# Teacher Induction Enrollment and Requirements

The Central Unified (CUSD) Teacher Induction Program is available to all district teachers with a Preliminary Multiple or Single Subject Credential seeking to clear a credential(s). Candidates are identified and recommended to participate in the Induction Program upon completion of a *Certificated Employee Intake Form* in a meeting with Human Resources.

The CUSD Teacher Induction Program is designed as a two-year, individualized, job-embedded system of mentoring, support, and professional learning which begins in the Induction Teacher's (IT) first year of teaching. Sustained and intensive mentoring during this two-year program encourages participants to reflect on practice, implement new strategies, and validate their learning as evidence of development and growth over time.

The program must identify and assign a mentor within 30 days of enrollment in the program. The Mentor/Induction Teacher relationship is a non-evaluative collaboration that provides mentoring, coaching, and support to help each participant improve teaching practice. ITs receive a minimum of one hour per week of support from their mentors which 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.

Within the first 60 days of enrollment in the program, an IT, in conjunction with a mentor, develops an Individualized Learning Plan (ILP). Correlations are made between the participant's Preliminary Preparation Program, teaching assignment, experience, and interests, and the *California Standards for the Teaching Profession (CSTP)* to help identify the focus and goals for the ILP and to improve practice. <u>The ILP is designed and implemented solely for the purpose of professional growth and is not for evaluation or employment purposes.</u>

Reflections on and conversations with mentors about the *CSTP* occur throughout the year as teachers work toward meeting their ILP goals. Discussions about these goals and associated standards, along with discussions about additional *CSTP*s are included on the mentor's monthly log in order to show growth toward mastery of the *CSTP*s.

The ILP is the lens through which Mentors and ITs communicate, collaborate, plan, and reflect on the IT's professional growth. By employing Active Research each semester, ITs are able to bring their goals to life through meaningful, individualized learning experiences. As a means to improve their practice and implement ILP goals, ITs will be provided a substitute teacher (as needed) once per semester to observe veteran teachers.

As a second-year participant, ITs delve deeper into the *CSTP* and continue to conduct Action Research to support their ILP goals, reflect on practice, and validate their learning as evidence of development and growth over time.

Upon successful completion of the program requirements, Year 2 and Early Completion Induction Teachers attend an Exit Meeting. This meeting includes guidance on how to apply for a Clear Multiple or Single Subject Credential.

For questions about enrollment and program requirements, please contact the Teacher Induction Office, 274-4700 ext. 10155.