Panama-Buena Vista Union School District

2023-2024

New Teacher Support Induction Handbook

Teaching, Empowering & Achieving through Mentoring

Excellence in Education

Core Beliefs and Values

The Panama-Buena Vista Union School District is focused on a set of values and beliefs that all members of the school district (parents, students, teachers, and staff) support in order to provide a learning environment that ensures a positive academic experience and behavioral growth for all students.

- All children deserve a quality education in a safe environment
- We teach all children, believing all children can learn
- Education is a partnership between the school, family, and our community
- Everyone works together as a team to attain maximum achievement
- We build relationships on trust and respect
- We value our community diversity

Vision

The Panama-Buena Vista Union School District vision is to be the model of Excellence in Education.

Mission

The Panama-Buena Vista Union School District mission is to partner with parents and community, committing to a high achieving, balanced academic program for all students.
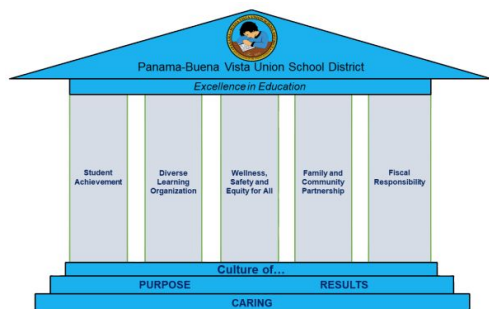
Panama-Buena Vista Union School District

Induction Program Mission

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The Panama- Buena Vista Union School District two-year Induction Program's mission is to support and guide new teachers as they develop a growth mindset, and habits of reflective and effective teaching practices that lead to their professional growth through a mentoring and professional development system.

Teaching, Empowering, Achieving thru Mentoring

Panama-Buena Vista Union School District
New Teacher Support Induction Program Handbook

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New Teacher Support & Induction Program Organizational Chart
Panama-Buena Vista School District

Board of Trustees

**Katie Russell
Superintendent**

Advisory Committee

**Brandie Dye
Assistant Superintendent
Instructional Services**

**Daryll Johnson
Assistant Superintendent
Human Services**

**Jennifer Irvin
Assistant Superintendent
Educational Services**

**Rachelle Montoya
Director
Professional Development**

**Melissa Brown
Director
Human Services**

**Stephen Johnson
Director
Consolidated Programs**

**Rafaela Lopez
Director
NTS & Induction**

**Courtney McMahan
Coordinator
Instructional Services**

**Site Admin Representative
Elementary
Junior High**

**Mentor Representative
Elementary
Junior High
Special Education Services**

**Induction Candidates
First Year
Second Year
Completer**

**P-BVTA
Representatives**

Pre-service Cosponsors

**California State University,
Bakersfield**

**Point Loma Nazarene University,
Bakersfield**

**University of LaVerne,
Bakersfield**

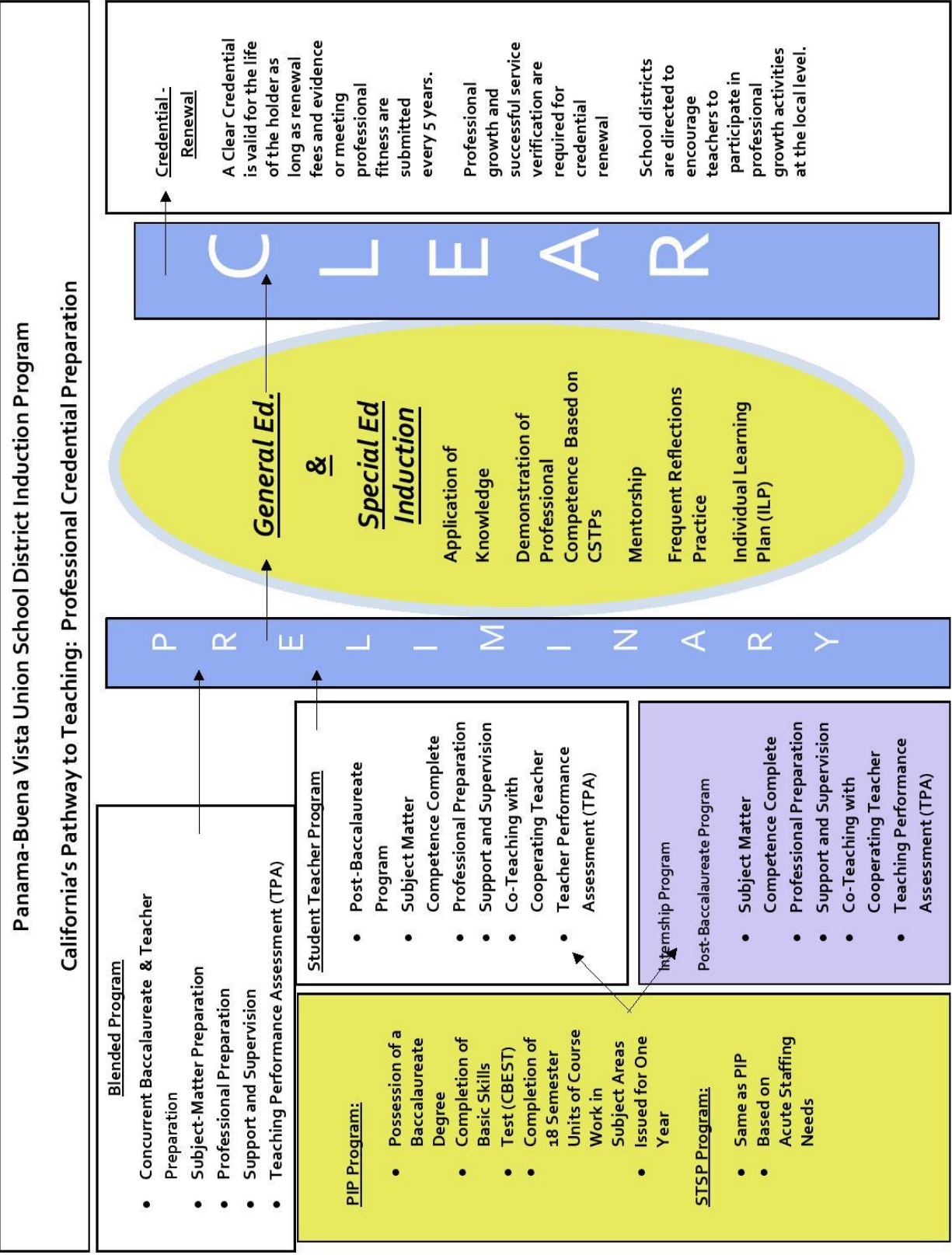**National University**

**University of Phoenix,
Bakersfield**

Cooperative Cosponsors

**Kern County Superintendent of
Schools Consortium-Induction**

Bakersfield City School District

Greenfield School District

Kern High School District

Panama-Buena Vista Union School District Induction Program

California's Pathway to Teaching: Professional Credential Preparation

Blended Program
- Concurrent Baccalaureate & Teacher Preparation
- Subject-Matter Preparation
- Professional Preparation
- Support and Supervision
- Teaching Performance Assessment (TPA)

PIP Program:
- Possession of a Baccalaureate Degree
- Completion of Basic Skills Test (CBEST)
- Completion of 18 Semester Units of Course Work in Subject Areas
- Issued for One Year

STSP Program:
- Same as PIP
- Based on Acute Staffing Needs

Student Teacher Program
- Post-Baccalaureate Program
- Subject Matter Competence Complete
- Professional Preparation
- Support and Supervision
- Co-Teaching with Cooperating Teacher
- Teacher Performance Assessment (TPA)

Internship Program
Post-Baccalaureate Program
- Subject Matter Competence Complete
- Professional Preparation
- Support and Supervision
- Co-Teaching with Cooperating Teacher
- Teaching Performance Assessment (TPA)

PRELIMINARY

General Ed. & Special Ed Induction
- Application of Knowledge
- Demonstration of Professional Competence Based on CSTPs
- Mentorship
- Frequent Reflections Practice
- Individual Learning Plan (ILP)

CLEAR

Credential - Renewal

A Clear Credential is valid for the life of the holder as long as renewal fees and evidence or meeting professional fitness are submitted every 5 years.

Professional growth and successful service verification are required for credential renewal

School districts are directed to encourage teachers to participate in professional growth activities at the local level.

What You Will Experience as an Induction Candidate

As an Induction Candidate in the PBVUSD Induction Program, you will approach the threshold of your career equipped with the skills and knowledge provided through your teacher preparation program and the experience of supervised student teaching. You will begin your career employed in a school district that is so committed to your success as a new teacher that they have invested substantial resources to assist you in that goal.

The Director of New Teacher Support will provide you with a well-trained mentor, provide advice and information regarding program requirements, offer extra assistance and support if needed, and monitor your progress towards successful program completion.

Your mentor will meet you at the "entry" of your induction to the teaching profession and guide and support you throughout the induction process in order to help you better understand the students you serve and develop into the best teacher you can be. You will work together to identify your strengths and needs and you will develop an Individual Learning Plan (ILP) that will serve as your roadmap to success.

Once your Individual Learning Plan (ILP) has been developed, you will have the opportunity to observe highly skilled veteran teachers in action, attend workshops and classes that specifically address the district goals and expectations, as well as instructional areas in which you want to improve. You will have weekly interactions with your mentor so that you have many opportunities to benefit from his/her guidance. Both formal and informal observations will take place and continuous feedback will lay the foundation for your growth. As your skills improve, you will revise your Individual Learning Plan (ILP) to meet your changing goals.

Throughout the program, you will be provided the opportunity to interact with other induction candidates, mentors, and various professional experts within the district. You will become well versed in the *California Standards for the Teaching Profession* and will continually assess your progress toward the attainment of these standards.

As a result of a period of continuous support and encouragement, you will approach the end of your induction phase in the teaching profession feeling competent in your chosen career, confident that you can live up to the *California Standards for the Teaching Profession* and provide an excellent education experience for your students.

Panama-Buena Vista Union School District

Induction Program Overview

The Panama-Buena Vista Union School District (PBVUSD) Induction Program is a two year job embedded Commission approved professional teacher induction program. Our program is designed to support the professional development of newly-credentialed beginning teachers in their first year of teaching through mentoring and supportive guidance to fulfill the requirements for the California Clear Multiple Subject, Single Subject, and Education Specialist Credentials.

Induction candidates receive structured support and formative assessments through observation and feedback from an experienced mentor. This assessment is not connected to teacher evaluation.

The fact that induction candidates have already met basic credentials standards as they earned their preliminary credentials indicates that they are ready to expand, enrich and deepen their teaching knowledge and skills through collegial reflection, professional development, and action research. During induction, individual guidance and support is provided by experienced mentors trained to coach new teachers to grow in the implementation of the California Standards for the Teaching Profession (CSTP).

Program Features

Induction Consists of:

- Pairing induction candidates with experienced mentors
- Offering professional development opportunities to meet the needs of the new teachers in relation to his/her teaching assignments
- Building a support network by providing opportunities to dialogue with colleagues
- Assisting induction candidates to develop an Individual Learning Plan (ILP) that will serve as his/her road map through the induction process
- Providing a system of guided inquiry to assist beginning teachers and grow professionally

Program Goals

- Ensure the professional success and retention of promising new teachers
- Improve student performance through enhanced training, information, and assistance for new teachers
- Improve the working conditions and job satisfaction of teachers by reducing professional isolation
- Establish a system of inquiry and growth based on the California Standards for the Teaching Profession

Induction Program Learning Outcomes

It is the goal of the Panama-Buena Vista Union School District's Induction Program that by the conclusion of their Induction Program candidates will know and/or be able to do the following:

- Contextualize instruction by identifying students' individual strengths and needs

- Establish a classroom environment that engages all students and includes a fair and equitable environment

- Individualize instruction to meet the individualized learning needs of the students in the classroom

- Become reflective practitioners constantly monitoring, adjusting and challenging oneself to become better at his/her professional practice

- Celebrate professional and students' learning and growth

- Plan units and lessons based on Common Core State Standards (or adopted content standards) that result in high levels of student learning

- Provide an accurate classroom assessment system that includes a variety of assessment techniques to ensure the success of all students

- Increase the academic achievement of students

- Be proficient in identifying individual professional growth goals through the development of an Individual Learning Plan and identify resources to advance practice in the identified areas

- Work collaboratively with colleagues in the induction program, at the school site, and throughout the district

- Identify ongoing learning goals that include future professional development activities

- Gain a full understanding of the *California Standards for the Teaching Profession* (CSTP) and how it frames professional practice

- Use technology as a foundational structure of his/her classroom instruction

- Improve the knowledge and practice of individual students' use of technology

- Provide a classroom experience that embraces equity, diversity, and access to the core curriculum for each individual student

- Create an environment that supports student well-being, health and safety

- Adapt instructional practices and content presentation so that all students can achieve established learning goals

- Earn a professional clear credential

Process to Inform
The P-BVUSD Induction program notifies each induction candidate of his/her program eligibility within six weeks of the hire date/Induction orientation date by letter and/or notice verified by the personnel department. Eligible teachers must enroll in the Induction Program within 120 days from the start of school. The deadline to enter Induction during the school requires an issued preliminary on or before November 30. An issued preliminary credential indicates that the California Commision on Teaching Credentialing has posted your credential to their website.

Intro to Induction Orientation
An initial orientation for induction candidates will be conducted to inform them about district and site resources, procedures, policies and the candidates' responsibility to enroll in an Induction Program upon initial employment contract with my CA Preliminary Teaching Credential. Orientation is required prior to enrolling into induction.

Individual Induction Plan (ILP) Development
Individual Learning Plan (ILP) Development: Our program provides direct information regarding the development of the ILP to our candidates and mentors during orientation and beginning of the year meetings. These meeting are attended by all induction candidates and their mentors. Candidate growth goals are must be developed within 60 days of program enrollment using multiple sources of data. This may include, but is not limited to:
- The transition plan
- Self-assessment on the six California Standards for the Teaching Profession (CSTPs)
- A mentor observation
- Reflection of collaboration and mentoring support of no less than one hour per week
- Input from the administrator

Release Time Guidelines
Release time is offered for induction candidates for the purpose of participating in veteran teacher observations.
Induction Supporting Evidence
As part of the induction requirement, induction candidates are responsible for gathering and maintaining a collection of documents as evidence of participation and program completion.These documents include, but are not limited to Induction documentation, Weekly Collaborative Logs, Individual Learning Plan (ILP), Inquiry Presentation, and the Induction Completion Record.
Modification Criteria to the Induction Program
An Induction Program is situated learning for the preliminary credentialed teacher. It is designed for participants to take the knowledge and skills learned in their teacher preparation program and apply it in a classroom setting. As such, it is a hands-on application over time, allowing early career teachers to become adept at certain skills vital for classroom success. At the same time, the district acknowledges that a teacher's prior experiences can make some elements and requirements of the Induction Program redundant and therefore allows modification of certain elements of the Induction Program.

The Panama-Buena Vista Union School District's Induction Program may be modified for an individual's participation. Only certain elements of the requirements are eligible for modification and the modifications do not alter the two-year timeline of participation on the Induction Program. Acceptable documentation of competency or requirement fulfillment must accompany the request for modification. Any modifications are granted at the discretion of the Assistant Superintendent/ Induction Director. The decision is final.
The elements listed on the following page may be modified only for the following reasons:
- The modification is based on prior experience, not on personal opinion.
- The teacher has prior experiences that are equal to or like some of the requirements of the Induction Program.
- Documentation for these experiences exists.
Teacher has documentation of completion or partial completion of state-approved induction program in another California school district.

Mentor Assignments and Reassignments
Once program eligibility is confirmed by our Human Resources department, credential matches between mentors and teachers are determined according to their school-site and grade or subject taught. The site administrators and assigned mentors are notified of the pairing match. Our mentors make the initial contact with their assigned candidates generally within ten days, but never beyond 30 days of program enrollment.

Because all of our mentors are academic coaches or elementary assistant principals, if an exact credential match cannot be made, our program ensures that additional supports are put in place for the candidate. All additional supports will be coordinated by the mentor and documented on the candidates ILP and weekly collaborative logs. This support will include, but is not limited to additional weekly collaboration and additional release time for classroom observations with grade level and/or content specific veteran teachers.

Regarding mentor reassignments, the following procedures should be followed if any stakeholder determines that a non-productive match exits between the induction candidate and the mentor:
♦ A written notice is given to the Induction Director and/or Coordinator.
♦ The Induction Director and/or Coordinator will investigate the concerns from both parties to determine the appropriate course of action.
♦ A mentor reassignment is a final option should the match continue to be non-productive.

Intervention Process
To maintain quality standards throughout its Induction Program, the P-BVUSD has established procedures to identify and assist an induction candidate who is not meeting with success.
▪ If a candidate is experiencing difficulty in meeting the program requirements, the induction candidate or mentor immediately shares in writing his/her concerns with the Induction Director or Coordinator via email at rafalopez@pbvusd.k12.ca.us
▪ The mentor, induction candidate, and Induction Director or Coordinator will confer to identify the area(s) of concern and methods for intervention.
▪ An action plan (including a timeline) will be established and signed by all three.
▪ Extra support will be provided to the induction candidate as needed.
▪ The candidate's site administrator will be informed of the action plan and extra support.

Note: **An induction candidate may not receive credit for Induction if areas of concern are not corrected (within the time span and agreements stated in the action plan).**

Induction Extension (due to extenuating circumstance(s)
The induction program is designed for completion within the first two years of employment with a preliminary credential. Induction Candidates must complete all requirements for the professional clear credential within five years after receiving a preliminary credential. Should extenuating circumstances delay the completion of the induction program within a two-year period, an individual contract will be developed between the induction candidate and the Induction Program Director and/or Coordinator. Induction candidates should bring evidence verifying previously met requirements (e.g., Induction documentation records, Individual Induction Plans, Individual Learning Plans, Induction Completion forms, professional development records, professional portfolio) to the scheduled meeting with the director and/or coordinator. Should any of the following circumstances occur during the induction candidate's tenure in the Induction Program, it would constitute grounds for extending the time of their participating in the program.
▪ Pregnancy
▪ Medical leave of absence
▪ Personal leave without pay
▪ Administrative leave without pay
▪ Bereavement leave exceeding time allotted by district
▪ Any other situation determined by the Director of the Induction Program
It is the responsibility of the Induction Candidate to submit all required evidence for program completion, including formative assessment evidence, as outlined in the Induction Handbook.

Failure to complete year one or year two induction program requirements within the designated time may require the induction candidate to submit payment to the District for extended support.

Teacher Induction Program Preconditions and Program Standards

Commission on Teacher Credentialing

Standards Adopted
October 2016

Handbook Revised June 26, 2017

Teacher Induction

The Teacher Induction standards govern the program for Preliminary Multiple Subject, Single Subject and Education Specialist teachers complete to earn a Clear Teaching Credential.

Preconditions for Teacher Induction Programs

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 Individual Learning Plan 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.

Induction Program Design for Mentoring
Clear Teaching Credential Candidates

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

Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System
The Individualized 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, early childhood education, case management, evidence-based practices supportive of specific disabilities within the candidate's caseload, consultation, collaboration, co-teaching, and collaborating with para-educators and service providers. 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 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

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.

California Standards for the Teaching Profession

STANDARD ONE:	STANDARD TWO:
ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING	**CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT 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	2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students 2.5 Developing, communicating, and maintaining high standards for individual and group behavior 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn 2.7 Using instructional time to optimize learning
STANDARD THREE:	**STANDARD FOUR:**
UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING	**PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS**
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	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 learning needs of all students
STANDARD FIVE:	**STANDARD SIX:**
ASSESSING STUDENTS FOR LEARNING	**DEVELOPING AS A PROFESSIONAL EDUCATOR**
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	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

Panama-Buena Vista Union School District Induction Program
23-24 Calendar Timeline for Year 1 Candidates

Meet with your mentor an average of no less than one hour per week and log this time on the Induction Support website (www.inductionsupport.com)

August 2023	September 2023	October 2023	November 2023	December 2023	January 2024	February 2024	March 2024	April 2024	May 2024
◆ Intro to Induction Option 1 Aug 14th 4:15-5:15 Boardroom	○ CSTP 1&2 Self-Assessment recommended to be completed by Sept 15th	◆ ILP Inquiry Modules PD Oct 11th 4:15-5:45 Boardroom	▲ CSTP 1 & 4 PD Nov 8th & Nov 15th 4:15-5:15 Boardroom	▲ CSTP 2 & 5 PD Dec 6th & Dec 13th 4:15-5:15 Boardroom	● Progress on goals due Jan 12th (Reopen ILP Goal Setting Module)	▲ CSTP 3 & 5 PD Feb 7th & Feb 14th 4:15-5:15 Boardroom	● Culminating Slide Deck for all three inquiry modules due (choose one): -Video option due March 7th OR -presentation option due March 5th and present on March 7th via zoom.	● Progress on goals due April 12th (Reopen ILP Goal Setting Module)	Candidate requirements graded and Year 1 finalized
◆ Intro to Induction Option 1 Aug 15th 4:15-5:15 Boardroom	○ CSTP 3&4 Self-Assessment recommended to be completed by Sept 22nd	● ILP Goal Setting Plan Module due Oct 20th PROGRAM DEADLINE	● Complete first inquiry modules (choose): -Peer Observation -Mentor Observation -Student Relationship Building Due Nov 30th	● Complete second inquiry modules (choose): -Peer Observation -Mentor Observation -Student Relationship Building Due Dec 22nd	● Complete third inquiry modules (choose): -Peer Observation -Mentor Observation -Student Relationship Building Due Jan 31st	*Once all inquiry modules are approved, create slide deck and video	● Mentor Observation Feedback Form due March 15th	○ Spring CSTP Self-Assessment recommended to be completed by April 12th	
◆ ILP Goal Setting Plan PD Aug 30th 4:15-5:15 Boardroom	○ CSTP 5&6 Self-Assessment recommended to be completed by Sept 29th								
	○ All Fall CSTP Self-Assessments should be completed prior to completing the goal setting plan module								

Legend:

- ◆ Required PD for Candidates Enrolling into Induction only
- ◆ Required PD for Candidate & Mentor
- ▲ 3 CSTP PDs required for Candidate per year (Mentor is encouraged to attend, but optional)
- ● ILP Module/Inquiry Video/Mentor observation feedback form to be submitted in Canvas
- ○ Support document Not submitted in Canvas

March 2023: Culminating Slide Deck for all three inquiry modules
- Video Option: Submit Slide deck with video embedded
- Presentation Option: Submit Slide deck 2 days prior to presenting via zoom

1. Intro to Induction (Orientation for the induction program) is required prior to enrolling into the induction program.
2. PD-Professional Development
3. Year 1 candidates are required to attend 3 CSTP professional development courses. Induction recommends CSTP 1, 2 & 3 for Year 1 candidates. Induction will communicate alternative dates for late-hires or any other exceptional circumstances.
4. All due dates listed above apply to most candidates.

23-24 ILP Goal Setting Plan Module

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. You will work with your mentor, administrator, and Induction program staff to develop the ILP at the beginning of your induction period. Your teaching assignment should provide the appropriate context for the development of the overall ILP; however, you and your mentor may add additional goals based on your professional interests. Goals should align with the *California Standards for the Teaching Profession*.

The Goal Setting Plan of the ILP will guide you through the steps for creating goals during the 2023-24 school year. Your mentor will observe you several times throughout the school year and one time during the Inquiry process. In addition, you will observe colleagues who will demonstrate strategies and techniques relevant to your professional goals. These observations, the conversations following these observations, along with your practice and refinement of effective teaching practices should all be considered when completing this ILP. The weekly meetings you have with your mentor should be considered individualized professional development that may be reflected in this ILP. As you complete this ILP, reflect on the effectiveness of your instruction, analysis of student and other outcome data, and how you use this data to further inform the repeated cycle of planning and instruction.

Directions: Complete the Goal Setting Plan of the ILP within the first 60 days of entering Induction (October 20). Prior to completing the Goals, Rationale, Actions, and Timeline portion of the Individual Learning Plan (ILP) for each goal, you will have the opportunity to reflect on your university transition plan/Individual Development Plan, meet with your site administrator to get input, debrief with your mentor and and build goals that would best suit you and your individual learning plan. In January, you will review and update your ILP by reflecting on the progress you have made in meeting your professional goals and the impact on student learning. In April, you will complete a final review and analysis of the progress you have made in meeting your professional goals and the impact on student learning.

This is a cumulative document that will be reviewed and updated throughout the induction period.

** This module must be submitted in Canvas by October 20, 2023**

Candidate Name:	**Mentor Name:**
Candidate School Site:	**Mentor School Site:**
Grade level/Content Area:	**Date:**

Data Point # 1: Transition Plan/Individual Development Plan (IDP) Reflection
Think back to the Individual Development Plan you completed at the end of your University Preliminary Credential Program. From your identified strengths and desired growth areas, discuss the goals you set for your first year teaching on your Preliminary. If you do not have your IDP or do not remember, then just discuss what would be most impactful for you to focus on this year.

After discussing with your Mentor, reflect on and describe your strengths and areas of desired growth you set for your first year of teaching with your preliminary credential:

Data Point # 2: Fall CSTP Self-Assessment
Use the CSTP Self-Assessment form results to describe your current level of practice. Then, discuss with your Mentor the CSTP elements that you may need to focus your attention this year. (Click here) for a forced copy of the CSTP Self-Assessment form)
1. Save your copy of the CSTP Self-Assessment in your google drive.
2. Share it with your mentor
3. Change the share settings to P-BVUSD
4. Link your copy HERE

Describe your current level of practice below.

Data Point # 3: Input from Site Administrator:
Schedule a time to meet with your school site administrator to discuss the following and to help guide your goal setting for the 2023-24 school year. If possible, include your mentor in this meeting. If not, make sure to inform your mentor of the outcome of your meeting with your site administrator prior to building your goals.

Discuss the school site goals for the 2023-2024 school year.

Describe the expectations for teachers on the school site in your specific job assignment.

2023-24 Panama-Buena Vista Union School District Induction Program Year 1 Individual Learning Plan (adapted from KCSOS Teacher Induction Program)

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Build your three growth goals for this year: Considering the three data points compiled above.
1. With your Mentor, discuss and select **three** CSTPs that will form the basis for your Growth Goals this year. **Our program recommends that Year 1 candidates focus on CSTP 1, 2 and 3 during their first year of induction.**
2. With your Mentor, narrow down to one element of each CSTP you selected.
3. With your Mentor, complete the chart below. (Note: These goals, as well as other aspects of the ILP, can be modified as needed.)

Goal 1				
CSTP Element And Goal	**Rationale**	**Actions and Steps (At least 3)**	**Timeline**	**Professional Learning Opportunities you will take to support this goal** (Complete during the January Progress on goals)
CSTP Element: Goal:		1. 2. 3.		Name of PD: Date(s) attended: Time frame: Description of PD: Explain how this PD connects to your ILP goals:
January Progress on Goal 1 (Due January 12th): Record any progress you have made in meeting this goal for the following				
Actions and steps that have been taken or completed:	Describe how the actions that you took towards Goal 1 positively impact student learning:	Planned next steps towards Goal 1:	Any adjustments or modifications for Goal 1:	Any additional professional development that aligns with this goal (optional):
April Progress on Goal 1 (Due April 12th): Record any progress you have made in meeting this goal for the following				
Actions and steps that have been taken or completed:	Describe how the actions that you took towards Goal 1 positively impact student learning:	Planned next steps towards Goal 1:	Any adjustments or modifications for Goal 1:	Any additional professional development that aligns with this goal (optional):

Goal 2				
CSTP Element And Goal	**Rationale**	**Actions and Steps (At least 3)**	**Timeline**	**Professional Learning Opportunities you will take to support this goal** (Complete during the January Progress on goals)
CSTP Element: Goal:		1. 2. 3.		Name of PD: Date(s) attended: Time frame: Description of PD: Explain how this PD connects to your ILP goals:
January Progress on Goal 1 (Due January 12th): Record any progress you have made in meeting this goal for the following				
Actions and steps that have been taken or completed:	Describe how the actions that you took towards Goal 1 positively impact student learning:	Planned next steps towards Goal 1:	Any adjustments or modifications for Goal 1:	Any additional professional development that aligns with this goal (optional):
April Progress on Goal 1 (Due April 12th): Record any progress you have made in meeting this goal for the following				
Actions and steps that have been taken or completed:	Describe how the actions that you took towards Goal 1 positively impact student learning:	Planned next steps towards Goal 1:	Any adjustments or modifications for Goal 1:	Any additional professional development that aligns with this goal (optional):

Goal 3				
CSTP Element And Goal	**Rationale**	**Actions and Steps (At least 3)**	**Timeline**	**Professional Learning Opportunities you will take to support this goal** (Complete during the January Progress on goals)
CSTP Element: Goal:		1. 2. 3.		Name of PD: Date(s) attended: Time frame: Description of PD: Explain how this PD connects to your ILP goals:
January Progress on Goal 1 (Due January 12th): Record any progress you have made in meeting this goal for the following				
Actions and steps that have been taken or completed:	Describe how the actions that you took towards Goal 1 positively impact student learning:	Planned next steps towards Goal 1:	Any adjustments or modifications for Goal 1:	Any additional professional development that aligns with this goal (optional):
April Progress on Goal 1 (Due April 12th): Record any progress you have made in meeting this goal for the following				
Actions and steps that have been taken or completed:	Describe how the actions that you took towards Goal 1 positively impact student learning:	Planned next steps towards Goal 1:	Please share what additional steps you will take to master this CSTP:	Any additional professional development that aligns with this goal:

** The Goal Setting Plan module (excluding the January and April Progress on Goals) must be submitted in Canvas by October 20, 2023**

Year 1 Peer Observation Module

Candidate Name:	Mentor Name:
School Site:	Grade level/Content Area:

Candidate shares this document with mentor prior to completing	
Mentor reviews document before candidate submits	

As a Year 1 Induction Candidate, you will be completing **three mini inquiry modules** during the 2023-24 Induction year:
- Peer Observation
- Mentor Observation
  - ELA for Multiple Subject and Educational Specialist candidates
  - Content Area: Specialist Single Subject candidates
- Student Relationship Building

Each module will provide you an opportunity for growth in the goal areas you identified in your Goal Setting Plan at the beginning of the year.

To provide flexibility, you will have a choice in the order in which you complete the three Year 1 ILP Modules. Modules are to be completed during the months of November, December and January. Please consult your 23-24 Year 1 Calendar Timeline. Completing the three inquiry modules during this time frame will allow you to have ample time to create your slide deck and/or video that is due March 7th.

All three ILP Inquiry Modules will be submitted in a slideshow format. Candidates will choose either to create a video to explain their slide deck or present their slide deck via zoom. Each module will have a specific CSTP Element focus based on the Growth Goals you selected and will be collaboratively developed with your Mentor on a weekly basis. The learning and reflection captured in your ILP Modules will then be shared during the video or presentation of your slide deck on March 7th.
Each section must be clearly labeled and must include the bulleted information of the Module Rubric. Please see the provided examples for possibilities and ideas.

Because candidates have the flexibility of choosing when to complete each inquiry module, please indicate this choice below.

____ first inquiry module (**due Nov 30th**)	____ second inquiry module (**due Dec 22nd**)	____ third inquiry module (**due Jan 31st**)

Once you open your slide deck template in Canvas, please place a link to the slide deck here:

Section	Description of task	Module Rubric (Must be included in each slide)	Workspace: Add your progress here and when compete, transfer to your slide deck
Slide #1 Peer Observation	Look back at your ILP Goal Setting Plan to review which CSTP element you selected at the beginning of the year and will be focusing on for this inquiry module. Our program **recommends** CSTP 1: Engaging and supporting all students in learning. Think of what you want to do in your teaching practice in terms of this element while observing a peer. Your academic coach will assist in scheduling the observations. You will observe one or more veteran teacher(s). If possible, try to observe your Mentor. During the observation you will gather new ideas around potential strategies and routines you may use in order to obtain growth in your selected element. Make sure to take notes.	• State your CSTP Element • State your goal associated with this element. • Describe what you would like to observe from a peer within this element (strategy, classroom routine, delivery style, engagement of students...). • After the observation, describe what you observed that you would like to practice in your classroom. • Discuss how you might implement what you saw in your classroom.	
Slide #2 Peer Observation Practice	Take a strategy that you learned during your observation and practice it in your own class.	• Describe what you did to implement what you learned into your classroom. • Provide evidence (picture, student work, video, graph...) • Label evidence	
Slide #3 Peer Observation Reflection	Reflect upon your learning from the Peer Observation experience. Discuss your reflection with your Mentor.	• Discuss what worked and what you may change. • Discuss whether or not you would try this strategy again. • Describe what you learned from the process of observing a peer.	

2023-24 Panama-Buena Vista Union School District Induction Program Year 1 Individual Learning Plan (adapted from KCSOS Teacher Induction Program)

Year 1 Student Relationship Building Module

Candidate Name:	**Mentor Name:**	
School Site:	**Grade level/Content Area:**	

Candidate shares this document with mentor prior to completing	
Mentor reviews document before candidate submits	

As a Year 1 Induction Candidate, you will be completing **three mini inquiry modules** during the 2023-24 Induction year:
- Peer Observation
- Mentor Observation
  - ELA for Multiple Subject and Educational Specialist candidates
  - Content Area: Specialist Single Subject candidates
- Student Relationship Building

Each module will provide you an opportunity for growth in the goal areas you identified in your Goal Setting Plan at the beginning of the year.

To provide flexibility, you will have a choice in the order in which you complete the three Year 1 ILP Modules. Modules are to be completed during the months of November, December and January. Please consult your 23-24 Year 1 Calendar Timeline. Completing the three inquiry modules during this time frame will allow you to have ample time to create your slide deck and/or video that is due **March 7th**

All three ILP Inquiry Modules will be submitted in a slideshow format. Candidates will choose either to create a video to explain their slide deck or present their slide deck via zoom. Each module will have a specific CSTP Element focus based on the Growth Goals you selected and will be collaboratively developed with your Mentor on a weekly basis. The learning and reflection captured in your ILP Modules will then be shared during the video or presentation of your slide deck on **March 7th**

Each section must be clearly labeled and must include the bulleted information of the Module Rubric. Please see the provided examples for possibilities and ideas.

Because candidates have the flexibility of choosing when to complete each inquiry module, please indicate this choice below.

_____ first inquiry module (**due Nov 30th**)	_____ second inquiry module (**due Dec 22nd**)	_____ third inquiry module (**due Jan 31st**)

	Once you open your slide deck template in Canvas, please place a link to the slide deck here:		
Section	**Description of task**	**Module Rubric** **(Must be included in each slide)**	**Workspace: Add your progress here and when complete, transfer to your slide deck.**
Slide #1 Student Relationship Building	Look back at your ILP Goal Setting Plan to review which CSTP element you selected at the beginning of the year and will be focusing on for this inquiry module. Our program **recommends** CSTP 2: Creating and maintaining effective environments for student learning. With your mentor, research a NEW strategy you would like to implement to promote a caring community within your classroom. Recommended Resources: 8 Quick Relationship Building Activities Fostering Relationships in the Classroom 10 Powerful Community-Building Ideas Positive Student-Teacher Relationships: 10 Ways to Connect with Kids Resources for Building Teacher-Student Relationships (video)	• State your CSTP Element • State your goal associated with this element. • Describe the NEW strategy you will be implementing. • Share why you chose this strategy. • Discuss the anticipated outcome for your classroom environment.	
Slide #2 Implementation of NEW strategy and reflection	Implement the NEW strategy that you researched. Discuss the outcome with your mentor.	• Describe what you did to implement this NEW strategy. • Describe the outcome of what worked and what you may change. • Provide evidence (picture, student work, video, graph…) • Label evidence	

Year 1 Mentor Observation Module

Candidate Name:	**Mentor Name:**
School Site:	**Grade level/Content Area:**

Candidate shares this document with mentor prior to completing	
Mentor reviews document before candidate submits	

As a Year 1 Induction Candidate, you will be completing **three mini inquiry modules** during the 2023-24 Induction year:
- Peer Observation
- Mentor Observation
  - ELA for Multiple Subject and Educational Specialist candidates
  - Content Area: Specialist Single Subject candidates
- Student Relationship Building

Each module will provide you an opportunity for growth in the goal areas you identified in your Goal Setting Plan at the beginning of the year.

To provide flexibility, you will have a choice in the order in which you complete the three Year 1 ILP Modules. Modules are to be completed during the months of November, December and January. Please consult your 23-24 Year 1 Calendar Timeline. Completing the three inquiry modules during this time frame will allow you to have ample time to create your slide deck and/or video that is due **March 7th**.

All three ILP Inquiry Modules will be submitted in a slideshow format. Candidates will choose either to create a video to explain their slide deck or present their slide deck via zoom. Each module will have a specific CSTP Element focus based on the Growth Goals you selected and will be collaboratively developed with your Mentor on a weekly basis. The learning and reflection captured in your ILP Modules will then be shared during the video or presentation of your slide deck on **March 7th**.

Each section must be clearly labeled and must include the bulleted information of the Module Rubric. Please see the provided examples for possibilities and ideas.

Because candidates have the flexibility of choosing when to complete each inquiry module, please indicate this choice below.

____ first inquiry module (**due Nov 30th**)	____ second inquiry module (**due Dec 22nd**)	____ third inquiry module (**due Jan 31st**)

	Once you open your slide deck template in Canvas, please place a link to the slide deck here:		

Section	Description of task	Module Rubric (Must be included in each slide)	Workspace: Add your progress here and when compete, transfer to your slide deck
Slide #1 Planning and Research	Look back at your ILP Goal Setting Plan to review which CSTP element you selected at the beginning of the year and will be focusing on for this inquiry module. Our program **recommends** CSTP 3: Understanding and organizing subject matter for student learning. With your mentor, research a NEW instructional strategy in Language Arts that you would like to implement to better meet the needs of your diverse learners within your classroom. With your mentor, plan a lesson to implement the NEW instructional strategy.	• State your CSTP Element • Provide a lesson overview. • Describe the instructional strategy you will implement. • Describe your desired outcome from implementing this instructional strategy.	
Slide #2 Lesson Plan and Reflection	Schedule a time for your Mentor to observe you delivering a lesson in which you implement your new instructional strategy. Meet with your Mentor prior to the observation to share your **lesson plan**. Plan a time for your Mentor to observe you implementing the instructional strategy you planned with clarity of exactly what you want your mentor to observe. Your mentor will share the completed Year 1-Mentor Observation Inquiry Module Feedback Form with you. After delivering the lesson, reflect on the lesson that your Mentor observed.	• Describe what you did to implement the new instructional strategy into your classroom. • Provide evidence (picture, student work, video, graph…) • Label evidence	
Slide #3 Mentor Feedback and Next Steps	Meet with your mentor to debrief the lesson observation. During your observation, your Mentor gathered data and completed the Year 1-Mentor Observation Inquiry Module Feedback Form. Review this form together and discuss the key points during your observation debrief. With your mentor, collaboratively discuss what your next steps might be going forward.	From your discussion of the key points during your observation debrief: • Discuss what you learned, overall, from the process of implementing the instructional strategy and getting observation feedback from your mentor • Share the next steps you will take to continue to grow to better meet the needs of your diverse learners within your classroom.	

March 2023: Culminating Slide Deck for all three inquiry modules is due
Video Option: Submit Slide deck with video embedded March 7th
Presentation Option: Submit Slide deck 2 days prior to presenting via zoom March 7th

Peer Observation Guidelines

Step 1

Think about your ILP growth goals and consider the focus for your observation. Discuss observation plans with your Mentor. Your academic coach will coordinate with New Teacher Support to arrange substitute coverage and create a schedule for you and other induction and intern teachers to observe teachers at your site. Your mentor may participate in the peer observation if substitute coverage allows.

Step 2

Inform your academic coach of your growth goals and share what you are interested in observing during the peer observation (e.g., transitions, management, small group instruction, writing, etc.).

Step 3

Reflect on the observation with your mentor, including the implementation of a strategy or practice that you observed. Explain how this observation impacts your growth goals.
- Induction Candidates: Complete the Peer Observation section of your Individual Learning Plan.
- Interns Candidates: Complete your Peer Observation Reflection Form

Specialty Content Teachers (Special Education, ATS, Electives): please inform us if you have a need to observe at a different site. We will work with your academic coach and/or program specialist and mentor to ensure that you experience the most purposeful peer observation possible.

*Observations must be within the district. Check with Rafaela Lopez, Director of New Teacher Support, if you have special considerations at induction@pbvusd.k12.ca.us

Intervention Action Plan Procedures

PBVUSD is committed to maintain quality standards throughout its Induction Program. To maintain these standards, PBVUSD Induction Program has established procedures to identify and assist an induction candidate who is not meeting with success.

Intervention Action Plan Steps

1. If a Mentor is experiencing difficulty with an Induction Candidate or the MOU is not being followed, the Mentor immediately shares his/her concerns with the Induction Coordinator and/or Director.

2. A triad meeting will take place with the Mentor, Induction Candidate, and Induction Coordinator and/or Director to identify the area(s) of concern and the methods for collecting performance evidence during the planned intervention.

3. An action plan will be established and signed by all three.

4. A designated time will be established in which to remediate identified areas.

5. Extra support will be provided to the Induction Candidate through one or more of the following:

   - Additional observations
   - Conferences
   - Reflection of performance, evidence collected
   - Lesson modeling by an expert teacher
   - Co-teaching
   - Additional support for work related to meeting induction standards

An induction candidate will not receive credit for Induction if areas of concern are not corrected (within the time span identified in the action plan.

EXTENSION CONTRACT

Name: _____District email:_____

School Site:_____ Cell Phone Number:_____

Program Entry Date: Anticipated Program Exit Date:_____

        P-BVUSD New Teacher Support Induction Program is designed for completion within the first two years of employment with a preliminary credential.

        Participating Teachers must complete all requirements for the California clear credential within five years after receiving a preliminary credential. Completion of the Induction Program within a two-year period has been delayed due to the Executive Order, by the individual named above. The P-BVUSD New Teacher Support Director has approved the proposed exit date stated above

I, _____ agree to complete the following:

Required Evidence for Completion	New Date Due	Evidence Reviewed and Approved Date and Initials of Reviewer	Final copy added to IC's folder (x)
Name of Requirement/Assignment/Milestone Original Due Date			

I have met with the Director of New Teacher Support and agreed to the above stated conditions to complete the requirements for the professional credential by the anticipated exit date stated above.

Participating Teacher's Signature	Date	Induction Program Approval	Date

Early Completion Option for Induction

Underlying Philosophy: Teachers in California use the Teacher Induction Program to move from a preliminary credential to a clear credential. Some of these teachers have years of successful teaching experience outside of California, some have earned their credential through participating in various programs associated with the Learning to Teach Continuum and have garnered years of experience while serving under intern and/or other credentials. These teachers' needs differ from those of a true beginning teachers. The Panama-Buena Vista Union School District Induction Program, therefore, offers the following early completion option to better serve *experienced, successful* teachers who are required or chose to complete an Induction Program.

For the purposes of identification, *successful* shall be defined by two site evaluations with the equivalent of satisfactory or better on all criteria from the last two years **and** a recommendation from the evaluating administrator familiar with the candidate's performance.

Eligibility requirements for candidates:

Candidates who will be considered for the early completion option:
1) must have a California preliminary credential
2) must be currently teaching in a K- 8 classroom
3) must have 2 or more years (minimum of 5 years if private school) of *successful* teaching experience from an accredited school (as determined by the commission)
4) must have recommendation from an administrator familiar with the candidate's performance citing the teacher's overall performance as successful
5) must meet with Induction Coordinator to discuss eligibility and application process
6) Must agree to attend additional training to receive ECO timeline and requirements
7) Must agree to participate and complete the requirements to complete an ECO process

ECO Early Completion Requirements
The early completion option will require completion of an ILP containing **multiple inquiry processes** with a district-selected, program-trained mentor to be **completed in one year**. Through weekly mentoring and cycles of inquiry, ECO participating teachers will demonstrate growth in the CSTP in relation to their credential and teaching assignment.

If a candidate is not up to date with ECO requirements by midyear review, he or she will be asked to participate in a regular, two year Induction Program.

ECO Early Completion Steps and Application Deadlines

- **Step 1:** Determine if the Early Completion Option is the right path for you (reflect)
    - Does my current level of teaching practice support the ECO path?
    - How can I demonstrate my current level of teaching practice?
    - Do I meet all of the eligibility requirements for the ECO process?
    - Can I commit to the rigorous schedule of the ECO process and commit to the agreements that are asked of me?

- **Step 2:** Gather evidence that demonstrates your current successful practice (i.e. evidence of credential status, two or more years of satisfactory evaluations, etc.)

- **Step 3:** Communicate your interest in the ECO process via email to Rafaela Lopez, Director of New Teacher Support (rafalopez@pbvusd.k12.ca.us) by **August 25** to receive an ECO request form.

- **Step 4:** ECO request form is due on or before **September 1**
    - Director will contact site administrator to discuss eligibility
    - Director will schedule a meeting with the Candidate to review eligibility requirements and application process

- **Step 5:** Gather and bring required ECO evidence to your meeting with the Director of New Teacher Support
    - Completed ECO application
    - Evidence of credential status
    - Two or more years of your most recent performance evaluations (ratings of satisfactory or higher)
    - Director of New Teacher Support will obtain the site administrator recommendation directly from the site administrator.
    - If a candidate is from another district or school site within P-BVUSD, the Director will collaborate with the current site administrator

- **Step 6:** Program director will inform the candidate of the application outcome
    - If ECO application is approved, the candidate will be asked to enroll in the ECO Canvas course.
    - Candidate will need submit any work that has been completed in the Year 1 Canvas course assignments into the ECO Canvas course assignments

Panama-Buena Vista Union School District Induction Program
23-24 Calendar Timeline for Year 1 Candidates

Meet with your mentor an average of no less than one hour per week and log this time on the Induction Support website (www.inductionsupport.com)

August 2023	September 2023	October 2023	November 2023	December 2023	January 2024	February 2024	March 2024	April 2024	May 2024
◆Intro to Induction Option 1 Aug 14th 4:15-5:15 Boardroom	⬤CSTP 1&2 Self-Assessment recommended to be completed by Sept 15th	Intro to ECO PD Oct 4th 4:14-5:15 DOE (mentor optional)	▲CSTP 1&4 PD Nov 8th & Nov 15th 4:30-5:30 & 5:30-6:30 Boardroom	▲CSTP 2 & 5 PD Dec 6th & Dec 13th 4:30-5:30 & 5:30-6:30 Boardroom	◆ILP Lesson Planning Inquiry Module PD Jan 10th 4:15-5:45 Boardroom	▲CSTP 3 & 5 PD Feb 7th & Feb 14th 4:30-5:30 & 5:30-6:30 Boardroom	⬤Lesson Planning Inquiry Module Reflection Due March 29th	⬤Spring CSTP Self-Assessment recommended to be completed by April 12th	◆End of Year Celebration May 22nd
◆Intro to Induction Option 1 Aug 15th 4:15-5:15 Boardroom	⬤CSTP 3&4 Self-Assessment recommended to be completed by Sept 22nd	◆ILP Inquiry Modules PD Oct 11th 4:15-5:45 Boardroom	⬤Complete second inquiry modules (choose): -Peer Observation -Mentor Observation -Student Relationship Building Due Nov. 17th	⬤Complete third inquiry modules (choose): -Peer Observation -Mentor Observation -Student Relationship Building Due Dec. 8th	⬤Progress on goals due Jan 19th (Reopen ILP Goal Setting Module)	⬤Lesson Planning Inquiry Module Feb 2nd	⬤Presentation Slide Deck due 2 days before presentation dates (choose one date to present); March 21st April 17th	⬤Year in Review & Continued Professional Growth April 12th	
◆ILP Goal Setting Plan PD Aug 23rd 4:15-5:15 Boardroom	⬤CSTP 5&6 Self-Assessment recommended to be completed by Sept 29th ⬤All Fall CSTP Self-Assessments should be completed prior to completing the goal setting plan module	⬤ILP Goal Setting Plan Module due Oct 20th PROGRAM DEADLINE ⬤Complete first inquiry modules (choose): -Peer Observation -Mentor Observation -Student Relationship Building Due Oct 27th		⬤Culminating Slide Deck for all three inquiry modules Due Dec. 22nd		*Once Lesson Planning Inquiry Module is approved, begin lesson series implementation	⬤Mentor Observation Feedback Form due one week after observation	⬤Program Completer Questionnaire due April 26th	

◆Required PD for Candidates Enrolling into Induction only	◆Required PD for Candidate & Mentor	▲6 CSTP PDs required for ECO Candidate per year (Mentor is encouraged to attend, but optional)	⬤ILP Module/Inquiry Video/Mentor observation feedback form to be submitted in Canvas	⬤Support document Not submitted in Canvas

March 2023: Culminating Slide Deck for all three inquiry modules
- Video Option: Submit Slide deck with video embedded
- Presentation Option: Submit Slide deck 2 days prior to presenting via zoom

1. Intro to Induction (Orientation for the induction program) is required prior to enrolling into the induction program.
2. ECO candidates are required to attend 6 CSTP professional development courses. Induction recommends CSTP 1, 2 & 3 for Year 1 candidates.
3. All due dates listed above apply to most candidates. Induction will communicate alternative dates for late-hires or any other exceptional circumstances.

Panama-Buena Vista Union School District
Professional Credential Candidate Agreement

Personal Information

Professional Credential Candidate:_____   Contract
Start Date:_____

Home Address: _____
                         Street   City   Zip

School: _____

Phone: (_____)_____ School Phone: (_____)_____

Home Email:_____School Email:_____

Teacher Preparation Completed at:_____ Date Completed: _____
                                              (Name of College/University)

Credential Type:_____Teaching Assignment: _____
                         (Multiple/Single Subject, SPED)   (Grade/Subject Area)

Years of teaching experience:
_____ **California** Private School   _____ **California** Public School   _____ Out of state: (Specify state)

Have you previously participated in Induction? ☐ Yes   ☐ No
If "yes" provide name of School District or Consortium: _____

✓ I have been advised that it is my responsibility to enroll in a Professional Teaching Credential Induction Program within _120_ _calendar days from the start of my initial teaching contract._ _____(Initial)
✓ By completing and signing this agreement I am enrolling in the PBVUSD Induction Program as of_____(today's date).
✓ I have been advised that it is my responsibility to complete the program within the two-year time period. Should extenuating circumstances arise, it is my understanding that I am required to apply for an extension through the PBVUSD Induction Program. _____(Initial)
✓ I will provide relevant documentation from teacher preparation program as necessary, including the Teaching Performance Assessments and transition documents (when available). _____(Initial)

Professional Credential Candidate Requirements

For each year of participation in PBVUSD Induction Program, I agree to:

- Attend all meeting and fully participate in the program requirements as described in the Induction Program Handbook

- Collaboratively construct an Individual Learning Plan (ILP) with input from site administrator, mentor, and Induction Program Staff. Revise and follow ILP throughout my Induction Program

- Use the California Standards for the Teaching Profession (CSTP) as a guide for continuously improving my teaching practice

- Meet in person with my assigned mentor for a minimum of one hour per week, on average

- Participate in ongoing professional development to improve my teaching practice

- Attend meetings and complete documentation in collaboration with my mentor of meeting program standards for a clear credential

- Respond to program requests for feedback including but not limited to program surveys and professional development evaluations

Professional Credential Candidate Responsibilities

- I understand that participation in the following program activities is my responsibility as a Professional Credential Candidate. This includes but is not limited to: regular contact with my mentor; completion of Induction Program requirements in collaboration with my mentor; and participation in informal and formal classroom observations by my mentor.
- I understand that should questions or concerns arise about the pairing of myself and mentor, it is my responsibility to contact the Induction Program Coordinator/Director as per guidelines in the Induction Handbook for consideration of reassignment.
- I understand that it is my responsibility to make timely progress toward completing the PBVUSD Induction Program within the two-year guidelines as described in the PBVUSD Induction Program Handbook.

Professional Credential Candidate Acknowledgements

Please read the following carefully and **initial** after each statement.

- I acknowledge that failure to fulfill any of the above PBVUSD Induction Program requirements and/or responsibilities could result in my not receiving a recommendation to the California Commission on Teacher Credentialing for the Professional Teaching Credential. _____(Initial)
- I acknowledge that failure to complete Induction Program requirements within the designated time may require the induction candidate to submit payment to the District for extended support. Fees for additional support will be withheld through payroll deductions. _____(Initial)
- I acknowledge that the PBVUSD Induction Program requirements and responsibilities leading to completion of the California Professional Teaching Credential do not imply or ensure continued employment in my district of employment, as licensure requirements and employment criteria may differ. _____(Initial)
- I acknowledge that information submitted to the Program Director/Coordinator for evidence of completion of the CA Professional Teaching Credential is confidential and may not be used for employment evaluation purposes. _____(Initial)
- I acknowledge that It is my responsibility to submit all required evidence for program completion, including formative assessment evidence, as outlined in the Induction Handbook. _____(Initial)

Candidate Signature:_____ Date:_____

Induction Program Director/Coordinator Signature:_____ Date:_____

Panama-Buena Vista Induction Program
Candidate Demographic Worksheet

Name: _____Induction Start Date: _____

Home Address: _____

City: _____   Zip: _____

School:_____   School Phone_____

Cell Phone:_____ School email: _____

Home email: _____

Will the 2022-2023 school year be your first year teaching as teacher of record?_____

Do any of the following requirements still need to be fulfilled (x)?

___RICA   ___CalTPA   ___edTPA   ___RICA and CalTPA   ___RICA and edTPA

An Approved California Induction Program is Required by the California Commission on Teacher Credentialing (CCTC) per AB-677 to Collect the Following Induction Teacher Demographic Information:

Gender:	**Sexual Orientation:**	**Race/Ethnicity:**
☐ Male	☐ Heterosexual/Straight	☐ American Indian or Alaska Native
☐ Female	☐ Gay or Lesbian	☐ Asian (Chinese, Japanese, Korean, Vietnamese, Asian Indian, Laotian, Cambodian, Filipino, Hmong)
☐ Non-binary	☐ Bisexual	☐ Black or African American
☐ Decline to State Gender	☐ Not Sure	☐ Hispanic/Lantinx (of any race)
	☐ Other	☐ Native Hawaiian or Pacific Islander (Guamanian, Samoan, Tahitian)
	☐ Decline to State Sexual Orientation	☐ White
		☐ Two or more races
		☐ Decline to State Race/Ethnicity

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Panama-Buena Vista Union School District
Induction 2023-2024 Candidate Meeting Schedule

Year 1 Induction Meetings

Year 1 Induction ILP Goal Setting PD August 23rd 2023 4:15-5:15, PM DO Boardroom
- **Make-up Sept 13th 4:15-5:15 PM, DO Boardroom**

Year 1 ILP Inquiry Modules PD Oct 11th 4:15-5:15 PM, DO Boardroom
- **Make-up Oct. 25th 4:15-5:15 PM, DO Boardroom**

Year 1 Inquiry Videos Due March 7th (Student Relationship Building, Mentor Observations, Peer Observ)

ECO Induction Meetings

Year 1/ECO Induction ILP Goal Setting PD August 23rd 2023 4:15-5:45 PM, DO Boardroom
- **Make-up Sept 13th 4:15-5:15 PM, DO Boardroom**

Intro to ECO PD October 4th 4:15-5:15 PM, DOE

Year 1/ECO ILP Inquiry Modules PD Oct 11th 4:15-5:15 PM, DO Boardroom
- **Make-up Oct. 25th 4:15-5:15 PM, DO Boardroom**

Year 2/ECO ILP Lesson Planning Inquiry PD Jan 10th 4:15-5:15 PM, DO Boardroom
- **Make-up Jan 17, 4:15-5:15 PM, DO Boardroom**

Lesson Planning Inquiry Presentations Option #1 (zoom) Mar 21st 3:15-4:15 & 4:15-5:15 PM
Lesson Planning Inquiry Presentations Option #2 (zoom) April 17th 3:15-4:15 & 4:15-5:15 PM
Induction End of Program Celebration - May 22nd 4:15-5:45 PM, TBD

Year 2

Year 2 Induction ILP Goal Setting PD August 28th 4:15-5:45 PM, DO Boardroom
- **Make-up Sept 13th 4:15-5:15 PM, DO Boardroom**

Year 2/ECO ILP Lesson Planning Inquiry PD Jan 10th 4:15-5:15 PM, DO Boardroom
- **Make-up Jan 17th 4:15-5:15 PM, DO Boardroom**

Lesson Planning Inquiry Presentations Option #1 (zoom) Mar 21st 3:15-4:15 & 4:15-5:15 PM
Lesson Planning Inquiry Presentations Option #2 (zoom) April 17th 3:15-4:15 & 4:15-5:15 PM
Induction End of Program Celebration - May 22nd 4:15-5:45 PM, TBD

Save the Date!

Panama-Buena Vista Union School District
New Teacher PD & Induction CSTP Courses

Required

California Standards for the Teaching Profession
Candidate Professional Development
All Candidates must complete 3 per year (CSTP 1, 2 & 3 recommended during Year 1)

CSTP 1-ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING
CSTP 4-PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
- Nov 8th 4:30-5:30 & 5:30-6:30 PM, DO Boardroom
- Nov 15th 4:30-5:30 & 5:30-6:30 PM, DO Boardroom

CSTP 2-CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING
CSTP 5-ASSESSING STUDENTS FOR LEARNING
- Dec 6th 4:30-5:30 & 5:30-6:30 PM, DO Boardroom
- Dec 13th 4:30-5:30 & 5:30-6:30 PM, DO Boardroom

CSTP 3-PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS
CSTP 6-DEVELOPING AS A PROFESSIONAL EDUCATOR
- Feb 7th 4:30-5:30 & 5:30-6:30 PM, DO Boardroom
- Feb 14th 4:30-5:30 & 5:30-6:30 PM, DO Boardroom

Offered during onboarding days for newly hired teachers & during pbvU cycles for all teachers
PbvU Dates: Dec. 9th & 16th AND March 9th & 16th

Classroom Management
This course will include techniques teachers use to design, install, and maintain foundational Systems and Routines. Kagan engagement strategies. Participants will learn how to develop a strong PBIS Tier 1 system in your classroom for both discipline and rewards. Classroom setup & schedules.

Instructional Design and Lesson Planning
This course is to provide clarity around the expectations for instructional design and lesson planning for teachers. In this course, participants will experience deconstructing standards, backwards mapping, lesson planning, and collaborating around all components: PLC, Claims and targets & curriculum maps.

Recommended

RECOMMENDED
Foundations of Reading

Foundations of Reading will give new P-BVUSD teachers a broad overview of the following areas:

- Reading and the Brain
- Tier 1 ELA Standards Instruction and Differentiated Instructional Groups
- District Adopted Materials
- Assessments and how we use data

RECOMMENDED
Foundations of Mathematics

In this session, we will lay a foundation of utilizing grade level standards, aligning resources, and providing a structure of quality math instruction. Throughout the course, we will investigate the math framework, Standards of Mathematical Practices, as well as the CRA (Concrete, Representational, Abstract) model

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PANAMA-BUENA VISTA UNION SCHOOL DISTRICT
New Teacher Support Program
Mentor Professional Agreement

I agree to support the P-BVUSD New Teacher Support Program as a mentor assigned to assist non-cleared credentialed new teachers in our district. I understand that this program will address the California Standards for the Teaching Profession and the individual needs of the candidate in order to increase their effectiveness in the classroom and ultimately enhance student achievement. I understand that my work as a mentor is crucial to the success of the Panama-Buena Vista Union School District New Teacher Support Program. I realize that I must assume certain responsibilities for ensuring and facilitating the successful implementation and operation of the P-BVUSD New Teacher Support Program.

Please carefully read and initial each statement. As a Mentor, I understand and commit to:	Initials
Maintain confidentiality and discretion about program candidates; establishing trust is a primary requirement.	
Plan, schedule and meet with each candidate in person for a minimum of one hour per week, dedicated to planning, coaching, observing, and "just in time" support.	
Enter all mentoring hours into the program's designated platform on a weekly basis, documenting each meeting with my candidate. All logs must include mentor and candidate comments.	
Provide all appropriate assistance to my candidates in creating, implementing, and revising the Individual Learning Plan as well as supporting my candidate's growth goals.	
Attend all required mentor and/or candidate meetings and participate in on-going professional development and trainings to support my candidate and enhance my effectiveness as a mentor.	
Model and maintain a growth mindset for my candidates by building and implementing my own growth goals as a mentor.	
Review the New Teacher Support Mentor Handbook regularly for understanding of the program as a whole and ask for clarification on anything that is unclear.	
Participate in all informal and formal program evaluation surveys reflecting upon training, support, and program impact.	
Support all events of the New Teacher Support Program including facilitation of inquiry presentations, classroom & peer observations and end-of-year events and celebrations.	
Complete and submit all Federal Program Monitoring Mentor Time Accounting Sheets by the due date in order to receive my monthly stipend payout.	
Communicate/Collaborate with the Director of New Teacher Support, colleagues, and site administrators, (as appropriate), regarding candidate support/assistance.	
Important: Per stipend requirements, ALL mentoring hours must be held outside of my contract time. My stipend will be placed on hold if I do not keep my logs up to date or submit all necessary time accounting documents.	

Panama-Buena Vista Union School District Induction Program

Site Administrator Agreement

I understand that the knowledge, attitudes, and actions of site administrators are critical to the success of an effective Induction Program. I understand this project will address meaningful issues and the individual needs of the Induction Candidates in order to increase their effectiveness in the classroom and ultimately enhance student achievement. In order to create and nurture the positive climate necessary for this success, I realize that as site administrator I must assume certain responsibilities for the Induction Candidate(s) at my site.

I agree to the following conditions as a site administrator:

1. To become knowledgeable about the program's rationale, goals, and content through participation at Site Administrators Training.

2. To provide a site orientation that informs Induction Candidates about available resources, personnel, procedures, and policies.

3. To facilitate the introduction of Induction Candidates to the staff and the learning community.

4. Participate in triad meeting(s) in order to assist each Induction Candidate at my school site develop his/her Individual Learning Plan (ILP).

5. To participate in efforts designed to examine and assess the operation and impact of the PBVUSD Induction Program, including formal and informal program evaluations.

6. To facilitate participation in professional development activities.

7. To inform staff of the California Standards for the Teaching Profession (CSTP), and explore their potential use as a structure for determining individual and site-level professional development.

8. To assign Induction Candidates to classroom settings which will maximize opportunities for success. Consideration will be given to avoiding combination classes and to assigning fewer preparations and less movement. If Induction Candidates are given more challenging assignments, additional site support will be provided.

9. Finally, I understand and will respect the need for confidentiality regarding all support and assessment activities conducted with the Induction Candidate by the mentor. Furthermore, I understand and agree that the activities of the Induction Program can play no part in the formal evaluation process of any Induction Candidate in any way.

_____   _____
                    Signed   Date

_____   _____
                  School Site   Title

Panama-Buena Vista Union School District Induction Program
Memorandum of Understanding for Induction Advisory Committee

ROLES AND RESPONSIBILITIES

ROLES

- Program Assessment

- Development and implementation of goals

- Support of growth and vision

RESPONSIBILITIES

- Grow in knowledge of beginning teacher development.

- Evaluate, monitor, and adjust the Induction Program effectiveness

- Review and analyze data in relation to the effectiveness of professional development activities.

- Meet tri-annually

- Maintain confidentiality

- Follow customary group norms by allowing members to speak freely without judgment

- Listen to recommendations by Induction stakeholders and make appropriate suggestions as necessary

_____   _____

Signature   *Date*

_____   _____

Print Name   *Job Title*

Professional Agreement

This professional agreement is among the state approved Induction Programs of Kern County, which include Bakersfield City School District, Greenfield Union School District, Kern County Superintendent of Schools Consortium, Kern High School District, and the Panama-Buena Vista Union School District in partnership with local institutions of Higher Education (IHE).

Roles:
- To provide program representation and leadership.
- To support growth and vision.
- To increase the effectiveness of induction and induction candidate support.
- To monitor the quality of program implementation.

Responsibilities:
- To meet on a regularly scheduled basis.
- To share program information, activities, and ideas.
- To collaborate and share professional development opportunities and presenters.
- To collaborate on Accreditation and other program evaluation processes.

_____   _____
Signature   Title

_____   _____
Program   Date

_____   _____
Signature   Title

_____   _____
Program   Date

_____   _____
Signature   Title

_____   _____
Program   Date

_____   _____
Signature   Title

_____   _____
Program   Date

_____   _____
Signature   Title

_____   _____
Program   Date

Receiving Induction Program Feedback

As an induction candidate, you will receive ongoing feedback throughout your induction program. Feedback will include program response to Collaborative Logs, Induction documents submitted on Induction Support, and rubric scores for your Inquiry Cycles. In the event you disagree with feedback provided by program staff the following protocol should be followed:

Step One:

Notify in writing (email is acceptable) the program staff member you disagree with and explain your disagreement. The staff member will respond. If this does not satisfy your concern go to Step Two.

Step Two:

Notify the Coordinator of the PBVUSD Induction Program in writing (email is acceptable) that the program staff response to your disagreement with feedback is not satisfactory. The Coordinator of the PBVUSD Induction Program will do one or more of the following:

- Meet with you in person to review evidence and feedback together.

- Meet with you and your mentor in person to review evidence and feedback together.

- Meet with you and an administrator from outside the program who is also not your evaluator and a mentor from the program who is not your mentor and review your evidence and feedback together.

If it is determined that evidence does not meet Panama-Buena Vista Union School District Teacher Induction Program standards you will have the opportunity to either:

- Provide additional evidence to meet the standard OR

- Repeat an inquiry cycle or portion of the program where more evidence is necessary.

Teacher Induction Grievance Procedure

The Panama-Buena Vista Union School District Induction Program leadership and staff strive to provide a program in a positive and supportive environment. In the event that an induction candidate has a grievance related to the P-BVUSD Induction Program the following steps should be followed:

1) Determine if you have a complaint.

2) If you have a complaint against any District employee follow the Board Policy found at the following link:
http://www.gamutonline.net/district/panama-buenavista/displayPolicy/1030132/

3) If you have a concern regarding your mentor match, please refer to the PBVUSD Induction Reassignment procedure found at the following link:
PBVUSD Induction Reassignment Procedure

4) If you have a concern regarding your rubric scores during your Teacher Induction Program, Please refer to the Receiving Induction Program Feedback procedure found at the following link:
Receiving Induction Program Feedback

If you have any concerns or complaints related to the PBVUSD Induction Program please contact Rafaela Lopez, Director of New Teacher Support, by calling (661) 831-8331 ext. 6153 or email rafalopez@pbvusd.k12.ca.us .

PANAMA-BUENA VISTA UNION SCHOOL DISTRICT
Equal Employment Opportunity and Equal Education Under the Law

The Panama Buena Vista Union School District (P-BVUSD) is committed to ensuring equal, fair, and meaningful access to employment and education services. P-BVUSD does not discriminate in any employment practice, education program, or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, marital status, medical condition, national origin, political affiliation, pregnancy or related conditions, race religion, retaliation, sex (including sexual harassment), sexual orientation, Vietnam Era Veterans' status, or any other basis prohibited by California state and federal nondiscrimination laws, respectively. Not all bases of discrimination will apply to both education services and employment. The Assistant Superintendent of Educational Services is charged with overseeing, leading, and directing the P-BVUSD's efforts to meet the legal obligations set forth in state and federal civil rights laws and regulations in P-BVUSD employment and delivery of education services.

P-BVUSD prohibits discrimination and harassment, intimidation and bullying based on the characteristics set forth in the Penal Code Section 422.55 and Education Code 220. The policy applies to all acts related to school activity or school attendance within a school under the jurisdiction of the superintendent of the school district. In addition, the policy requires that school personnel take immediate steps to intervene when he or she witnesses an act of discrimination, harassment, intimidation or bullying and when it is safe to do so (Education Code sections 201, 234.1[a] and 48900; California Code of Regulations, Title 5, [5 CCR] sections 4900, 4902 and 4950).

P-BVUSD has adopted curriculum, instructional methods and materials, and electronic communication that promote a safe environment free of discrimination and harassment. P-BVUSD prohibits discrimination based on the characteristics set forth in the Penal Code section 422.55 and Education Code 220 in all athletics and athletic competitions, course enrollment, programs, and activities; all are available and accessible to all students irrespective of protected group status.

Inquiries* regarding nondiscrimination, complaints of discrimination, harassment (including sexual), and bullying should be directed to:

Assistant Superintendent of Educational Services
Panama-Buena Vista Union School District
4200 Ashe Road
Bakersfield, CA 93313
661.831.8331
www.pbvusd.k12.ca.us

Adopted Board Policies
0410; 1020; 4119.11; 5145.3, .7; 6000; 6011; 6141; 6145; 6145.2, .5; 6164.2; 6173;

Full text of all Board Policies and Administrative Regulations are found on the district web page:
http://www.gamutonline.net/district/panama-buenavista/

PANAMA-BUENA VISTA UNION SCHOOL DISTRICT
New Teacher Support Program

Induction Program Reassignment Guidelines

Regarding Mentor Reassignments:

The following procedures will be followed if any stakeholder determines that a non-productive match exists between a mentor and mentee:

- The stakeholder gives written notice of his/her specific concerns regarding the match to the Director of New Teacher Support. This can be via email to induction@pbvusd.k12.ca.us
- The Director of New Teacher Support will investigate the concerns from both parties and determine the appropriate course of action
- Should a match continue to be non-productive, a reassignment will be made.

Panama-Buena Vista Union School District
Induction Program

Acronym Key

AVID	Advancement Via Individual Determination		**pbvU**	Panama-Buena Vista University
CCSS	Common Core State Standards		**PTRA**	Plan, Teach, Reflect, Apply
CCTC	California Commission on Teacher Credentialing		**RICA**	Reading Initiative Competency Assessment
CDE	California Department of Education		**RTI2**	Response to Instruction and Intervention
CELDT	California English Language Development Test		**SA**	Site Administrator
CLAD	California Cultural Language and Academic Development		**SARC**	School Accountability Report Card
COE	County Office of Education		**SDAIE**	Specialty Designed Academic Instruction in English
CSTP	California Standards for the Teaching Profession		**SPED/SpEd**	Special Education
CTA	California Teachers Association		**SSTS**	Student Study Team, Student Success Team
CTP	Continuum of Teaching Practice		**TIP**	Teacher Induction Program
ECO	Early Completion Option (Induction)		**TPA**	Teaching Performance Assessment
EI	English Learners		**TPE**	Teaching Performance Expectations
ELD	English Language Development		**UA**	Universe Access
GATE	Gifted and Talented Education			
IC	Induction Candidate			
IEP	Individual Education Plan			
IHE	Institute of Higher Education			
ILP	Individual Learning Plan			
IPS	Induction Program Standards			
KCSOS	Kern County Superintendent of School			
LEA	Local Education Agency			
LTTC	Learning to Teach Continuum			
MOU	Memorandum of Understanding			
NEA	National Education Association			
PBIS	Positive Behavioral Interventions & Supports			