

HANFORD ELEMENTARY SCHOOL DISTRICT

New Teacher Induction Program Updated 3/21/23



General Education
& Education Specialist

HESD Induction Program

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HESD
Teacher Induction
Program Overview



Hanford Elementary School District
Induction Program

HESD Induction Program Overview

HESD Teacher Induction is a mentoring-based, inquiry driven program that begins in the first year of teaching with a preliminary credential. As outlined in SB2042, Teacher Induction is now the pathway to a Professional Clear Credential. HESD Training, Induction & Professional Support is designed to support beginning teachers who have finished their credentialing program and have applied for, or currently hold, a preliminary Multiple Subject, Education specialist, or Single Subject Credential. Our staff of five (Assistant Superintendent of C & I and PD, Program Director, Administrative Secretary, and (2) Induction Mentors), is dedicated to providing Induction for teachers who hold or are working toward clearing these credentials. **Any HESD teacher who holds a preliminary credential is eligible and admitted to our program.**

The Hanford Elementary School District is an equal opportunity employer and, in compliance with federal and state laws, does not discriminate in any employment practice on the basis of race, color, ancestry, national origin, ethnic group identification, age, religion, marital, family, or parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity or expression, or genetic information, political or union affiliation, the perception of one or more of such characteristics, or association with a person or group with one or more of these perceived characteristics.

Our job-embedded program provides clear credential candidates with the opportunity to deeply consider the application of the strategies and skills that were emphasized in the teacher preparation experience. With a knowledgeable and experienced mentor, teachers will be guided through the inquiry process. The new teachers' professional growth goal is the catalyst for an individualized inquiry. Our monthly collaboration meetings, professional development opportunities, and meetings with site administrators provide new teachers with opportunities to collaborate, learn, and reflect on their inquiries.

The program is designed to be a two-year induction into the teaching profession, but with the flexibility to individualize the program to teachers' needs. For teachers who are experienced, there is an Early Completion Option that can be applied for.

Teacher Inquiry

The HESD Induction program is organized around a cycle of inquiry each year. The goal is that teachers will investigate and individualized problem of practice, develop an action plan with the support of program leadership and their mentor, apply a new teaching practice, and reflect on its effectiveness and impact on student and professional learning.



Hanford Elementary School District
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This process of professional growth and learning has been called many things: action research, teacher research, and teacher inquiry. All of these have several characteristics in common.

We are looking forward to guiding you through the inquiry process and supporting teacher and student learning in HESD!

Purpose of HESD Teacher Induction Support:

We will provide a pathway for new teachers that offers 1:1 coaching from full release coaches, academic support and demonstration models of exceptional teaching practices which will have a positive impact on student achievement and lead them to qualifying for a Clear California Credential or Education Specialist Credential.

Vision

**Leading *Encouraging *Motivating*

Goals:

We are working to build a bridge to lead & support:

- 1. All HESD Educators*
- 2. Teaching & Learning*
- 3. To Support Students & Families in Our School Communities*

Mission:

Building consistent relationships to help educators find their path.

~ HESD Induction Staff



Hanford Elementary School District
Induction Program

Program Requirements

Candidate Letter of Commitment

- Describes the responsibilities of the Induction Candidate.

Formative Assessment

- Formative assessment system measures the improvement of the Candidate's practice by utilizing the the *California Standards for the Teaching Profession* (CSTP), Continuum of Teaching Practice (CTP) and state Induction Standards.
- Inquiry Cycles: Candidate will complete 2 Inquiry cycles within the 2 years of Induction.

Individualized Learning Plan (ILP)

- An Individualized Learning Plan (ILP) is a document that addresses a Candidate's growth in the California Standards for the Teaching Profession (CSTP's). Each enrolling candidate provides an Individual Learning Plan (IDP) from their preliminary program to help inform the development of the Individualized Learning Plan. It must be collaboratively developed at the beginning of Induction by the candidate and the mentor, with input from the site administrator.

New Teacher Networks

- Professional learning opportunities known as New Teacher Networks are offered by the program which candidates are able to select the sessions that best meet their goals on their Individualized Learning Plan (ILP) and required Induction Standards.

Program Evaluations/Surveys

- In order for the program to regularly assess the quality of services provided by mentors to candidates, candidates are required to complete all mid-year and end of year program evaluations and surveys.

Program Completion Oral Presentation

- A program completion oral presentation from each Year 2 and Early Completion Option candidate allows them to demonstrate the knowledge and growth gained from their work in the program.

Professional Electronic Portfolio

- All candidates must maintain a Professional Electronic Portfolio and ensure it is in "good standing". The portfolio contains evidence of candidate's growth with regards to the California Standards for the Teaching profession and his/her ability to apply new skills and knowledge in their daily practice.

Candidates



Hanford Elementary School District
Induction Program

Enrollment in the Induction Program and Letter of Commitment

HESD Teacher Induction is a mentoring-based, inquiry driven program that begins in the first year of teaching with a preliminary credential. As outlined in SB2042, Teacher Induction is now the pathway to a Professional Clear Credential. HESD Training, Induction & Professional Support is designed to support beginning teachers who have finished their credentialing program and have applied for, or currently hold, a preliminary Multiple Subject, Education specialist, or Single Subject Credential. Our staff of five (Assistant Superintendent of C & I and PD, Program Director, Administrative Secretary, and (2) Induction Mentors), is dedicated to providing Induction for teachers who hold or are working toward clearing these credentials. **Any HESD teacher who holds a preliminary credential is eligible and admitted to our program.**

Our job-embedded program provides clear credential candidates with the opportunity to deeply consider the application of the strategies and skills that were emphasized in the teacher preparation experience. With a knowledgeable and experienced mentor, teachers will be guided through the inquiry process. The new teachers' professional growth goal is the catalyst for an individualized inquiry. Our monthly collaboration meetings, professional development opportunities, and meetings with site administrators provide new teachers with opportunities to collaborate, learn, and reflect on their inquiries.

If a candidate holds a multiple subject credential and a single subject preliminary credential, they both can be cleared concurrently through the HESD Induction Program.

If a candidate holds both a multiple subject/single subject credential, along with an Education Specialist Level 1 or Preliminary Credential, an individualized program will be created to meet the needs of the teacher to clear both concurrently through the HESD Induction Program.

The program is designed to be a two-year induction into the teaching profession, but with the flexibility to individualize the program to teachers' needs. For teachers who are experienced, there is an Early Completion Option that can be applied for.

Candidates are required to attend an **Induction Orientation** (Year 1) and **Induction Launch** (Year 2). Candidates review and sign a *Candidate Letter of Commitment* which outlines their responsibilities to the program.



Hanford Elementary School District
Induction Program

CANDIDATE LETTER OF COMMITMENT

Candidate: _____
(Print Name)

*I understand that participation in the HESD Induction Program is intended to build upon university work and previous teaching experience and, for eligible participating teachers, will lead to a clear credential. An individualized support system will be used to guide professional development. Work in this program will not be used for evaluative or employment purposes. **I understand that my Responsibilities as an Induction Candidate are as follows:***

- Develop a trusting and reflective professional partnership with assigned Mentor.
- Meet with my Induction Mentor a minimum of one hour every week to receive “just in time” mentoring and satisfactorily complete all program requirements. Mentoring will begin in August and run through June. Weekly contact time will include instructional as well as non-instructional time and documented on a Contact Log.
- With the assistance of my Induction Mentor, collect evidence of completion in the form of an electronic portfolio of my professional growth activities.
- Complete and modify an Individualized Learning Plan (ILP) and professional development plan based on the *California Standards for the Teaching Profession (CSTP)*, the Induction Standards and provide relevant documentation from my teacher preparation program, including the Teacher Performance Assessment (TPA), and Individual Development Plan (IDP).
- With support from my Induction Mentor and Site Administrator input, develop and complete a professional development plan, based on the Individualized Learning Plan (ILP).
- With Induction Mentor guidance, select and attend New Teacher Networks provided by the Induction Program in chosen area(s) of focus in accordance with my ILP. Attend all required meetings provided by the Induction Program.
- Following portfolio pacing guide timelines, collect, maintain and submit all documents to the electronic portfolio system as evidence of completion of requirements for clear credential recommendation. If unable to meet the established timelines, Mentor will provide steps towards Advisement Status.
- Understand that progress will be monitored. I will receive feedback from Induction Mentors and Program Director after I complete and electronically submit my work. I understand that I am expected to revise work that does not meet minimal standards and resubmit to the Program Director through the electronic portfolio system. Information gathered regarding practice/performance is confidential. Information regarding completion may be shared with site/district/program administrators. Induction Program is separate and distinct from the school’s legally mandated teacher evaluation cycle.
- Participate in the program evaluation process including New Teacher Network evaluations and the Induction Program Surveys and comply with program reporting procedures. Program data is available for review on the Induction Portal.



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CANDIDATE LETTER OF COMMITMENT

- Understand Early Completion Option requirements and have been informed of this option at Orientation.
- The Candidate/Mentor policy has been explained and is available in its entirety in the Induction Program Handbook. Initiate contact with the Program Director immediately if at any time the match between the Candidate and the Induction Mentor is perceived as being unsuccessful for any reason, this match may be revised.
- Understand that I may be given release day(s) each year to observe exemplary teachers. I will complete observation reflections on observed teaching practice and upload in my Portfolio.
- Understand that special assistance is available, should I request it.
- Understand that a grievance/appeal process is available if after 2 years I am unsuccessful in completion of the Induction Program.
- Conclude my Induction into the teaching profession by participating in an end of year presentation. I understand that the purpose of the end of year presentation is to allow me the opportunity to articulate the professional growth I've made and how I will apply this knowledge to support my professional goals in the future and maximize student achievement. **(Year 2 and ECO only)**
- Read and understand my responsibilities located in the Induction Program Handbook. Become familiar with the policies and procedures and follow all guidelines within it.

I have read the Candidate Responsibilities as described above and agree to follow them to the best of my ability. I understand that all program requirements must be successfully fulfilled in the timeline established by the district in order to receive a recommendation for a California clear credential. If, for any reason, I am unable to participate fully in the Induction Program, I understand that I must contact the Director of Curriculum and Instruction directly. I further understand that extensions will only be granted under extenuating circumstances (see Program Extension Policy) and any time beyond the timeline established by the district may result in financial costs on my part to complete Induction.

Candidate's Signature

Date



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Formative Assessment: Inquiry Cycles

During Induction, Candidates and their Induction Mentors work through *Inquiry cycles*. Each *Inquiry* is a cycle of "formative assessment" relative to the Induction Standards. The formative assessment system measures the improvement of the Candidates' practice by utilizing the *California Standards for the Teaching Professional* (CSTP), the *Continuum of Teaching Practice* (CTP) and the state Induction Standards. It measures student learning in relation to the state-adopted academic content standards and performance levels of students. Using these specific criteria, a focused and integrated system of support and assessment guides each Candidate's professional development. The inquiry cycle is documented in the candidate's Individualized Learning Plan (ILP).

An Individualized Learning Plan (ILP) is a document that addresses a Candidate's growth in the California Standards for the Teaching Profession (CSTP's). It provides a road map for the Candidate's Induction work during their time in the program along with guidance for the Induction Mentor in providing support. The ILP must be collaboratively developed at the beginning of Induction (60 days) by the Candidate and Induction Mentor, with input from the Site Administrator regarding the Candidate's job assignment and guidance from the program staff. The candidate will meet twice a year (Fall/Spring) with mentor and site administration. The ILP must include Candidate's professional growth goals, a description of how the Candidate will work to meet those goals, defined and measureable outcomes for the Candidate, and planned opportunities to reflect on progress and modify the ILP as needed. The Candidate's specific teaching assignment should provide for the appropriate context for the development of the overall ILP; however, the Candidate and Induction Mentor may add additional goals based on the Candidate's professional interests. Within the ILP, professional learning and support opportunities must be identified for each Candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.

Induction Mentors have a critical role in the implementation of the formative assessment system. They are trained to utilize evidence, including observational evidence that focuses on classroom practice in relation to the CSTP, state-adopted academic content standards and performance levels for students, and the Induction standards. Through ongoing weekly meetings and through formal and informal classroom observations, Induction Mentors gather evidence of classroom practice. Induction Mentors then reflect with their Induction Teacher on the evidence in order to improve the Candidate's classroom practice.



Hanford Elementary School District
Induction Program

California Standards for the Teaching Profession

The *California Standards for the Teaching Profession*, updated in 2009, are broad standards that describe effective classroom practice regardless of the grade level or subject area and regardless of the amount of experience or the level of professional development that a teacher might have. Candidates and Induction Mentors utilize the *California Standards for the Teaching Profession* (CSTP) to measure and assess the Candidate's level of performance.

The current version of the CSTP (2009) has been developed to respond to changes in the context for teaching and learning in California by addressing the pressing needs of an increasingly diverse P – 12 student population. Particular attention has been given in the CSTP to student learning, assessment practices, and equitable pedagogy designed to address English learners and students with diverse learning needs.

Most importantly, these standards provide educators with a common language to talk about classroom practice. They also help educators identify areas of strength and areas for professional growth, guide the design and implementation of professional development experiences, and link teacher preparation with induction and on-going development.

California Standards for the Teaching Profession (CSTP) Placemat

STANDARD ONE:

ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING	
1.1	Using knowledge of students to engage them in learning
1.2	Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
1.3	Connecting subject matter to meaningful, real-life contexts
1.4	Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
1.5	Promoting critical thinking through inquiry, problem solving, and reflection
1.6	Monitoring student learning and adjusting instruction while teaching

STANDARD THREE:

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING	
3.1	Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
3.2	Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
3.3	Organizing curriculum to facilitate student understanding of the subject matter
3.4	Utilizing instructional strategies that are appropriate to the subject matter
3.5	Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
3.6	Addressing the needs of English learners and students with special needs to provide equitable access to the content

STANDARD FIVE:

ASSESSING STUDENTS FOR LEARNING	
5.1	Applying knowledge of the purposes, characteristics, and uses of different types of assessments
5.2	Collecting and analyzing assessment data from a variety of sources to inform instruction
5.3	Reviewing data, both individually and with colleagues, to monitor student learning
5.4	Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
5.5	Involving all students in self-assessment, goal setting, and monitoring progress
5.6	Using available technologies to assist in assessment, analysis, and communication of student learning
5.7	Using assessment information to share timely and comprehensible feedback with students and their families

STANDARD TWO:

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING	
2.1	Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
2.2	Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
2.3	Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
2.4	Creating a rigorous learning environment with high expectations and appropriate support for all students
2.5	Developing, communicating, and maintaining high standards for individual and group behavior
2.6	Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
2.7	Using instructional time to optimize learning

STANDARD FOUR:

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS	
4.1	Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
4.2	Establishing and articulating goals for student learning
4.3	Developing and sequencing long-term and short-term instructional plans to support student learning
4.4	Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
4.5	Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

STANDARD 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



Hanford Elementary School District
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Continuum of Teaching Practice

The Continuum of Teaching Practice (CTP) describes teaching practice and professional development throughout a teacher's career and is aligned with the *California Standards for the Teaching Profession* (CSTP). The CTP is a tool for self-reflection, goal setting, and inquiry into practice. The CTP is part of an ongoing collaboration between Candidates and their Induction Mentor to assess practice and set goals for professional development over time.

The CTP is organized to describe five levels of development. These levels are labeled:

- **Level 1: Emerging**
- **Level 2: Exploring**
- **Level 3: Applying**
- **Level 4: Integrating**
- **Level 5: Innovating**

Each level addresses what a teacher should know and be able to do in the different CSTP standards. The levels do not represent a chronological sequence in a teacher's growth, but each row describes developmental levels of performance. A teacher may be at **Emerging** or **Exploring** level of practice in some places on the CTP and at **Innovating** level in some others, no matter how many years she or he has been in the profession.



Hanford Elementary School District
Induction Program

Individualized Learning Plan

An Individualized Learning Plan (ILP) is a document that addresses a Candidate's growth in the California Standards for the Teaching Profession (CSTP's).

- It provides a road map for the Candidate's Induction work during their time in the program along with guidance for the Mentor in providing support.
- The ILP must be designed and implemented solely for the professional growth and development of the Induction Candidate and not for evaluation purposes.
- The ILP must be collaboratively developed at the beginning of Induction by the Candidate and Mentor, with input from the Site Administrator. The Transition Plan/ Individual Development Plan (IDP) is part of a meaningful conversation between the candidate, the mentor, and the site administrator to enhance the context of a candidate's needs. Within the first 60 days of the school year, time is allowed for the candidate and mentor to review and discuss the IDP, and the results of the CSTP self-assessment which guides them towards an understanding of a possible starting point, based on candidate's current needs. From there the candidate, and mentor work together to develop professional growth goals which are then shared with the site administrator who helps to identify the best approach to their support throughout the year.
- The ILP must include Candidate's professional growth goals, a description of how the Candidate will work to meet those goals, defined and measureable outcomes for the Candidate, and planned opportunities to reflect on progress and modify the ILP as needed.
- The Candidate's specific teaching assignment should provide for the appropriate context for the development of the overall ILP; however, the Candidate and Mentor may add additional goals based on the Candidate's professional interests.
- Within the ILP, professional learning and support opportunities must be identified for each Candidate to practice and build a repertoire of effective teaching practices. "Just in time" mentoring support and reflective conversations with mentor about newly learned pedagogy helps the candidate build long term professional skills. In addition to the induction support, professional learning opportunities are offered at each school site and at the district level.



HESD Individualized Learning Plan

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

CANDIDATE PROFILE

Candidate Name:	School:	Teaching Assignment/Grade Level:
Mentor:	Site Goal:	
Professional Growth Goal (CSTP based) including what you expect as an outcome and how it will be measured:	Program Year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> ECO	Credential Type(s): <input type="checkbox"/> Gen Ed Multi Subj <input type="checkbox"/> Gen Ed Single Subj <input type="checkbox"/> Ed Spec M/M <input type="checkbox"/> Ed Spec M/S

INQUIRY

Note: The gray boxes are for Mentor comments.

1. What is your inquiry focus?	
<p>Write a short description of the background information to your dilemma or problem. Then write your dilemma as a question; e.g., How can I use <u>(instructional solution)</u> in my <u>(identify group of students)</u> to raise performance in <u>(student learning goal)</u>.</p>	
<i>Background Information for Dilemma or Challenge. What area of your inquiry do you want to focus on and why?</i>	<i>Mentor Comments:</i>



HESD Individualized Learning Plan

2. What CSTP (s) relate to my inquiry focus? *(from CSTP)*

3. If you are able to accomplish what you described above, (identified above in #1-2), what do you expect will be the outcome for you, as a teacher?

4. What are my goals for student learning/outcomes? **Include data! (e.g. Pre/Post, current scores-desired results, etc.)**

State your outcomes in a way that is measurable-include data and assessment type.

5. What steps will I take and what resource(s) do I need to meet my goals?

This section should include attending your PDs, observing teachers, meeting with Mentor, collaborating with colleagues, etc.



Describe FIVE resources used for this inquiry. Three different types of resources must be used.

6. (Fill in after your inquiry) How did I apply the new information/learning to my teaching practice?

Should correspond with #5(e.g. If you attend any specific training, what do you plan to apply from that training to your practice/teaching?)



<p>Describe FIVE resources used for this inquiry. Three different types of resources must be used.</p> <p>#1. Date of research:</p> <p>#2. Date of research:</p> <p>#3. Date of research:</p> <p>#4. Date of research:</p> <p>#5. Date of research:</p>	
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7. What potential hurdles, strategies or concerns do you foresee? What did you try, and it didn't work? What support do you think you will need in order to be successful as you move through your inquiry?	
	<i>Mentor Comments:</i>

<p>8. Administrator Input: Meet with an administrator at your site. Share your goals and plan with the administrator, be sure to discuss how your goals align with your school site focus?</p> <p><i>Complete the Site Administrator Collaborative Meetings Form</i></p> <ul style="list-style-type: none">• <i>Upload by September 30, 2022</i>• <i>Upload by April 28, 2023</i>



HESD Individualized Learning Plan

Site Administration Collaborative Meetings Form

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

Upload by September 30, 2022

Directions for Sharing Your Individualized Learning Plan:

- Schedule a 15-minute meeting with your site-administer.
- Share your ILP Goals taking into consideration any feedback provided.
- After sharing your ILP Goals, the site-administrator will share any **support opportunities** and/or **resources available to help you achieve your goals.**

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

Candidate Signature:

Site Administrator Signature:

Date:

Date:

Comments/ Suggestions for support opportunities and/or resources available to help you achieve your goals:

SHARING YOUR INDIVIDUALIZED LEARNING PLAN – Collaboration Meeting to be Scheduled After Completing the ILP/EOY Reflection

Upload by April 28, 2023

Directions for Sharing Your Individualized Learning Plan:

- Schedule a 15-minute meeting with your site-administer.
- **Be sure to include the following in your conversation: Your ILP Goals, CSTP's Work Evidence, Inquiry Focus/Results and EOY Reflection**
- After sharing your ILP EOY Reflection, the site-administrator will sign and share any **comments/suggestions for further support opportunities** and/or **resources available to help you achieve your goals:**

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

Candidate Signature:

Site Administrator Signature:

Date:

Date:

Comments/ Suggestions for further support opportunities and/or resources available to help you achieve your goals:



9. Provide evidence and a description of one or two of the specific interventions or strategies you employed several times with students to reach your goal(s).

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

#1

#2

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

Relate to #4- Goal for Student Outcomes: In this section, please provide work samples, assessments, video, photos – anything that is evidence of improvement in STUDENT achievement. Be sure that it is measurable data. In addition to the evidence, provide a description of what the evidence demonstrates.

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

How do you feel you met (or did not meet) this inquiry goal? Use a before/after example.

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

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



HESD Individualized Learning Plan

REFLECTION DOCUMENT

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

Trimester 1 REFLECTION: Complete Fall Reflection by November 10th

Growth Goal:

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

Trimester 2 REFLECTION: Complete Winter Reflection by March 10th

Growth Goal:

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

Trimester 3/END OF THE YEAR REFLECTION: Complete the End of the Year Reflection by April 28th

Growth Goal:

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



Hanford Elementary School District
Induction Program

Portfolio Pacing Guide and Professional Development Overview

A Portfolio Pacing Guide and Professional Development Overview provides:

- The candidate with a primary resource of the required activities and due dates.
- Support in keeping the candidate focused on learning the California Standards for the Teaching Profession (CSTP) throughout the year.
- Important dates to professional learning opportunities provided by the Induction program.
- A guide for the candidate to expect assistance of Induction Mentor to collect evidence of candidate's growth towards CSTPs and documented in the candidates' electronic portfolio.

Professional Learning Opportunities/New Teacher Networks

Candidates will have the opportunity to personalize their professional learning opportunities by selecting New Teacher Network sessions that best meet their professional growth goals and Individualized Learning Plan goals. The New Teacher Networks are facilitated by the Director of Curriculum and Instruction, Induction Mentors and other district specialized personnel. These networks, along with ongoing Induction activities, are designed to provide teachers with opportunities to reflect on their teaching relative to the Induction Standards using the *California Standards for the Teaching Profession* as the model of effective practice. Attendance records are maintained based on sign-in sheets. The networks provide opportunities to collaborate with other teachers and to focus on student learning and improved teaching practice.

In addition to required sessions, attendance of a minimum of three (3) New Teacher Networks and one (1) Webinar/Screenecast are required for program completion and purchase of university units. If a session is missed, Candidate may choose another session to meet the minimum requirements.



Hanford Elementary School District
Induction Program

green – ILP/CTP/CSTP/Discussions/UPLOADS
pink – Professional Learning Opportunities (3:30-5:00)
blue – Program Participation Requirements
red – Key CSTPs/CTPs/Events/Documents uploaded
black- Inquiry
purple- Candidate/Coach Feedback

PORTFOLIO PACING GUIDE AND PROFESSIONAL DEVELOPMENT OVERVIEW
2022-2023
YEAR 1 AND YEAR 2
CTP/CSTP 1-6

Orientation and Launch Candidate/Mentoring Activities	Individualized Learning Plan (ILP) Inquiry				End of Year Reflection End of Year Support
<ul style="list-style-type: none"> □ 8/22: New Teacher Induction Orientation - Year 1 □ 8/30: Induction Launch - Year 2 CTP/CSTP Standard 2: Creating and Maintaining Effective Environments for Student Learning □ 8/8-8/19: Get to know your candidate/mentor □ 8/22-8/26: Mentor with Candidate - Review the California Standards for the Teaching Profession (CSTPs) Mentor assists Candidate with Self-Assessment on CTP/CSTP 2 UPLOAD 9/2 □ 8/29-9/2: Mentor asks for Year 1 Candidate's Induction Development Plan (IDP) UPLOAD 9/9 	<ul style="list-style-type: none"> □ 9/12: Small Group Reading □ 9/26: Classroom Management CTP/CSTP Standard 1: Engaging and Supporting All Students in Learning □ 9/6-9/9: Mentor assists Candidate with Self-Assessment on CTP/CSTP 1 UPLOAD 9/16 □ 9/12-9/16: Begin ILP Planning- Discuss candidate's IDP Document, Develop Professional Growth Goals/Outcomes UPLOAD Goals 9/23 □ 9/19-9/23: Candidate schedules Site Admin./Candidate/Mentor Collaboration Mtg. (ILP Inquiry Box #8) UPLOAD 9/30 □ 9/26-9/30: Candidate- Mentor Feedback #1 UPLOAD 10/7 □ Veteran Teacher Observation will be scheduled by Mentor 	<ul style="list-style-type: none"> □ 10/3: Synergy: Grade Book & Report Cards □ 10/13: Data Driven Math Instruction □ 11/3: Preparing for Parent Conferences □ 11/29: Special Populations CTP/CSTP Standard 3: Understanding and Organizing Subject Matter for Student Learning □ 10/3-10/7: Mentor assists Candidate with Self-Assessment on CTP/CSTP 3 UPLOAD 10/14 □ 10/31-11/4: ILP- Trimester 1 Reflection on Professional Growth Goal-End of T1 UPLOAD 11/10 □ 11/14-11/18: Mid-Year Induction Survey □ 11/28-12/2: Revisit ILP Goals- Revise if needed UPLOAD 12/16 □ 12/5-12/9 Portfolio Review □ 12/12-12/16: Candidate-Mentor Feedback #2 UPLOAD 1/13 	<ul style="list-style-type: none"> □ 1/23: Essential Components for Writing Instruction □ 2/16: Student Engagement & Kagan Strategies Begin ILP Inquiry CTP/CSTP Standard 3: Understanding and Organizing Subject Matter for Student Learning □ 1/9-1/13: ILP Complete Candidate Profile & Inquiry Questions #1-4 UPLOAD 1/20 □ 1/17-1/20: ILP Complete Candidate Profile & Inquiry Questions #5, 7 UPLOAD 1/27 □ 1/23-1/27: Entry-Level Assessment Part 1 & 2 UPLOAD 2/3 □ 1/30-2/3 Focus Students UPLOAD 2/10 □ 2/6-2/10: Essential Components UPLOAD 2/17 □ 2/14-2/17: Inquiry Lesson Plan Template UPLOAD 2/24 □ Veteran Teacher Observation will be scheduled by Mentor 	<ul style="list-style-type: none"> □ 3/6: Work Session for Program Completion - Year 2 CTP/CSTP 4 Designing Learning Experiences for All Students CTP/CSTP 5 Assessing Students for Learning □ 2/21-2/24: Mentor assists Candidate with Self-Assessment on CTP/CSTP 4 & 5 UPLOAD 3/3 □ 2/27-3/3: ILP Trimester 2 Reflection on Professional Growth Goal UPLOAD 3/10 □ 2/27-3/10: Inquiry Lesson Observation/Reflection UPLOAD 3/17 □ 3/13-3/17: Complete ILP Inquiry questions #6, 9 UPLOAD 3/24 □ 3/20-3/24: Summative Assessment UPLOAD 3/31 CTP/CSTP 6 Developing as a Professional Educator □ 3/27-3/31: Mentor assists candidate with Self-Assessment on CTP/CSTP 6 UPLOAD 4/14 □ 3/27-3/31: Candidate-Mentor Feedback #3 UPLOAD 4/14 	<ul style="list-style-type: none"> □ 4/20: Culminating Gathering - Year 1 □ 5/3: Affirmation of Program Completion - Year 2 □ 5/18: Colloquium - Year 2 CTP/CSTP 6 Developing as a Professional Educator □ 4/11-4/14: ILP Inquiry questions #10-12 UPLOAD 4/21 □ 4/17-4/21: Candidate Schedules Site Admin. Collab. Meeting Form UPLOAD 4/28 □ 4/17-4/21: End of the Year Induction Surveys □ 4/19-4/22 ILP- Trimester 3 Reflection on Prof. Growth Goal UPLOAD 4/28 □ 4/24-4/28: End of Year review CSTP 1-5 growth reflection on CTP continuum UPLOAD 5/5 □ 5/1-5/5: End of Year Support □ 5/8-5/12: FINAL Portfolio Review □ 5/15-5/26: End of Year Support



Hanford Elementary School District
Induction Program

**NEW TEACHER NETWORKS
 2022-2023**

August-December

***Required Session**

Date	Session	Time	Location
8/22/22	Induction Orientation* Yr 1 Candidates Presented by Induction Staff and Induction Graduate	3:30-5:00	TRC
8/30/22	Induction Launch* Yr 2 Candidates Presented by Induction Staff	3:30-5:00	TRC
9/12/22	Small Group Reading Presented by Carol Gallegos	3:30-5:00	TBD
9/26/22	Classroom Management Presented by Leslie Griffith & Joanna Stone	3:30-5:00	TRC
10/3/22	Synergy: Grade Book & Report Cards Presented by Induction Staff and Laura McCarty	3:30-5:00	TRC
10/13/22	Data Driven Math Instruction Presented by Peggy Noble & Instructional Math Coaches	3:30-5:00	TBD
11/3/22	Preparing for Parent Conferences Presented by Induction Staff	3:30-5:00	TRC
11/29/22	Special Populations: Accommodating our Most Fragile Learners Presented by Kelley Mayfield and Maribel Santiago	3:30-5:00	TRC

January-May

Date	Session	Time	Location
1/23/23	Essential Components of Writing Instruction Presented by Julie Pulis & ELA Instructional Coaches	3:00-4:30	TBD
2/16/23	Student Engagement & Kagen Strategies Presented by Induction Staff	3:00-4:30	TRC
3/6/23	Work Session for Program Completion* Yr 2 Candidates Presented by Induction Graduates	3:30-5:00	TRC
4/20/23	Culminating Gathering* Yr 1 Candidates Presented by Induction Staff	3:30-5:00	TRC
5/3/23	Induction Affirmation of Program Completion* Yr 2 Candidates Presented by Year 2/ECO to Panel	1:00-5:00	TBD
5/18/23	Colloquium* Yr 2 Candidates Presented by Induction Staff	3:30-5:00	TBD

Screencasts / LIVE PD

Dates	Session	Criteria of Completion
Trimester 1 Sessions available: 9/5/22-11/18/22	Organizational Tips & Tricks for Special Education Teachers	1. View PD session 2. Complete assignment on Microsoft FORMS 3. Email Terri Charles that PD is complete tcharles@hanfordesd.org Trimester 1: due by 11/18/22 Trimester 2: due by 3/3/23
	Social Emotional Learning & Anxiety	
	*The Importance of Time Mangement with Fred Jones LIVE PD, scheduled for 9/7/22: 3:30-5:00 p.m.	
Trimester 2 Sessions available: 11/28/22-3/3/23	Organizational Tips & Tricks for Special Education Teachers	
	How to Best Support our Homeless & Foster Youth	
	*Self-Care and Wellness with Fred Jones LIVE PD, scheduled for 1/11/23: 3:30-5:00 p.m.	



Hanford Elementary School District
Induction Program

Program Requirements – Dates to Calendar

Date	Session	Location
Nov/April	HESD Induction Program Surveys	Online
12/5/22 - 12/9/22	Mid-Year Portfolio Reviews	TRC
5/8/23 - 5/12/23	FINAL Portfolio Review	TRC

Program Requirements – By Teacher/Program Type

***Also Optional University Credit (same criteria)**

Teacher/Program	Required New Teacher Networks (in person)	Required Webinars/Screencasts
General Ed & Education Specialists	3	1
Physical Education	2	2
ECO	4	2

University Credit is available based on attendance/completion. See Requirements for Purchase document.



Hanford Elementary School District
Induction Program

Meeting Norms

- Meetings begin at 3:30, sign-in sheets are collected after session begins
- Be present for the Entire Session
- Active Participating and Listening
- iPads or other devices are encouraged to be used for Session topic only
- Be courteous of the Presenter(s)
- Refrain from holding Sidebar Conversations
- Cell Phone on Meeting Status, refrain from texting during session
- Complete Evaluation of Session



Hanford Elementary School District
Induction Program

Portfolio Requirements

The portfolio is intended to provide evidence of a Candidate's ability to apply skills and knowledge gained in pre-service, as well as through Induction networks and coaching. It should be organized and presented in a professional manner and be comparable to graduate level work.

- All Candidate submissions are to be typed.
- Student work does not need to be retyped, but must be readable.
- All photocopies must be readable, scanned and uploaded.
- All reflections must be completed on the ILP and Formative Assessment tools.
- Graduate level writing is expected: proper grammar and mechanics are required.

Portfolio Review Checks

Candidates will turn in their portfolios for review twice during the year, in December and May. Year 2 Candidates will be evaluated for program completion in May. Portfolios will be reviewed by Induction Mentors, the Director of Curriculum and Instruction and the Assistant Superintendent of Curriculum and Instruction. Any items not meeting approval will be returned with suggestions and/or recommendations.

Applications for Clear Credential

Upon completion and sign off of all portfolio requirements, Year 2 Candidates will receive a Form 41 signed by the Assistant Superintendent of Curriculum and Instruction verifying their completion of the Hanford Elementary School District Induction Program. It is the Candidate's responsibility to submit the Clear Credential application to Hanford Elementary School District's Human Resources Department for processing.



Hanford Elementary School District
Induction Program

Advisement Status

The HESD Induction has a procedure in place for Candidates who fall behind on their portfolio work. During the time the Candidate is on Advisement Status progress will be closely monitored by the Assistant Superintendent of Induction to ensure the Candidate remains on track to finish the program within the two year time period. It is the goal of the HESD Induction Program that all Candidates complete the program requirements within two years. However, if the Candidate does not complete the program within the state-funded two year period Candidate will cover the cost of additional time beyond the two year period. Candidates in this situation may incur a financial cost of up to \$4,000 per year to complete their Induction work.

Steps toward Advisement Status:

Due Date	Plan of Action
2 weeks behind due date	Email from Induction Mentor
3 weeks behind due date	Email and visit from another Induction Mentor
4 weeks behind due date	Letter from Director of Curriculum & Instruction copied to the Assistant Superintendent of Curriculum & Instruction and Principal
5 weeks behind due date	Advisement Status. Assistant Superintendent of Induction monitors set due dates and portfolio completion. Principal and Human Resources are notified.



Hanford Elementary School District
Induction Program

Request for Special Assistance

Participation in the Hanford Elementary Induction Program carries with it certain commitments and responsibilities. The HESD Induction Program will assist you to successfully complete all requirements.

If at any time you would like to request special assistance, please complete this form and return it to the Induction Program Office.

Candidate: _____ Date: _____

Grade/Subject: _____ School: _____

Induction Mentor: _____

Assistance needed: _____

Assistance Plan as developed by Candidate/Mentor, Induction staff and/or Site Administrator:

Completion timeline and notes: _____

Candidate Signature: _____ Date: _____

Mentor Signature: _____ Date: _____

Induction Staff Signature: _____ Date: _____

Site Administrator Signature: _____ Date: _____

Follow-Up Meeting Notes: _____ Date: _____

- Action Plan Completed
- Further Support Needed



Hanford Elementary School District
Induction Program

Request for Induction Program Extension

Through participation in the HESD Induction program, teachers receive access to a Professional Credential Program with limited expense. State funding is provided for only the first two years of teaching on a California Preliminary Credential. The HESD Induction Program has been carefully designed for completion within that two-year timeline, an extension of the completion date may be requested in writing and submitted the Director of Curriculum and Instruction.

If a newly hired teacher participated in a two (2) year Induction program through a CTC-approved program and did not complete all requirements to receive a recommendation for the Professional Clear Credential, the teacher is not eligible for additional state funding to participate in the HESD Induction Program. However, the HESD Induction Program may provide the opportunities necessary to complete induction requirements as long as the teacher bears the financial responsibility if the teacher has exceeded the two (2) years of funding eligibility.

The decision by the Director of Curriculum and Instruction to provide an extension to finish induction will be made individually upon the teacher's request. The conditions of the extension will be documented in writing. Such extensions may not exceed more than 12 months.

A Candidate must submit a request for a program extension to the Director of Curriculum and Instruction by completing the "*Request for Induction Program Extension*". *Appropriate documentation shall accompany the extension request and the following criteria will be considered in approving an extension. Furthermore, the Director of Curriculum and Instruction shall apply the following conditions to decide whether to support the teachers request for extension:*

- Sufficient documentation is provided demonstrating a great need to extend the program completion.
- The teacher has a valid preliminary multiple subject teaching credential that will not expire prior to the completion of the induction program.
- The Induction completion requirements are achievable within one additional program year.



Hanford Elementary School District
Induction Program

Extension Criteria:

1. **Severe** personal health issues (1) related to the beginning teacher.
2. **Severe** health issues (2) related to the immediate family of the beginning teacher. The policies of the district of employment define immediate family.
3. An approved leave of absence from the district of employment.
4. Lay off due to the declining enrollment or staffing adjustments.
5. Break in service for personal reasons or non-re elect.
6. Relocating to another state or country. Must return to California in time to complete the prescribed program within the five-year limitation.

- | |
|---|
| <p>(1) Severe personal health issue defined as under a doctor's care, and precluded from working.
<i>Please note: a routine pregnancy does not fall under this category. During a routine pregnancy leave, Candidates are permitted and encouraged to continue their professional growth and credentialing responsibility.</i></p> <p>(2) Severe health issue related to immediate family defined as the beginning teacher must stop working in order to care for immediate family member who is under a doctor's care</p> |
|---|



Hanford Elementary School District
Induction Program

Early Completion Option

SB 57 (Scott) provides for an Early Completion Option for Multiple and Single Subject Induction candidates. This option is as rigorous or more rigorous than the full Induction Program, but is offered at an accelerated pace. The HESD Induction Program *Early Completion Option* (ECO) includes an individual plan of directed study and evidence of completion. Upon successful completion of Induction requirements as set forth in this policy, candidates are recommended to the California Commission on Teacher Credentialing for a Clear Credential.

The Early Completion Option is available only during the beginning of the Induction Program.

A Candidate must submit a formal letter requesting the Early Completion Option and completed application to the Director of Curriculum and Instruction by the established deadline.



Hanford Elementary School District
Induction Program

Purpose of Early Completion Option (ECO)

The Early Completion Option (ECO) provides a process and structure for **experienced** and **exceptional** individuals to complete the Induction Program in one year.

To be considered for the ECO program, each candidate must meet the eligibility requirements, receive site administration approval, and successfully complete the application process.

Eligibility Requirements

Candidates who will be considered for the Early Completion Option:

1. Hold a current California Preliminary Credential in General Education Multiple/Single Subject or Education Specialist Credential *without any outstanding unmet credential requirements*; and
2. Must be currently teaching in the District **AND**
3. Must fall into one of the following descriptors:
 - a) Be an “experienced and exceptional” graduate of a two-year Intern Program, teaching both school years with an Intern Credential that culminated in a California Preliminary Credential and must provide an explanation for the recommendation by the Intern Program and Site Administrator;
Please note that emergency permit holders, although experienced, are not eligible for the Early Completion Option.
 - b) Have one or more years of exceptional teaching in a California public school under an intern credential as evidenced by a copy of credential, **or**
 - c) Have one or more years of exceptional teaching experience in an accredited (as determined by the Commission) private school as evidenced by a letter from the employing district and verification of accreditation, **or**
 - d) Have one or more years of exceptional teaching in a school in another state or country as evidenced by rigorous evaluations.



Hanford Elementary School District
Induction Program

Application Process

To apply, candidate must submit the entire application to the Induction Office with attention to Director of Curriculum and Instruction. Application materials are available on the Induction page.

Your completed application and attachments are due to the Induction Office by the established deadline and must include the following:

- Early Completion Option Application Form
 - Evidence to support the candidate's eligibility to participate in the Early Completion Option based on one of the above eligibility requirement descriptors (under #3 above)
 - I. Letter from the intern program or intern program transcripts, if applicable
 - II. Letter from accredited private school, if applicable
 - III. Letter from an out-of-state or country, if applicable
- Formal letter: A well-written rationale explaining how you meet the criteria for the Early Completion Option. The rationale should reflect on your exemplary practice, attitudes, professionalism, and commitment to teaching practice.
- Evidence of the candidate's credential status
- Early Completion Requirements Summary
- Submit your most recent formal evaluation, and/or letter of recommendation (must be within 2 years) of recent exceptional experience as a teacher in a similar assignment (Exceptional shall be defined by):
 - (1) rigorous current performance evaluation(s) that label the teacher's overall performance as satisfactory or better, **and/or**
 - (2) a letter of recommendation and/or verbal contact to the Director of Curriculum and Instruction from the current evaluating administrator citing candidate as an exceptional teacher.



Hanford Elementary School District
Induction Program

If your current administrator has not formally observed you yet, you may include a formal evaluation from the previous administrator (still within the two years).

Additional Materials Required:

- Administrator Recommendation Form:** The HESD Teacher Induction Staff will make contact with current administrator to complete a recommendation. This recommendation is to be completed by the administrator and submitted directly to Director of Curriculum and Instruction.

If the administrator recommends the candidate complete the two-year program, then that recommendation will be honored.

Once your completed application has been reviewed, you will be notified in writing by the Director of C & I with Induction, if your application has been approved for the one-year program or if you have been recommended to continue in the two-year program. You will be notified of your status by end of December.

Early Completion Option Plan

- Once accepted into ECO, the candidate will continue to complete Year 1 and 2 assignments.
- HESD Teacher Induction program leadership will assess candidate progress throughout the year. Per program discretion, multiple missed deadlines and/or meetings, failure to meet with their mentor a minimum of 1 hour per week, and/or lack of response to program calls/emails may result in contact with administration and/or ECO status being revoked at which time the candidate will be required to participate in the two-year program.



Hanford Elementary School District
Induction Program

**Early Completion Option
Summary of Requirements**

I acknowledge, understand, and agree to the following expectations during my consideration for and participation in the HESD Teacher Induction Program Early Completion Option (ECO):

1. I understand that the HESD Induction Program is a State-approved program which upon completion results in eligibility for a California Clear Teaching Credential. I understand that program completion is not related to re-election to the District and that all evaluation and supporting documentation submitted for Early Completion approval does not affect my future status as a non-permanent or permanent teacher.
2. I understand that the ECO candidate option is only applicable to me if I have completed all preliminary credential requirements to include the passing and completion of the RICA and TPAs.
3. I acknowledge and understand that I must apply to participate to be an ECO candidate and in order to be considered, must submit the complete application and all require supporting documents by the established deadline.
4. I understand that I may only apply to be an ECO Candidate if I have received administrative approval, as verified through the ECO candidate application process.
5. I understand that I will be assessed against all six California Standards for the Teaching Profession (CSTP).
6. I will meet with my Induction Mentor a minimum of 1 hour a week inside and/or outside instructional time.
7. I understand that it is my responsibility to follow protocols of professionalism when attending and participating in the HESD Teacher Induction Program events (such as meetings and professional learning opportunities), as well as communicating with program staff.
8. I understand that as an ECO candidate, I am considered an experienced and exceptional teacher and as such, all documentation submitted to the program will reflect this high standard of professionalism.



Hanford Elementary School District
Induction Program

9. I understand that my participation will be monitored and documented. This monitoring includes a Mid Year portfolio review and a Final portfolio review.
10. I acknowledge that failure to fulfill any of the Teacher Induction requirements and/or responsibilities by the established dates indicated in the pacing guide could result in revoking my status as an ECO candidate, and completing the Induction program in the standard two-year timeline.
11. I understand that I am to complete this option in a one-year time frame and if I am unable to fulfill the requirements of the Early Completion Option, I will notify the Director of Curriculum and Instruction.
12. I understand that I will be required to complete the second year of the Induction Program if all ECO requirements are not met during the current school year.

By signing below, I agree to the preceding expectations regarding my consideration for and participation in the HESD Teacher Induction Program as an ECO candidate. I also acknowledge the following:

- I have been advised of key program components and my particular roles and responsibilities as a candidate in the HESD Early Completion Option program.
- I have read and understand the conditions under which I may be disenrolled from the HESD Teacher Induction Program.

Printed Name: _____ Date: _____

Signature: _____



Hanford Elementary School District
Induction Program

Early Completion Option Application

Name: _____
Last First

School: _____ Grade/Assignment: _____

I have read HESD's Induction Program's requirements for the Early Completion Option and believe I am eligible to be considered for this option based on the following criteria: (check one)

- a. I have one or more years of *exceptional* teaching in a California public school under an intern credential as evidenced by a copy of credential.
- b. I have one or more years of *exceptional* teaching experience in an accredited (as determined by the Commission) private school as evidenced by a letter from my evaluator, the employing district and verification of accreditation.
- c. I have one or more years of *exceptional* teaching in a school in another state or country as evidenced by rigorous evaluations.

I have attached the following evidence in support of my application: (complete all areas)

- Formal letter: A well-written rationale explaining how you meet the criteria for Early Completion Option. The rationale should reflect on your exemplary practice, attitudes, professionalism, and commitment to teaching practice.
- Evidence of exceptional teaching
 - Rigorous current performance evaluation(s) that label the teacher's overall performance as satisfactory or better, *and/or*
 - A letter of recommendation and/or verbal contact to the Director of Curriculum and Instruction from the current evaluating administrator citing the candidate as an exceptional teacher.
- Evidence of one or more years experience as a teacher in a similar assignment
- Evidence of credential status; to include completion of RICA and TPAs

Applicant's signature Date

This section to be completed by the Director of Curriculum and Instruction

Date application received: _____

Application: Approved Denied _____
Signature Date

Date applicant notified of status: _____

Date Induction Mentor notified: _____



Hanford Elementary School District
Induction Program

Mid-Program Transportability Process for Candidate

Induction allows for a Candidates to move from one program to another as he or she meets competencies towards program completion and licensure recommendation. The following document outlines the Induction Transportability Process for Candidate.

Responsibilities of the Transferring Candidate

Maintaining appropriate credential status through completion of Induction requirements is the responsibility of the individual teacher. The Induction programs provide the supportive and assistive route to complete the requirements for the Clear Credential.

When transferring Induction programs, it is the Candidate's responsibility to share documented and/or demonstrated evidence of meeting appropriate Induction Program Standards. This documented evidence must also be supported by a transportability completion record provided by the "sending" approved Induction Program from which the teacher is exiting. This transportability completion record is shared with the receiving program by the Candidate.

With the assistance of the Induction programs involved, the Candidate who is transferring programs is responsible for securing all required documentation and evidence and communicating in a timely manner with both the "sending" and "receiving" approved Induction programs. Upon program completion, the receiving final approved Induction Program will be the Local Education Agency (LEA) making the clear credential recommendation for the Candidate.

Responsibilities of the Transferring Induction Candidate include:

1. Maintaining **all** formative assessment and Induction completion evidence for submission to the receiving program.
2. Obtaining from the sending program all necessary supporting documentation and a transportability completion record which document the Candidate's experiences in the sending program.
3. Contacting the receiving program immediately upon hire.
4. Submitting transportability completion record as well as formative assessment and Induction completion evidence to the receiving program.



Hanford Elementary School District
Induction Program

Affirmation of Program Completion for Year 2 and ECO Candidates

The Induction Program **Standard 5: Determining Candidate Competence for the Clear Credential Recommendation** states, “The Induction program must assess Candidate progress towards mastery of the California Standards for the Teaching Profession to support the recommendation for the clear credential. The documentation of candidate progress must reflect the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the Candidate’s successful completion of the activities outlined in the ILP.

The Induction Program must verify that the Candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for clear credential is made. The verification must be based on a review of observed and documented evidence, collaboratively assembled by the Candidate, the mentor/and other colleagues, according to the program’s design.”

The Affirmation of Program Completion presentation is a requirement for the HESD Induction Program Completion for all Year 2 and Early Completion candidates. The purpose of the presentation is for a Candidate to prepare and present “Evidence of Teacher Growth and Practice” in front of an interview panel composed of various stakeholders. A workshop session will be offered to Candidates to offer guidance in preparing for the presentation.

NOTE: Incompletion

A Candidate who fails to meet program requirements and deadlines will not complete the program, nor be recommended for a clear credential until all responsibilities are fulfilled. Re-enrollment in the program at a later date may be required, with the Candidate held financially responsible for services rendered outside of the program scope and sequence.



Hanford Elementary School District
Induction Program

Program Completion

At the end of the two year program, participating candidates will have completed the following activities:

- Meet an average of one hour per week with induction mentor
- Meet twice a year with their mentor and site administrator to collaborate/discuss professional growth goals and results of inquiry.
- Self assess using the Continuum of Teaching Practice and reflect on goals with mentor.
- Collaboratively creates an Individual Learning Plan (ILP) with mentor and input from site administrator within 60 days of enrolling in the Induction program.
- Given the opportunity to observe a veteran teacher with expertise in similar grade level and holds the same credential as candidate.
- Complete a total of 2 inquiries. Each focusing on an identified area of growth connected to the California Standards for the Teaching Profession.
- Select and attend professional learning opportunities provided by the program (New Teacher Networks) aligned to professional growth goals.
- Attend required New Teacher Networks, Induction Orientation Year 1/ECO, Launch Year 2, Program Completion Oral Presentation workshop Year 2/ECO, and Culminating Gathering Year 1.
- Complete and submit evidence of teacher practice and reflections, student work, lessons and assessments to electronic portfolio.
- Attend end of year Colloquium and participate in Program Affirmation of Completion oral presentation.
- Complete all required HESD induction program surveys.

All participating candidates' work is reviewed by the Induction program staff. If clarification and/or more evidence is needed, participating teachers are contacted and coached through needed modifications. Throughout the program, participating candidates will receive formal/informal feedback, indicating teaching areas of strength and areas of challenge and have numerous opportunities to demonstrate growth and understanding in the teaching areas covered by the CSTPs.

Upon successful completion of the Induction Program, each Candidate submits evidence that he or she accumulated throughout the Induction Program in an electronic Professional Portfolio. This evidence along with the program database is used to verify completion of program requirements. The Assistant Superintendent of Curriculum and Instruction recommends a clear credential for those Candidates who have completed all requirements of the Induction Program.



Hanford Elementary School District
Induction Program

Grievance Procedure / Appeal Process

Unsuccessful Completion of the Teacher Induction Program

If, after two years, there continues to be unsuccessful performance in the HESD Induction Program, the mentor indicates on the Program Portfolio Review Form that the teacher “Has not successfully completed the Teacher Induction Program”.

The teacher may choose to appeal this administrative decision in the following manner:

1. An appeal may be made by the teacher within ten days of notification of unsatisfactory completion of the Induction Program. The teacher submits a written request to the mentor for reconsideration of the decision based on position submitted by the teacher. The mentor then notifies the teacher of the results of this reconsideration based on the teacher's request.
2. If the second decision is an unsatisfactory completion, the teacher has ten days to submit a written request to the Program Director for a meeting with their mentor and the Program Director to review all materials in the digital portfolio. If the materials in the portfolio support the mentor's decision, the decision stands.
3. Within ten days of the appeal meeting, the teacher may request, in writing, a conference with the Assistant Superintendent of Curriculum and Instruction and the Program Director. The Assistant Superintendent reviews the portfolio and decides whether the teacher has successfully completed or has not satisfactorily completed the Induction Program, will either be granted an extension, or the original decision stands.



Hanford Elementary School District
Induction Program

Teach Out Plan

In the event that the Hanford Elementary Unified School District Teacher Induction Program should close, a teach out plan is to be followed. Each enrolled candidate will have the opportunity to complete the requirements for which they are enrolled unless the participating candidate withdraws, is dropped, or is admitted to another program. Each participating candidate will receive an individual transition plan. This plan will also provide information about completing the year's requirements. Participating candidates and graduates will receive instruction on how to access their online program documents prior to closure.



Hanford Elementary School District
Induction Program

Individual Transition Plan

Candidate: _____ Grade/Assignment: _____

Requirements for Year 1

Requirements Year 1 Candidates	Number of Hours	Date Completed	Meets/Does Not Meet Standards
New Teacher Networks (Professional Learning)	6 plus -1 webinar for Gen Ed & Ed Speciliast -2 webinars for PE and/or ECO candidates *including required assingments		
Orientation	1.5		
Context for Teaching and Learning for All Candidates			
Veteran Teacher Observation Includes 2 half-day subs	3.5 - 7		
Assessment Monitoring Progress			
CTP/CSTP Self-Assessment	3		
Professional Growth Goals	1		
ILP/Inquiry #1	10-12		
Collaboration Meeting with Mentor & Site Administration	1 (Includes Fall/Spring Meetings)		
Professional Growth Presentations			
Culminating Gathering	1.5		
Mentor/Candidate Contact Time			
Mentor Contact Logs	32-40 (Minimum of 1 hr/wk)		

Candidate Signature: _____ Date: _____

Mentor Signature: _____ Date: _____

Program Director Signature: _____ Date: _____



Hanford Elementary School District
Induction Program

Individual Transition Plan

Candidate: _____ Grade/Assignment: _____

Requirements for Year 2

Requirements	Number of Hours	Date Completed	Meets/Does Not Meet Standards
Year 2 Candidates			
New Teacher Networks (Professional Learning)	6 plus -1 webinar for Gen Ed & Ed Specialist -2 webinars for PE candidates *including required assignments		
Launch	1.5		
Context for Teaching and Learning for All Candidates			
Veteran Teacher Observation Includes 2 half-day subs	3.5 - 7		
Assessment Monitoring Progress			
CTP/CSTP Self-Assessment	3		
Professional Growth Goals	1		
ILP/Inquiry #1	10-12		
Collaboration Meeting with Mentor, & Site Administration	1 (Includes Fall/Spring Meetings)		
Professional Growth Presentations			
Affirmation of Program Completion	.50		
Colloquium	1.5		
Mentor/Candidate Contact Time			
Mentor Contact Logs	32-40 (Minimum of 1 hr/wk)		

Candidate Signature: _____ Date: _____

Mentor Signature: _____ Date: _____

Program Director Signature: _____ Date: _____

INDUCTION MENTOR



Hanford Elementary School District
Induction Program

Induction Mentor

Candidates are assigned an Induction Mentor to guide, assess, and assist them in meeting the complexities of their job and in completing the requirements of the Induction Program. This partnership is the most important aspect of the Induction Program. Induction Mentors meet with Candidates a minimum of one hour per week to plan, problem-solve, and reflect on teaching practice. Meetings and support activities are recorded on the Contact Log. Induction Mentors guide Candidates in their consideration of formative assessment evidence to help them develop planned, systematic opportunities to improve their teaching.

The success of these endeavors is dependent upon;

- The Induction Mentor's ability to develop a trusting and reflective professional partnership with assigned Candidates.
- The Candidate and Induction Mentor understands and respects the confidentiality of the relationship. Information gathered regarding practice/performance is confidential. Information regarding completion may be shared with site/district/program administrators.



Hanford Elementary School District
Induction Program

MENTOR LETTER OF COMMITMENT

Mentor: _____

(Print Name)

I understand that serving as a Mentor in the HESD Induction Program involves helping Candidates build upon university work and previous teaching experience in order to improve instructional practice and, for eligible candidates, supporting them in earning their clear credentials. I will use an individualized support system to guide a candidate's professional development which will not be used for evaluative or employment purposes. I understand that I will be expected to give generously of my time and expertise to the candidate to whom I am assigned.

To fulfill the role of Mentor, I must:

- Understand and respect the confidentiality between the Candidate and Induction Mentor. Information gathered regarding practice/performance is confidential. Information regarding completion may be shared with site/district/program administrators.
- Develop a trusting and reflective professional partnership with assigned Candidates.
- Provide weekly, on-site support to each Candidate a minimum of one hour every week per candidate, to receive "just in time" mentoring and assist Candidate to satisfactorily complete all program requirements. Mentoring will begin in August and run through June. Weekly contact time will include instructional as well as non-instructional time.
- Complete a contact log on all weekly support detailing date, time and type of support/purpose. Contact logs are due at the end of each trimester.
- Assist Candidates in developing an Individualized Learning Plan (ILP) and a professional development plan based on *The California Standards for the Teaching Profession (CSTP)*, the Induction Standards and review relevant documentation from Candidate's preparation program, including the Teacher Performance Assessment (TPA), and Individual Development Plan (IDP).
- Schedule and attend with Candidates observation of veteran teachers and confirmation completion of observation reflection form in Candidate Portfolio.
- If Candidate fails to meet the established deadlines, complete the Plan of Action to notify Candidate of necessary steps to avoid being placed on Advisement Status.
- Communicate with the Director of Curriculum and Instruction regarding program effectiveness, suggested revisions to documentation including the formative assessment system ILP/Inquiry.
- Plan, participate in and support professional development presenters at New Teacher Networks.
- Communicate questions or concerns regarding Candidate assignment to the Director of Curriculum and Instruction.



Hanford Elementary School District
Induction Program

MENTOR LETTER OF COMMITMENT

- Develop my knowledge of *The California Standards for the Teaching Profession (CSTP)* and Induction Program Standards.
- Participate in the Induction Mentor orientation, Induction Mentor collaborations/trainings, and additional professional development trainings scheduled for Induction Mentors to improve my skills and knowledge.
- Participate in the program evaluation process including the Induction Program Surveys and comply with District and program reporting procedures including accreditation.
- Read and understand my responsibilities located in the Induction Program Handbook. Become familiar with the policies and procedures and follow all guidelines within it.

I have read the Induction Mentor responsibilities described above and agree to follow them to the best of my ability. I understand that I am responsible for fulfilling all Induction Mentor requirements, including attendance at Induction Mentor collaborations and trainings and completion of documents required by the program. I understand that my work as an Induction Mentor is crucial to the success of the Candidates.

Induction Mentor Signature

Date



Hanford Elementary School District
Induction Program

Hanford Elementary School District Induction Program
Candidate/Mentor Pairing Policy

The HESD Induction Program assists Candidates by assigning a trained Mentor to guide them through their first years of teaching and to provide emotional support and professional expertise.

HESD Induction Program Pairing Guidelines
Within the first 30 days of enrollment in the program, Candidates will be paired with an Induction Mentor with similar demographics in close proximity, who has experience in teaching the same grade level/subjects.
If no Mentors are available who hold the same or equivalent credential special education authorization or single subject, the Candidate is paired with a HESD Induction Mentor and assigned a Subject Matter Partner, holding the same or equivalent credential authorization. (Special Education, Band, PE)
Pairings are usually made for two years. NOTE: It is sometimes necessary to change Mentors in Year 2 due to Candidate or Mentor request or to better match grade level or subject area of the Candidate.
Input from Site Administrators, Candidates, and Mentors is taken into consideration by the HESD Induction Program Staff when pairings are made each year.
Every effort will be made to give all trained Mentors in the HESD Induction Program an equal opportunity to be paired with a Candidate in accordance with program pairing guidelines.



Hanford Elementary School District
Induction Program

Induction Mentor/Candidate Reassignment Request

If at any time the match between the Candidate and the Induction Mentor is perceived as being unsuccessful for any reason, this match may be revised.

Procedures:

1. It is the responsibility of the Candidate to inform the Director of Curriculum and Instruction of a reassignment request.
2. A Candidate or an Induction Mentor may make a request for a new match to the Director of Curriculum and Instruction by completing the "Induction Mentor/Candidate Reassignment Request".
3. Upon receipt of a request for a new match, the Director of Curriculum and Instruction secures confidential information from both the Candidate and the Induction Mentor. Efforts are made to maintain respect and dignity for all those involved and to collaboratively determine a solution to the presented issue(s).
4. The Director of Curriculum and Instruction implements the solution and monitors the new match, if this was determined to be the best solution. Appropriate information is shared as needed.



Hanford Elementary School District
Induction Program

**INDUCTION MENTOR / CANDIDATE
REASSIGNMENT REQUEST**

To be completed by person making request:

Candidate: _____

Induction Mentor: _____

Concern:

Date request submitted: _____

Requested by: _____

To be completed by Director of Curriculum and Instruction:

Intervention:

Resolution:

Continue with same pairing

Reassign Induction Mentor: _____

Effective: _____

Candidate

Date

Director of Induction

Date

SITE ADMINISTRATORS



Hanford Elementary School District
Induction Program

District and School Site Support

School and district personnel all contribute to the support provided to new teachers. The school and district have several key roles in supporting the Induction Program.

- In August and November, site principals receive updates on the Candidate's progress in the Induction Program.
- Candidates meet with their Site Administrator to share their Individualized Learning Plan within the first 30 days of school and again after completing the ILP/End of Year Reflection. The purpose is to help guide and develop professional growth goals and outcomes, professional development plan and offer support/resources on the Candidate's Individualized Learning Plan (ILP).
- School Leadership Teams provide professional development at the site level through in class coaching. They also provide support for weekly minimum day collaborations.
- Professional development opportunities are offered at the district level.



Hanford Elementary School District
Induction Program

SITE ADMINISTRATOR LETTER OF COMMITMENT

Site Administrator: _____

(Print Name)

I understand that my role as a School Administrator in the HESD Induction Program is to provide a positive climate and structure so that the Candidate(s) at my school and their Mentor(s) are able to successfully complete the program's comprehensive formative assessment activities and, if applicable, meet credential requirements. It is essential that I assist new teachers build on professional learning from their pre-service preparation so that they may become competent, knowledgeable educators.

In order to effectively support Candidates and Induction Mentors, I understand my responsibilities as a site administrator are as follows:

- Establish a culture of support within my school for the work to be done between Candidates and Induction Mentors.
- Attend district scheduled administrative trainings and update meetings to become familiar with Induction program components and completion requirements, the development of the Individualized Learning Plan and Candidates progress towards professional growth.
- Be knowledgeable about the requirements of the Induction Program including the program components, formative assessment process and the development of the Individualized Learning Plan (ILP).
- Meet with Candidate(s) at the site, at least twice a year to help guide and develop professional growth goals and outcomes, professional development plan and offer support/resources on the Candidate's Individualized Learning Plan (ILP).
- Understand and respect the confidentiality between the Candidate and the Induction Mentor. (Information gathered regarding **practice/performance** is confidential. Information regarding **completion** may be shared with site/district/program administrators.)
- Convey to all involved parties that the Induction Program is separate and distinct from the school's legally mandated teacher evaluation cycle.
- Provide on site support to meet the needs of the program including the provision of time for the Candidate and Induction Mentor to engage in professional reflection crucial to the efficacy of the program.
- Participate in the program evaluation process including the Induction Program Survey.
- Communicate questions or concerns about the program, including Induction Mentors or Candidates program participation, to the Director of Curriculum and Instruction.
- Partner with Induction Mentors in providing Candidates with opportunities to observe veteran teachers.
- Consider that the number of additional co-curricular assignments given to Candidates needs to be feasible to the extent that the individual(s) can effectively meet the expectations and demands of the HESD Induction Program.

I have read the Site Administrator responsibilities described above and agree to follow them. I understand that my leadership and involvement in the Induction Program are crucial to the success of the program.

Site Administrator Signature

Date



Hanford Elementary School District
Induction Program

The Induction Program Handbook
is located on the
Induction Program Portal page.