Teacher Induction

Central Unified School District

Mentor Handbook

2025 – 2026

Summer 2025

Vision

The Central Unified School District Teacher Induction Program is based upon the results of extensive research on effective, meaningful teacher induction programs and the principles of adult learning theory. Research supports the idea that effective induction includes regular coaching within the educator's context by a carefully selected and trained mentor, individualized professional learning that is aligned with school and district goals, proficiency indicators that support a teacher's recommendation for a clear credential, and a belief that retention of successful teachers is the direct result of the guidance, support, and individualized training they receive as new teachers.

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What is the Role of a Mentor?

The mentor's overall role is to promote the growth and development of the beginning teacher to improve student learning. When new teachers are hired, they are given a full program and are expected to impact student learning immediately without the benefit of any period of apprenticeship. New teachers essentially have to learn how to teach while on the job. Mentors are critical supports in guiding new teachers to enhance their planning, instruction, and content knowledge. Mentors help orient new teachers to the school community and to teaching in general. Mentors also serve as collegial and emotional supports for this challenging phase of a teacher's career. On a practical level, mentors are required to document the new teacher's mentoring experience.

One of the mentor's initial responsibilities is to establish a trusting relationship with the new teacher. Research indicates that mentoring is most effective when the beginning teacher trusts the mentor. The mentor builds this trust by creating a risk-free learning environment for the beginning teacher by providing support that is non-judgmental and confidential. Confidentiality invites honesty, risk taking, and self-reflection by the new teacher. While the mentor does not share any evaluative information about the beginning teacher with anyone (including administration and the principal), topics, content, and strategies can be shared with administrators (New York City Schools Mentor Guide 2011-12).

Seven Key Qualities of a Mentor

- Ability and willingness to communicate what you know
- Preparedness
- Approachability, availability, and the ability to listen
- Honesty with diplomacy
- Inquisitiveness
- Objectivity and fairness
- Compassion and genuineness

Program Information

Contacts

DO Room 6, Educational Services

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DO Room 9, Human Resources– refer to your site's designated contact person

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Teacher Induction
Central Unified School District

Memorandum of Understanding
for Induction Mentors

I agree to support the Teacher Induction Program as an Induction Mentor assigned to assist induction teachers. I understand that this program will address the individual needs of the program participants in order to increase their effectiveness in the classroom, positively impact student performance, and obtain their clear teaching credential.

I agree to the following conditions as a Mentor:

1. To maintain confidentiality and discretion about Induction Teachers (IT); establishing trust is a primary requirement.
2. To become knowledgeable of the induction program and credential requirements for Induction Teachers
3. To meet a minimum of one hour per week with my Induction Teacher(s) to provide individualized, just in time support
4. To guide and assist the participating teacher in developing and implementing an Individualized Learning Plan (ILP)
5. To collaborate with my IT and site administrator to obtain support for my IT's ILP and understand that the ILP is solely for professional growth and not for evaluation for employment purposes
6. To provide information, materials, resources, and emotional support requisite for new teacher success
7. To become knowledgeable about the phases of new teacher growth, mentoring practices, and the *California Standards for the Teaching Profession*
8. To participate in professional development activities for Induction Mentors
9. To attend the Induction Mentor/Induction Teacher Meetings/Trainings
10. To identify and work toward annual goals for my own professional growth
11. To respond to requests for information from the Program Director or designee and submit required monthly Activity Logs in a timely manner
12. **To complete both mid-year and end or year surveys in a timely manner**
13. **To participate in the Accreditation process for Induction**

Central Unified School District agrees to:

1. Provide expert assistance from the Teacher Induction Director
2. Provide an annual $2,000.00 stipend
3. Provide a substitute for the Induction Teacher and Mentor (as needed) to observe colleagues once per semester
4. Provide professional development for Induction Mentors on mentoring and supporting Induction Teachers
5. Provide mid-year and end-of year feedback to Mentors aligned to the *Continuum of Mentoring Practice*

I have reviewed the Teacher Induction Mentor Handbook and understand my role as a mentor

Print Name_____ Date_____

Induction Mentor's Signature _____

Induction Mentor Meeting Calendar

Meeting Title	Date	Time	Location
New Mentor Meeting	August 21	3:45-5:15	Room 14
Induction ILP Prep Mentors and ITs – Optional Session New IT Orientation	September 2	3:45-5:15	Room 14
Induction ILP Prep – Optional Session Mentors and ITs	September 4	3:45-5:15	ZOOM
All Mentors Training	September 11	3:45-5:15	Room 14
All Mentors Training	October 9	3:45-5:15	Room 14
New Mentor Training	November 18	3:45-5:15	Room 14
All Mentors Training	January 29	3:45-5:15	Room 14
New Mentor Training	March 19	3:45-5:15	Room 14

Mentoring Year at a Glance

***Just in Time* mentoring occurs ALL year**

Just in Time refers to meeting the day to day needs of a teacher.

Induction Teachers will be provided a substitute teacher once per semester (as needed) to observe colleagues. Mentors will contact Jyothi Bathina for available dates.

FALL

First week of school: Welcome your Induction Teacher (IT)
Beginning to middle of August: Check in weekly and connect via email to provide support to your IT
Aug.19-30: Review the CSTPs with IT to determine the Goal Topics for the ILP. Keep in mind the IT's assignment, experience, and/or interests. Use the *Sample Cluster Standards* (IT Handbook p. 45) guide to specify the 2-3 CSTP standard elements for each goal.
Sept. 6: Mentor and IT meet with Principal (elementary) or Dept. Administrator (secondary) to discuss ILP draft goals and ways administrators could support the IT
Sept. 16-Sept. 20: Collaborate with your IT to identify and draft 3 Actions for your Action Research and 3 Outcomes that align with an Action (3 for Teacher Practice and 3 for Student Learning.)
Sept. 23-30: Support your IT in developing the final version of his/her ILP.
Oct. 1: IT and Mentor finalize the ILP, sign, and send the ink signed ILP to the Induction Director
Sept. 30-Dec. 13: After guiding your IT in selecting standards for the ILP, conduct discussions about the CSTP as a whole. Identify CSTP (not on the ILP) for which your IT would like additional support. Provide guidance, support, resources, etc. for IT throughout the year as the IT works toward mastery of the CSTP. **Complete p. 2 on each monthly Mentor Activity Log indicating which CSTP were discussed and how the IT is working toward mastery of the CSTPs.**
Oct. 15-Oct. 31: With your IT, prepare for the first Cycle of Inquiry. Contact Janeen to arrange a substitute for the mentor, as needed. Conduct first lesson observation using the *ILP Inquiry Cycle 1 Lesson 1 Mentor's Lesson 1 Observation Notes for IT Feedback.* Conduct a follow up meeting to discuss and facilitate IT's reflection on *ILP Inquiry Cycle 1 Lesson 1 IT Post Lesson Reflection.* **IM and IT submit documents on or before Dec. 15th** for mid-year feedback on progress.

Nov. 4-Nov. 22: With your IT, prepare for the second lesson of Cycle of Inquiry. Contact Janeen to arrange a substitute, as needed.
Conduct second lesson observation using the *ILP Inquiry Cycle 1 Lesson 2 Mentor's Lesson 2 Observation Notes for IT Feedback.* Conduct a follow up meeting to discuss and facilitate IT's reflection on *ILP Inquiry Cycle 1 Lesson 2 IT Post Lesson Reflection.* **IM and IT submit documents on or before Dec. 15th** for mid-year feedback on progress.
Dec. 2-Dec. 13: With your IT, facilitate reflection and completion of the Mid-Year Review of ILP. **ITs submit document on or before Dec. 15th** for mid-year feedback. NO signatures needed at this time.

SPRING

Jan. 13-31: Review and reflect upon the Fall ILP/Fieldwork feedback.
Jan. 13-Mar. 31: Conduct discussions about the CSTP as a whole. Identify CSTP (not on the ILP) for which your IT would like additional support. Continue to provide guidance, support, resources, etc. for IT throughout the year as the IT works toward mastery of the CSTP. **Complete p. 2 on each monthly Mentor Activity Log indicating which CSTP were discussed and how the IT is working toward mastery of the CSTPs.**
Jan. 27-Feb. 14: Facilitate your IT's completion of the Mid-Year Survey AND complete the Mentor Mid-Year Survey. **Complete Surveys Online by Feb. 20th**
Jan. 27-Feb. 7: With your IT, prepare for the second Cycle of Inquiry. Contact Janeen to arrange a substitute, as needed. **By Mar. 7** Conduct first lesson observation using the *ILP Inquiry Cycle 2 Lesson 1 Mentor's Lesson 1 Observation Notes for IT Feedback*. Conduct a follow up meeting to discuss and facilitate IT's reflection on *ILP Inquiry Cycle 2 Lesson 1 IT Post Lesson Reflection.* **Year 2 and ECO IT submit documents on or before April. 15th Year 1 IT submit documents on or before April 30th**
Mar. 10-Mar.14: With your IT, prepare for the second lesson of Cycle of Inquiry. Contact Janeen to arrange a substitute, as needed. **By Mar. 31** Conduct second lesson observation using the *ILP Inquiry Cycle 2 Lesson 2 Mentor's Lesson 2 Observation Notes for IT Feedback*. Conduct a follow up meeting to discuss and facilitate IT's reflection on *ILP Inquiry Cycle 2 Lesson 2 IT Final Reflection.* **Year 2 and ECO IT submit documents on or before April. 15th** **Year 1 IT submit documents on or before April 30th**
Apr. 1-Apr.10: With your IT, facilitate reflection and completion of the End of Year Review of ILP. Complete and sign the Verification of Completion form of the ILP. Submit this form to Janeen Worland. **Year 2 and ECO submit signed original copy of ILP to the Induction Director DO Room 7 on or before April. 15th** **Year 1 IT submit signed original copy of ILP to the Induction Director DO Room 7 on or before April. 30th.**
May: 5-23: Complete online End of Year Induction Mentor Survey. Facilitate Year 1, 2 and ECO IT's completion of the online End of Year Induction Teacher Survey. **Complete online by May 22nd**
May (TBA): Exit Meetings for Year 2 and ECO Induction Teachers.

Mentor Support and Guidance

- **Developing an Individualized Learning Plan**
- **Demonstrating Growth on the California Standards for the Teaching Profession (CSTP)**
- **Just in Time Mentoring**

Teacher Induction: 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/Individual Development Plan (IDP). 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.

Mentoring Around the CSTP

At the start of the year/term, Induction Mentors conduct conversations with their Induction Teacher(s) (IT) about each of the CSTP. As mentors facilitate these conversations, they assist an IT with identifying areas of strength and growth. Multiple sources, including these conversations, can be used to determine an IT's growth on the CSTPs and the development and implementation of an IT's Individualized Learning Plan (ILP) goals. As the term progresses, mentors continue to converse with and reflect upon an IT's growth on CSTP standard elements along with meeting ILP goals and associated CSTP standard elements.

Mentors indicate on their monthly Activity Logs which CSTP standard elements (including those on the lips) were examined and discussed and the progress the IT made toward mastering the CSTPs.

Guiding Induction Teacher Reflections of the CSTP - Mentor Conversations

Mentors use reflective conversation skills to promote critical thinking and collaborative problem solving as they engage in this process. They consider the following when guiding conversations about an IT's strengths and areas for growth on the CSTP and development of an ILP.

1. What are the IT's needs based on their previous years' experience?

   Sample resources to review/discuss:

   Year 1: Preliminary Program - Individual Development Plan (IDP) and Teaching Performance Assessment (TPA)
   Early Completion Option: Previous teaching experience, support from an instructional coach and/or mentor, and guidance from site administration while on a limited teaching assignment (Internship, Short-Term Staff Provisional Internship Permit, Provisional Internship Permit)
   Year 2: Induction Program - Induction ILP and Action Research from the previous year in induction and previous teaching experience
2. What are the IT's current concerns about their practice and/or student learning?
3. What are the IT's site's initiatives for the year?
4. On which CSTP standard elements did the IT feel the need for improvement? Why?

Focusing on the CSTP to Develop ILP Goals

Based on responses to the aforementioned questions, which CSTPs best address the IT's concerns for improvement and could serve as the focus for two ILP goals?
How could CSTP standard elements be clustered (2-3 CSTP standard elements) in order to create an ILP goal (refer to Sample Cluster Standards in this document)?

Just in Time Mentoring

Mentoring support includes *Just in Time* mentoring to address participants' day to day needs along with longer term analysis of teaching practice to foster participants' enduring professional skills.

Continuum of Mentoring Practice (CMP)

New Teacher Center

Continuum of Mentoring Practice



How to Use

The Continuum of Mentoring Practice (CMP) can be used for a variety of purposes. Each of these uses supports a reflective, formative professional growth process for mentors. Effective instructional mentors will likely engage their beginning teachers in similar processes of reflection, assessment, and ongoing development.

Self-Assessment

The CMP allows mentors to deepen their understanding of their own professional development in that it is a tool that mentors use to assess their own mentoring practice. To self-assess, mentors read across each row of descriptors from left to right. Each practice level includes all the descriptors contained in the levels to the left. As mentors locate the descriptors that best describe their current mentoring practice, they may enter the date of their self-assessment in the appropriate box and/or highlight those accomplishments. In this way, a mentor can later consult the *Continuum* and easily note specific areas of professional growth.

Goal setting

By describing the various levels of practice, ***The CMP*** helps mentors examine their mentoring and make informed decisions about their ongoing development as professionals. With the support of mentor colleagues and program leaders, mentors can be guided through a collaborative process for setting goals. Individual learning plans or professional growth plans can provide strategies to assist mentors' development while also documenting their progress. "Check-ins" at mid-year and year-end can help mentors celebrate their practice achievements while encouraging them to revise and continue their personal learning journey.

Mentor Professional Development

The CMP is not meant to be used as a rubric to define performance standards or expectations, nor is it intended to serve as an isolated observation instrument. However, by providing a common language that describes mentoring practice, this document helps induction program leaders and mentors engage in discussions of practice and subsequently plan meaningful professional development to advance that practice. ***The CMP*** helps program leaders support the development of their mentors in the same responsive ways in which they expect mentors to support their beginning teachers.

Glossary of Terms

Continuum: a document describing different levels of practice or knowledge across various stages of development

Descriptor: an individual cell, or box, corresponding to the developmental levels in the continuum

Standard: one of six areas of mentoring practice that comprise the continuum

Element: a sub-area of teaching practice within any of the six standards

Level: the stages of mentor development that indicate what a mentor should know and be able to do.

Exploring/Emerging: a level of professional development in which the mentor relies on ongoing assistance from more experienced colleagues for support, guidance, and survival. The mentor is trying to internalize and apply what s/he has learned about mentoring. The mentor is moving toward becoming more self-directed and independent in her or his practice.

Applying: a level of development in which the mentor is able to mentor independently, internalizes, and easily applies what s/he has learned about mentoring.

Integrating/Innovating: a level of development in which the mentor is fully skilled, confident, and able to integrate such complex elements as reflective conversations, formative assessment, differentiated support, and the design of professional development into practice. The Integrating/Innovating mentor often becomes a leader among peers by contributing to the broader educational community through staff development, research, or publication

Standard 1: Facilitates and advances the professional learning of each teacher to increase student learning

	Emerging/Exploring	Applying	Innovating
1.1. Uses reflective conversation skills to engage the teacher in collaborative problem solving and reflective thinking to promote self-directed learning that results in student learning.	Learns mentoring language protocols. Listens attentively to respond appropriately. Engages the teacher in collaborative problem solving.	Uses mentoring language to facilitate positive, productive, reflective conversations and models reflective practice based on student results. Applies instructive, collaborative, and facilitative mentoring strategies consciously to promote thinking and problem solving that advances teacher practice and student learning.	Strengthens repertoire of reflective conversation skills and moves fluidly among mentoring strategies to promote teacher confidence and autonomy. Effectively addresses sensitive issues and resistance. Encourages ongoing reflection, critical thinking, and risk taking to promote self-direction, collaborative problem solving, and improvements in teacher practice and student learning.
1.2 Uses a variety of strategies and resources to respond to the teacher's professional needs and to the diverse learning needs of all students.	Responds to the professional needs of the teacher by providing timely access to an array of teaching strategies, resources, and materials that support the diverse learning needs of students.	Shares a variety of research-based teaching strategies selected to meet the diverse learning needs of students and improve practice and student learning.	Seeks and shares new strategies and resources from the broader professional community to respond to the teacher's professional needs. Facilitates the teacher's strategic integration of those strategies and resources to improve practice, differentiate instruction, and advance student learning.
1.3 Engages the teacher in examination of data to improve practice and advance student learning.	Uses formative assessment data to inform the teacher's next steps. Records the reflective conversations on graphic organizers/tools that help facilitate data analysis and data-driven conversations.	Responds to the needs of the teacher by providing specific formative assessment data and data analysis for both short- and long-term teaching goals and for problem solving and decision making to improve student learning.	Integrates multiple methods and tools of observation and data collection to create and utilize opportunities for examination and improvement of practice and student learning.

	Emerging/Exploring	Applying	Innovating
1.4 Uses technologies to advance teacher practice and maximize student learning.	Supports the teacher to use available technologies to expand abilities to research instructional resources, use technology during instruction, monitor student learning, and support student access to content.	Shares information on additional technologies to support the teacher to meet the diverse learning needs of students. Teaches and models the effective use of technology to promote equitable access to content and advanced learning opportunities for the full range of students.	Maintains current knowledge of a wide range of technologies for teacher and student use. Facilitates and advocates for the integration of technologies in ways that support teachers to ensure that all students have equitable access to standards-based content and to maximize their learning.
1.5 Facilitates and promotes collaborative inquiry, data analysis, and reflection on practice to promote student learning.	Collaborates with the teacher to effectively utilize the inquiry cycle of plan, teach, and reflect in order to improve teaching practice.	Models the inquiry cycle by collaborating with the teacher to design and observe lessons and analyze corresponding student work and observation data to improve student learning.	Fosters as a habit of mind the ongoing inquiry into practice through the cycle of plan, teach, reflect to improve practice and advance student learning.
1.6 Draws upon the teacher's background and experience to guide mentoring.	Engages teacher in dialogue about background in teaching and experiences in teacher preparation. Utilizes knowledge of teacher background and experiences in support of problem solving.	Expands knowledge of teacher background and experiences. Supports the teacher to utilize personal background and experiences to address challenges and obstacles and as reference points for reflection on to improve practice and student learning.	Draws on thorough understanding of teacher to strategically support the teacher to utilize prior knowledge to guide and inform practice and advance student learning.

Standard 2: Creates and maintains collaborative and professional partnerships to advance teaching practice and student learning

	Emerging/Exploring	Applying	Innovating
2.1 Facilitates trust, caring and honesty among colleagues to build ownership and solve problems, resulting in actions that support student learning.	Builds a positive relationship with the teacher. Listens actively, shows respect for teacher's background and culture, maintains confidentiality, and honors commitments. Engages the teacher in taking responsibility for making changes in practice to meet the diverse learning needs of students.	Builds and maintains an effective relationship of trust, caring, respect, and honesty. Engages in ongoing conversations that examine the teacher's practice and student learning in ways that improve practice and student learning.	Fosters a sustained trusting, caring, relationship based on professional honesty and mutual respect. Facilitates the teacher's ability to analyze complex teaching issues and concerns and take responsible risks to advance practice and maximize student learning.
2.2 Uses coaching and collaboration time effectively, implementing procedures and routines that advance professional learning.	Respects the teacher's time, meets individual needs, provides ongoing collaboration, and completes program requirements.	Anticipates the needs of the teacher and is alert to entry points and use of formative assessment to address issues of practice and learning needs of students. Prioritizes and balances program requirements and the teacher's immediate needs.	Provides timely and seamless integration of the program requirements, mentoring processes, and use of formative assessment in meeting the teacher's needs. Uses procedures, routines and tools that increase efficiency and help energize the mentoring experience.
2.3 Facilitates teacher's self-examination of their own understandings of the culture and diversity of the school and community to advance practice and ensure high levels of learning for all students.	Collaborates with the teacher to gather information about the diversity and cultural norms of the students, school, families, and community.	Engages the teacher in self-examination of how his/her own life experiences, perspectives, culture, language, and racial identity impact teaching and student learning. Guides teacher in interactions with families and in implementing instructional strategies that are culturally responsive.	Facilitates the teacher's ongoing practice of analysis of personal perceptions and understandings of diversity and cultural norms in the school and community. Is able to engage the teacher in dialogue and action regarding sensitive issues of personal, professional, and/or institutional bias that impact student learning.
2.4 Models and teaches how to build effective partnerships with families, stakeholders, and colleagues that foster equitable achievement for students of all backgrounds.	Fosters an ongoing relationship with the site administrator and other site and district personnel. Supports the teacher to engage with colleagues, site administrator, and families in ways that contribute to building positive and respectful relationships and student learning.	Supports the teacher in working collaboratively and/or developing professional partnerships with families, resource personnel, colleagues, site administrator, and community members. Guides teacher in connecting collaborations and partnerships to meeting the diverse learning needs for students of all backgrounds.	Engages the teacher in applying leadership skills and utilizing a wide variety of strategies that ensure effective interactions, collaborations, and partnerships with site personnel, families, and community groups and result in improving student learning.

Standard 3: Utilizes knowledge of standards, pedagogy, and research to advance teaching practice and student learning

	Emerging/Exploring	Applying	Innovating
3.1 Utilizes knowledge of California Standards for the Teaching Profession (CSTP), common core standards/content standards, pedagogy, and academic language development to advance teaching practice and student learning.	Uses knowledge of CSTP, core standards/content standards, and instructional strategies to guide teacher planning and implementation of standards-based instruction to meet assessed needs of students. Supports teacher to plan lessons that include teaching academic language and vocabulary development to provide student access to learning standards-based content.	Uses knowledge of CSTP, common core/content standards and strategies to ensure that all planning, observations, and analysis of student work are standards-based and matched to student learning data. Guides the teacher in selecting, adapting, and implementing instructional strategies to teach academic language that result in improved student learning of content.	Facilitates teacher's routine use of CSTP, common core/content standards, related pedagogy, and strategies for academic language development, in planning, implementing, and reflecting on effectiveness of strategies to advance student learning.
3.2 Uses knowledge of educational research and best practices to improve instruction and student learning.	Shares research-based instructional strategies and best practices with teachers to improve practice and matched to student learning needs.	Integrates educational research and best practices into collaborations with teacher. Supports the teacher to implement best practices to address a range of student learning needs.	Collaborates with teacher to implement research-based instructional strategies and best practices targeted to meet identified and evolving needs of students. Fosters teacher awareness of and access to membership in professional organizations, learning communities, and/or educational journals.
3.3 Uses knowledge of equity principles and culturally responsive pedagogy to address issues of equity, bias, and access to standards-based curriculum to advance teacher practice and student learning.	Identifies issues of equity, bias, and access to standards-based curriculum for students in the classroom. Seeks opportunities to develop and use classroom data to raise teacher's awareness of issues and to refine teacher's knowledge of equity principles and culturally responsive pedagogy to meet needs.	Guides the teacher in analysis of student work to examine the possible impact on student learning of issues of equity, bias, and access to standards-based curriculum. Supports the teacher to use equity principles and culturally responsive pedagogy as resources in planning lessons to address issues and meet needs.	Enhances the teacher's abilities to identify inequities, bias, stereotyping, and assumptions about cultures and members of cultures and apply principles of equity and culturally responsive pedagogy in instruction. Supports the teacher in ensuring equitable access to content for all students.

Standard 4: Promotes professional learning for teachers for continuous improvement and student learning

	Emerging/Exploring	Applying	Innovating
4.1 Builds on and values prior knowledge, background, interests, experiences and needs of the teacher to improve practice and student learning.	Recognizes the importance of formally and informally assessing prior knowledge of the teachers. Promotes and/or designs and facilitates professional learning that seeks some specific knowledge of the individual teachers prior to session. Focuses teacher awareness of the impact of strategies on student learning.	Promotes and/or designs and facilitates professional learning using a wide range of specific information regarding teachers. Connects new learnings with teachers' current understandings, prior knowledge, experiences, interests, needs, and purposes for learning. Makes connection between strategies and student learning transparent.	Promotes and/or designs and facilitates professional learning that includes deliberate and multiple opportunities for teachers to build on their own knowledge, experiences, interests, and needs to improve their practice and student learning. Engages teachers in active analysis of the relationship between elements of instruction and student learning.
4.2 Promotes, designs, and/or facilitates professional learning that is aligned with standards, school/district improvement, and program requirements.	Promotes and/or designs and facilitates professional learning that models best practices, is standards-based, and aligned with school/district improvement goals and program requirements.	Promotes and/or designs and facilitates professional learning that is differentiated to meet the needs and interests of teachers. Supports teachers to collaboratively share classroom artifacts and evidence and learn from each other.	Promotes and/or designs and facilitates professional learning that facilitates the leadership of teachers to share their learnings with colleagues, collaboratively problem-solve, and reflect on practice. Advocates for job-embedded professional learning for teachers.
4.3 Creates an effective environment for professional learning.	Arranges the physical environment to enhance the learning experience. Ensures equity of voice, protocols that enhance participation, accountability to one another, resources that move practice forward, and time to reflect.	Uses strategies to promote inquiry and dialogue. Promotes collaboration, risk taking, problem solving, leadership, and reflective application/demonstration of best teaching practices.	Provides a safe environment that encourages participants to take ownership of their own learning by participating in facilitation, suggesting topics for discussion, sharing information, and analyzing artifacts of practice and student work.

Standard 4: Promotes professional learning for teachers for continuous improvement and student learning

	Emerging/Exploring	Applying	Innovating
4.4 Differentiates professional learning based on adult learning principles and assessed needs and interests of teachers to advance practice.	Understands adult learning principles and recognizes that participants have different levels of knowledge, experience, interests, and needs. Offers participants a range of choices to ensure differentiated professional learning.	Provides differentiated professional learning that offers options for grouping based on developmental needs, learning styles, interests and individual professional learning goals Adjusts presentation and/or facilitation to respond to and address needs as they arise.	Differentiates professional learning flexibility to address the immediate needs of the participants and in response to understanding of identified needs, levels, and goals of teachers. Integrates thorough knowledge of adult learning principles and research-based practices and strategies in ways that advance teacher effectiveness.
4.5 Uses the teacher's self/co-assessments and inquiries into practice to assist in mentoring and planning for ongoing professional learning to improve practice and advance student learning.	Considers teacher's self/co-assessments and inquiries into practice when planning for mentoring and professional learning. Supports teacher's efforts at implementation of respective strategies.	Uses teacher's self/co-assessments and inquiries to guide mentoring and plan for ongoing professional learning. Collaborates with the teacher to implement strategies from mentoring and professional learning and to reflect on corresponding improvements in practice and student learning.	Facilitates the teacher's routine use of self/co-assessments and inquiries to target mentoring and seek professional learning to address evolving issues of practice and student learning needs. Engages the teacher in ongoing reflection on the impact of strategic implementation of strategies from mentoring and professional learning to improve practice and advance student learning.

Standard 5: Uses assessment data to advance teaching practice and student learning

	Emerging/Exploring	Applying	Innovating
5.1 Implements formative assessments that support and guide improvement in practice and student learning.	Follows guidelines for implementing formative assessment system. Engages teacher in using results of analysis and reflection on formative assessment data to guide adjustments in practice and support student learning.	Integrates the use of formative assessment in timely and responsive ways that meet individual needs of teachers and promote student learning.	Facilitates the systematic, ongoing, and flexible use of formative assessment to effectively inform and advance teaching practice and student learning.
5.2 Uses results of formative assessment, including lesson plans, classroom observation, and analysis of student work to promote improvement in practice and student learning.	Develops an understanding of the role of formative assessment related to the teacher's professional development and student learning. Uses formative assessments to focus conversations on student learning and to identify immediate needs for teacher and mentor.	Expands skills, knowledge, and use of formative assessment to promote teacher growth and student learning. Uses results of formative assessment to analyze progress in professional teaching standards, program requirements, meeting the learning needs of students. Based on analysis and reflection, selects next steps to achieve short-term goals for mentoring.	Deepens understanding of potential and limitations of formative assessment processes and tools. Collaborates with mentor colleagues in ongoing analysis and reflection on formative assessment to gauge and calibrate teacher progress toward both short- and long-term goals and to ensure student learning.
5.3 Develops the teacher's abilities to self-assess and co-assess practice based on evidence, to set professional goals, and monitor progress.	Guides the teacher to develop professional and student learning goals and assess progress in both based on collaborative analysis of formative assessment data. Guides teacher to inform self- and co-assessment by regularly referring to evidence.	Builds the teacher's capacity to reflect on evidence of practice and student learning, to identify strengths and areas for growth and design and implement appropriate next steps to support improvement in practice and student learning.	Supports the teacher to develop self- and co-assessment as a habit of professional practice focused on the ongoing improvement of practice and student learning.
5.4 Teaches and supports identification and development of appropriate assessments to determine student knowledge, skills, and needs.	Has broad knowledge of purposes and characteristics of a wide range of student assessments. Teaches and supports the teacher to understand how the design and implementation of selected assessments impact student demonstration of knowledge, skills, and needs.	Teaches, supports, and collaborates with the teacher to use pre-, formative, and summative assessments to determine student knowledge, skills, and needs. Guides the teacher in the effective use of strategies to engage students in setting personal goals and monitoring progress using data from assessments.	Facilitates the teacher's flexible use of a wide range of student assessments that are well matched to the teacher's purpose and that accurately demonstrates student's knowledge, skills, and needs. Supports the teacher to develop student abilities and motivation to advance learning through engagement with student assessment data.

	Emerging/Exploring	Applying	Innovating
5.5 Facilitates analysis of student data to plan and differentiate instruction to advance student learning.	Guides the teacher in the analysis of student data using required assessments. Collaborates with the teacher to draw conclusions about student strengths and academic and social needs. Supports the teacher to implement appropriate strategies for differentiation matched to student needs.	Collaborates with the teacher to regularly analyze formal and informal student data. Supports the teacher to expand strategies selected for differentiated instruction to be responsive to diverse cultural backgrounds and individual needs to promote student learning.	Facilitates the teacher's systematic collection and analysis of a broad range of student data and to plan differentiated instruction that results in improvements in practice and advances student learning.

Standard 6: Develops as a professional leader to advance mentoring and the profession

	Emerging/Exploring	Applying	Innovating
6.1 Develops goal-based inquiries into practice and continually pursues purposeful professional learning opportunities.	Develops and implements goal-based inquiries to examine and improve in mentoring practice and application of mentor standards. Participates in professional learning opportunities as part of the program requirements.	Utilizes evidence of mentoring practice to examine and reflect on progress in goal-based inquiries with colleagues and/or program leader. Seeks professional learning opportunities within and outside the program. Participates in field observations with another mentor to enhance mentoring skills.	Maintains ongoing goal-based and standards aligned inquiries into mentoring practice and reflects on a wide range of evidence to inform next steps in mentoring. Provides leadership and support for mentor colleagues and teachers in the pursuit of purposeful professional learning opportunities.
6.2 Works with colleagues, administrators, and school communities to advance the teaching profession.	Understands the policies and procedures of the school community. Builds a network of professional contacts and collaborates with colleagues and administrators. Advocates for working conditions that promote teacher success.	Uses knowledge of the school's policies and procedures to foster collaboration, inquiry, and reflection on practice. Communicates, problem solves, and advocates to build effective working relationships between colleagues, administrators, families, and other partners.	Collaborates with others to initiate innovative practices that support the professionalization of teaching. Advocates for equitable professional opportunities and a diverse teaching population.
6.3 Reflects on mentoring practice and program effectiveness to accelerate teacher effectiveness and student learning.	Learns from reflecting on analysis of practice individually and with mentor colleagues. Welcomes constructive feedback. Collaborates with mentor colleagues to analyze teacher feedback to make program improvements.	Elicits feedback from colleagues. Individually and collaboratively reflects on both mentoring practice and program elements to make ongoing improvements and to ensure a high-quality program that accelerates teacher effectiveness and student learning.	Actively seeks constructive feedback. Contributes to the professional growth of self and others to elaborate on and extend professional practice. Leads collective actions to elaborate on and extend professional practice. Uses multiple sources of feedback routinely to analyze impact of mentoring practice and induction program individually and with mentor colleagues to accelerate teacher effectiveness and student learning.

	Emerging/Exploring Applying	Innovating
6.4 Demonstrates and maintains mentor responsibilities, integrity, and ethical conduct.	* Follows and supports teachers to adhere to all state education codes, legal requirements, district and site policies, contractual agreements and ethical responsibilities. * Demonstrates understanding of the Induction program requirements, mentor responsibilities, and teacher completion requirements. * Fully participates in all required trainings and meetings. *Conducts regular meetings with teachers to engage in a wide range of support and assessment activities including but not limited to goal setting, lesson planning, observation and feedback aligned to standards, student work assessments, and reflection.	*Maintains a high standard of personal integrity and commitment to teacher and student learning and the profession in a circumstances. *Contributes to fostering a school, district, and professional culture with a high degree of resilience, integrity, and ethical conduct. *Demonstrates dedication to professional learning that focuses on continuous improvement in instruction and student learning. *Contributes to building professional community and holding peers accountable to norms of respectful treatment and communication.

Continuum of Mentoring Practice
Goal Planning and Feedback

List 1 standard element from the CMP document, determine your level on the rubric, write an evidence-based statement and the date of your reflection, and describe your next steps for growth regarding the standard.

Name:

Site:

Goal 1 Standard Element:		
Fall (Oct.) Reflection	**Fall Feedback**	**Spring Feedback**
Rubric placement: Evidence & Date: Next Steps:	Commendations: Next Steps:	Commendations: Next Steps:

Mentor Monthly Activity Logs

Teacher Induction
Central Unified School District

Mentor Activity Log: Submit by the 10th of each subsequent month

Month: _____ **Year:** _____
Mentor: _____ **Induction Teacher:** _____

Each month, complete the table, total your hours, and include comments at bottom

Email to jbathina@centlusd.k12.ca.us and marilynkosareff@centraluisd.k12.ca.us

Date	**Time Spent**	**Topic** (i.e.) Day to day mentoring (just in time) - specify support given including how you connected the Induction Teacher to resources and personnel, ILP development and progress, Action Research, CSTP reflections (from log p. 2), etc.	**CMP Which of your two mentor goals** did you address while meeting with your Induction Teacher(s)? (DO NOT list other CMPs, only your two goal standards) How did you address the goal(s)	**Type of Contact** **Minimum 1 hour per week** (Zoom/Google Meet, in person, email, phone, etc.)	**Mentor Training Date**

Comments about IT's progress:

California Standards for the Teaching Profession Highlight- ILP goals in yellow. CSTP discussed during Just in Time mentoring in blue.

Engaging and Supporting All Students in Learning	**Creating and Maintaining Effective Environments for Student Learning**	**Understanding and Organizing Subject Matter for Student Learning**	
1A: Focus on Students 1B: Knowledge of Students 1C: Student Backgrounds and Family Engagement 1D: Diversity and Equity	2A: Learning Environment 2B: Student Behavior 2C: Organizational and Resource Management 2D: Inclusive Environment	3A: Knowledge of Subject Matter and Pedagogy 3B: Connecting Subject Matter to Real-World Contexts 3C: Curriculum and Resources for Specific Students and Student Groups 3D: Content and Skills Across Subjects 3E: Curriculum Materials and Resources	
Planning Instruction and Designing Learning Experiences for All Students	**Assessing Students for Learning**	**Developing as a Professional Educator**	
4A: Planning Instruction for Student Learning 4B: Designing and Developing Instruction for Student Learning 4C: Facilitating Instruction for Student Learning 4D: Adapting Instruction for Student Learning	5A: Understanding and Using Assessments 5B: Interpreting and Using Assessment Data to Inform Student Learning 5C: Communication of Assessment and Data 5D: Assessment for Continuous Improvement	6A: Reflection and Practice 6B: Focused Professional Learning 6C: Collaboration with Colleagues 6D: Collaboration with Families, Guardians, and the Community 6E: Ethical Conduct and Professional Responsibilities 6F: Activating Access and Equity 6G: Personal Growth and Well-Being	

Guiding/Reflective Questions

You may use these questions to guide your weekly conversations with your Induction Teacher (IT)

Goal Setting for an Individualized Learning Plan (ILP) and Action Research (AR)

ILP/Action Research Development:

- In what aspects of teaching would you like to improve the most?
- What professional learning goals might you want to set for yourself?
- How do these goals relate to your IDP? to the CSTP?
- What actions could you put in place to learn more about your goal topics (research)?
- What resources or assistance do you need to accomplish your goals?
- What outcomes/growth do you want in your practice?
- What outcomes do you want for your students' learning or behavior?

AR Lesson Planning:

- What are some things about your students' readiness (behavioral, academic) that are influencing your lesson/unit design?
- What are some strategies or resources you could use to both challenge students and support their learning?
- What criteria do you use to determine which instructional strategies will be most effective?
- What are some issues you anticipate could influence student learning?
- How could you adjust your lesson while teaching if things do not go as planned?
- How could formative assessment, such as student responses and student work, be used during this lesson to determine learning?
- What data could you collect for this lesson/unit to determine student success?

AR Lesson Reflection:

- As you reflect on this lesson/unit, what are some things that come to mind?
  What was successful?
  What was problematic?
- What are some patterns about learning/behavior you are noticing?
- As you review the data, how similar or different are the results from what
  occurred to your desired outcomes?
- What adjustments might you consider for future lessons/units?
- What are your next steps?

Successes

- What aspect of teaching are you enjoying the most?
- In which area(s) of teaching do you feel the strongest?
- What was the best part of your day/week?
- How have you grown since we last met?
- What are the best things that could happen in your class in the future?
- What are you noticing about yourself as a teacher?
- What are you noticing about your students?
- What is working really well in your class?

Challenges

- What is the most important thing we should discuss today?
- What is a current challenge you are facing?
- When previously faced with this challenge, how did you address it?
- How might you use your strength in __to help you in this area?
- Which student(s) do you need to connect with the most? Why?
- What are some things you have tried with the student(s)?
- What else might you try?
- How can I support you this week?

CSTPs <u>unrelated</u> to the ILP

- On which CSTP element(s), besides those on your ILP, have you improved the most this month?
- What led to that improvement?
- On which CSTP element(s), besides those on your ILP, would you like to improve?
- How might you accomplish this?
-

Mentor Next Steps for ILP/Action Research

- How can I help you achieve your goals?
- What would you like to observe someone teaching?
- How can I support you this week with your Action Research?

Induction Teacher Resources

- Individualized Learning Plan (ILP)
- CSTP Sample Cluster Standards by Topic
- Classroom Visitation Protocol
- Classroom Visitation Notetaking Guide

Individualized Learning Plan (ILP)

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 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 _____
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 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:

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 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: 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 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?
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 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?**
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

California Standards for the Teaching Profession (CSTP)

CSTP 1: Engaging and Supporting All Students in Learning

Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.

Element 1A: Focus on Students

1A: Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.

Element 1A Example Indicators

Teachers

- 1A–1: Create learning experiences that support the academic, behavioral, cognitive, functional, cultural, linguistic, physical, and social–emotional development of each learner.
- 1A–2: Articulate, plan, and implement learning experiences to support each student in meeting pre-K–12 content and performance standards.
- 1A–3: Use knowledge of students and a variety of evidence-based approaches to inspire, engage, and strengthen each student's intrinsic motivation to embrace new learning challenges.
- 1A–4: Implement support systems for student access to learning opportunities that comply with legal requirements and include formal accommodations or modifications.
- 1A–5: Create a classroom community where each student is given choices, is valued, and experiences active and equitable participation in learning and success.

Element 1B: Knowledge of Students

1B: Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social–emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.

Element 1B Example Indicators

Teachers

- 1B–1: Affirm each student's cultural, linguistic, and racial identities by actively seeking knowledge and approaches for creating culturally and linguistically responsive and sustaining learning opportunities.
- 1B–2: Create learning opportunities that draw on students' interests, prior experiences, culture, and linguistic assets to support active engagement for each learner.
- 1B–3: Integrate student voice in planning and sustaining classroom structures and practices by including student participation and encouraging students to provide feedback.

- 1B–4: Provide learning experiences for language acquisition, using evidence-based approaches that leverage students' linguistic assets and address the diverse needs of all students.
- 1B–5: Respond to and implement support for students' social–emotional well-being and mental health needs, including those of students who have experienced trauma, homelessness or other situations.

Element 1C: Student Backgrounds and Family Engagement

1C: Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.

Element 1C Example Indicators

Teachers

- 1C–1: Determine the most effective strategies for communicating with families, guardians, and caregivers, including those from under-resourced communities and those who communicate in languages other than English, to explicitly and systematically increase positive connections.
- 1C–2: Apply evidence-based principles of effective family engagement in partnering with families, guardians, and caregivers to achieve equitable outcomes for every student.
- 1C–3: Create reciprocal partnerships with families, guardians, and caregivers to better understand students' and families' lives and to work together to enhance student learning experiences.
- 1C–4: Engage in reciprocal communication about learning, academic, and social– emotional expectations with families, guardians, and caregivers and share systems of instruction and support.
- 1C–5: Maintain responsive, understandable, timely, and accessible communications with families, guardians, and caregivers about student progress and accomplishments.

Element 1D: Diversity and Equity

1D: Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.

Element 1D Example Indicators

Teachers

- 1D–1: Establish and maintain positive relationships with each student to promote understanding, respect, and affirmation of diversity.
- 1D–2: Recognize their own explicit and implicit biases and implement strategies and tools to counter those biases in order to create an inclusive learning community where each student's unique experiences are seen and used as educational assets.
- 1D–3: Improve student outcomes by addressing individual student assets and needs while creating equitable outcomes for all.

- 1D–4: Close achievement and opportunity gaps among student groups, focusing on groups with exceptional needs and those with diverse cultural, racial, self-identity, linguistic, and socioeconomic backgrounds.

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.

Element 2A: Learning Environment

2A: Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social–emotional growth.

Element 2A Example Indicators

Teachers

- 2A–1: Support students in embracing diversity by engaging in and facilitating positive interactions in an inclusive and equitable climate with respect to cultural, linguistic, social, religious, and economic backgrounds; learning differences; gender and gender identity; sexual orientation; and family structure.
- 2A–2: Leverage the diverse cultural and linguistic backgrounds, goals, interests, and abilities of each student to build trusting relationships that ensure that each student learns and thrives.
- 2A–3: Engage with students in appreciating their own identities and the identities of others and viewing themselves as valued contributors to the community.
- 2A–4: Encourage constructive interactions among students by modeling, teaching, and practicing skills such as effective communication, emotional self-regulation, conflict resolution, and problem-solving.
- 2A–5: Nurture students' leadership capacities by facilitating opportunities for students to apply those capacities in purposeful and meaningful ways.

Element 2B: Student Behavior

2B: Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.

Element 2B Example Indicators

Teachers

- 2B–1: Recognize the underlying causes of student behavior, including developmental and individual social–emotional needs.
- 2B–2: Use evidence-based knowledge to create developmentally appropriate systems and practices that support both individual and collective student growth toward skills that students need in order to meet standards of behavior.

- 2B–3: Employ culturally responsive and developmentally appropriate and relevant norms, procedures, and supports to strengthen positive behavior and celebrate success.
- 2B–4: Create and maintain a climate where students feel a sense of belonging and responsibility for their own and one another's learning and well-being.
- 2B–5: Implement trauma-informed practices and developmentally appropriate positive behavioral interventions and supports that apply restorative justice and conflict resolution practices with individual students.

Element 2C: Organizational and Resource Management

2C: Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.

Element 2C Example Indicators

Teachers

- 2C–1: Implement student-focused learning that is culturally and linguistically responsive and sustaining when designing classroom and school schedules, routines, procedures, and support systems.
- 2C–2: Organize available resources—time, instructional materials, physical space, and people—within the classroom and across the school to maximize conditions that support student learning and well-being.
- 2C–3: Coordinate logistics and resources needed to facilitate students' in-person and remote learning.
- 2C–4: Understand and implement health, safety, and emergency procedures to ensure the collective and individual well-being of all students.
- 2C–5: Ensure that digital and physical spaces, along with materials, are accessible to accommodate learning and support for students with exceptional needs and to meet legal requirements.

Element 2D: Inclusive Environment

2D: Teachers build on students' assets—students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences— to ensure that students' identities are included in classroom interactions and future learning experiences.

Element 2D Example Indicators

Teachers

- 2D–1: Recognize and understand students' commonalities and differences in order to facilitate experiences that enable each student to fully participate and grow.
- 2D–2: Anticipate student variability and provide appropriate guidance, instruction, resources, and supports to enhance each student's access to challenging learning experiences.
- 2D–3: Develop and sustain opportunities for students to reflect on, cultivate, and practice social–emotional skills in ways that are developmentally appropriate and

culturally and linguistically responsive and sustaining, to optimize equitable academic learning experiences.

- 2D–4: Support students in learning and practicing ways to express thoughtful and respectful feedback and opinions about others' learning and well-being as well as their own.

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

Teachers integrate content, processes, materials, and resources into coherent, culturally relevant, and equitable curricula that engages and challenges students to develop the academic and social–emotional knowledge and skills required to become competent and resourceful learners.

Element 3A: Knowledge of Subject Matter and Pedagogy

3A: Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students' social–emotional and language development.

Element 3A Example Indicators

Teachers

- 3A–1: Explicitly address content and instructional strategies outlined in pre-K–12 state- adopted standards, curriculum frameworks, and technology guidelines.
- 3A–2: Integrate content-based curriculum, resources, and evidence-based teaching practices with culturally and linguistically responsive and sustaining learning experiences that promote student learning.
- 3A–3: Apply their knowledge of subject matter concepts, themes, diverse perspectives, and relationships to broaden and deepen each student's academic and social–emotional learning.
- 3A–4: Arrange subject matter and skills into developmental sequences that facilitate each student's content learning, language acquisition, and social–emotional development.
- 3A–5: Promote subject-specific language and literacy development for all students by using California's ELA/ELD Framework, ELA/Literacy Standards, ELD Standards, and Preschool and Transitional Kindergarten Learning Foundations for Language and Literacy.

Element 3B: Connecting Subject Matter to Real-World Contexts

3B: Teachers engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.

Element 3B Example Indicators

Teachers

- 3B–1: Prioritize students' assets, experiences, and knowledge to design meaningful pre- K–12 standards-based lessons that connect to practical and relevant applications.
- 3B–2: Complement subject matter content with examples, current events, the arts, and other resources that reflect culturally, racially, and linguistically diverse experiences, people, settings, and themes to which students can relate.
- 3B–3: Review subject matter content, including examining sources of explicit and implicit biases, and organize curriculum to promote understanding of and respect for different experiences, perspectives, and circumstances.
- 3B–4: Design relevant activities and experiences in which students take an active role in the direction and application of their learning.
- 3B–5: Incorporate digital literacy and citizenship into lessons, including technical skills, privacy safeguards, and the ethical use of social media, copyrighted materials, and artificial intelligence (AI).

Element 3C: Curriculum and Resources for Specific Students and Student Groups

3C: Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social– emotional concepts, to promote each learner's growth.

Element 3C Example Indicators

Teachers

- 3C–1: Prioritize and organize curricula at appropriate levels and make necessary adjustments and accommodations, based on student data.
- 3C–2: Match accessible subject matter content, materials, and equipment to rigorous, relevant, and developmentally appropriate learning sequences.
- 3C–3: Address the strengths and needs of students who require specific academic, linguistic, social–emotional, and physical accommodations, to provide equitable access to critical content.
- 3C–4: Focus on content and skill development goals outlined in formal learning plans for students with learning differences and exceptional needs.
- 3C–5: Use the California Practitioners' Guide for Educating English Learners with Disabilities and the California Dyslexia Guidelines to address the relevant learning needs of specific individual students.
- 3C–6: Use the English language development standards and levels of language acquisition to guide the selection and organization of subject matter materials appropriate for individual English learners.

Element 3D: Content and Skills across Subjects

3D: Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.

Element 3D Example Indicators

Teachers

- 3D–1: Integrate key concepts, themes, and connections across subject matter areas.
- 3D–2: Establish linkages within and across disciplines and grade levels, using student content standards and state curriculum frameworks
- 3D–3: Extend students' interests in learning new or challenging content with inquiry- based learning experiences or projects focusing on real-world applications.
- 3D–4: Empower students to work on areas for growth and learn new content by integrating their interests with pre-K–12 subject matter and social–emotional strengths.
- 3D–5: Provide materials and processes that enable students to learn and practice career and social–emotional skills, such as self-reflection, decision-making, creativity, critical thinking, and collaborative problem-solving.

Element 3E: Curriculum Materials and Resources

3E: Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.

Element 3E Example Indicators

Teachers

- 3E–1: Employ the full range of materials, resources, and technologies provided by the school and the district to support students in meeting individual and collective learning goals.
- 3E–2: Select and use materials and tools that are needed for effective in-person and remote learning experiences.
- 3E–3: Use specific materials, resources, and technologies to support differentiated student learning of the subject matter content and skills.
- 3E–4: Use learning materials and resources that reflect diverse cultures, races/ethnicities, and languages to support socially and emotionally relevant subject matter content and skills.
- 3E–5: Review materials and resources for bias and thoughtfully consider whether they are appropriate for learning experiences directed toward meeting intended content and equity outcomes.

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

Teachers set a purposeful direction for instruction and learning activities, intentionally planning and enacting challenging and relevant learning experiences that foster each student's academic and social–emotional development.

Element 4A: Planning Instruction for Student Learning

4A: Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior

knowledge, areas for growth, and interests.

Element 4A Example Indicators

Teachers

- 4A–1: Determine how they teach by considering what students need to learn in order to meet expectations and goals.
- 4A–2: Consult pre-K–12 standards, frameworks, curriculum guides, and professional sources to integrate effective instructional methods for students to learn subject matter and social–emotional competencies.
- 4A–3: Structure written plans to articulate how activities and resources—e.g., teacher activities, general student activities, special accommodations, materials, equipment— will be used to create targeted learning experiences to achieve student goals and learning outcomes.
- 4A–4: Collaborate with diverse groups of colleagues to identify and recognize barriers to equitable access to effective instruction and determine remedies—for individuals and student groups—to include in instructional plans.
- 4A–5: Review instructional plans after teaching, comparing intended and realized student experiences, instruction, and student learning outcomes, to determine areas of success as well as areas where revising and reteaching may be needed.

Element 4B: Designing and Developing Instruction for Student Learning

4B: Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.

Element 4B Example Indicators

Teachers

- 4B–1: Consider subject-matter expectations, student identities and interests, student data, social–emotional development goals, curriculum plans, and resources to structure learning activities and to design instruction that enables individual students and student groups to progress.
- 4B–2: Vary the types of instructional and teaching strategies used, to maximize student engagement in learning, and present opportunities for students to practice different ways of learning.
- 4B–3: Sequence short-term and long-term instruction and support to reflect student learning goals, district and school priorities, subject-matter curricula, and social– emotional development.
- 4B–4: Cross-check the alignment of curriculum, instruction, assessment, and professional practice.
- 4B–5: Deliberately incorporate culturally and linguistically responsive and sustaining teaching and learning experiences into instruction that actively supports student agency.

Element 4C: Facilitating Instruction for Student Learning

4C: Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement,

well-being, and efficacy.

Element 4C Example Indicators

Teachers

- 4C–1: Teach and reteach key concepts and skills so that each student has opportunities to engage meaningfully in learning and reach identified goals.
- 4C–2: Use curricular and instructional plans to initiate teaching, and adjust their practice to refocus instruction, based on students' engagement, interests, strengths, and needs.
- 4C–3: Facilitate self-directed learning, teacher-student interactions, and collaborative group experiences that build students' responsibility for their learning.
- 4C–4: Provide students with a variety of ways to demonstrate their learning.
- 4C–5: Conduct and support productive student learning experiences that are offered in- person or remotely.

Element 4D: Adapting Instruction for Student Learning

4D: Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.

Element 4D Example Indicators

Teachers

- 4D–1: Modify and scaffold instruction, based on evidence-based principles of learning and development.
- 4D–2: Group and regroup students in ways that promote academic and social– emotional development.
- 4D–3: Build flexible pathways, processes, and interventions for student engagement that are inclusive and that support student success.
- 4D–4: Determine what content, skills, instructional strategies, and learning experiences must be adjusted so that each learner progresses, paying particular attention to students with exceptional needs, high-achieving students, and English learners.
- 4D–5: Differentiate and individualize learning experiences to engage and challenge learners who have mastered content.

CSTP 5: Assessing Students for Learning

Teachers employ equitable assessment practices to help identify students' interests and abilities, to reveal what they know and can do, and to determine what students need to learn. Teachers use varied assessment information to advance and monitor student progress as well as to guide their own and students' actions to improve learning experiences and outcomes.

Element 5A: Understanding and Using Assessments

5A: Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being.

Element 5A Example Indicators

Teachers

- 4D–5: Differentiate and individualize learning experiences to engage and challenge learners who

have mastered content.

- 5A–1: Deepen and refine their knowledge and understanding of various performance tasks and assessments—diagnostic, formative, and summative—and focus on the information that these assessments provide, along with how it is used in their classroom, school, and district.
- 5A–2: Administer assessments that fit specific purposes aligned to acquiring relevant and useful information about the knowledge, skills, abilities, and interests of individual students and student groups.
- 5A–3: Informally assess students' application of academic and social–emotional content and skills, based on consistent interactions with students.
- 5A–4: Incorporate developmentally appropriate student self-assessment, using supports, (e.g., reflections, rubrics, graphic organizers, learning targets, and success criteria) to guide students.
- 5A–5: Use bias-free and culturally and linguistically responsive assessments that best help students reach learning and social–emotional goals.
- 5A–6: Support student agency by providing options for students to demonstrate their understanding of pre-K–12 standards and subject matter.

Element 5B: Interpreting and Using Assessment Data to Inform Student Learning

5B: Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social–emotional learning.

Element 5B Example Indicators

Teachers

- 5B–1: Systematically check for student understanding, through observation, analysis of student work, and use of student questions and feedback, to revise curricular and instructional plans.
- 5B–2: Draw on multiple sources of information to design and implement equitable and accountable reporting and grading practices that reflect student learning.
- 5B–3: Disaggregate summative, formative, and perception data to create student learning experiences that are specific and differentiated for each learner, in order to meet identified goals.
- 5B–4: Examine and interpret student performance data to develop and implement equitable and culturally and linguistically responsive plans for student learning.
- 5B–5: Use technology-enhanced resources and programs that extend capacity to monitor and document student progress accurately and equitably.

Element 5C: Communication of Assessment and Data

5C: Teachers engage with students, families, and guardians, along with other teachers and specialists, to s hare student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.

Element 5C Example Indicators

Teachers

- 5C–1: Involve students in developmentally appropriate self-assessment, goal setting, and monitoring of progress, and provide students with options to revise work and demonstrate growth.
- 5C–2: Engage students, in developmentally appropriate ways, in discussing the assessments they

take—what the assessments are, why they are important, formats and directions, how data are used, and, specifically, the ways that the assessment results affect them individually.
- 5C–3: Facilitate conversations and reflections with students, families, and guardians regarding students' areas of strength and opportunities for growth.
- 5C–4: Collaborate with specialists to accurately interpret assessment results that apply to the broad range of students with exceptional needs, as well as to accelerated students, multilingual learners, and students who have targeted learning plans.
- 5C–5: Articulate goals and working agreements with peers for collecting and exchanging student data that comply with laws and policies related to recording and sharing student information, data access and privacy, and individual and group reporting.

Element 5D: Assessment for Continuous Improvement

5D: Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.

Element 5D Example Indicators

Teachers

- 5D–1: Apply a variety of methods, including using digital tools, to collect feedback, organize and analyze multiple data sources, and maintain ongoing and comprehensive records of group and individual progress over time.
- 5D–2: Use performance and perception data, along with student and professional expectations and standards, to guide, monitor, support, and improve curriculum, instruction, and student learning.
- 5D–3: Collaborate with colleagues to foster conditions in which assessment data are used to create a comprehensive and balanced assessment system at the classroom, school, and district levels.
- 5D–4: Work with peers to structure data analysis routines to reflect on and collaborate on ways to implement appropriate and effective use of assessments to achieve equitable outcomes.
- 5D–5: Work with school and district leaders and with families, guardians, and caregivers to gather information about patterns of student performance, especially performance of historically under-resourced students, to inform priorities for equitable academic and social–emotional resource allocations.

CSTP 6: Developing as a Professional Educator

Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacities, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.

Element 6A: Reflection on Practice

6A: Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.

Element 6A Example Indicators

Teachers

- 6A–1: Reflect on and analyze their teaching practice and their own social–emotional

competencies and how these teacher capacities contribute to each student's learning and well-being.

- 6A–2: Develop and deepen the skills necessary to sustain ongoing reflection and self-awareness of strengths and areas for growth.
- 6A–3: Analyze their instructional successes and dilemmas to create next steps.
- 6A–4: Examine their personal attitudes and biases to understand how this influence equitable and culturally responsive and sustaining student learning and performance outcomes.
- 6A–5: Reflect on their personal code of ethics, which guides how they teach historically and persistently underserved students.

Element 6B: Focused Professional Learning

6B: Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social–emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals.

Element 6B Example Indicators

Teachers

- 6B–1: Use reflection and feedback to create professional goals, at each stage of their careers, that are challenging and relevant to continuous growth as an educator.
- 6B–2: Engage in professional learning, focused on current, evidence-based content and pedagogy, offered through the county, district, school or by outside agencies.
- 6B–3: Choose professional learning opportunities and experiences that incorporate relevant, active, and ongoing learning and that address the need to ensure that every student makes progress.
- 6B–4: Establish peer-to-peer learning that capitalizes on observation and feedback designed to bolster their own and other educators' improvement in key areas.
- 6B–5: Deepen their cultural responsiveness and anti-bias capabilities by appropriately using approaches and tools that build on students' backgrounds, interests, and experiences and that positively affect students' learning and well-being.

Element 6C: Collaboration with Colleagues

6C: Teachers collaborate with colleagues in developing a common understanding of effective practices for students' academic and social–emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.

Element 6C Example Indicators

Teachers

- 6C–1: Commit to making their practices more transparent by working with colleagues to set clear purposes, goals, and working agreements that support sharing their practices and that result in a safe and supportive environment.
- 6C–2: Invite feedback from colleagues, mentors, and supervisors and, after considering that feedback, apply what they have learned to strengthen teaching effectiveness and student learning experiences.
- 6C–3: Accept personal responsibility for upholding professional standards and improving student learning outcomes, and support colleagues in being similarly accountable.

- 6C–4: Co-develop and sustain a community of practice that promotes professional growth and support around mutually agreed-upon student learning goals and outcomes.
- 6C–5: Interact with peers, administrators, learning specialists, counselors, paraeducators, and other staff members to develop their expertise in working with the diverse learning needs, interests, and strengths of all students.

Element 6D: Collaboration with Families, Guardians, and the Community

6D: Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.

Element 6D Example Indicators

Teachers

- 6D–1: Engage in experiences where they respectfully listen to and learn from families, guardians, and community partners about the diverse assets and needs in the communities represented by their students.
- 6D–2: Work with families, guardians, and community partners to identify local academic and social–emotional support services, including trauma, health, and mental health resources, that can be directed toward improving the well-being of students.
- 6D–3: Participate, with families, guardians, local education agencies, and community partners, in efforts to coordinate in-school and out-of-school care, learning, and enrichment opportunities
- 6D–4: Support school relationships with universities and businesses to create extended learning opportunities and to get updated information about what students need to know and be able to do, upon graduation, for college and career success.
- 6D–5: Participate in the development of formal learning plans, student study teams, and support plans that provide insights from each teacher's area of instructional expertise to help ensure that specialized instructional supports for students are authentic and meaningful.

Element 6E: Ethical Conduct and Professional Responsibilities

6E: Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being.

Element 6E Example Indicators

Teachers

- 6E–1: Perform non-instructional (or adjunct) duties in accordance with school and district guidelines, policies, contracts, and other applicable expectations.
- 6E–2: Interact respectfully and supportively with students, colleagues, families, guardians, and community members inside and outside the classroom.
- 6E–3: Understand and comply with relevant laws and policies related to students' rights and responsibilities; reporting mandates for students' learning, behavior, health, and safety; and confidentiality protections for students, staff, and families.
- 6E–4: Implement legal imperatives that address each student's learning requirements by making accommodations and modifications, especially for students with exceptional needs and those with targeted goals.
- 6E–5: Follow guidelines for the legal, social, and ethical use of technology with students and

all members of the school community.

Element 6F: Activating Access and Equity

6F: Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.

Element 6F Example Indicators

Teachers

- 6F–1: Acknowledge their own explicit and implicit biases and learn practices to eliminate biases that disadvantage students on the basis of their identities and lived experiences or those of their families.
- 6F–2: Identify and address systemic biases that derive from economic, social–emotional, racial, religious, linguistic, cultural, physical, cognitive, gender-based, or other sources of educational disadvantage or discrimination.
- 6F–3: Promote equitable outcomes for students, based on relevant and accurate evidence and available research.
- 6F–4: Develop a climate of trust, engagement, mutual respect, and honest communication, within the classroom, school, district, and community, to consistently make fair and equitable decisions on behalf of each student.
- 6F–5: Advocate for equity and access in providing for students' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs so that every student can reach educational expectations and goals.

Element 6G: Personal Growth and Well-Being

6G: Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.

Element 6G Example Indicators

Teachers

- 6F–5: Advocate for equity and access in providing for students' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs so that every student can reach educational expectations and goals.
- 6G–1: Engage in practices of self-care in order to mitigate stress, maximize well-being, and meet the demands of their personal life and the teaching profession.
- 6G–2: Actively pursue professional learning and growth opportunities to improve their quality of practice or to build expertise and experiences to take on leadership roles.
- 6G–3: Cultivate positive and productive relationships with other school staff members to create a climate of safety, trust, and respect that supports efficacy and resilience.
- 6G–4: Add to and benefit from the broader knowledge base of the professional community.

SAMPLE of ILP Topics and Standard Elements

This is NOT an exhaustive list, but a sample of how some standard elements can be clustered together when developing an ILP Goal.

Select 2-3 Standard Elements per Goal Topic

Focus	Possible Cluster CSTP	Focus	Possible Cluster CSTP
Addressing the Learning Needs of English Learners and Students with Special Needs	3C Implementing curriculum and resources for specific students and student groups. Refer to 3C-5 and 3C-6 3E Selecting and using curriculum materials and resources 4D Adapting instruction for learning	**Analyzing and Implementing a Variety of Assessment Types**	5A Understanding and using assessments 5B Interpreting and using assessments to inform student learning 5D Evaluating and improving assessment methods to ensure equitable outcomes for student learning and growth
Collaborating with Colleagues to Improve Practice	6C Collaborating with colleagues to develop effective practices which inform instruction in order to meet students' diverse strengths, interests, and needs 5C Communicating assessment and data with students, families, guardians and other teachers	**Communicating and Collaborating with Families to Support Learning**	1C Engaging with families, guardians, and caregivers to address student's needs 5C Communicating assessment and data with students, families, guardians and other teachers 6D Collaborating with families, guardians, and the community
Creating a Caring, Respectful, and Inclusive Learning Environment Based on Students' Assets	2A Guiding learning through mutually respectful, supportive, and challenging experiences 2D Building on students' assets to ensure an inclusive environment	**Designing and Implementing a Positive System for Student Behavior**	2B Communicating, modeling, practicing, and sustaining high standards for student behavior 2C Organizing and managing learning structures to provide a safe and productive learning environment
Differentiating Instruction to Improve Learning	4D Differentiating student learning activities and levels of support to address students' identified assets and needs. 5B Applying varied data sources to plan and differentiate student learning experiences	**Engaging Students in Learning**	1A Planning and. implementing a student-centered learning perspective which supports each student in relevant and challenging experiences 1B Soliciting and eliciting each students' assets and needs to increase active engagement in learning
Monitoring Learning and Adjusting Instruction to	4C-2 Using curricular and instructional plans to initiate reteaching and adjust practice	**Planning Instruction for Student Learning**	4A Planning instruction which is informed by student goals, curriculum, and evidence-based practices and

Support Student Learning	4D-1 Modifying and scaffolding instruction using evidence-based principles for learning		resources attuned to students' prior knowledge, identities, areas for growth, and interests 4B Using various instructional practices to develop effective learning experiences
Using Technology to Support Learning		3E Selecting, using, and adapting standards-aligned instructional materials, evidence-based resources, and varied technologies to increase learning options for students 5B Interpreting and using assessments to inform student learning Refer to 5B-5	

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Classroom Visitation Protocol

Teacher Induction
Central Unified School District

Induction Teacher/Mentor Classroom Visitation Protocol

Each Induction Teacher (IT) has access to one sub day per year to make visitations to observe other teachers either at their own school site or at different sites. The protocol for observations is described below:

Prior to the Visitation:

- At the beginning of each semester, the Induction Program Director will email available dates for ITs and Mentors to obtain substitutes in order to visit veteran teacher's classrooms. Email the Director 1-2 potential dates (listed in the email) to request a substitute teacher for both the Mentor (as needed) and IT. A Mentor who is also an Instructional Support Coach (ISC) will not require a sub. An ISC may observe with an IT in lieu of a Mentor. The important point is that an IT will be supported while conducting classroom visitations.

- This request needs to be made at least 10 business days in advance of the visitation. Please keep in mind that it is easier to obtain a full day sub than a half day sub.

- The teacher(s) that you wish to observe should be contacted and arrangements made about the date and time of the visitation. **Mentors** email the teacher and cc the site principal.

- Mentors and ITs identify potential strategies to observe and schedule time to debrief the visitation.

During the Visitation:

- Mentors and ITs note teacher implementation of strategies and student involvement/responses. The Note Taking Guide may be used for this purpose.

After the Visitation:

- The Mentor emails the teacher to thank him/her for providing the opportunity to visit the classroom.

- During the debrief session, Mentors and ITs discuss the visitation and develop plans for implementation of strategies.

- This visit may be used as an Action step toward meeting the IT's ILP goals.

Teacher Induction
Central Unified School District

Induction Classroom Visitation
Note Taking Guide

Induction Teacher_____ Mentor_____

Classroom Teacher_____ Date_____

Student Engagement	Classroom Management
Strategies to support English learners and special needs students	Questioning Techniques
Technology	Critical Thinking/Problem Solving/ Rigor
ILP Related Strategies	

Program Resources for Mentors

- Adult Learning Theory
- Active Listening
- Clarifying and Probing Questions
- Pocket Guide to Probing Questions

Adult Learning Theory

Malcolm Knowles (1980) a well-known educator and pioneer in the field of adult education, frequently use the term Andragogy (an-druh-goh-jee) to refer to adult learning. According to Knowles, **andragogy** is the art and science of adult learning. It refers to the method and practice of teaching adult learners.

Knowles initially suggested 4 principles that are applied to adult learning:

1. Involved Adult Learners

Adults need to be involved in the planning and evaluation of their instruction.

2. Adult Learners' Experience

Experience provides the basis for their learning activities.

4. Problem-Centered

Adult learning is problem-centered rather than content-centered.

3. Relevance and Impact to Learners' Lives

Adults are most interested in learning subjects that have immediate relevance and impact to their jobs or personal lives.

Doris Savron, University of Phoenix, explains that "Adult learning theory gives us insights on how to set up learning environments to get the best out of our students. Adult learners come with knowledge and life experience and want to be able to apply those lessons in new environments. They learn better by applying lessons to real situations and having some say in how they plan their learning activities. They are also motivated by understanding that what they are learning is relevant."

6 Main Characteristics of Adult Learners

1. Adult learning is self-directed/autonomous

Adult learners are actively involved in the learning process such that they make choices relevant to their learning objectives. As such, adult learners also direct their learning goals with the guidance of their mentors. As a mentor, it is important to facilitate the process of goal setting.

2. Adult learning utilizes knowledge & life experiences

Under this approach educators encourage learners to connect their past experiences with their current knowledge-base and activities. Learners are taught ways to bring to their current placement past knowledge, opinions, and experiences. Mentors need to be well-versed in how to help in drawing out a teacher's past knowledge and experiences.

3. Adult learning is goal-oriented

The motivation to learn is increased when the relevance of the "lesson" through real- life situations is clear, particularly in relation to the specific concerns of the learner. The need to acquire relevant and adequate knowledge is of high importance. With this in mind, adult learning is characterized as goal-oriented and intended learning outcomes should be clearly identified. Once the learning goals have been identified, it is now imminent to align the learning activities so that these objectives are fulfilled within a certain period of time.

4. Adult learning is relevancy-oriented

One of the best ways for adults to learn is by relating the assigned tasks to their own learning goals. If it is clear that the activities in which they are engaged directly contribute to achieving their personal learning objectives, then they will be inspired and motivated to engage in projects and successfully complete them.

5. Adult learning highlights practicality

Placement is a means of helping learners apply theoretical concepts learned into

real-life situations. It is very important for mentors to identify appropriate ways and convert theoretical learning to practical activities. Learning is facilitated when appropriate ways of implementing theoretical knowledge in real life situations are made clear.

6. **Adult learning encourages collaboration**

Adult learners thrive in collaborative relationships with other educators. When their contributions are acknowledged, then they are willing to put out their best work.

Adult Learning Theory and Teacher Induction

Adult Learning Theory is relevant to the purpose of Induction. The Induction Program focuses on an Induction Teacher's (IT) professional learning goals which help the teacher put into practice what they learned in their preliminary programs. It also addresses the day to day needs of a teacher, making it practical. Furthermore, the Induction Program includes:

- Work that directly relates to what ITs are doing in the classroom
- Goal oriented professional learning
- Professional learning goals which are chosen by an IT and based on the IT's needs
- Guidance and Support from the Mentor
- Support from the Site Administrator
- A focus on the IT's prior knowledge throughout the goal setting and implementation process
- Collaboration with the mentor and others throughout the induction process
- Opportunities for reflection on practice

Active Listening

Each of us has an agenda. When we're talking, our personal concerns are usually on the front burner. The problem is that during most conversations, other people are giving their items top priority as well.

It's no wonder, then, that genuine listening is so rare. We want to cover all the items on our agenda and others want to do the same. We're all trying to step up to the podium at the same time. Everyone's talking and no one is listening.

In a typical conversation, moments of silence are rare. As soon as Person A takes a breath, then Person B starts speaking. Instead, Person B was preparing his/her remarks – listening with his/her answer running.

One way to promote accurate communication is active listening. When we listen actively, we repeat in our own words what we thought the speaker said. At that point, the speaker can make corrections that seem appropriate: "No, that's not quite it." You've got it."

When we are truly intent on listening, we digest what's being said and then choose what we'll say. We postpone our response until after the sender has come to a stop and we've taken time to understand the message.

Excerpt from *Falling Awake*, Dave Ellis, 2002

Active listening means opening up to others' ideas, experiences, thoughts, etc. This process requires the listener to be non-judgmental, receptive, and of the mind that what the speaker is saying is important and personal.

The listener listens with both a receptive and questioning mind. Using clarifying questions is one way to engage in the process of active listening. This involves repeating back what was heard. It allows the speaker to reconfirm or clarify the intent of what was shared with the listener.

Tips:

a. Avoid adding onto what the speaker has shared. The intent may be to be empathetic, however it can appear to be dismissive to the speaker as the focus of the conversation shifts to the listener.
b. Allow others to arrive at their own conclusions/solutions without you taking the lead. If they ask for advice, offer ideas as possibilities rather than solutions.
c. Maintain an open body posture and eye contact.
d. Use questions to guide a conversation not to stump the speaker.

Clarifying and Probing Questions

Clarifying Questions are: Simple questions of fact. They clarify the dilemma and provide the nuts and bolts so that the participant can ask good probing questions and provide useful feedback later in the protocol.

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Clarifying questions open the door to dialogue. They are the next step from paraphrasing where you are asking simpler questions that do not take a lot of thought to answer. The responses should be yes/no, short response, and off the tip of the tongue so to speak.

Probing Questions are: Intended to make the teacher think more deeply about an issue at hand. Good probing questions are general in nature and widely useful, allow for multiple responses, are usually brief**,** elicit a slow response, more thinking from reaction to reflection.

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An effective probing question helps to get a person to talk about their opinions and feelings and promotes critical thinking. They are typically open-ended, meaning more than one response. If you want a person to expand their response, the use of the phrase *can you explain further,* should get you there.

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Harmony Education Center
www.nsrfharmony.org

Pocket Guide to Probing Questions

Developed by Gene Thompson-Grove, Edorah Frazer, Faith Dunne and further revised by Edorah Frazer.

The distinction between clarifying questions and probing questions is very difficult for most people working with protocols. So is the distinction between probing questions and recommendations for action.

The basic distinctions are:
Clarifying Questions are simple questions of fact. They clarify the dilemma and provide the nuts and bolts so that the participants can ask good probing questions and provide useful feedback later in the protocol.

Clarifying questions are for the participants and should not go beyond the boundaries of the presenter's dilemma. They have brief, factual answers, and don't provide any new "food for thought" for the presenter. The litmus test for a clarifying question is: Does the presenter have to think before s/he answers? If so, it's almost certainly a probing question.

Some examples of clarifying questions:
- How much time does the project take?
- How were the students grouped?
- What resources did the students have available for this project?

Probing Questions are intended to help the presenter think more deeply about the issue at hand. If a probing question doesn't have that effect, it is either a clarifying question or a recommendation with an upward inflection at the end. If you find yourself saying "Don't you think you should …?" you've gone beyond probing questions. The presenter often doesn't have a ready answer to a genuine probing question.

Since probing questions are the hardest to create productively, we offer the following suggestions:
- Check to see if you have a "right" answer in mind. If so, delete the judgment from the question, or don't ask it.
- Refer to the presenter's original question/focus point. What did s/he ask for your help with? Check your probing questions for relevance.

- Check to see if you are asserting your own agenda. If so, return to the presenter's agenda.
- Sometimes a simple "why…?" asked as an advocate for the presenter's success can be very effective, as can several why questions asked in a row.
- Try using verbs: What do you fear? Want? Get? Assume? Expect?
- Think about the concentric circles of comfort, risk and danger. Use these as a barometer.
- Don't avoid risk, but don't push the presenter into the "danger zone."
- Think of probing questions as being on a continuum, from recommendation to most effective probing question. For example:

1) Could you have students use the rubric to assess their own papers? (recommendation re-stated as a question).
2) What would happen if students used the rubric to assess their own work? (recommendation re-stated as a *probing* question)
3) What do the students think is an interesting math problem? (good probing question)
4) What would have to change for students to work more for themselves? (better probing question)

In summary, good probing questions:

- are general and widely useful
- don't place blame on anyone
- allow for multiple responses
- help create a paradigm shift
- empower the person with the dilemma to solve his or her own problem (rather than deferring to someone with greater or different expertise)
- avoid yes/no responses
- are usually brief
- elicit a slow response
- move thinking from reaction to reflection
- encourage taking another party's perspective

Some final hints for crafting probing questions.

Try the following questions and/or question stems. Some of them come from Charlotte Danielson's *Pathwise* work, in which she refers to them as "mediational questions."

- Why do you think this is the case?
- What would have to change in order for…?
- What do you feel is right in your heart?
- What do you wish…?
- What's another way you might…?
- What would it look like if…?
- What do you think would happen if…?
- How was…different from…?
- What sort of an impact do you think…?
- What criteria did you use to…?
- When have you done/experienced something like this before?
- What might you see happening in your classroom if…?
- How did you decide/determine/conclude…?
- What is your hunch about ….?

- What was your intention when ….?
- What do you assume to be true about ….?
- What is the connection between…and…?
- What if the opposite were true? Then what?
- How might your assumptions about…have influenced how you are thinking about…?
- Why is this such a dilemma for you?

Some Examples of Probing Questions:

- Why is a "stand-and-deliver" format the best way to introduce this concept?
- How do you think your own comfort with the material has influenced your choice of instructional strategies?
- What do the students think is quality work?
- You have observed that this student's work lacks focus – what makes you say that?
- What would the students involved say about this issue?
- How have your perspectives on current events influenced how you have structured this activity?
- Why aren't the science teachers involved in planning this unit?
- Why do you think the team hasn't moved to interdisciplinary curriculum planning?
- What would understanding of this mathematical concept look like? How would you know students have "gotten it"?
- Why did allowing students to create their own study questions cause a problem for you?
- Why do you think the expected outcomes of this unit weren't communicated to parents?
- What was your intention when you assigned students to oversee the group activity in this assignment?
- How might your assumptions about the reasons why parents aren't involved have influenced what you have tried so far?
- How do you think your expectations for students might have influenced their work on this project?
- What do you think would happen if you restated your professional goals as questions?
- What other approaches have you considered for communicating with parents about their children's progress?