Individualized Learning Plan (ILP)

The Individualized Learning Plan (ILP) serves as a guide for your Induction program. The ILP is solely for the professional growth and development of the Induction Teacher and not for evaluation or employment purposes.

With assistance from your Mentor, you will develop an ILP based on your teaching assignment, experiences, and/or interests which is aligned to the *California Standards for the Teaching Profession.* This will occur within the first 60 days of enrollment in the program. Prior to developing the Actions and Outcomes described below, the IT and Mentor will meet with a Site Administrator to identify the type of support to be provided. The *Teacher Induction Support* form is completed and will be submitted along with the finalized ILP. **The completed ILP IS NOT shared with the Site Administrator**.

Your ILP will include the Actions (professional learning opportunities) you will take to learn more about your topic in order to meet each goal. Outcomes describe the desired result for your professional growth goals (impact on your teaching and impact on student learning). This includes a description of how the goals will be measured and how they will be substantiated. Outcomes should be evident in the IT's classroom and observed by the mentor. Additionally, ITs will be provided with a substitute teacher (as needed) once per semester to observe veteran teachers to support them in implementing their ILP goals and as a means to improve their practice.

The weekly meetings you have with your Mentor along with any classroom observations or visitations shall be considered individualized professional learning and should be noted on your ILP. Your experiences and reflections conducting Action Research through Cycles of Inquiry will provide evidence of the impact effective practices had on your teaching practice and student achievement. As part of your ILP, your Mentor will conduct <u>two lesson observations within a unit of instruction during the first semester and two lessons within a unit of instruction in the second</u> <u>semester.</u> The mentor will guide you in analyzing pre- and post-assessment data used during these lessons and lead reflective conversations about ways you can improve your practice based on these results. Your mentor's feedback will also be used to help you determine your professional growth as you implement your goals.

Annual ILP goals can be modified to meet the Induction Teacher's individual needs as the year progresses. Induction Teachers desiring to modify their ILP goals must complete an *ILP Addendum'* with support from his/her mentor and submit it to the Induction Director by mid-year.

You will review and reflect on your progress with your Mentor once each semester and submit your ILP to the Induction Director for Mid-Year and End of Year reviews. Induction Leadership will provide feedback and advisement on progress toward meeting ILP goals for the Mid-Year review. This will be emailed to each IT at the start of the subsequent semester. At the end of the year/term, your ILP will once again be reviewed and final feedback and advisement will be provided by Induction Leadership regarding attainment of your goals. The ILP goals will be identified as Met if 100% of each goal has been attained or Not Met if your goals have not been attained. The Induction Director will schedule a meeting for any IT not making progress on the ILP goals during the progress monitoring process to determine the IT's next steps to complete the Induction Program (Refer to the following documents in the Induction Teacher Handbook: *Program Extension Guidelines and Program Completion Plan).*

Site Administrator Support for Teacher Induction
Complete Prior to Finalizing the Induction Teacher's ILP
Actions and Outcomes

Induction Teachers meet with their Mentor and Site Administrator to share their professional learning Goals and CSTPs and identify potential Actions and ways that the Site Administrator can support them in accomplishing their ILP goals.

Induction Teacher:

Mentor:

Site Administrator:

Date:

SECTION I: Induction Teachers (IT) complete the ILP Goal section below PRIOR to meeting with the Site Administrator	
ILP Goal 1 (topic): **CSTPs:**	**ILP Goal 2 (topic):** **CSTPs:**
SECTION II: Site Administrators, ITs, and Mentors discuss potential Actions (3) the IT might complete in order to learn more about their Goals	
Goal 1 Potential Actions: Describe what you will research, investigate, with whom you will collaborate, observe, co-teach, etc. to gain additional knowledge/skills to meet your professional growth goals. **Action 1:** **Action 2:** **Action 3:**	**Goal 2 Potential Actions:** Describe what you will research, investigate, with whom you will collaborate, observe, co-teach, etc. to gain additional knowledge/skills to meet your professional growth goals. **Action 1:** **Action 2:** **Action 3:**

SECTION III: Site Administrators (SA) indicate ways they can help the Induction Teacher meet their professional goals and support their Actions. SA follow up with the IT to share a list of resources and/or personal who can support the IT, opportunities to observe veteran teachers, etc.

_____ Provide release time for the IT to plan or co-teach with the mentor or veteran teacher

_____ Provide/identify resources such as articles, curriculum, or materials to support the IT

_____ Provide a list of site and/or district personnel who can support the IT

_____ Provide opportunities for the IT to observe veteran teachers

_____ Identify trainings, including virtual sessions, as options for the IT to attend

_____ Other. Please specify:

SECTION IV: Mentors complete this section

Summary of the conversation with IT, Mentor, and Site Administrator to support the IT

ITs submit this form to the Induction Director along with the completed ILP by Oct. 1st.

Individualized Learning Plan (ILP)
Complete and submit ILP Goals by October 1st or as designated by Induction Director
Indicate (circle one)

The ILP is solely for the professional growth and development of the Induction Teacher and not for evaluation or employment purposes. **The ILP IS NOT SHARED WITH YOUR SITE ADMINISTRATOR**

Year 1 **Early Completion** **Year 2**

Induction Teacher:	**School Site:**	**Grade level or Content Area:**	**Credential Type:**	**Induction Mentor:**

Beginning of Year/Semester - Professional Growth Goals: Based on your review of the CSTP, previous experience, current assignment, and in collaboration with your Mentor identify a Goal Topic and 2-3 CSTPs which align with each of your Goal Topics. Then, identify 3 Actions for your Action Research which align with the Goal and CSTPs. One of the Actions MUST include observation of colleagues. Finally, write an accompanying Outcome which aligns with each Action, one for Teacher Practice and one for Student Learning.

Professional Growth Goals – related to CSTP	Action Research: This section refers to what you will do to learn more about your goals. Describe what you will research, investigate, with whom you will collaborate, observe, co-teach, etc. to gain additional knowledge/skills to meet your professional growth goals. (minimum of 3 actions). Describe **WHY** you are collaborating, observing, etc.	Outcomes: Describe the desired outcomes for your professional growth goals (impact on your teaching and impact on student learning). **Include how you will substantiate their occurrence, i.e., as observed by Mentor, documentation shared with Mentor, etc.**
Goal 1 Topic	Include observations of colleagues as one of the Actions Action 1: Action 2: Action 3:	Outcome 1 Teacher Practice: Student Learning: Outcome 2 Teacher Practice: Student Learning: Outcome 3 Teacher Practice: Student Learning:
Goal 2 Topic	Include observations of colleagues as one of the Actions	Outcome 1 Teacher Practice:

	Action 1: Action 2: Action 3:	Student Learning: Outcome 2 Teacher Practice: Student Learning: Outcome 3 Teacher Practice: Student Learning:
Fall or First Semester Induction Teacher Signature: _____ Date:_____ . Mentor Signature: _____ Date: _____ **Signatures required**		**INDUCTION OFFICE USE** Induction Program Director: _____ Induction Program Director Signature: _____ Approval Date: _____

FALL SEMESTER
ILP Inquiry Cycle 1 Lesson 1
Mentor's Lesson Observation Notes for IT Feedback
Submit to Induction Director on or before Dec. 15th

DIRECTIONS: Mentor and Induction Teacher meet to determine a specific area of focus for the mentor's observation aligned to the ILP goal(s).
Induction Teacher: **Grade/Content:** **Date:**
What ILP Goal(s) will be addressed: **Goal(s):** **CSTPs:**
Lesson Objectives:
Describe the Pre- and Post-Assessments you will use for the lesson to determine student learning? (formative or summative depending upon the lesson taught within the unit of study) **Pre:** **Post:**
Describe the strategies/support you will provide your English learners in this lesson
Describe the strategies/support you will provide your students with special needs (Special Education, 504, GATE, etc.) in this lesson
Describe the culturally responsive pedagogy you will use in your lesson
MENTOR NOTES: Observation Notes from Mentor (based on ILP goal(s)) **Induction Mentor:** **Date:**
Notes:
Mentor's Reflective Questions for Induction Teacher:

ILP Inquiry Cycle 1 Lesson 1
IT Post Lesson Reflection
Submit to Induction Director on or before Dec. 15th

DIRECTIONS: Use feedback from the lesson observation to capture insights about teaching and student learning in regard to your IT meeting his/her ILP goals. Mentors record responses.
Induction Teacher: **Date:** **Mentor:**
Reflect on the effectiveness of lesson regarding your ILP goal(s) and intended outcomes:
Lesson Reflection:
Describe the impact your lesson had on student learning for your English learners
Describe the impact your lesson had on student learning for your students with special needs
Describe the impact your lesson had on student learning based on your culturally responsive pedagogy
Describe the process you used to analyze Pre- and Post-Assessment data
Pre-Assessment: **Post-Assessment:**
How will you use Pre- and Post -Assessment data to modify your instruction
How will you use Mentor feedback to inform on-going improvements to your practice?

ILP Inquiry Cycle 1 Lesson 2
Mentor's Lesson Observation Notes for IT Feedback
Submit to Induction Director on or before Dec. 15th

DIRECTIONS: Mentor and Induction Teacher meet to determine a specific area of focus for the mentor's observation aligned to the ILP goal(s).
Induction Teacher: **Grade/Content:** **Date:** **Mentor:**
What ILP Goal(s) will be addressed: **Goal(s):** **CSTPs:**
Lesson Objectives:
Describe the Pre- and Post-Assessments you will use for the lesson to determine student learning? (formative or summative depending upon the lesson taught within the unit of study) **Pre:** **Post:**
Describe the strategies/support you will provide your English learners in this lesson
Describe the strategies/support you will provide your students with special needs (Special Education, 504, GATE, etc.) in this lesson
Describe the culturally responsive pedagogy you will use in your lesson
<u>MENTOR NOTES</u>: Observation Notes from Mentor (based on ILP goal(s)) **Induction Mentor:** **Date:**
Notes:
Mentor's Reflective Questions for Induction Teacher:

ILP Inquiry Cycle 1 Lesson 2
IT Post Lesson Reflection
Submit to Induction Director on or before Dec. 15th

DIRECTIONS: Use feedback from the lesson observation to capture insights about teaching and student learning in regard to your IT meeting his/her ILP goals. **MENTORS AND ITs COMPLETE THIS DOCUMENT**
Induction Teacher: **Date:**
Reflect on the effectiveness of lesson regarding your ILP goal(s) and intended outcomes:
Lesson Reflection:
Describe the impact your lesson had on student learning for your English learners
Describe the impact your lesson had on student learning for your students with special needs
Describe the impact your lesson had on student learning based on your culturally responsive pedagogy
Describe the process you used to analyze Pre- and Post-Assessment data
Pre-Assessment: **Post-Assessment:**
How will you use Pre- and Post -Assessment data to modify your instruction?
How will you use Mentor feedback to inform on-going improvements to your practice?
CSTP GROWTH: Based on conversations with your mentor and your fieldwork (ILP goals and Cycles of Inquiry): MENTORS AND ITs RESPOND
INDUCTION TEACHER: On which CSTP besides those on your ILP have you grown the most? Why? **INDUCTON TEACHER: On which CSTP besides those on your ILP did you see the least growth? How will you work toward mastering these standards?** **MENTOR ADVISEMENT: On which CSTPs besides those on the ILP did your IT grow the most?** **MENTOR ADVISEMENT: On which CSTPs besides those on the ILP did your IT grow the least? What steps can your IT take to improve upon these CSTPs?**

Mid-Year ILP Review

The Induction Teacher is guided by the Mentor to reflect on the progress made toward meeting the ILP goals. This is a collaborative reflection between the IT and Mentor and as such does not require signatures. The mentor provides feedback as well regarding the IT's progress toward meeting ILP goals and progress toward mastery of the CSTP This is completed at the end of the Fall Semester.

Submit to Program Director on or before Dec. 15th

Mid-Year Review of **ILP Progress** **No Signatures Required**	Actions: Describe the progress made in meeting your ILP goals If an Action was not a focus this semester, please write NA. PLEASE NOTE THAT ALL ACTIONS MUST BE ADDRESSED BY THE END OFTHIS YEAR	Outcomes: describe the impact of professional learning on your:1. Teaching Practice and 2. Student Achievement. **Include how each Outcome was validated by your mentor**. If an Outcome was not part of a focus on an Action this semester, please write NA. ALL OUTCOMES MUST BE ADDRESSED BY THE END OF THIS YEAR.
Goal 1	Action 1: Action 2: Action 3:	Outcome 1 Teacher Practice: Student Learning: Outcome 2 Teacher Practice: Student Learning: Outcome 3 Teacher Practice: Student Learning:
MENTOR ADVISEMENT: Mentors describe the growth the IT made toward meeting their ILP goals and next steps to improve practice	Growth	Next steps for improvement
Goal 2	Action 1: Action 2: Action 3:	Outcome 1 Teacher Practice: Student Learning: Outcome 2 Teacher Practice: Student Learning: Outcome 3 Teacher Practice: Student Learning:
MENTOR ADVISEMENT: Mentors describe the growth the IT made toward meeting their ILP goals and next steps to improve practice	Growth	Next steps for improvement

TO BE COMPLETED BY A LEA.DERSHIP TEAM MEMBER ONLY

Individualized Learning Plan Progress Monitoring Review
Advisement and Feedback Form for Induction Teachers

Indicate: Year 1 Year 2 ECO

Induction Teacher:

Reviewer:

Fall Date:

Listed below is feedback on your progress in meeting your ILP goals and demonstrating mastery of the CSTPs this semester. This feedback is designed to help you continue to grow as a professional and guide your work next semester and into the future. Please be sure to discuss this document with your Mentor.

□ ILP CSTP Standard Elements
Goal 1:
Goal 2:

□ **Cycle of Inquiry, Action Research Documentation - Fall**
Evidence toward meeting ILP goals
ILP Inquiry Cycle 1 Lesson 1 and Lesson 2

Advisement:

□ **CSTPs not on the ILP – Fall**
On which CSTP besides those on your ILP did you see the least growth?
How will you work toward mastering these standards?

Advisement:

□ **ILP Mid-Year Reflection**

Advisement:

INDUCTION OFFICE USE ONLY

☐ Induction Teacher is progressing toward meeting ILP Goals

Induction Program Director Name: _____

Induction Program Director Signature: _____ Date: _____

☐ Induction Teacher is not progressing toward meeting ILP Goals and has not completed all ILP components for this semester. The Induction Teacher has not demonstrated growth toward mastering the CSTPs.

A meeting will be scheduled with the Induction Teacher, Mentor, and Program Director develop a Program Completion Plan to address the following components of the ILP:

_____ ILP Cycle of Inquiry Lesson 1 Mentor's Lesson Observation Notes for IT Feedback

_____ ILP Cycle of Inquiry Lesson 1 IT Post Lesson Reflection

_____ ILP Cycle of Inquiry Lesson 2 Mentor's Lesson Observation Notes for IT Feedback

_____ ILP Cycle of Inquiry Lesson 2 IT Final Reflection

_____ ILP Mid-Year Review

Induction Program Director Name: _____

Induction Program Director Signature: _____ Date: _____

SPRING SEMESTER
ILP Inquiry Cycle 2 Lesson 1
Mentor's Lesson Notes for IT Feedback
Year 2 and ECO: Submit to Induction Director on or before April 15th
Year 1: Submit to Induction Director on or before April 30th

DIRECTIONS: Mentor and Induction Teacher meet to determine a specific area of focus for the mentor's observation aligned to the ILP goal(s).
Induction Teacher: **Grade/Content:** **Date:**
What ILP Goal(s) will be addressed: **Goal(s):** **CSTPs:**
Lesson Objectives: **Intended Outcomes:**
Describe the strategies/support you will provide your English learners in this lesson
Describe the strategies/support you will provide your students with special needs (Special Education, 504, GATE, etc.) in this lesson
Describe the culturally responsive pedagogy you will use in your lesson
What Pre- and Post-Assessments will be used for the lesson to determine student learning? (formative or summative depending upon the lesson taught within the unit of study) **Pre-Assessment:** **Post-Assessment:**
MENTOR NOTES: Observation Notes from Mentor (based on ILP goal(s)) **Induction Mentor:** **Date:**
Notes:
Mentor's Reflective Questions for Induction Teacher:

ILP Inquiry Cycle 2 Lesson 1
IT Post Lesson Reflection
Year 2 and ECO: Submit to Induction Director on or before April 15th
Year 1: Submit to Induction Director on or before April 30th

DIRECTIONS: With your Induction Teacher, use evidence from the lesson observation to capture insights about teaching and student learning in relation to meeting his/her ILP goals. Mentor records responses.
Induction Teacher: **Date:**
Reflect on the effectiveness of lesson in regard to your ILP goal(s) and intended outcomes:
Lesson Reflection:
Describe the impact your lesson had on student learning for your English learners
Describe the impact your lesson had on student learning for your students with special needs
Describe the impact your lesson had on student learning based on your culturally responsive pedagogy

Describe the process you used to analyze Pre- and Post-Assessment data
Pre-Assessment: **Post-Assessment:**
How will you use Pre- and Post -Assessment data to modify your instruction?
How will you use Mentor feedback to inform on-going improvements to your practice?

ILP Inquiry Cycle 2 Lesson 2
Mentor's Lesson Notes for IT Feedback
Year 2 and ECO: Submit to Induction Director on or before April 15th
Year 1: Submit to Induction Director on or before April 30th

DIRECTIONS: Mentor and Induction Teacher meet to determine a specific area of focus for the mentor's observation aligned to the ILP goal(s).
Induction Teacher: **Grade/Content:** **Date:**
What ILP Goal(s) will be addressed: **Goal(s):** **CSTPs:**
Lesson Objectives: **Intended Outcomes:**
What Pre- and Post-Assessments will be used for the lesson to determine student learning? (formative or summative depending upon the lesson taught within the unit of study) **Pre-Assessment:** **Post-Assessment:**
Describe the strategies/support you will provide your English learners in this lesson
Describe the strategies/support you will provide your students with special needs (Special Education, 504, GATE, etc.) in this lesson
Describe the culturally responsive pedagogy you will use in your lesson
MENTOR NOTES: Observation Notes from Mentor (based on ILP goal(s)) **Induction Mentor:** **Date:**
Notes:
Mentor's Reflective Questions for Induction Teacher:

ILP Inquiry Cycle 2 Lesson 2
IT Final Reflection
Year 2 and ECO: Submit to Induction Director on or before April 15th
Year 1: Submit to Induction Director on or before April 30th

DIRECTIONS: Reflect on the Cycle of Inquiry **MENTOR AND IT COMPLETE THIS REFLECTION**
Induction Teacher: **Date:**
Reflect on the effectiveness of the lesson
Describe the impact your lesson had on student learning for your English learners
Describe the impact your lesson had on student learning for your students with special needs
Describe the impact your lesson had on student learning based on your culturally responsive pedagogy
Describe the process you used to analyze the Pre- and Post-Assessment data
Pre-Assessment: **Post-Assessment:**
How will you use Mentor feedback to inform on-going improvements to your practice?
What insights have you gained about teaching and learning upon completion of this Cycle of Inquiry?
Based on conversations with your mentor and your work (ILP goals and Cycles of Inquiry): **MENTORS AND ITs RESPOND**
INDUCTION TEACHER: On which CSTP besides those on your ILP have you grown the most? Why?

INDUCTION TEACHER: **On which CSTP besides those on your ILP did you see the least grown? How will you work toward mastering the standard(s)?**

MENTOR TEACHER: **On which CSTP besides those on the ILP did your IT grow the most? Why?**

MENTOR TEACHER: **On which CSTP besides those on the ILP did your IT grow the least? What steps can your IT take to improve upon the CSTP(s)?**

How will you apply new learning to future practice?

End -of -Year ILP Review

The Induction Teacher is guided by the Mentor to reflect on the progress made toward meeting the ILP goals. This is a culmination of an IT's work on ILP goals. Once developed, the IT AND Mentor review ILP progress. Both sign the Verification of Completion document at the end of meeting. This is completed toward the end of the Spring Semester.

Year 2 and ECO: Submit to Induction Director on or before April 15th

Year 1: Submit to Induction Director on or before April 30th

End of Year Review of ILP Progress **ALL Signatures Required**	Actions: Describe the progress made in meeting your ILP goals If an Action was not a focus this semester, please write NA. PLEASE NOTE THAT ALL ACTIONS MUST BE ADDRESSED BY THE END OFTHIS YEAR	Outcomes: describe the impact of professional learning on your:1. Teaching Practice and 2. Student Achievement **Include how each Outcome was validated by your mentor**. If an Outcome was not part of a focus on an Action this semester, please write NA. ALL OUTCOMES MUST BE ADDRESSED BY THE END OF THIS YEAR.
Goal 1	Action 1: Action 2: Action 3:	Outcome 1 Teacher Practice: Student Learning: Outcome 2 Teacher Practice: Student Learning: Outcome 3 Teacher Practice: Student Learning:
MENTOR ADVISEMENT: Mentors describe the growth the IT made toward meeting their ILP goals and next steps to improve practice	Growth	Next steps for improvement
Goal 2	Action 1: Action 2: Action 3:	Outcome 1 Teacher Practice: Student Learning: Outcome 2 Teacher Practice: Student Learning: Outcome 3 Teacher Practice Student Learning:
MENTOR ADVISEMENT: Mentors describe the growth the IT made toward meeting their ILP goals and next steps to improve practice	Growth	Next steps for improvement

TO BE COMPLETED BY A LEADERSHIP TEAM MEMBER ONLY

Individualized Learning Plan Progress Monitoring Review
Advisement and Feedback Form for Induction Teachers

Indicate: Year 1 Year 2 ECO

Induction Teacher:

Reviewer:

Spring Date:

Listed below is feedback on your progress in meeting your ILP goals and demonstrating mastery of the CSTPs this semester. This feedback is designed to help you continue to grow as a professional and guide your work next semester and into the future. Please be sure to discuss this document with your Mentor.

□ ILP CSTP Standard Elements
Goal 1:
Goal 2:

□ Cycle of Inquiry 2, Action Research Documentation - Spring
Evidence toward meeting ILP goals
ILP Inquiry Cycle 2 Lesson 1 and Lesson 2

Advisement:

□ CSTPs not on the ILP – Spring
On which CSTP besides those on your ILP did you see the least growth?
How will you work toward mastering these standards?

Advisement:

□ ILP End of Year Reflection
Evidence toward meeting ILP goals

Advisement:

Induction Program Verification of Completion

Year 1 **Year 2** **ECO**

The Induction Teacher and Mentor complete this portion collaboratively as evidence that all Induction Program Components have been completed. This is then validated by the Induction Director.

New Induction Teacher Orientation/Presentation	Yes	No
ILP Goals Set within 60 days of enrollment in the Induction Program. Developed with input from Mentor, Site Administrator, and Induction Director, and approved by Induction Director	Yes	No
Participation in a minimum of 1 hour per week of mentoring support	Yes	No
ILP Cycle of Inquiry I Lesson 1 Mentor's Lesson Observation Notes for IT Feedback	Yes	No
ILP Cycle of Inquiry I Lesson 1 IT Post Lesson Reflection completed with input from Mentor	Yes	No
ILP Cycle of Inquiry I Lesson 2 Mentor's Lesson Observation Notes for IT Feedback	Yes	No
ILP Cycle of Inquiry I Lesson 2 IT Post Lesson Reflection completed with input from Mentor	Yes	No
ILP Mid-Year Review completed with input from Mentor	Yes	No
ILP Cycle of Inquiry II Lesson 1 Mentor's Lesson Observation Notes for IT Feedback	Yes	No
ILP Cycle of Inquiry II Lesson 1 IT Post Lesson Reflection completed with input from Mentor	Yes	No
ILP Cycle of Inquiry II Lesson 2 Mentor's Lesson Observation Notes for IT Feedback	Yes	No
ILP Cycle of Inquiry IL Lesson 2 IT Final Reflection completed with input from Mentor	Yes	No
ILP End-of-Year Review completed with input from Mentor and approved by Induction Director	Yes	No
Annual ILP Goals met	Yes	No
Demonstrated growth toward the mastery of the CSTP	Yes	No
To Be Completed by the Induction Director		
End-of-Year Survey	Yes	No
Exit Meeting **Year 2 AND ECO ONLY** (Year 1 - NA)	Yes	No

I verify that the Induction Teacher has completed all of the above-mentioned Induction Program requirements for the year

_____ _____ _____
Induction Teacher (print name) Signature Date

_____ _____ _____
Mentor Teacher (print name) Signature Date

_____ _____ _____
Induction Director Signature Date

☐ The Induction Teacher Did Not meet ILP Goals and complete all Induction Program requirements.
If the Induction Teacher has not met the ILP Goals and has not completed all requirements of the Induction Program this year, a meeting will be scheduled with the Induction Teacher, Mentor, and Induction Director. A Program Completion Plan will be developed to address the missing components of the ILP and provide an additional opportunity for the IT to meet program requirements.

Meeting Date: _____

_____ _____
Induction Director Signature