

# Induction Program Handbook



Tracy Unified School District

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# Tracy Unified Induction Program Overview



## TUSD Induction Vision Statement

The TUSD Induction Program provides collaborative, individualized support for all Induction candidates through an inquiry process in order to support teachers in their growth along the continuum of teaching practices. We develop self-reflective, positive thinking teachers who engage in collaboration and focus on student achievement.



## TUSD Induction Program Overview

Induction is a two-year, robust mentoring program for **preliminary credential holders**. Upon successful completion of the Induction Program, Candidates will earn their California Clear Credential.

The Induction Program supports each Candidate through an Individualized Learning Plan (ILP) designed to demonstrate growth in the California Standards for the Teaching Profession (CSTP).

Throughout this program Candidates receive individualized support, advanced professional development, and 1:1 mentoring from an experienced, veteran teacher.

The Tracy Unified Induction Program is a fully accredited program through the California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC).

## Eligibility for Induction

To participate, teachers must meet the following credential and employment requirements:

- Multiple Subject, Single Subject, or Education Specialist Preliminary Credential
- Out of state credential with less than two years of contracted teaching experience
- Employment in a certificated teaching assignment in Tracy Unified School District

Please note that interns, teachers holding a Clear Credential, and substitute teachers are not eligible for TUSD Induction participation, however all new hires are eligible for the Tracy Teacher Induction Program (TTIP).



## Tracy Unified Induction Program Non-Discrimination Policy

TUSD Induction adheres to all non-discrimination and employment policies as set forth by the Tracy Unified School District BP 4030 for candidates, mentors, and employees of the program.

The district shall not unlawfully discriminate against or tolerate the harassment of employees or job applicants on the basis of their sex, race, color, religious creed, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, military service or lack thereof, or perceived sexual orientation.

Equal employment opportunity shall be provided to all employees and applicants. Physically or mentally disabled employees or applicants may request reasonable accommodation. All employees are expected to carry out their responsibilities in a manner that is free from discriminatory statements or conduct. Employees who permit or engage in discrimination or harassment may be subject to disciplinary action up to and including dismissal.

The Superintendent or designee shall annually publicize this policy and the availability of grievance procedures throughout the district and the community.

Legal Reference:

### EDUCATION CODE

44100 Legislative intent, affirmative action employment

### GOVERNMENT CODE

111335 Unlawful discrimination

12900-12996 Fair Employment and Housing Act

### LABOR CODE

1102.1 Employment discrimination: sexual orientation

### UNITED STATES CODE, TITLE 20

1683 et seq. Civil Rights Restoration Act

### UNITED STATES CODE, TITLE 29

621 et seq. Age Discrimination in Employment Act

791 et seq. Vocational Rehabilitation Act of 1973, Sections 503 and 504

### UNITED STATES CODE, TITLE 38

2011 et seq. Vietnam Era Veterans' Act

### UNITED STATES CODE, TITLE 42

12101 et seq. Americans With Disabilities Act

2000d & 2000e et seq. Title VI & Title VII, Civil Rights Act of 1964 as amended

2000h-2 et seq. Title IX, 1972 Education Act Amendments

### CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Designation of responsible employee and adoption of grievance procedures

### CODE OF FEDERAL REGULATIONS, TITLE 29

1630.2(r) Direct threat

### CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Notifications



## Tracy Teacher Induction Program (TTIP)

Unique to Tracy Unified, TTIP is an Induction Program offered to **all new hires**. Newly hired teachers, regardless of their experience, participate in this 10-day program designed to induct teachers in the Tracy Unified School District.

During six days of pre-service training in July and an additional three days of support, plus workshops throughout their first school-year, new Tracy teachers receive training and support in the following areas:

- ✓ Lesson-planning
- ✓ Classroom Management
- ✓ Mentoring from a grade-level content colleague in their field
- ✓ Overview of District services and supports
- ✓ Release time to observe expert teachers
- ✓ Curriculum support

## Peer Coaching Program

Unique to Tracy Unified, Peer Coaching is a Program offered to all teachers who do not yet possess a preliminary credential. Teachers are partnered with a Peer Coach and provided 5 hours of support each week in the following areas:

- ✓ Lesson-planning
- ✓ Classroom Management
- ✓ ELL strategies
- ✓ Professional Learning Workshops
- ✓ Release time to observe expert teachers
- ✓ Curriculum support

*TUSD Induction Candidates hired after September 30<sup>th</sup> or who become eligible for Induction after September 30<sup>th</sup>, are provided “in time support” through TTIP and/or Peer Coaching and will be transitioned into Induction on the first school day in January.*



# Tracy Unified Induction Program Documents



## Tracy Unified Induction Course Description

**Number of Units:** 2-4 Semester

**Instructor:** TUSD Induction Program Administrator

**TUSD Induction Program Vision Statement:**

*The TUSD Induction Program provides collaborative, individualized support for all induction candidates through an individualized learning plan in order to support teachers in their growth along the continuum of teaching practices. We develop self-reflective, positive thinking teachers who engage in collaboration and focus on student achievement.*

**Course Description:**

Candidates will participate in a two-year induction program designed to provide an individualized, job embedded system of mentoring, support and professional learning that begins in the teachers' first year of teaching. Candidates will be assigned a mentor within the first 30 days of enrollment in the program. Program components include: developing an Individualized Learning Plan (ILP) within the first 60 days of enrollment in the program, 2 Cycles of Inquiry with supporting evidence, CSTP aligned reflection, and self-assessment on the CSTP Teaching Continuum to demonstrate growth over time. Program activities include: attending Induction Quarterly Collaborative workshops, weekly reflection time with mentor, peer observations, observations by mentor, and submitting all required program documentation. Induction Candidates will become eligible for their California Clear Credential after completing 2 years of Induction Coursework, or an Early Completion Option is available for qualified candidates. See application for more details.

**Course Components:**

- Candidates will attend an Induction Program Orientation meeting at the beginning of school, and an end of year Celebration of Collaboration and Growth.
- Candidates will design and implement an Individual Learning Plan, which shall be solely for the professional development and growth of the Candidate and not for evaluation for employment purposes.
- Candidates will participate in District Professional Development including Early Release Monday workshops, Pre-Service Days, Buy Back Day workshops, and other workshops provided throughout the year.
- Candidates will progress towards mastery of the California Standards of the Teaching Profession (CSTP)
  - CSTP 1 Engaging and Supporting all Students in Learning
  - CSTP 2 Creating and Maintaining an Effective Learning Environment for Student Learning
  - CSTP 3 Understanding and Organizing Subject Matter for Student Learning
  - CSTP 4 Planning Instruction and Designing Learning Experiences for all Students
  - CSTP 5 Assessing Student Learning
  - CSTP 6 Developing as a Professional Educator
- Candidates shall meet no less than 1 hour per week with their mentor to reflect on current practice and growth on CSTPs.
- In addition, Candidates must also document 15 hours of meetings and workshops to receive units from Brandman University.





## Tracy Unified Induction Program Overview Chart

### Induction Program Activities Overview SY 2022.2023

Logistics	Audience	Topic	Additional Information
7/18-19/22 In-Person PL Training Room	New Mentors	Mentoring Matters Foundations	8:30-3:30 both days Day 1 and 2 of 4
8/17/22 Virtual 4pm-6pm	Facilitators	Prep for Orientation and Boot Camp	
8/23/22 TBD 3:30-5:45pm	Mentors	Orientation	
8/25/22 Subs Reserved Training Room 8:30am-3:30pm	New Mentors	Mentor Boot Camp	Facilitators to attend
8/30/22 TBD 3:30-5:45 pm	Year 2 Candidates	Orientation/Pre-Work	
9/1/22 TBD 3:30-5:45 pm	Year 1 Candidates	Orientation 1	
9/8/22 TBD 3:30-5:45 pm	Mentors	Quarterly 1	
8/22-9/23/22	Candidates	Inquiry 1 Pre-work	
9/9/22 Virtual 4:00-5:00 pm	Facilitators	Prep for Quarterly 1	
9/15/22 TBD 3:30-5:45pm	Year 2 Candidates	Quarterly 1	Inquiry 1 Launch
9/19/22 Subs Reserved Training Room 8:30am-3:30pm	New Mentors	Mentoring Matters Foundations	Day 1 of 4 (repeat from Summer)
9/20/22 Subs Reserved Training Room 8:30am-3:30pm	New Mentors	Mentoring Matters Foundations	Day 2 of 4 (repeat from Summer)
9/21/22 Subs Reserved	Veteran Mentors	Advance Mentoring Matters	Day 1 of 2



Training Room 8:30am-3:30pm			
9/22/22 Subs Reserved Training Room 8:30am-3:30pm	Veteran Mentors	Advance Mentoring Matters	Day 2 of 2
9/22/22 TBD 3:30-5:45pm	Year 1 Candidates	Quarterly 1	Inquiry 1 Launch
9/23/22 Training Room 3:45pm-4:45pm	Leadership Team	Program Review	
9/26-12/2/22	Candidates	Inquiry 1	9 weeks
11/1/22 Virtual 3:30-5:30	New Mentors	Mentoring Matters Foundations	Day 3 of 4
11/3/22 Virtual 4pm-5pm	Facilitators	Prep for Quarterly 2	
11/4/22 Training Room 3:45pm-4:45pm	Leadership Team	Program Review	
11/7/22 Virtual 3:30-5:30	New Mentors	Mentoring Matters Foundations	Day 4 of 4
11/10/22 TBD 3:30-5:45pm	Mentors	Quarterly 2	Inquiry 1 Review and Inquiry 2 Overview
11/29/22 TBD 3:30-5:45pm	Year 2 Candidates	Quarterly 2	Inquiry 1 Review and Inquiry 2 Overview
12/1/22 TBD 3:30-5:45pm	Year 1 Candidates	Quarterly 2	Inquiry 1 Review and Inquiry 2 Overview
12/5/-12/16/22	Candidates	Inquiry 1 Post-work	
12/9/22 Virtual 4-5:00 pm	Lead Mentors	ECO Review	
1/3-1/31/23 Virtual 4:00-5:00pm	Lead Mentors	ECO Application Review	Results due to Jennifer by 2/1/23
1/3-1/27/23	Candidates	Inquiry 2 Pre-work	
1/6/23 Training Room 3:45pm-4:45pm	Leadership Team	CTC Site Visit	
1/12/22	Mentors	Quarterly 3	Inquiry 2 Launch



3:30pm-5:45pm			
1/13/23 Virtual 4pm-5pm	Facilitators	Prep for Quarterly 3	
1/19/23 Virtual 3:30pm-5:45pm	Year 2 Candidates	Quarterly 3	Inquiry 2 Launch
1/24/23 Virtual 3:30pm-5:45pm	Year 1 Candidates	Quarterly 3	Inquiry 2 Launch
1/30/23-3/31/23	Candidates	Inquiry 2	9 Weeks
3/2/23 Virtual 4:00-5:00 pm	Facilitators	Prep for Quarterly 4	
3/9/23 Training Room 3:45pm-4:45pm	Leadership Team	CTC Site Visit	
3/20-3/23/23 Various Locations All Day	Various	CTC Site Accreditation visit	3 days
3/20/23 TBD 3:30-6:00 pm	Mentors, Year 1 and Year 2 Candidates	Quarterly 4 <b>CTC Site Accreditation Visit</b>	Review and Reflect on Inquiry 2
4/3-4/21/23	Candidates	Inquiry 2 post-work	
4/25/23 Training Room 3:45pm-4:45pm	Leadership Team	ECO Certifications	
*4/24/23 – 5/19/23	*Candidates	*Inquiry 3	*Only for Candidates who do not meet ILP Requirements
4/27/23 Virtual 4pm-5pm	Facilitators	Prep for Celebration	
5/2/23 THS Cafeteria 4:15pm-6pm	Candidates/Mentors	Celebration	
5/8-5/12/2023 Virtual Varies	Y2 Candidates	Exit Interviews	
5/18/2 Virtual 4pm-5pm	Lead Mentors and Facilitators	Year in Review	



### Induction Program Membership

Group	Description	Members
Candidates	Preliminary credential holders who are enrolled in our job-embedded commission approved induction program.	Preliminary credential holders in year 1 or 2 of their induction experience
Mentors	Veteran teachers who provide “just-in-time” support to Candidates.	Veteran teachers who have applied and been accepted into the Mentor Induction Pool and have been placed with a Candidate
Facilitators	Experienced Mentors who co-plan and co-facilitate induction trainings and meetings, track/monitor and provide timely feedback regarding a Candidate’s progress through each Inquiry.	Eden Matelski (Year 1) Heather Nielsen (Year 1) Cindy Carlfeldt Christina Orsi Amanda Bailey (RICA)*
Lead Mentors	Experienced Mentors who provide feedback and directly support programmatic improvement. ECO application review and preliminary ECO decision. Some lead mentors also provide administrative support by checking the CALs monthly.	Eden Matelski Heather Nielse Cindy Carlfeldt Christina Orsi Amanda Bailey (RICA)* TBD (TPA)*
Leadership Team	A cross-section of District-wide leaders including administrators, mentors, Human Resources personnel, teachers, former Candidates, and both general and special education staff.	Tammy Jalique Julianna Stocking Tiffany Gonzales Antonia Velasco Erin Quintana Marji Baumann William Maslyar Zachary Boswell Monica Guzman Cindy Carlfeldt Christina Orsi <b>Need Current Candidate</b>

*\*RICA and TPA Support provided throughout the year. See specific workshop calendars for more information.*



## Tracy Unified Induction Candidate Competency Process

The TUSD Induction Program verifies that candidates satisfactorily complete the sequence of program activities and requirements in order to be recommended for the Clear Credential. The following lists the program activities and requirements:

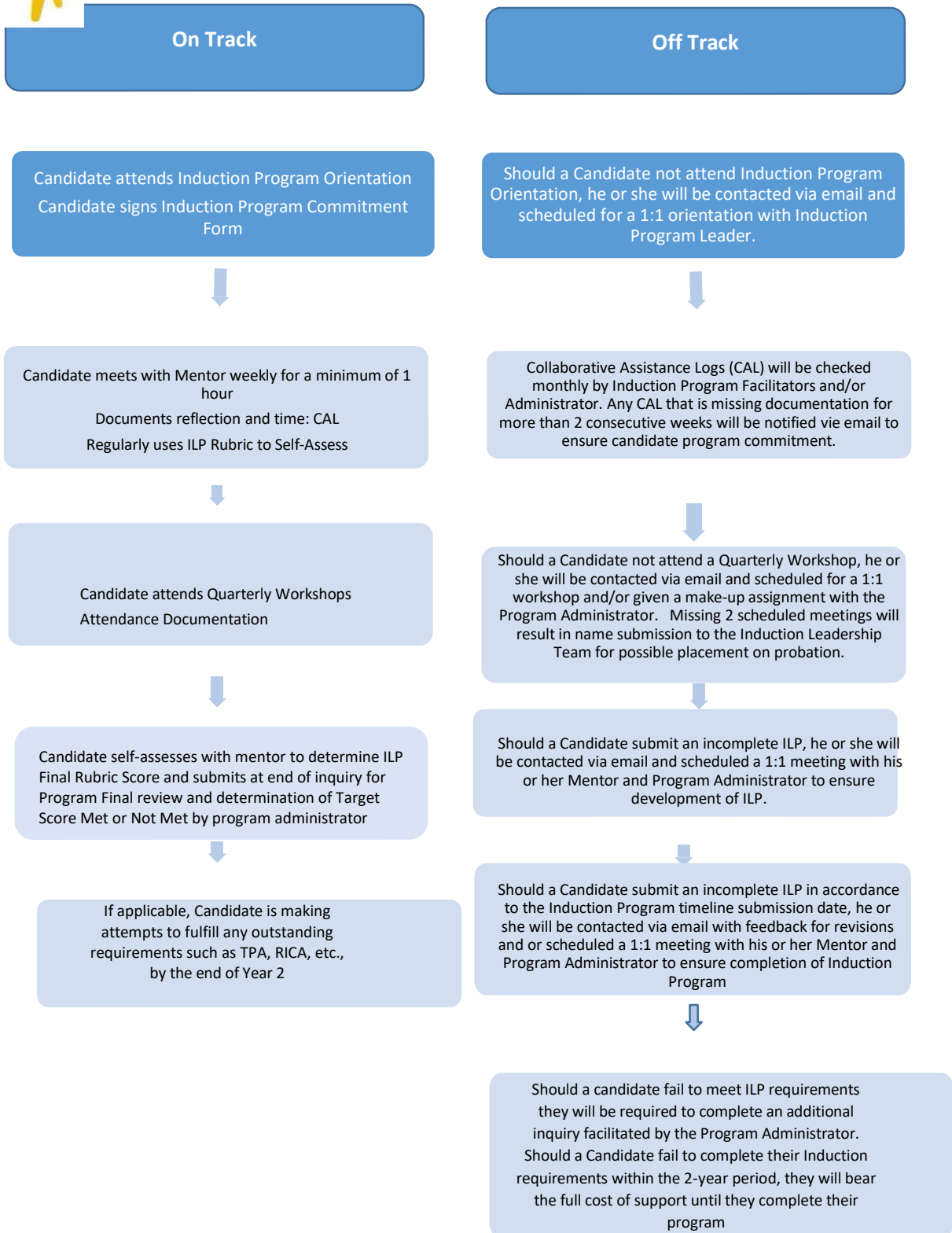
- Progress toward mastery will be assessed through continued reflection on the continuum for the CSTPs as well as reflections documented on the CSTPs in the weekly collaborative logs, and Inquiry Cycle reflections. Candidates will meet with their mentor each week for no less than one hour for individualized support and mentoring.
- The candidate will complete 2 Inquiry Cycles within the ILP and must earn a passing score on each inquiry as described on the ILP Rubric and earn a Target Minimum Score on the final ILP Assessment.
- The candidate will be observed by the mentor no less than 2 times during the year to gather data for the Inquiry Cycles.
- The candidate will determine a CSTP focus area for each Inquiry Cycle and will document research and action taken to meet their SMARTER goal for each cycle.
- At the end of each Cycle, the candidate will write a reflection about their results of their research/action on their SMARTER goal and their growth in teaching practices as a result of the Inquiry.
- Candidate ensures all required program documentation is signed and submitted in a timely manner. (e.g. Candidate Commitment form, Individualized Learning Plan, Collaborate Logs, etc.)
- Candidate ensures all additional CTC requirements are met by the end of Year 2

*The TUSD Induction Program Administrator will verify successful completion of all components:*

- The TUSD Induction Program Administrator will verify attendance or make-ups for all required meetings.
- The TUSD Induction Program Administrator will verify successful completion of both Triad Meetings with their site administrator, all Quarterly Meetings, ILPs, and weekly meetings as documented by collaborative logs, Target minimum Scores for each ILP, and if applicable, outstanding clear credential requirements such as TPA, RICA, etc.
- In the event a candidate has not completed all program activities and requirements a meeting will be scheduled with the TUSD Program Administrator and candidate will be given the option of repeating portions of the program as needed.
- The TUSD Induction Program Administrator will communicate candidate completion of Induction requirements to the District Credential Analyst
- A written appeal process is available for candidates in the event they are not recommended for a Clear Credential by the TUSD Program Administrator.



## Tracy Unified Induction Program Defensible Process



**All Records for Candidate on track/off track will be documented in Office 365 electronic Records**

## Tracy Unified Induction Candidate Appeal Process

In the event that a candidate is not recommended for completion of Year 1 of the TUSD Induction program, or is not recommended for their Clear Credential after Year 2:

1. The candidate may submit a written appeal within five (5) working days to the Induction Program Administrator. A meeting, if requested, must be held within two (2) school days of receiving the request for the appeal. The Induction Program Administrator shall make a decision regarding the appeal within two (2) school days of the meeting.

2. If the appeal is not resolved by the Induction Program Administrator, then the candidate may submit a written appeal to the Director of Staff Development. This appeal shall be submitted within three (3) days of the Induction Program Administrator's decision. A meeting, if requested, must be held within two (2) school days of receiving the request for the appeal. The Staff Development Director shall make a decision regarding the appeal within two (2) school days of the meeting.

3. If the appeal is not resolved by the Director of Professional Learning & Curriculum, then the candidate may submit a written appeal within three (3) days to the Induction Leadership Team which is comprised of:

- Associate Superintendent of Human Resource
- Associate Superintendent of Educational Services
- Director of Professional Learning & Curriculum
- Program Administrator of Staff Development
- Site Administration representatives
- Professional Learning & Curriculum Teacher on Special Assignment representatives
- Teacher Representatives

A meeting, if requested must be held within five (5) school days of receiving the request for the appeal. At the meeting, the Induction Leadership Team shall review all written documents in the case; and the candidate will address the Induction Leadership Team on the evidence. The Induction Leadership Team shall make the final determination on the appeal within two (2) days of the meeting.



## Tracy Unified Induction Program Candidate/Applicant Grievance Process

As a member represented by the Tracy Educators Association (TEA), any candidate or applicant who wishes to file a grievance may do so following the Grievance Procedure as written in Article IX of the TEA Master Agreement.

### PROCEDURE:

The grievant shall be entitled, if he/she also requests, to be represented by the Association at all steps of the grievance procedure.

#### Step 1

If a grievant believes that there is a basis for a grievance, he/she shall first discuss the possible grievance with his/her immediate supervisor. A reasonable effort to resolve the matter informally is incumbent on both the unit member and the supervisor.

#### Step 2

If a grievance is not resolved under the Step 1 procedure, the grievant shall submit a written statement of the grievance to the immediate supervisor with a copy sent to the Superintendent. Such statement shall be on a mutually agreed-to form and shall contain: the name of grievant; a listing of the provision(s) of the Agreement alleged to have been violated; a statement describing the precise conduct of the District that is alleged to have violated the Agreement (including all names, dates, and places necessary for a complete understanding of the grievance); and a listing of the specific actions requested to remedy the grievance. This written statement of the grievance shall be filed within thirty (30) days after the occurrence of the event giving rise to the grievance or within thirty (30) days after the grievant through reasonable diligence should have obtained knowledge of the occurrence of the event giving rise to the grievance. The grievant and his/her supervisor shall meet within (10) days after the supervisor receives the grievance. The purpose of the meeting is to clarify the interests of the parties and explore options in order to resolve the grievance. If the grievance is resolved, the parties shall sign a statement of resolution. Should there be no resolution, the supervisor shall present a written answer to the grievant and his/her representative within ten (10) days of the meeting. The District shall provide the Association with copies of all formal grievances filed.

#### Step 3

If the grievance is not settled in Step 2, the grievant may appeal it to the Assistant Superintendent for Human Resources. Such appeal shall be in writing and shall be submitted within ten (10) days after the grievant receives the Step 2 answer. This appeal shall include a copy of the original grievance, the Step 2 answer, and a detailed statement of the reasons for the appeal. The grievant and the Assistant Superintendent for Human Resources shall meet within ten (10) days after the Assistant Superintendent receives the grievance in order to clarify the interests of the parties and explore options to resolve the grievance. If the grievance is resolved, the parties shall sign the statement of resolution. Should there be no resolution, the Assistant Superintendent shall present a written answer to the grievant and his/her representative within ten (10) days of the meeting.

#### Step 4



If the grievance is not settled in Step 3, the grievant may appeal it to the Superintendent. Such appeal shall be submitted within ten (10) days after the grievant receives the Step 3 answer. This appeal shall include a copy of the original grievance, the Step 2, and Step 3 answers, and a detailed statement of the reasons for the appeal. The grievant and the Superintendent shall meet within ten (10) days after the Superintendent receives the grievance in order to clarify the interests of the parties and explore options in order to resolve the grievance. If the grievance is resolved, the parties shall sign a statement of resolution. Should there be no resolution, the Superintendent shall present a written answer to the grievant and his/her representative within ten (10) days of the meeting.

#### Step 5

- a. If the grievance is not resolved in Step 4, the Association may within ten (10) days notify the District of the Association's decision to submit to arbitration. Within seven (7) days thereafter, the District and the Association shall attempt to reach agreement on an arbitrator. If such agreement is not reached, the State Conciliation Service shall be requested to supply a list of seven (7) names. The arbitrator shall then be selected by the alternate striking method. Either party shall have the right to reject any list in its entirety and request a new list.
- b. The hearing to consider the grievance shall be conducted by the arbitrator and shall occur at a time and place which is mutually acceptable to the parties and the arbitrator.
- c. The decision of the arbitrator shall be final and binding on the parties. The arbitrator shall have not power to alter, amend, change, add to or subtract from any of the terms of this Agreement, but shall determine only whether there has been a violation of this Agreement in the respect alleged in the grievance.
- d. If the arbitrator rules in favor of the grievant, the District shall be responsible to pay all costs associated with the arbitration. If the arbitrator rules in favor of the District, the grievant shall be responsible for all costs of the arbitration.
- e. Either party may request a certified court reporter to record the arbitration hearing. The cost of the services and expenses of such reporter shall be shared equally by the parties. Each party shall pay for its own copy of the reporter's transcript if it wants such a copy



# Tracy Unified Induction Candidate Withdraw Form

Name \_\_\_\_\_ Site \_\_\_\_\_  
 ID # \_\_\_\_\_  
 Address \_\_\_\_\_  
 City \_\_\_\_\_ Zip \_\_\_\_\_  
 E-Mail \_\_\_\_\_

- I acknowledge that it is my responsibility to maintain appropriate credential status.
- I understand that it is my responsibility to maintain induction component completion evidence for submission to a receiving Teacher Induction program.
- It is my responsibility to contact a receiving Teacher Induction program upon hire regarding my induction status and to submit my completion record and supporting evidence to a receiving program.
- I understand that funding is limited to two years only. Completion of the TUSD Induction program beyond the two years may be at my own expense.
- I am withdrawing from the TUSD Induction program:
  - before the completion of a full year in the program.
  - upon completion of a full year in the program.

I have read the Candidate Withdrawal form for the TUSD Induction Program. I understand it is my responsibility to complete the appropriate requirements to receive my California Clear Credential through an approved SB 2042 Teacher Induction program. And that it is my responsibility to make initial contact to reinstate my participation in Tracy Unified Induction Program.

_____	_____	_____
Candidate Name	Candidate Signature	Date
_____	_____	_____
Administrator Name	Administrator Signature	Date
_____	_____	_____
Assistant Superintendent of Human Resources Name	Assistant Superintendent of Human Resources Name	Date

<b>*****For Tracy INDUCTION Office Use Only*****</b>	
Date of enrollment in TUSD Induction Program _____ to _____	
Candidate has completed _____ Inquiry Cycles and will receive credit for _____ year(s) of Induction toward earning their California Clear Credential.	
<b>Completed by:</b> _____	
Copy to employee _____	Copy to HR Personal File _____



## Tracy Unified Induction Program Request for Change of Induction Mentor Assignment

Dear TUSD Induction Program Administrator:

Candidate Name \_\_\_\_\_ School \_\_\_\_\_

Grade/Subject taught \_\_\_\_\_

Induction Mentor \_\_\_\_\_ School \_\_\_\_\_

I request that the match between me, as an Induction Candidate and my current Induction Mentor, be reconsidered. I understand that the process involves the Program Administrator of Staff Development or the Director of Professional Learning & Curriculum Administrator meeting with both the Induction Candidate and the Induction Mentor to investigate the situation. I further acknowledge that this request may not result in a change in Induction Mentor assignment if my concerns can be resolved within this current match. This is a confidential matter between the parties involved.

My concerns are:

I have attempted to resolve the situation by:

I request your intervention in the following:

Candidate Signature \_\_\_\_\_ Date \_\_\_\_\_

\*\*\*TUSD Induction Program Office Use Only \*\*\*

Resolution:

Program Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_

# **Tracy Unified Induction Program** **Roles and Responsibilities**



## Site Administrator Roles and Responsibilities Tracy Unified Induction Commitment Form

As the Site Administrator, I understand that I will:

- Facilitate the introduction of Candidate to the staff and their inclusion in the professional learning community.
- Provide resources/support to the Candidate assigned to more challenging settings.
- Support the Candidate’s growth through access to on site professional development and support strategically designed to meet their individual strengths, needs, interests, and site/district goals.
- Participate in two Triad meetings with the Candidate and their Mentor for the purpose of supporting the development of each Inquiry Cycle of the Individualized Learning Plan.
- Ensure each candidate has access to technology to provide evidence of their growth on the CSTPs in the specified Tracy Induction format.
- Ensure that the Candidate /Mentor partnership and communicated questions/concerns be addressed by the Tracy Induction Program Coordinator in a timely manner.
- Respect that the Candidate/Mentor partnership is confidential and will not be used for evaluative purposes.
- ***Complete an ECO applicant’s first formal evaluation by the by the second Friday in December***

Candidate Name:	
Site Administrator Name:	
Site Administrator Signature (Ok to Type):	
Site:	
Date:	

## Tracy Unified Induction Program Mentor Pool Application

*Thank you for your interest in becoming an induction program mentor. Please review the application directions carefully and contact Jennifer Kassel ([jkassel@tusd.net](mailto:jkassel@tusd.net)) with any questions.*

**Directions:** In order to be considered, completed applications must be received by the due date. Incomplete or late applications will not be considered. Applicants who do not meet the criteria as described will not be considered. Candidates who have submitted completed applications by the due date and who meet the requirements outlined in the application will be contacted for an interview. Being accepted into the Induction Mentor Pool does not guarantee a placement with an Induction Candidate. Below is a list of the required application components.

- **Applicant Information** (pages 2 and 3)
- **Induction Mentor Roles and Responsibilities** (page 4)
- **Induction Mentor Agreements** (page 5)
- **Administrator Recommendation Form** (page 6) \*
- **Peer Recommendation Form** (page 7) \*

\*Give these forms to people of your choosing. Both the **Administrator Recommendation Form** and the **Peer Recommendation Form** must be emailed from the recommender directly to Jennifer Kassel ([Jkassel@tusd.net](mailto:Jkassel@tusd.net)) by the application due date.

**Due Date:** Completed applications are due no later than **the Tuesday, August 16, 2022**. Email completed applications to Jennifer Kassel (hard copies are not accepted) at [jkassel@tusd.net](mailto:jkassel@tusd.net). Eligible Mentor candidates will be contacted.

Applicant Information

Name:	Site:
Home/cell phone:	Grade/subject:
Home address:	Credentials held:
	Email:

**The following documents must be received for your application to be considered:**

2 Recommendations:

<b>1</b> from a current site administrator (use <i>Administrator Recommendation Form</i> and recommender <u>must</u> send form <b>directly</b> to Jennifer Kassel via email).	Recommender Name:
<b>1</b> from a fellow teacher or colleague (use <i>Peer Recommendation Form</i> and recommender <u>must</u> send form <b>directly</b> to Jennifer Kassel via email).	Recommender Name:

Letter of Introduction addressed to the Induction Leadership Team explaining why you want to become a Mentor.

Resume

**Mark to verify you meet the following requirements:**

Holds a valid California Clear or Level II Ed. Specialist Teaching Credential; **and** has a minimum of 3 years of successful teaching or coaching in a California Public School.

Recent Evaluations meets expectations

**Mark all applicable leadership experience:**

Successful completion of Consulting Teacher, Mentor, or Peer Coach appointment

Successful completion of an Induction program as a Candidate

Authorized to teach ELL (holder of LDS, CLAD, BCLAD, BCC)

Successful staff development presenter within the district and/or at the site

Prior training in peer and/or cognitive coaching

Record of continuing professional growth (i.e. conferences, advanced degree, etc.)

Member of site leadership team, School Site Council or other leadership team, department chair (regular or special education), WASC coordinator, etc.

Member of Site Curriculum Team, District Curriculum Council or another District Curriculum Committee or Cadre

<input type="checkbox"/> Other	
--------------------------------	--

Name:	
Date:	
Signature (type or sign):	



## Induction Mentor Role and Responsibilities

- Develop a sustaining and thoughtful mentoring relationship with the designated Candidate, characterized by openness, sharing, and reflection.
- Provide a minimum of 1-hour, weekly, on-site support to the Candidate by providing guidance, assistance, and information that leads the Candidate to effective professional practice and movement through the Induction process and development in **California Standards for the Teaching Profession**.
- Work with the Candidate to develop, reflect upon, and revise a working Individual Learning Plan (ILP) document that is focused on growth in the **California Standards for the Teaching Profession**.
- Participate in ALL required Induction Program training and other professional development activities for Mentors.
- Assist the Candidate in the development, reflection upon, and revision of an Individual Learning Plan based on the California Standards for the Teaching Profession, including maintaining evidence of teacher and student growth.
- Collaborate with other Mentors, experienced colleagues, Curriculum Specialists, and Induction Program Administrator to assist with beginning teacher support.
- Conduct informal and formal classroom observations. *All classroom observations conducted by the Mentor are confidential. It is the Candidate's decision to share information from observations. Induction is not used for evaluation of personnel.*
- Participate in the program evaluation process by providing professional and constructive feedback when requested.
- Submit Mentor Collaboration log reflections to Office 365 weekly.

*I have read the Induction Mentor Roles and Responsibilities and agree to fulfill these roles and responsibilities. I understand I will receive half of my payment for meeting all Semester 1 requirements by the January supplemental and the balance upon completion of all Year 1 or 2 program requirements. Payment of the honorarium is dependent on successful completion of Mentor Roles and Responsibilities and Agreements.*

Name:	
Date:	
Signature (type or sign):	

## Induction Mentor Agreements

A Mentor is a caring, supportive teacher willing to assist a Candidate in the Induction Program. The intent of the program is to match a Candidate with a supportive member from assignments by:

- Candidate availability
- Similar grade level, content area, or education specialist authorization
- Same or proximal school sites
- Candidate input

Mentors receive an **honorarium** of up to \$2,250.00 for first candidate, which is distributed as follows:

- \$1125.00 honorarium will be issued by the end of **January**
- \$1125.00 honorarium will be issued **upon completion** of all Year 1 or Year 2 program requirements

\* The honorarium is subject to pro-rate and adjusted issuance date based on date of appointment and/or length of assignment (i.e. Candidates hired late or leaving the district during the year) as determined by the Induction Program Administrator.

*\*If a Mentor has more than one Candidate, they will receive a modified honorarium of \$1750 for each additional candidate (the quarterly meetings and celebration are deducted for additional candidates)*

*Mentor honorariums and eligibility are dependent upon completion of the following requirements*

<b>Semester 1</b>	
Program Orientation	\$100
Mentor Training/ Quarterly Collaborative 1*	\$100
Mentor Training/Quarterly Collaborative 2*	\$100
Updated Collaborative Logs	\$550
Candidate Completion of Inquiry 1	\$275
<b>Semester 2</b>	
Mentor Training/Quarterly Collaborative 3*	\$100
Mentor Training/Quarterly Collaborative 4*	\$100
Celebration of Collaboration and Growth	\$100
Updated Collaborative Logs	\$550
Candidate Completion of Inquiry 2	\$275

*\*Mentor responsibilities include participation in all required Induction and Mentor trainings.*

Selection criteria are consistent with the Mentor's specified roles and responsibilities, including but not limited to the following:

- (i) Knowledge of beginning teacher development; and knowledge of the state-adopted academic content standards and performance levels for students, state-adopted curriculum frameworks, and the *California Standards for the Teaching Profession (CSTP)*;
- (ii) Willingness to engage in formative assessment processes, including non-evaluative, reflective conversations about formative assessment evidence with candidates;
- (iii) Willingness to share instructional ideas and materials with candidates;
- (iv) Willingness to work with candidates as demonstrated in effective interpersonal and communication skills;
- (v) Demonstrated commitment to personal professional growth and learning; and
- (vi) Willingness and ability to be an excellent professional role model relative to ALL elements of CSTP 6: Developing as a Professional Educator.

*I have read the above Induction Mentor Agreements and understand that honorarium eligibility is dependent upon successful completion of the requirements as described. Failure to meet the above described requirements will result in an adjusted honorarium.*

Name:	
Date:	
Signature (type or sign):	

## Administrator Recommendation Form

**Administrator:** Please email this form directly to Jennifer Kassel ([jkassel@tUSD.net](mailto:jkassel@tUSD.net)) in Professional Learning and Curriculum. Do **NOT** give your completed form to the Mentor candidate.

Name of Applicant:	
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An Induction Mentor must be willing to provide assistance to the Candidate. Please complete the form below. All information is confidential.

<b>Type yes or no as to whether or not the candidate possesses these qualities:</b>	<b>Yes or No</b>
possession of effective interpersonal skills	
ability to motivate and inspire others	
extensive knowledge of content and instructional strategies	
a commitment to professional development	
exemplary professional role model qualities	
ability to maintain confidentiality	

<b>Certifications (type yes or no):</b>	<b>Yes or No</b>
I certify this applicant's most recent evaluation was "Meeting Expectations" or higher	
I recommend the above-named applicant to be a Mentor (a candidate with a "No" response will NOT be considered).	

Optional Additional Comments:

Your Name:	
Date:	
Signature (type or sign) *	

\*You may write a recommendation for more than one applicant.

*Thank you for your support of the Induction Program. All information is strictly confidential. Please return this recommendation to Jennifer Kassel via email ([Jkassel@tUSD.net](mailto:Jkassel@tUSD.net)) no later than Tuesday, August 16, 2022. Please contact Jennifer Kassel if you have additional questions.*

## Peer Recommendation Form

**Peer:** Please email this form directly to Jennifer Kassel ([jkassel@tUSD.net](mailto:jkassel@tUSD.net)) in Professional Learning and Curriculum. Do **NOT** give your completed form to the Mentor candidate.

Name of Applicant:	
--------------------	--

An Induction Mentor must be willing to provide assistance to the Candidate. Please complete the form below. All information is confidential.

**Type yes or no as to whether or not the candidate possesses these qualities:** **Yes or No**

possession of effective interpersonal skills	
ability to motivate and inspire others	
extensive knowledge of content and instructional strategies	
a commitment to professional development	
exemplary professional role model qualities	
ability to maintain confidentiality	

**Certifications (type yes or no):** **Yes or No**

I recommend the above-named applicant to be a Mentor (a candidate with a "No" response will NOT be considered).	
---	--

Optional Additional Comments:
-------------------------------

Your Name:	
Date:	
Signature (type or sign) *	

\*You may write a recommendation for more than one applicant.

*Thank you for your support of the Induction Program. All information is strictly confidential. Please return this recommendation to Jennifer Kassel via email ([JKassel@tUSD.net](mailto:JKassel@tUSD.net)) **no later than Tuesday, August 16, 2022**. Please contact Jennifer Kassel if you have additional questions.*



## Tracy Unified Induction Program Mentor Self-Assessment Rubric

<b>Mentor Name:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Notes</b>
<b>Mentor Attends Required Trainings and Meetings</b>	Mentor attends none or very few of the required trainings and meetings	Mentor attends some, but not all of the required trainings and meetings.	Mentor attended all of the required trainings and meetings and integrates new learning to support Candidate.	
<b>Mentor Meets Weekly with Candidate to focus on ILP and Just in time support</b>	Mentor rarely met face to face with Candidate (uses e-mail, text, etc.) and ILP is not the focus	Mentor meets face to face with Candidate less than an average of 1 hour per week and ILP is sometimes the focus, but not always	Mentor meets face to face with candidate at a minimum average of 1 hour per week and the ILP is always a focus of the meeting	
<b>Mentor Completes Collaborative Logs</b>	Mentor rarely completes collaborative logs and/or does not provide detailed information. Needs frequent reminders to update	Mentor usually completes collaborative logs and/or provides some detailed information Sometimes needs reminders to update.	Mentor always completes collaborative logs and provides detailed information. Needs no reminders to update.	
<b>Mentor understands the requirements for the Induction program and their role as a mentor</b>	Mentor does not have an understanding of the Induction program and their role as a mentor in supporting the candidate in the ILP process and does not ask questions for clarification	Mentor is beginning to understand the Induction program and their role as a mentor in supporting the candidate in the ILP process and asks questions for clarification	Mentor has a complete understanding of the Induction program and their role as a mentor in supporting the candidate in the ILP process	
<b>Mentor is Responsive to the Needs of the Candidate</b>	Mentor is not responsive to the ILP or "just in time" needs of the candidate	Mentor is occasionally responsive to the ILP or "just in time" needs of the candidate	Mentor is always responsive to the ILP or "just in time" needs of the candidate	
<b>Mentor is Professional in all forms of Communication</b>	Mentor does not respond in a timely manner to Induction staff and/or is unprofessional in communication	Mentor occasionally needs reminders to respond to Induction staff	Mentor responds in a timely manner to Induction staff and is professional in communication	
<b>Mentor goal:</b>				



# Tracy Unified Induction Program Candidate Roles and Responsibilities Commitment Form

As an Induction Candidate, I understand that I am expected to:

- Attend and participate in **all** required Induction meetings as listed on the Induction Calendar.
- Complete **all** required Induction activities within the two-year program.
- Meet with assigned Mentor on a weekly basis for an average of 1 hour per week.
- Maintain documented evidence of growth in the CSTPs through an Individualized Learning Plan.
- Submit completed Induction documentation by dates identified on the Induction Calendar.
- Respond to requests for information from Mentor and Program Administrator in a timely manner.
- Be observed by an assigned Mentor or Staff Development Program Administrator as part of my growth on the continuum of teaching practices.
- Commit to attend District Professional Development trainings including but not limited to Early Release Mondays and Buy Back Days to support effective teaching of California Common Core Standards.
- Assess and document my personal development and growth of teaching practices using CSTP Teaching Continuum to measure long and short-term goals.
- Complete any and all additional requirements required to earn a Clear credential by the end of the second year in Induction (this includes, but is not limited to: TPAs, RICA, Out of State/Country requirements, Basic Skills Requirements, CLAD, etc.)
- Understand that it is my responsibility to know what, if any, additional requirements I must complete in order to complete the requirements for a Clear credential and that it is my responsibility to verify this information with the Credentials Analyst, my credential program, and the CTC.
- Meet requirements for each inquiry cycle and understand that failure to do so will result in an additional inquiry cycle facilitated by the Program Administrator.

*I have been informed of TUSD Induction requirements, have read the TUSD Induction Handbook, and have access to all of the Induction standards with credential requirements. I understand that should I not complete requirements by the end of my second year in the induction program, that I will bear the full cost of support.*

Name:	
Date:	
Signature (ok to type):	



## Tracy Unified Induction Program: Program Administrator Roles and Responsibilities

- The Induction Program Administrator must identify and assign a mentor to each participating teacher within the first 30 days of enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant's employment.
- The Induction Program Administrator 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.

TUSD Induction Program includes quarterly feedback surveys to measure and assess quality of Program Services.
- Induction Program Administrator and leaders must provide formative feedback to mentors on their work, including establishment of collaborative relationships.

TUSD Induction Program includes quarterly feedback from Program Leaders to include: Quarterly Survey feedback results, Collaborative Reflection Logs, and support provided in progress toward candidate goals.
- Clear procedures must be in place for the reassignment of mentors if the pairing of candidate and mentor is not effective.
- The Induction Program Administrator must make available and must advise participants of an Early Completion Option for “experienced and exceptional” candidates who meet the program's established criteria
- The Induction Program Administrator must monitor candidate progress towards mastery of the California Standards for the Teaching Profession to support the recommendation for the clear credential.

# Appendix A Candidate Documents

- [Candidate Request for Transcript](#)
- [Early Completion Option Application](#)
- [California Standards for the Teaching Profession](#)
- [Individual Learning Plan, ILP](#)
- [Individual Learning Plan Rubric](#)
- [Sample Collaborative Log](#)
- [Induction ILP Triad Meeting](#)





## Tracy Unified Induction Program Candidate Request for Transcript

Candidates and graduates of the Tracy Unified School District Induction Program have access to and will be provided documents for the purpose of verifying academic units and program completion.

Date of request: \_\_\_\_\_

Name of Candidate: \_\_\_\_\_

Dates in TUSD Induction Program: \_\_\_\_\_ to \_\_\_\_\_

TUSD E-mail address: \_\_\_\_\_

Personal Email address: \_\_\_\_\_

**\*\*\*\*\*For Tracy INDUCTION Office Use Only\*\*\*\*\***

2016-17 and Prior = Completion Letter

2017- Present = Completion Letter and Verification of Induction Completion Form

**Request completed by:** \_\_\_\_\_ **Date** \_\_\_\_\_  
**Professional Learning & Curriculum Personnel**



## Tracy Unified Induction Program Early Completion Option

*In 2001, Senate Bill 57 (Chapter 269, Scott) was signed adding Section 44468. The legislative intent for this provision was to “enable interested candidates with teaching experience...to serve in the public school.” Education Code Section 44468 (e) allows eligible individuals to complete a Commission approved professional teacher induction program at a faster pace than the full two-year induction. As with completion of the full-length induction program, completion of the Early Completion option allows individuals the opportunity to earn their Professional Clear Credential.*

**\*You must meet eligibility requirements as described below in order to be eligible for Early Completion Option (ECO). Not being recommended for ECO is not considered punitive, but rather offers the candidate an additional year of support with a mentor if necessary.**

**ELECTRONIC PORTFOLIO SUBMISSION/APPLICATION FOR EARLY COMPLETION OPTION PARTICIPATION DUE NO LATER THAN THE 2nd FRIDAY IN December.**

Name:	
Site:	
Email	

### ***Eligibility Requirements***

***In order to be eligible for ECO, you must meet all of the following requirements:***

**A minimum of 2 years**, teaching experience as a **full-time Teacher of Record**.

Please check all that apply

- Private/Public (circle one) School Classroom experience

Name of District/School:

City/State:

Years as Teacher of Record:

Provide VOE

- Out-of-State classroom experience

Name of District/School:

City/State:

Years as Teacher of Record:

Provide VOE

- Completed a 2-year Intern Program

University or College:

School site placement and grade level

Have no additional requirements other than a commission approved induction program required for a Clear Credential recommendation (i.e. TPA, RICA, CLAD, etc.)

Have all current school year formal evaluations with a “Meets Expectations” or higher overall rating with at least a 3.0 numerical score and each individual CSTP rating must also be “Meets Expectations” or higher with at least a 3.0 numerical score or higher.

- Meet all requirements on the ILP and attend all required Induction meetings.
- Be recommended by current site administrator
- Follow all TUSD policies for recording students during class time

### ***Application Requirements***

***You must submit all of the following in a folder named “ECO” located in your induction O365 folder:***

- “Verification of Experience” from TUSD HR and include a copy of all verifications
- Formal evaluations from this school year. At least one evaluation must be submitted by the ECO Application deadline and the final formal evaluation must be uploaded into the ECO at least 30 days prior to the last day of school.
- Signed ECO application
- ILP Rubric self-assessment for Inquiry 1 by the ECO Application deadline and ILP self-assessment rubric for Inquiry 2 by Quarterly 4
- Administrator Recommendation Form
- An un-edited, full-length current school year video of a standards-based lesson. The video must show whole class instruction. The video needs to show the Candidate teaching a lesson from beginning to end and should be a video that captures their best teaching.

Provide written answers and artifacts for the following questions as they pertain to the video lesson submitted. At least one artifact per question, but you may submit as many as you wish:

1. Explain the role that the CSTPs played in your lesson planning? Provide specific examples from the submission.
2. Discuss the standards-based lesson you have submitted. What is the rationale for the lesson and your choices of delivery? How does this lesson fit into long-term planning? (e.g. show knowledge of curriculum mapping, district/site/department or grade-level long-term planning, show your standards-based lesson plan including Student Content Standard(s), student achievement goals, standards-based assessments(s), instructional strategies, student activities, and materials utilized). Explain how this lesson is reflective of the TUSD initiative to provide all students with Rigorous, Relevant, and Engaging instruction.

3. Using the context of the lesson submitted, discuss how you differentiated instruction for an English Language Learner, a student with an IEP/504/GATE designation, and a student whose life experiences may result in a need for additional support. Discuss how your instructional strategies and student activities differed for these students and why you chose these strategies and activities.
  
4. Provide current authentic classroom data and discuss your analysis of student work as it relates to the lesson submission. From your data analysis, what specifically did you learn about student academic performance (class as a whole and/or focus students)? What have you learned about your own teaching practice from the analysis (e.g., discuss ideas for your own next steps using student work to guide instruction; show use of student work for progress monitoring/checking for understanding; show evidence of planning intervention, remediation or extension for focus students based on the data)? Include in your analysis an explanation of how you utilized the Rigor, Relevance, Relationships, Engagement rubrics.

***Application Assessment***

***Below is the process for determining ECO application acceptance/denial:***

- Confirmation of meeting all eligibility requirements
- Confirmation of meeting all application submission requirements
- Evaluation of lesson submission following TUSD evaluation criteria
- Confirmation of meeting all induction program requirements (deadlines, trainings/meetings, program requests for feedback/information)

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*Acceptance as an ECO candidate requires maintenance of professionalism and exceptional performance. I have read and understand the responsibilities and requirements for meeting and maintaining ECO program requirements. Furthermore, I understand that I must meet all deadlines, attend all Induction meetings/trainings, respond to programmatic requests for feedback/information and failure to do so will result in revocation of ECO status. Additionally, I certify that I meet all eligibility requirements.*

Name:	
Date:	
Signature (ok to type):	



**Tracy Unified Induction Program Administrator**  
**Recommendation Form for Early Completion Option for a**  
**Candidate**

***Submit this form directly to the Induction Program Administrator at [jkassel@tusd.net](mailto:jkassel@tusd.net). This recommendation must be received by the second Friday in December.***

Candidate:	Site:
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Senate Bill 57 was designed to allow eligible individuals to complete a Commission approved professional teacher induction program at a faster pace than the full two-year induction. This option is available to *experienced* and *exceptional* candidates. In order to be recommended for a clear credential, teachers must demonstrate the knowledge, skills, abilities, and competencies require of all teacher candidates who complete a full induction program.

**Recommendation of current site administrator:**

<b>Please mark the appropriate column that best describes this candidate's skills and abilities. If you, the administrator, have any questions or concerns, please feel free to contact the Induction Program Administrator at <a href="mailto:bcashmere@tusd.net">bcashmere@tusd.net</a>.</b>				
<b>California Standards for the Teaching Profession</b>	<b>Beginning</b> Not Consistent with Standard Expectation	<b>Emerging</b> Developing Beginning Practices of the Standards	<b>Developed</b> Practice Shows Understanding of Standards and is Generally Consistent	<b>Well Developed</b> Consistent Practice that Exemplifies the Standard
Engaging and Supporting All Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creating and Maintaining an Effective Environment for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making Subject Matter Comprehensible to All Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning Instruction and Designing Learning Experiences for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessing Students for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing as a Professional Educator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Administrator Recommendation:**

<p><b>*Not being recommended for Early Completion Option is not considered punitive, but rather offers the Induction candidate an additional year of support with a mentor if necessary.</b></p> <p><input type="checkbox"/> <b>I DO</b> recommend this candidate for the Early Completion Option of the TUSD Induction Program</p> <p><input type="checkbox"/> <b>I DO NOT</b> recommend this candidate for the Early Completion Option. This candidate could benefit from the additional year of mentor support offered in the Induction Program.</p> <p><b>Please briefly explain your recommendation for this candidate:</b></p>
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\_\_\_\_\_  
Printed Name of Administrator

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

## California Standards for the Teaching Profession

### CSTP STANDARD ONE:

#### Engaging & Supporting All Students in Learning

- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting students' prior knowledge, life experience 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

### CSTP STANDARD THREE:

#### Understanding & 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

### CSTP 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

### CSTP STANDARD TWO:

#### Creating & 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

### CSTP STANDARD FOUR:

#### Planning Instruction & 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

### CSTP 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

## ILP Rubric

<b>Candidate</b>	
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**Directions:** With your Mentor, use the ILP Rubric at each weekly meeting to guide and inform your inquiry. Record your scores in the ILP as indicated.

<b>Inquiry 1 or 2</b>	<b>Emerging (1)</b>	<b>Exploring (2)</b>	<b>Applying (3)</b>	<b>Integrating (4)</b>	<b>Innovating (5)</b>
<b>Plan Development</b>	<ul style="list-style-type: none"> <li>•Candidate makes limited use of data sources and does not reference specific data/metrics when explaining selected CSTP element focus (e.g. student data, CSTP self-assessment, previous ILP or credential program transition/development plan, and additional requirements for a clear credential recommendation (if any)).</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate considers some data sources and references specific data/metrics when explaining selected CSTP element focus (e.g. student data, CSTP self-assessment, previous ILP or credential program transition/development plan, and additional requirements for a clear credential recommendation (if any)).</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate considers some relevant data sources and references specific data/metrics when explaining selected CSTP element focus (e.g. student data, CSTP self-assessment, previous ILP or credential program transition/development plan, and additional requirements for a clear credential recommendation (if any)).</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate thoroughly considers most relevant data sources and references specific data/metrics when explaining selected CSTP element focus (e.g. student data, CSTP self-assessment, previous ILP or credential program transition/development plan, and additional requirements for a clear credential recommendation (if any)).</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate thoroughly considers all relevant data sources and references specific data/metrics when explaining selected CSTP element focus (e.g. student data, CSTP self-assessment, previous ILP or credential program transition/development plan, and additional requirements for a clear credential recommendation (if any)).</li> </ul>
<b>Overarching Inquiry Question</b>	<ul style="list-style-type: none"> <li>•Candidate crafts an inquiry question.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate crafts an overarching inquiry question.</li> <li>•Inquiry question is anchored in improving student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate crafts an overarching inquiry question related to the CSTP element area of focus based on the data.</li> <li>•Inquiry question is anchored in improving student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate crafts an overarching inquiry question in alignment to the CSTP element area of focus based on the data.</li> <li>•Inquiry question is anchored in improving student outcomes and educator practice.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate crafts an overarching inquiry question in direct alignment to the CSTP element area of focus with a demonstrated need based on the data.</li> <li>•Inquiry question is anchored in improving student learning outcomes and educator practice.</li> </ul>
<b>SMARTER Goal</b>	<ul style="list-style-type: none"> <li>•SMARTER goal is one sentence, contains 1 or 2 of the required elements.</li> <li>•SMARTER goal attainment may impact either student outcomes and/or educator practice.</li> <li>•SMARTER goal is not achievable through professional learning &amp;/or research activities.</li> </ul>	<ul style="list-style-type: none"> <li>•SMARTER goal is one sentence, contains 3 of the 6 required elements, and aligns with the overarching inquiry question.</li> <li>•SMARTER goal attainment will impact either student outcomes and/or educator practice.</li> <li>•SMARTER goal is achievable through professional learning &amp;/or research activities.</li> </ul>	<ul style="list-style-type: none"> <li>•SMARTER goal is one sentence, contains 4 of the 6 required elements, and aligns with the overarching inquiry question.</li> <li>•SMARTER goal attainment will impact either student learning outcomes and/or educator practice.</li> <li>•SMARTER goal is achievable through professional learning &amp;/or research activities.</li> </ul>	<ul style="list-style-type: none"> <li>•SMARTER goal is one sentence, contains 5 of the 6 of the required elements with a focus on equity, and is in alignment with the overarching inquiry question.</li> <li>•SMARTER goal attainment will positively impact either student learning outcomes and/or educator practice.</li> <li>•SMARTER goal is achievable through professional learning &amp;/or research activities.</li> </ul>	<ul style="list-style-type: none"> <li>•SMARTER goal is one sentence, contains all of the required elements with a clear focus on equity, and is in direct alignment with the overarching inquiry question.</li> <li>•SMARTER goal attainment will positively impact both student learning outcomes and educator practice.</li> <li>•SMARTER goal is achievable through professional learning &amp;/or research activities.</li> </ul>

<p><b>Professional Learning &amp;/or Research Activities</b></p>	<ul style="list-style-type: none"> <li>•Candidate does not have at least one entry for each week of the inquiry.</li> <li>•Implementation of knowledge is vague; metrics are vague.</li> <li>•Relationship to SMARTE goal is clear.</li> <li>•Responses to reflection questions.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate has at least one entry for each week of the inquiry.</li> <li>•Implementation of new knowledge may be vague; metrics demonstrate an impact on student learning outcomes.</li> <li>•Relationship to SMARTE goal is clear and professional learning/activities are positively impacting educator practice.</li> <li>•Responses to reflection questions are insightful.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate has at least one entry for each week of the inquiry, a variety of activities listed (for example, professional learning experiences, scholarly/popular research, and observation of expert colleagues).</li> <li>•Implementation of new knowledge is specific; metrics demonstrate an impact on student learning outcomes OR if student learning is not impacted the reflection offers possible areas of refinement.</li> <li>•Relationship to SMARTE goal is clear and professional learning/activities are positively impacting educator practice.</li> <li>•Responses to reflection questions are insightful.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate has at least one entry for each week of the inquiry, a variety of activities listed (for example, professional learning experiences, scholarly/popular research, and observation of expert colleagues).</li> <li>•Implementation of new knowledge is descriptive and specific; metrics demonstrate an impact on student learning outcomes OR if student learning is not being positively impacted the reflection identifies areas of implementation refinement.</li> <li>•Relationship to SMARTE goal is clear and professional learning/activities are positively impacting educator practice.</li> <li>•Responses to reflection questions are insightful.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate has at least one entry for each week of the inquiry, a variety of activities listed (for example, professional learning experiences, scholarly/popular research, and observation of expert colleagues).</li> <li>•Implementation of new knowledge is descriptive and specific; metrics demonstrate a positive impact on student learning outcomes OR if student learning is not being positively impacted the reflection identifies areas of implementation refinement and the Candidate pivots in the subsequent weeks of the inquiry.</li> <li>•Relationship to SMARTE goal is clear and professional learning/activities are positively impacting educator practice and student learning outcomes.</li> <li>•Responses to reflection questions are insightful and include implications and commitments for future practice.</li> </ul>
<p><b>Reflection on Inquiry Parts 1 &amp; 2</b></p>	<ul style="list-style-type: none"> <li>•Candidate articulates the results of their SMARTE goal.</li> <li>•An explanation is provided for next CSTP focus.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate articulates the results of their SMARTE goal that includes student learning outcomes/metrics citing evidence from professional learning research/activities.</li> <li>•An explanation is provided for next CSTP focus.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate articulates why they did or did not meet their SMARTE goal that includes a reflection of SMARTE goal student learning outcomes/metrics citing evidence from professional learning research/activities.</li> <li>•An explanation is provided for next CSTP focus.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate articulates why they did or did not meet their SMARTE goal that includes a reflection of SMARTE goal student learning outcomes/metrics citing evidence from professional learning research/activities. Educator growth and development are clearly explained in the context of the CSTPs.</li> <li>•A well-rationalized explanation is provided for next CSTP focus.</li> </ul>	<ul style="list-style-type: none"> <li>•Candidate thoughtfully articulates why they did or did not meet their SMARTE goal with a sound reflection of SMARTE goal student learning outcomes/metrics citing specific evidence from professional learning research/activities. Educator growth and development are clearly explained in the context of the CSTPs.</li> <li>•A detailed, evidenced, and well-rationalized explanation is provided for next CSTP focus.</li> </ul>
<p><b>Standard English Conventions &amp; Academic Integrity</b></p>	<ul style="list-style-type: none"> <li>•Many mechanical errors (8+).</li> <li>•No instances of plagiarism.</li> <li>•Use of standard academic writing conventions.</li> <li>•Many ILP deadlines and timelines have not been met.</li> </ul>	<ul style="list-style-type: none"> <li>•Many mechanical errors (6-8).</li> <li>•No instances of plagiarism.</li> <li>•Use of standard academic writing conventions.</li> <li>•Some ILP deadlines and timelines have been met.</li> </ul>	<ul style="list-style-type: none"> <li>•Many mechanical errors (4-6).</li> <li>•No instances of plagiarism.</li> <li>•Use of standard academic writing conventions.</li> <li>•Some ILP deadlines and timelines have been met.</li> </ul>	<ul style="list-style-type: none"> <li>•Few mechanical errors (1-3).</li> <li>•No instances of plagiarism.</li> <li>•Use of standard academic writing conventions.</li> <li>•Most ILP deadlines and timelines have been met.</li> </ul>	<ul style="list-style-type: none"> <li>•No mechanical errors</li> <li>•No instances of plagiarism.</li> <li>•Use of standard academic writing conventions.</li> <li>•All ILP deadlines and timelines have been met.</li> </ul>



TUSD Induction  
Candidate ILP

PLAN: Demographics, Data and Goal Setting						
Name: Highlight Inquiry #: <b>1 2 3 4</b>	Mentor:	District: Tracy Unified School District School:		Date:		
Teaching Assignment:	Content Area:	Credential Area of Emphasis:		Please Indicate (x) _____ Year One _____ Year Two		
	CSTP 1	CSTP 2	CSTP 3	CSTP 4	CSTP 5	CSTP 6
<b>CSTP Self-Assessment from Continuum</b> DATE: _____						
<b>Reflection of areas of strength and growth from CST Self-Assessment</b>						
<b>Plan Development – Data to Consider:</b> <ul style="list-style-type: none"> <li>TPE Reflection/Transition Plan/IDP</li> <li>Student Class Profile/Data</li> <li>CSTP Self-Assessment</li> <li>Additional requirements for Clear (CLAD, RICA, TPA, etc.)</li> <li>Previous inquiry cycle/ILP</li> <li>Mentor Observation (KWO)</li> </ul>	<b>What data is available to you that might inform this first inquiry? Please be specific and detailed in your response:</b>					
	Self-Assessment on Rubric:  Mentor-Assessment on Rubric:		Reflection of Rubric Discussion:		Program Feedback:	
<b>Overarching Inquiry Question – Things to Consider:</b> <ul style="list-style-type: none"> <li>Alignment w/CSTP &amp; data</li> <li>Anchored in improving</li> </ul>	<b>What does your data tell you? Craft an “umbrella” question to drive your inquiry:</b>					

TUSD Induction  
Candidate ILP

<p><b>student learning outcomes and educator practice</b></p>	<p>Self-Assessment on Rubric:</p> <p>Mentor-Assessment on Rubric:</p>	<p>Reflection of Rubric Discussion:</p>	<p>Program Feedback:</p>
<p><b>SMART E Goal - Things to Remember:</b></p> <ul style="list-style-type: none"> <li>• 1 sentence w/ all elements, focus on equity</li> <li>• Directly aligned w/Overarching Inquiry Question</li> <li>• Attainment will positively impact both student learning &amp; educator practice</li> <li>• Achievable through professional learning and research activities</li> </ul>	<p><b><u>Transfer</u> your SMART E Goal from your completed SMART E Goal Worksheet:</b></p>		
	<p>Self-Assessment on Rubric:</p> <p>Mentor-Assessment on Rubric:</p>	<p>Reflection of Rubric Discussion:</p>	<p>Program Feedback:</p>
	<p>-----</p> <p><b><i>Optional-</i> Revised SMART E Goal (after feedback from Program)</b></p>		

TUSD Induction  
Candidate ILP

<b>DO: Professional Learning &amp; Research Activities</b> <i>~Examining research related to my focus question and applying new learning in my instructional setting~</i>						
Check CSTP Focus Area	CSTP 1 <input type="checkbox"/>	CSTP 2 <input type="checkbox"/>	CSTP 3 <input type="checkbox"/>	CSTP 4 <input type="checkbox"/>	CSTP 5 <input type="checkbox"/>	CSTP 6 <input type="checkbox"/>
Week of:	Highlight:  Popular or Scholarly Title/Activity:	Self-Assessment on Rubric:  Mentor-Assessment on Rubric:	Reflection of Rubric Discussion:	Program Feedback:		
<b>What did you learn?</b> Describe the main points of the Research/PD you engaged in and explain how it relates to your inquiry topic/SMART goal. Be specific and detailed.						
<b>How did you use it?</b> Describe implementation of your new knowledge into your teaching practice? Be specific and detailed.						
<b>How did it go?</b> Describe the impact on your teaching and student achievement. Be specific and detailed.						

TUSD Induction  
Candidate ILP

<p><b>How do you know?</b> Describe the specific data/metrics you collected and analyzed to determine the impact. Be specific and detailed.</p>				
<p><b>Week of:</b></p>	<p>Highlight:  Popular or Scholarly Title/Activity:</p>	<p>Self-Assessment on Rubric:  Mentor-Assessment on Rubric:</p>	<p>Reflection of Rubric Discussion:</p>	<p>Program Feedback:</p>
<p><b>What did you learn?</b> Describe the main points of the Research/PD you engaged in and explain how it relates to your inquiry topic/SMART goal. Be specific and detailed.</p>				
<p><b>How did you use it?</b> Describe implementation of your new knowledge into your teaching practice? Be specific and detailed.</p>				
<p><b>How did it go?</b> Describe the impact on your teaching and</p>				

TUSD Induction  
Candidate ILP

<p>student achievement. Be specific and detailed.</p>				
<p><b>How do you know?</b> Describe the specific data/metrics you collected and analyzed to determine the impact. Be specific and detailed.</p>				
<p><b>Week of:</b></p>	<p>Highlight:</p>  <p>Popular or Scholarly Title/Activity:</p>	<p>Self-Assessment on Rubric:</p>  <p>Mentor-Assessment on Rubric:</p>	<p>Reflection of Rubric Discussion:</p>	<p>Program Feedback:</p>
<p><b>What did you learn?</b> Describe the main points of the Research/PD you engaged in and explain how it relates to your inquiry topic/SMART goal. Be specific and detailed.</p>				
<p><b>How did you use it?</b> Describe implementation of your new knowledge into your teaching practice? Be specific and detailed.</p>				

TUSD Induction  
Candidate ILP

<p><b>How did it go?</b> Describe the impact on your teaching and student achievement. Be specific and detailed.</p>				
<p><b>How do you know?</b> Describe the specific data/metrics you collected and analyzed to determine the impact. Be specific and detailed.</p>				
<p><b>Week of:</b></p>	<p>Highlight:</p>   <p>Popular or Scholarly Title/Activity:</p>	<p>Self-Assessment on Rubric:</p>   <p>Mentor-Assessment on Rubric:</p>	<p>Reflection of Rubric Discussion:</p>	<p>Program Feedback:</p>
<p><b>What did you learn?</b> Describe the main points of the Research/PD you engaged in and explain how it relates to your inquiry topic/SMART goal. Be specific and detailed.</p>				
<p><b>How did you use it?</b> Describe implementation of your new knowledge</p>				

TUSD Induction  
Candidate ILP

into your teaching practice? Be specific and detailed.				
<b>How did it go?</b> Describe the impact on your teaching and student achievement. Be specific and detailed.				
<b>How do you know?</b> Describe the specific data/metrics you collected and analyzed to determine the impact. Be specific and detailed.				
<b>Week of:</b>	Highlight:	Self-Assessment on Rubric:	Reflection of Rubric Discussion:	Program Feedback:
	Popular or Scholarly Title/Activity:	Mentor-Assessment on Rubric:		
<b>What did you learn?</b> Describe the main points of the Research/PD you engaged in and explain how it relates to your inquiry topic/SMART goal. Be specific and detailed.				
<b>How did you use it?</b>				

TUSD Induction  
Candidate ILP

<p>Describe implementation of your new knowledge into your teaching practice? Be specific and detailed.</p>	
<p><b>How did it go?</b> Describe the impact on your teaching and student achievement. Be specific and detailed.</p>	
<p><b>How do you know?</b> Describe the specific data/metrics you collected and analyzed to determine the impact. Be specific and detailed.</p>	

Study						
Check the CSTP Focus Area	CSTP 1 <input type="checkbox"/>	CSTP 2 <input type="checkbox"/>	CSTP 3 <input type="checkbox"/>	CSTP 4 <input type="checkbox"/>	CSTP 5 <input type="checkbox"/>	CSTP 6 <input type="checkbox"/>
<p><b>CSTP Self-Assessment from Continuum</b> DATE: _____</p>						
<p><b>Reflection of areas of strength and growth from CST Self-Assessment</b></p>						
<p><b>Reflection on Inquiry (part 1):</b> Based on your Professional Learning and Research Activities section and the evidence collected</p>						



TUSD Induction  
Candidate ILP

<p>throughout this inquiry:</p> <ol style="list-style-type: none"> <li>1. Discuss whether or not you met your SMARTE goal and reflect on your implementations and on the results in terms of both student learning and educator practice.</li> <li>2. Describe the specific evidence that shows whether or not you met your SMARTE goal.</li> <li>3. How did you effectively use the rubric as a tool to support your growth through this inquiry?</li> </ol>	
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<b>Act</b>		
<p><b>Reflection on Inquiry (part 2):</b></p> <ol style="list-style-type: none"> <li>1. Describe the growth and development of your teaching practice a result of this inquiry cycle. As a result of your growth and development, which CSTP will you continue developing next? If it is the same CSTP, explain how you will build upon this 1<sup>st</sup> Inquiry? If it is a different CSTP, what is your evidence to support a need in this area?</li> </ol>	<p>Self-Assessment on Rubric:</p> <p>Mentor-Assessment on</p>	<p>Reflection of Rubric Discussion:</p> <p>Program Feedback:</p>

TUSD Induction  
Candidate ILP

	Rubric:		
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**FINAL Rubric Score:**

Self-Assessment on Rubric:  Mentor-Assessment on Rubric:	Reflection of Rubric Discussion:	Program Feedback:  <b>ILP Requirements: Met or Not Met</b>
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**Tracy Unified Induction Program Collaborative Assistance Log Sample**

*Induction Collaborative Assistance Log (CAL): SY 2022-2023*

**Fall Semester: August – December**

<b>Candidate Name:</b>	
<b>Mentor Name:</b>	
<b>Candidate SMARTE Goal for Inquiry:</b>	
<b>Candidate CSTP Focus for Inquiry:</b>	
<b>Mentor SMARTE Goal for Inquiry:</b>	

<b>CSTP 1</b>	Engaging and Supporting All Students in Learning
<b>CSTP 2</b>	Creating and Maintaining Effective Learning Environments for Student Learning
<b>CSTP 3</b>	Understanding and Organizing Subject Matter for Student Learning
<b>CSTP 4</b>	Planning Instruction and Designing Learning Experiences for All Students
<b>CSTP 5</b>	Assessing Students for Learning
<b>CSTP 6</b>	Developing as a Professional Educator

**Directions:** Complete all parts of the CAL at the end of each weekly meeting (leave “Program Administrator Feedback” column blank). Logs are regularly reviewed. **Be specific and detailed in your responses.** CALs allow the Program Administrator to act as a “fly on the wall” of each meeting with your Candidate.

Candidate Triad is scheduled for _____  Mentor Observation is scheduled for _____
---

Log Date	Candidate and Mentor Meeting Reflection	Candidate and Mentor Goals for the next Week	Program Feedback
<p>8/8/22-8/12/22</p> <p><u>Hours</u></p> <p>Candidate:</p> <p>Collaboration:</p> <p><u>Professional Learning (not in ILP)</u></p> <p>Date:</p> <p>Title/Topic:</p>	<p><b>ILP</b> Area of Focus and Discussion:</p> <p><b>Just in Time</b> Support Discussion:</p>	<p><b><u>Candidate</u></b> ILP Goal:</p> <p><b><u>CSTP</u></b> aligned to candidates ILP Goal:</p> <p><b><u>Coach</u></b> Goal:</p>	<p>Feedback:</p> <p>Date:</p>
<p>8/15/22-8/19/22</p> <p><u>Hours</u></p> <p>Candidate:</p> <p>Collaboration:</p> <p><u>Professional Learning (not in ILP)</u></p> <p>Date:</p> <p>Title/Topic:</p>	<p><b>ILP</b> Area of Focus and Discussion:</p> <p><b>Just in Time</b> Support Discussion:</p>	<p><b><u>Candidate</u></b> ILP Goal:</p> <p><b><u>CSTP</u></b> aligned to candidates ILP Goal:</p> <p><b><u>Coach</u></b> Goal:</p>	<p>Feedback:</p> <p>Date:</p>



## Tracy Unified Induction Program Triad Meeting Tool

### **TUSD Induction: Triad Meeting**

Triad meetings will occur during the *Plan* phase of each Inquiry Cycle on the Individual Learning Plan (ILP). These meetings will include, the Candidate, mentor, and site administrator. The purpose of these meetings is two-fold: to inform your administrator about your goals and progress in the program and to receive non-evaluative administrative feedback and support for your goals. A meaningful byproduct of these meetings is a more collaborative and collegial relationship with your instructional leader.

	Name	Signature of attendance	Date
Candidate:			
Mentor:			
Site Administrator:			

**Discussion Notes:**

This is a note taking guide to be filled out by your Mentor to document the conversation for your future reference (upload into your folder by the due date). Below are some talking points to guide your discussion with your administrator.

<i>Candidate to Admin Talking Points/Guide</i>	<i>Notes</i>
<b>Show</b> your ILP to your site administrator and share your thinking with them about how you arrived at your SMARTE goal. Share the Plan Development, Overarching Inquiry Question, and the SMARTE goal itself.	
Ask your site administrator for their thoughts on your SMARTE goal. What feedback might they offer you about the goal?	
Share with your site administrator your ideas for professional learning as it pertains to your SMARTE goal. Ask them what suggestions or resources they might offer you for professional learning on your chosen topic.	
Share anything else you would like your administrator to know.	
Ask your administrator any questions you might have and if they have any additional suggestions or input they would like to share with you.	

# Appendix B Program Documents

- [CTC Induction Program Preconditions](#)
- [CTC Induction Program Standards](#)

## CTC Induction Program Preconditions



1. Each Induction Program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.
2. The Induction Program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant's employment.
3. Each Induction Program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.
4. Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.
5. The ILP must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.
6. An Induction Program sponsor must make available and must advise participants of an Early Completion Option for "experienced and exceptional" candidates who meet the program's established criteria.

## CTC Induction Program Standards

### **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*.

### **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 individual and as a whole must serve to strengthen the candidate's professional practice and contribute to the candidate's future retention in the profession.

**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 candidate's 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 peers by the candidate, and other activities contained in the ILP. In addition, the mentoring process



## CTC Induction Program Standards

must support each 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.

### **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 candidate needs for support.
- Minimum of three years of effective teaching experience.

Guidance and clear expectations for the mentoring experience provided by the program must 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 candidates 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.

## CTC Induction Program Standards

### **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.

### **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.