wrote their own unique story. This unique story is one of two biggest changes in this Induction program. The ILP promotes the shift from "*What do I have to do?*" to "*How can I make this process meaningful to my professional growth as an educator?*"



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The mentor relationship is central to this new Induction experience. Candidates receive an average of no less than sixty minutes of direct or coordinated mentoring. The selected mentor is the source of information, guidance, technical assistance, and shoulder to lean on. Program leadership supports mentors with mentoring skills development, on-going training and practice, technical assistance and a shoulder to lean on. Monthly *Mentor Logs* serve as the communication tool between program leadership and mentors. Recommendations and feedback as well clarification is documented on the monthly *Mentor Logs*. As this program moves forward, the role of the mentor will always be a priority. It is the heart and structure that holds this program together. We will continue to seek strategies to ensure that the support offered and provided to mentors are just as differentiated and individualized as the ILP process of the candidates.

Below is a monthly calendar with suggested activities. Candidates and mentors organize their weekly interactions according to the ILP activities and/or candidate’s needs. Each candidate receives individual consultation with program leadership at least twice each year at Intake Meetings at the beginning of the year & mid-year benchmark in January.

Month	Candidate	Mentor
August	New hires sign the contract and completes the “Credential Information” form at the Human Resources Department. Induction program leadership reviews the “Credential Information” form and preliminary credential to determine other specific credential renewal requirements. Eligibility for Induction and possibly ECO is determines.	Program leadership works with principals to select and match mentors
	Introduction to the Induction program by the program leadership occurs at any of these events: New Hire Orientation and / or Individual Intake Meetings	
August September	<i>Individual Intake Meetings:</i> One-on-one meeting of candidate with program leadership. <i>Purpose:</i> Introductions to the induction personnel, to the structure of the program &	Continue mentor selection & match Mentors submit “Mentor Application” packet on their 1st year of mentoring.



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	the support candidates will receive	
October	<ol style="list-style-type: none"> 1. Candidate & mentor attend one "Orientation to Induction" session . 2. Triad Meeting # 1 with principal and mentor <p>Candidates complete:</p> <ul style="list-style-type: none"> • Memorandum of Understanding • Initial Self-assessment on ILP • Begin the ILP Process • Begin Candidate & mentor mentoring sessions • Candidate Program Effectiveness Survey (Anonymous) 	<ol style="list-style-type: none"> 1. New Mentors attend "Mentor Foundations Day 1" 2. Mentor Workshop #1 - for all experienced mentors 3. Triad Meeting # 1 with principal and candidate <p>Mentors complete</p> <ul style="list-style-type: none"> • "Mentors Roles and Responsibility" form • "Mentor Description of Practice" • Mentor Log • Mentor Program Effectiveness Survey (Anonymous)
November	<ol style="list-style-type: none"> 1. Candidate & mentor regular weekly mentoring sessions 2. Turn in ILP Step 1 <p>Candidates Complete</p> <ul style="list-style-type: none"> • Candidate Feedback #1 • Initial Self-assessment on ILP 	<ol style="list-style-type: none"> 1. New Mentors attend "Mentor Foundations Day 2" <p>Mentors complete</p> <ul style="list-style-type: none"> • Mentor Log
December	<ol style="list-style-type: none"> 1. Candidate & mentor weekly mentoring sessions 2. Focus on ILP process 	<ol style="list-style-type: none"> 1. New Mentor Foundations Day 3 for all new mentors. 2. Mentor Workshop #2 - for all experienced mentors <p>Mentors complete</p> <ul style="list-style-type: none"> • Mentor Log
January	<ol style="list-style-type: none"> 1. Candidate & mentor weekly mentoring sessions 2. Focus on ILP process 3. Schedule a mid-year individual benchmark meeting with Program leadership to check-in and discuss progress on the ILP <p>Candidates complete:</p> <ul style="list-style-type: none"> • Mid-year Self-assessment on CSTP 	<p>Mentors complete</p> <ul style="list-style-type: none"> • Mentor Log
February	<ol style="list-style-type: none"> 1. Candidate & mentor weekly mentoring sessions 2. Focus on ILP process: Use "Guide to 	<ol style="list-style-type: none"> 1. Mentor Workshop #3 - ILP Calibration 2. Triad Meeting #2 with principal and



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	<p><i>ILP Review</i>"</p> <p>3. Triad Meeting #2 with principal and mentor</p>	<p>candidate</p> <p>Mentors complete</p> <ul style="list-style-type: none"> • Mentor Log
March	<p>1. Candidate & mentor mentoring sessions</p> <p>2. Focus on analyzing ILP process</p> <p>Candidates complete</p> <ul style="list-style-type: none"> • Candidate Log #2 	<p>Mentors complete</p> <ul style="list-style-type: none"> • Mentor Log
April	<p>1. Finalize ILP and prepare to Turn In for the formal review</p> <p>Candidates complete</p> <ul style="list-style-type: none"> • Candidate <i>Program Effectiveness Survey (Anonymous)</i> 	<p>1. Review ILPs submitted.</p> <p>Mentors complete</p> <ul style="list-style-type: none"> • Mentor Log • <i>Mentor Program Effectiveness Survey (Anonymous)</i>
May	Attend Colloquium	<p>1. Attend Colloquium</p> <p>Mentors complete</p> <ul style="list-style-type: none"> • Mentor Log

Admission Process

Newark Teacher Induction Program is a two-year individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching. All Newark Unified School District employees must meet two criteria to be admitted to the Induction program:

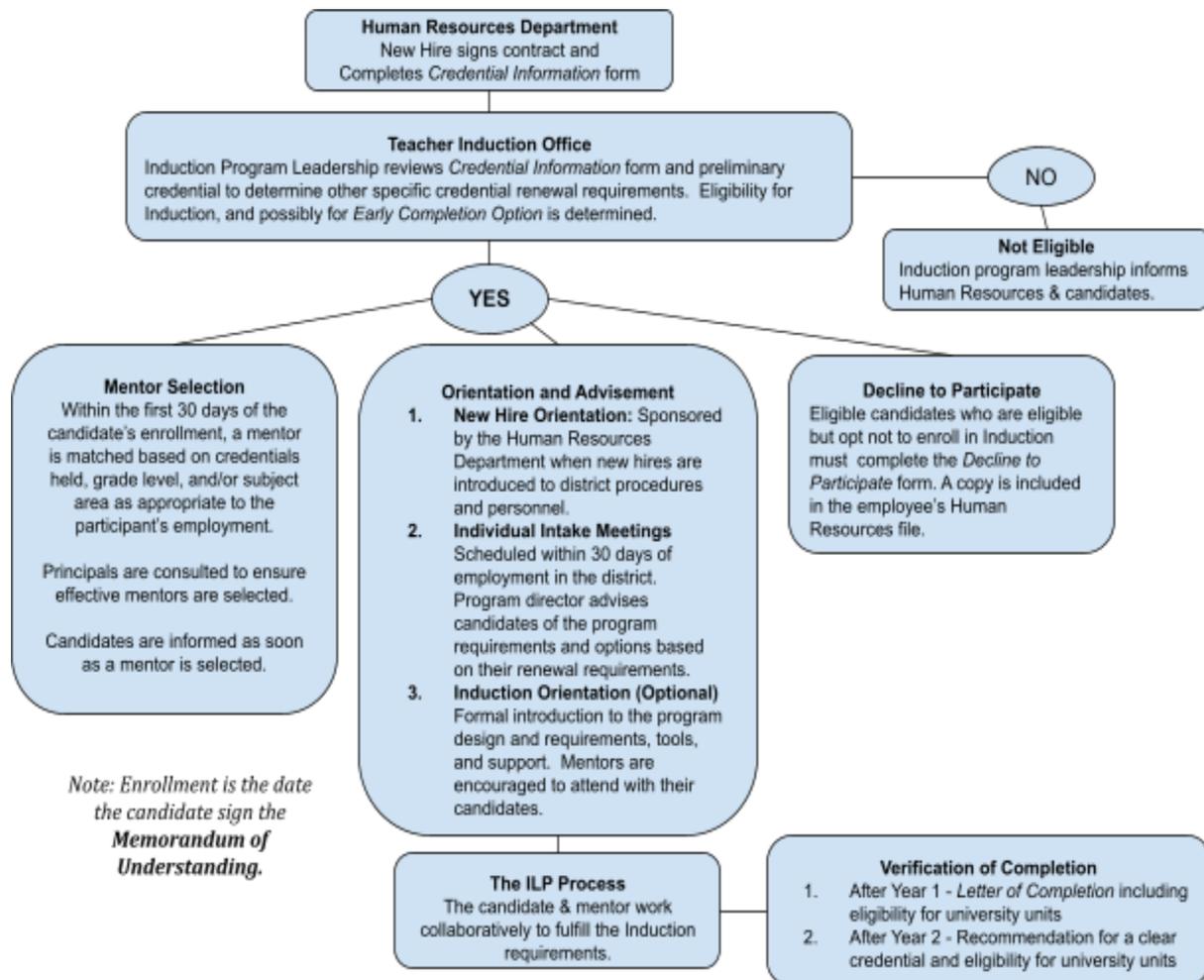
- a. Signed employment contract
- b. Valid preliminary teaching credential

All new hires of Newark Unified School District complete a "Credential Information" form as part of the application packet. Once the employment contract is signed at the Human Resources Department, this is forwarded to the Induction Office. Formal introductions between the candidates and program leadership occur during the district *New Hire Orientation*. Following this event, the candidates schedule individual intake meetings with the program director. These are advisement sessions to review a candidate's credential renewal requirements, transition plan and provide the candidate the opportunity to meet program leadership and understand how they will support the candidate through induction. After the *New Hire Orientation*, the Human Resources Department forwards the "Credential Information" forms of new hires to the Induction Office and individual intake



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meetings are scheduled as needed. Late hires after October 30 may be provided support but will be enrolled in the induction program in the following year.



Program Requirements

Induction Credential Candidates with a **preliminary** Multiple Subject, Single Subject and/or Education Specialist credential must complete the following activities to earn a recommendation for a professional clear credential:

Year 1

- Individualized Learning Plan (ILP) Year 1
- Program Evaluation: Fall Candidate Log & Spring Candidate Log
- Attendance at Colloquium



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Year 2

- Individualized Learning Plan (ILP) Year
- Program Evaluation: Fall Candidate Log & Spring Candidate Log
- Attendance at Colloquium

Other considerations:

- Additional requirements may be required for Credential Candidates with **preliminary or Level 1** Education Specialist Credentials. An individual advisement meeting will determine specific completion requirements.
- Induction to clear a preliminary credential is completed once. If a Credential Candidate holds a second preliminary credential, an individual advisement meeting will determine specific completion requirements.

In Newark Unified School District all credential recommendations may only be made by an employee of the district. All recommendations earned at the completion of the program are submitted by the sole authorized submitter who is a current employee of Newark Unified School District - the Program Director, *Leonor I. Rebosura*.

Teach Out Plan

In the event that the Newark Teacher Induction Program closes, the candidate and program director will meet to review the candidate's *Individual Learning Plan*. A detailed plan for completion will be drawn. The candidate, the Induction Office, and the Human Resources Office will all hold a copy of the Teach Out Plan. A designated district employee will review and verify completion of the ILP. If the district continues to employ an authorized submitter, this employee will submit a recommendation for a clear credential. In the event that an authorized submitter is not available, a Letter of Completion or *CTC Form 41-Induction* will be prepared for the candidate.

University Graduate Level Units

At the end of each year, Credential Candidates are eligible to earn eight graduate (semester) units for a fee. Earned units are based on all submitted activities and/or documents received or recorded by the Colloquium. *Missing any one requirement reduces the eligible units to four (4); two or more missing requirements makes a Credential Candidate ineligible*



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to earn any units. Documents and / or activities completed after the Colloquium will fulfill completion of program requirements but will not be eligible for earned university credit. Credential Candidates receive an application to purchase the units.

These must be completed by the Colloquium!

- Submission of Individual Learning Plan (ILP)
- Completion of all program surveys