Teacher Induction

Central Unified School District

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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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. The ILP is designed and implemented solely for the purpose of professional growth and is not for evaluation or employment purposes.

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.

Program Information

Contacts

DO Room 6, Educational Services

Jyothi Bathina, Induction Director	274-4700 ext. 10132
Marilyn Kosareff, Administrative Secretary	274-4700 ext. 10155

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

Zulema Betancourt, Classified/Certificated Coordinator	274-4700 ext. 10160
Alexis Hill DeLaCruz, Classified/Certificated Coordinator	274-4700 ext. 10125
Alegdra Meza, Classified/Certificated Coordinator	274-4700 ext. 10131
Rosa Romero/HR Manager	274-4700 ext. 10129

An Affirmative Action/Equal Opportunity Employer: The Central Unified School District does not discriminate on the basis of race, color, religion, ancestry, national origin, disability, gender or sexual orientation in admission or access to and treatment of employment in its programs and activities as required by Title VI, Title IX and Section 504. If you have any complaints, please contact the HUMAN RESOURCES DEPARTMENT (559) 274-4700.

Early Completion Option: This option is available to candidates who have years of successful teaching experience outside of California, have earned their credential through participation in pre-intern and/or intern certificates, or have additional years of experience serving under emergency permits. For more information, refer to the Teacher Induction website or contact the Induction Program Director.

Program Concerns: Induction Teachers and Applicants should submit concerns about the Induction Program (i.e., program enrollment, program communication, program completion requirements, mentor support, Induction staff, etc.) as follows:

- First, discuss your concerns with your Induction Mentor (IM), unless the concern is regarding the mentor
- If your mentor is not able to address your concerns, contact the Induction Director
- Contact the Induction Director directly for any questions/concerns regarding Induction Mentors
    - If you have questions about the Induction Teacher/Mentor match, contact the program Director within the first 60 days of meeting with your IM
    - For any other concerns, make contact as needed
- If your concern is not addressed by the Induction Director, contact the Assistant Superintendent of Educational Services

Also refer to CTA Contract, Grievance Process, Article 14:

https://4.files.edl.io/bb82/07/30/19/003916-47cd2f6c-97e9-4608-98ef-670d0559c288.pdf

Program Extension: The Induction Program is designed to be completed in a teacher's first two years of teaching. Occasionally, extenuating circumstances do not allow an Induction Teacher (IT) to begin or complete the program in two years. If this is the case, the IT may request a program extension. For more information, refer to the Teacher Induction website or contact the Induction Program Director.

Program Completion Plan: Induction Teachers who have not met program requirements will, with assistance from the Induction Director, complete a Program Completion Plan within the final 60 days of enrollment in the program. For more information, contact the Induction Program Director.

Memorandum of Understanding
for Induction Teachers

I agree to participate in the Central Unified Teacher Induction Program as an Induction Teacher. I understand that this induction program will provide job-embedded mentoring and will support my professional growth in order to obtain a clear credential.

I agree to the following conditions as an Induction Teacher:

1. To maintain confidentiality and discretion between my Induction Mentor and fellow Induction Teachers for the purpose of professional growth and credential recommendation, not for the purpose of evaluation or employment

2. To work with an Induction Mentor to annually develop and implement an Individualized Learning Plan (ILP) and understand that the ILP is solely for my professional growth and not for evaluation for employment purposes

3. To meet a minimum of one hour weekly with my Induction Mentor

4. To understand that my mentor and I will be provided a substitute teacher (as needed) each semester to observe veteran teachers as a means to improve my practice and implement my ILP goals

5. To understand that I may request an extension in the program if I meet the criteria described in the *Program Extension Guidelines* (refer to *Program Extension Guidelines* in the Program Resources section in the Induction Handbook).

6. To understand that a *Program Completion Plan* will be completed if I have not demonstrated progress on my ILP goals and completed the Induction program requirements. I also understand that the stipend for the mentor would be my responsibility if I need to extend Induction a third year (refer to the *Program Completion Plan* in the Program Resources section in the Induction Handbook).

7. To complete both mid-year and end of year IT Surveys in a timely manner

Central Unified School District agrees to:

8. Provide confidential assistance from program staff, site staff, and Induction Mentors

9. Ensure that Induction is designed and implemented solely for the purpose of professional growth and is not for evaluation or employment purposes

10. Provide opportunities for networking with other Induction Teachers

11. Provide feedback on ILP goals each semester

12. Provide a substitute teacher (as needed) once per semester to enable teacher to observe colleagues

13. Provide information about Early Completion Option, Program Extension, Program Completion Plan, and he process to address program concerns

I have reviewed the Induction Teacher Handbook and understand the guidelines for participating in the Induction Program

_____ _____

Print Teacher Name Teacher Signature

FALL
Year 1, Year 2, and Early Completion Option

ILP and Fieldwork	TASK	Due Date
Individualized Learning Plan (ILP)	***With your mentor's assistance:*** •Identify 2 goals based on the California Standards for the Teaching Profession (CSTP) •Use the *Sample Cluster Standards* guide to specify the CSTP for each goal **Prior to completing the ILP** •ITs and Mentors meet with the Site Administrator (SA) to discuss ways the SA could support the IT. A Site Administrator Support for Teacher Induction form is completed. Complete the ILP after this meeting: •List 3 actions you will take to learn more about your topic •List 3 anticipated outcomes due to your implementation of your goals •IT and Mentor review and sign the ILP The ILP is not shared with Site Administrators •Submit the original signed copy of your ILP to Jyothi Bathina, DO Room 7 *When in doubt, share your initial draft with the Induction Director prior to obtaining signatures*	**Goals set by August 30th** **Draft developed by September 20th** **Submit completed and signed ILP along with the SA Support for Induction Teacher form by October 1st**
	•Reflect on ILP progress and complete the Mid-Year ILP Review section on the ILP-no new signatures required •Induction Leadership will email feedback on an ILP Progress Monitoring Review document between mid-late January.	**Submit by** December 15th
Early Completion Option (ECO)	•Teachers with a minimum of one year continuous teaching experience may apply for Early Completion Option. Refer to requirements in the Program Resources section of this handbook	Refer to submission dates in the Program Resources section of this handbook
CSTP Growth	After selecting standards for the ILP, identify the CSTP for additional support. Throughout the semester, conduct conversations with your mentor during weekly meetings about the CSTP. Your mentor will describe how you are working toward mastery of these CSTPs on monthly Mentor Activity logs.	Recorded on Mentor's monthly Activity Logs
ILP Cycle of Inquiry I **Lesson 1** **-Mentor Lesson Observation Notes for IT** **-IT Post Lesson Reflection**	***With your mentor's assistance:*** •Select the goal(s) to be addressed in your first lesson •Discuss an outline of the lesson and the role the mentor has during the lesson observation •Describe the Pre-Post Assessments to be used in the lesson •Determine a date to present the lesson for your mentor to observe •Conduct the lesson •Set a date soon after to debrief the lesson and complete the IT Post Lesson Reflection. Describe the process you used to	**Complete** Mentor Notes and IT Reflection by October 31st **Submit by** December 15th

	analyze Pre-Post-Assessment data and how you used the results to improve your instructional practice. •Submit via email or Google link to Jyothi Bathina	
ILP Cycle of Inquiry I **<u>Lesson 2</u>** **-Mentor Lesson Observation Notes for IT** **-IT Post Lesson Reflection**	***With your mentor's assistance:*** •Select the goal(s) to be addressed in your second lesson •Discuss an outline of the lesson and the role the mentor has during the lesson observation •Describe the Pre-Post Assessments to be used in the lesson •Determine a date to present the lesson for your mentor to observe •Conduct the lesson •Set a date soon after to debrief the lesson and complete the IT Post Lesson Reflection. Describe the process you used to analyze Pre-Post-Assessment data and how you used the results to improve your instructional practice. •Submit via email or Google link to Jyothi Bathina	**Complete** Mentor Notes and IT Reflection by December 1st **Submit by** December 15th

SPRING
Year 1, Year 2, and Early Completion Option

ILP and Fieldwork	Task	Due Date
Mid-Year Survey	Complete online survey: January 27th – February 14th	**Submit by** February 14th
CSTP Growth	Throughout the semester, conduct conversations with your mentor during weekly meetings about the CSTP. Your mentor will describe how you are working toward mastery of these CSTPs on his/her monthly logs.	Recorded on Mentor's monthly Activity Logs
ILP Cycle of Inquiry II **<u>Lesson 1</u>** **-Mentor Lesson Observation Notes for IT** **-IT Post Lesson Reflection**	***With your mentor's assistance:*** •Select the goal(s) to be addressed in your first spring lesson •Discuss an outline of the lesson and the role the mentor has during the lesson observation •Describe the Pre-Post Assessments to be used in the lesson •Determine a date to present the lesson for your mentor to observe •Conduct the lesson •Set a date soon after to debrief the lesson and complete the Post Lesson Reflection. Describe the process you used to analyze Pre-Post-Assessment data and how you used the results to improve your instructional practice. •Submit via email or Google link to Jyothi Bathina	**Complete** Mentor Notes and IT Reflection by March 7th **Submit by** **Year 2 and ECO: April 15th** Year 1: April 30th
ILP Cycle of Inquiry II **<u>Lesson 2</u>** **-Mentor Lesson Observation Notes for IT** **-IT Final Reflection**	***With your mentor's assistance:*** •Select the goal(s) to be addressed in your second spring lesson •Discuss an outline of the lesson and the role the mentor has during the lesson observation •Describe the Pre-Post Assessments to be used in the lesson •Determine a date to present the lesson for your mentor to observe •Conduct the lesson •Set a date soon after to debrief the lesson and complete IT Final Reflection. Describe the process you used to analyze Pre-Post-Assessment data and how you used the results to improve your instructional practice. •Submit via email or Google link to Jyothi Bathina	**Complete** Mentor Notes and IT Reflection by March 31st **Submit by** **Year 2 and ECO: April 15th** Year 1: April 30th
Individualized Learning Plan (ILP)	***With your mentor's assistance:*** •Reflect on ILP progress and complete End of Year Review on ILP. IT and Mentor meet to review your progress on your ILP goals. Both sign and submit the Verification of Completion from to the Program Director •Induction Leadership will email feedback on an ILP Progress Monitoring Review document in Mid-late May •Program Director will review, sign, and email a copy of the Verification of Completion form to the IT and cc Mentor	**Submit by** **Year 2 and ECO: April 15th** Year 1: April 30th
Exit Meeting	**Year 2 and ECO ONLY**: Participate in an end of program group Exit Meeting. ITs receive guidance on their next steps to clear their credentials	**Conducted annually in May**
End of Year Survey	Complete online survey: May 5-23	**Complete by May 23rd**

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</u> <u>semester.</u> The mentor will guide you in analyzing pre- and post-assessment data used during these lessons and lead reflective conversations about ways you can improve your practice based on these results. Your mentor's feedback will also be used to help you determine your professional growth as you implement your goals.

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

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

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

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

Induction Teacher:

Mentor:

Site Administrator:

Date:

<table>
<tr><td colspan="2">SECTION I: Induction Teachers (IT) complete the ILP Goal section below PRIOR to meeting with the Site Administrator</td></tr>
<tr><td>ILP Goal 1 (topic):

CSTPs:</td><td>ILP Goal 2 (topic):

CSTPs:</td></tr>
<tr><td colspan="2">SECTION II: Site Administrators, ITs, and Mentors discuss potential Actions (3) the IT might complete in order to learn more about their Goals</td></tr>
<tr><td>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:</td><td>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:</td></tr>
<tr><td colspan="2">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.</td></tr>
<tr><td colspan="2">____ 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</td></tr>
</table>

_____ Other. Please specify:
SECTION IV: Mentors complete this section
Summary of the conversation with IT, Mentor, and Site Administrator to support the IT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Mid-Year ILP Review

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

Submit to Program Director on or before Dec. 15th

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

TO BE COMPLETED BY A LEA.DERSHIP TEAM MEMBER ONLY

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

Indicate: Year 1 Year 2 ECO

Induction Teacher:

Reviewer:

Fall Date:

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

□ ILP CSTP Standard Elements
Goal 1:
Goal 2:

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

Advisement:

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

Advisement:

□ ILP Mid-Year Reflection

Advisement:

INDUCTION OFFICE USE ONLY

□ Induction Teacher is progressing toward meeting ILP Goals

Induction Program Director Name: _____

Induction Program Director Signature: _____ Date: _____

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

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

_____ ILP Cycle of Inquiry Lesson 1 Mentor's Lesson Observation Notes for IT Feedback
_____ ILP Cycle of Inquiry Lesson 1 IT Post Lesson Reflection
_____ ILP Cycle of Inquiry Lesson 2 Mentor's Lesson Observation Notes for IT Feedback
_____ ILP Cycle of Inquiry Lesson 2 IT Final Reflection
_____ ILP Mid-Year Review

Induction Program Director Name: _____

Induction Program Director Signature: _____ Date: _____

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

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

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

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

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

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

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

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

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

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

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

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

How will you apply new learning to future practice?

End -of -Year ILP Review

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

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

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

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

TO BE COMPLETED BY A LEADERSHIP TEAM MEMBER ONLY

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

Indicate: Year 1 Year 2 ECO

Induction Teacher:

Reviewer:

Spring Date:

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

□ ILP CSTP Standard Elements
Goal 1:
Goal 2:

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

Advisement:

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

Advisement:

□ ILP End of Year Reflection
Evidence toward meeting ILP goals

Advisement:

Induction Program Verification of Completion

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

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

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

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

_____ _____ _____
Induction Teacher (print name) Signature Date

_____ _____ _____
Mentor Teacher (print name) Signature Date

_____ _____ _____
Induction Director Signature Date

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

Meeting Date: _____

_____ _____
Induction Director Signature

California Standards for the Teaching Profession (CSTP)

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

IA: 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

- 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 share 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

- 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 Support Student Learning	4C-2 Using curricular and instructional plans to initiate reteaching and adjust practice 4D-1 Modifying and scaffolding instruction using	**Planning Instruction for Student Learning**	4A Planning instruction which is informed by student goals, curriculum, and evidence-based practices and resources attuned to

	evidence-based principles for learning		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	

Classroom Visitation Protocol

Teacher Induction
Central Unified School District
DDistrictDistrict

Induction Teacher/Mentor Classroom Visitation Protocol

Each Induction Teacher (IT) has access to one sub day (as needed) per semester 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 and thanks the teacher 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.

Induction Classroom Visit
Note Taking Guide

Induction Teacher_____ Mentor_____

Classroom Teacher_____ Date_____

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

Program Resources

- Board Policies
- Early Completion Option
- ILP Addendum
- Program Extension Guidelines
- Program Extension Request
- Program Completion Plan
- Teach Out Plan
- Lesson Templates
    - Direct Instruction
    - Inquiry
    - NGSS 5E
- Essential Questions – samples
- Instructional Strategies to Improve English Learner Student Achievement

Board Policy

BP 4311/4111/4211

CENTRAL UNIFIED SCHOOL DISTRICT Fresno, California

PERSONNEL
Recruitment and Selection

The Governing Board is committed to employing suitable, qualified individuals to carry out the district's mission to provide high-quality education to its students and to ensure the efficient running of district operations.
(cf. 0100 - Goals for the School District)
(cf. 4000 - Concepts and Roles)
(cf. 4100 - Certificated Personnel)
(cf. 4200 - Classified Personnel)
(cf. 4300 - Administrative and Supervisory Personnel)
(cf. 9000 - Role of the Board)

The Superintendent shall develop fair, open, and transparent recruitment and selection processes and procedures which ensure that employees are selected based on demonstrated knowledge, skills, and competence and not on any bias, personal preference, or unlawful discrimination.
(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 4031 - Complaints Concerning Discrimination in Employment)
(cf. 4032 - Reasonable Accommodation)
(cf. 4111.2/4211.2/4311.2 - Legal Status Requirement)

When a vacancy occurs, the Superintendent or designee shall review the job description for the position to ensure that it accurately describes the major functions and duties of the position. He/she also shall disseminate job announcements to ensure a wide range of candidates.
The district's selection procedures shall include screening processes, interviews, observations, and recommendations from previous employers as necessary to identify the best possible candidate for a position. The Superintendent or designee may establish an interview committee, as appropriate, to rank candidates and recommend finalists. All discussions and recommendations shall be confidential in accordance with law.

During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. No inquiry shall be made with regard to any category of discrimination prohibited by state or federal law.

For each position, the Superintendent or designee shall present to the Board one candidate who meets all qualifications established by law and the Board for the position. No person shall be employed by the Board without the recommendation or endorsement of the Superintendent or designee, with the exception of the appointment of the Superintendent.
(cf. 4112 - Appointment and Conditions of Employment)
(cf. 4112.2 - Certification)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)
(cf. 4212 - Appointment and Conditions of Employment)
(cf. 4212 - Appointment and Conditions of Employment)
(cf. 4312.1 - Contracts
BP 4311/4111/4211 (b)
CENTRAL UNIFIED SCHOOL DISTRICT Fresno, California
Legal Reference
EDUCATION CODE
200-262.4 Prohibition of discrimination
44066 Limitations on certification requirement
44259 Teaching credential; exception; designated subjects; minimum requirements
44735 Incentive grants for recruiting teachers for low-performing schools
44740-44741 Personnel management assistance teams
44750 Teacher recruitment resource center
44830-44831 Employment of certificated persons
44858 Age or marital status in certificated positions
44859 Prohibition against certain rules and regulations re residency
45103-45139 Employment (classified employees)
49406 Examination for tuberculosis
52051 Academic Performance Index
GOVERNMENT CODE
815.2 Liability of public entities and public employees
12900-12996 Fair Employment and Housing Act, including:
12940-12956 Discrimination prohibited: unlawful practices
UNITED STATES CODE, TITLE 8
1324a Unlawful employment of aliens
1324b Unfair immigration related practices
UNITED STATES CODE, TITLE 42
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
2000h-2-2000h-6 Title IX, 1972 Education Act Amendments
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
COURT DECISIONS
C.A. v William S. Hart Union High School District et al., (2012) 138 Cal.Rptr.3d 1
Management Resources:
WEB SITES
California Department of Fair Employment and Housing: http://www.dfeh.ca.gov
Education Job Opportunities Information Network: http://www.edjoin.org
Teach USA: http://www.calteach.org
U.S. Equal Employment Opportunity Commission: http://www.eeoc.gov
Policy adopted: 4/10/84

Policy revised: 5/14/02; 10/8/13

Board Policy

BP 4030
CENTRAL UNIFIED SCHOOL DISTRICT Fresno, California

PERSONNEL
Nondiscrimination in Employment

The Governing Board is determined to provide district employees, interns, volunteers, and job applicants a safe, positive environment where they are assured of full and equal employment access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. This policy shall apply to all district employees and, to the extent required by law, to interns, volunteers, and job applicants.
(cf. 1240 - Volunteer Assistance)
(cf. 4111/4211/4311 - Recruitment and Selection)

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation or his/her association with a person or group with one or more of these actual or perceived characteristics.
(cf. 0410 - Nondiscrimination in District Programs and Activities)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. Discrimination in hiring, compensation, terms, conditions, and other privileges of employment

2. Taking of an adverse employment action, such as termination or the denial of employment, promotion, job assignment, or training

(cf. 4151/4251/4351 - Employee Compensation)
(cf. 4154/4254/4354 - Health and Welfare Benefits)

3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities, or that has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment

4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:

a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status

(cf. 4033 - Lactation Accommodation)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

b. Religious creed discrimination based on an employee's religious belief or observance, including his/her religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement.

c. Disability discrimination based on a district requirement for a medical or psychological examination of a job applicant, or an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)
d. Disability discrimination based on the district's failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee, to determine effective reasonable accommodations for the employee, when he/she has requested reasonable accommodation for a known physical or mental disability or medical condition

(cf. 4032 - Reasonable Accommodation)
The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. The district shall protect any employee who reports such incidents from retaliation.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy. He/she shall provide training and information to employees about how to recognize harassment, discrimination, or other related conduct, how to respond appropriately,

and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws. In addition, the Superintendent or designee shall post, in a conspicuous place on district premises, the California Department of Fair Employment and Housing publication on workplace discrimination and harassment issued pursuant to 2 CCR 11013.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination
CIVIL CODE
51.7 Freedom from violence or intimidation
GOVERNMENT CODE
11135 Unlawful discriminations
11138 Rules and regulations
12900-12996 Fair Employment and Housing Act
PENAL CODE
422.56 Definitions, hate crimes
CODE OF REGULATIONS, TITLE 2
11006-11086 Discrimination in employment
11013 Recordkeeping
11019 Terms, conditions and privileges of employment
11023 Harassment and discrimination prevention and correction
11024 Sexual harassment training and education
CODE OF REGULATIONS, TITLE 5
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1681-1688 Title IX of the Education Amendments of 1972
UNITED STATES CODE, TITLE 29
621-634 Age Discrimination in Employment Act
794 Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000d-7 Title VI, Civil Rights Act of 1964, as amended
2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended
2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age discrimination in federally assisted programs
12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 34

BP 4030 (d)
CENTRAL UNIFIED SCHOOL DISTRICT Fresno, California
100.6 Compliance information
104.7 Designation of responsible employee for Section 504
104.8 Notice
106.8 Designation of responsible employee and adoption of grievance procedures
106.9 Dissemination of policy
110.1-110.39 Nondiscrimination on the basis of age
COURT DECISIONS
Thompson v. North American Stainless LP, (2011) 131 S.Ct. 863
Shephard v. Loyola Marymount, (2002) 102 Cal.App.4th 837
Management Resources:
CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS
California Law Prohibits Workplace Discrimination and Harassment, December 2014
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Notice of Non-Discrimination, August 2010
U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS
Questions and Answers: Religious Discrimination in the Workplace, 2008
New Compliance Manual Section 15: Race and Color Discrimination, April 2006
Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999
WEB SITES
California Department of Fair Employment and Housing: http://www.dfeh.ca.gov
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr
U.S. Equal Employment Opportunity Commission: http://www.eeoc.gov
Policy adopted: 5/14/02

Policy revised: 12/9/09; 1/10/; 12/11/12; 3/14/17

Early Completion Option (ECO) SB 57

The Central Unified School District Teacher Induction Program has candidates who may be qualified for an Early Completion Option for induction. Some experienced teachers in California have been assigned to or have the option of using the Teacher Induction Program to move from preliminary credential to a professional credential. Some of these teachers have years of successful teaching experience outside of California; some have earned their credential through participation in various programs associated with the Learning to Teach Continuum garnering years of experience while serving under pre-intern and/or intern certificates. Some have additional years of experience serving under emergency permits. These teachers' needs differ from those of a true beginning teacher. The Central Unified School District Teacher Induction Program, therefore, offers the Early Completion Option to better serve successful, experienced teachers who are required to complete a Teacher Induction Program.

For the purposes of identification, *successful* shall be defined by:

1. Administrative evaluations that label the teacher's overall performance as Applying or better
   AND
2. A letter of recommendation from the evaluating administrator citing the candidate as a *successful* teacher

Eligibility Requirements for Candidates

Candidates who will be considered for the Early Completion Option must:

1. Have a California Preliminary Credential
2. Be currently teaching in a TK-12 classroom
3. Be recommended for the Early Completion Option by their current employing district or site administrator for consideration for an Early Completion Option
4. Submit a recent administrative evaluation which labels the teacher's overall performance as Applying or better.

If a candidate meets the eligibility requirements, the candidate will notify the Induction Director and provide appropriate documentation. The Intent to Apply form, a letter of recommendation from a site administrator, and a recent administrative evaluation which labels the teacher's overall performance as Applying or better are due as follows:

- Teachers hired and placed in the Induction program at the beginning of the year through August 31st, **must submit paperwork for ECO by October 1st of that school year.**
- Teachers hired between September 1-October 10th **must submit their paperwork for ECO by October 31st of that school year**

Teachers hired after Oct. 10th are placed in Pre-Induction and will formally begin Induction the subsequent school year.

Teacher Induction Completion Requirements

All other Induction requirements remain the same for the Early Completion Option as the requirements for the Teacher Induction program. The requirements for Early Completion Option are outlined as follows:

- Development and implementation of an Individualized Learning Plan
- Participation in Action Research through Cycles of Inquiry to improve practice
- Weekly meetings with your Mentor

Early Completion Option Intent Form

Submit request to Central Unified Teacher Induction, DO Room 7

I _____ would like to apply for an Early Completion Option. I will provide a letter of recommendation from my principal/site administrator AND a positive evaluation from a site administrator.

I understand and agree to the following formative requirements for this option:

1. Have a California Preliminary Credential
2. Be currently teaching in a TK-12 classroom
3. Be recommended by my current employing district or site administrator for consideration of an Early Completion Option
4. Have received a teacher evaluation which labels the teacher's overall performance as Applying or better
5. Understand that an Intent to Apply form, a letter of recommendation from a site administrator, and a recent administrative evaluation which labels the teacher's overall performance as Applying or better are due as follows:
    - Teachers hired and placed in the Induction program at the beginning of the year through August 31st, **must submit paperwork to the Induction Office for ECO by October 1st of that school year.**
    - Teachers hired between September 1-October 10th **must submit their paperwork to the Induction Office for ECO by October 31st of that school year**

I intend to complete the two-year Teacher Induction program by _____.

_____

Induction Teacher Name (please print)

_____ _____

Induction Teacher Signature Date

For Office Use Only

Action Taken:

_____ _____

Program Director Date

Individualized Learning Plan Addendum

Induction Teachers may revise their ILP goals during the course of the year. This could be due to accomplishing goals midway through the year, the need to focus on another area(s), etc. After conferring with your mentor and the Induction Director about revising your ILP plan, complete and submit this addendum to Janeen Worland, DO Room 6. Once approved, the ILP Addendum will be attached to your original ILP and placed in your file in the Induction Office. Please keep a copy for your records.

Identify: **First Semester** **Second Semester**

Induction Teacher	**School Site**	**Grade Level or Content Area**	**Mentor**

Professional Growth Goals	**Revised Action(s)**	**Revised Outcome(s)**
1.		
2.		

OFFICE USE ONLY

☐ **Approved** ☐ **Approved Pending Revisions**

_____ Date

_____ Teacher Induction Director



Program Extension Guidelines

The Induction Program is designed to be completed in a teacher's first two years of teaching. Occasionally, extenuating circumstances do not allow an Induction Teacher (IT) to begin or complete the program in two years. If this is the case, the IT may request a program extension. These extensions will be offered if the IT could not complete the program due to:

- Extended illness
- Maternity leave
- Paternity leave
- Emergency leave
- Participation in an internship for another credential
- Non-availability of a Mentor
- Other casual factor or compelling reason that would reasonably affect the IT's ability to successfully complete the Induction Program in a timely manner

A. For PTs who are requesting to delay participation in the Induction Program:
Teachers seeking such an extension will be asked to complete a Program Extension request and submit this to the program director. The Induction Program Director will review the request and based upon the criteria, will grant or deny the extension request. Extension requests are only allowable for one school year. If an extenuating circumstance extends beyond the original request term, the IT will need to meet with the Program Director to develop a plan to initiate participation in the Induction Program.

B. For ITs who have completed a portion of the Induction Program:
Teachers seeking such an extension will be asked to complete a Program Extension request and submit this to the program director. The Induction Program Director will review the request and based upon the criteria, will grant or deny the extension request. If granted, the Program Director will meet individually with the candidate to clarify the requirements needed to receive a professional credential recommendation. Within two weeks of the meeting, the IT will submit a Program Completion Plan to the Program Director detailing the completion of the missing components. This plan will include a timeline for completion and method of verification for the unfinished components. As appropriate, assistance will be provided by the director in designing this plan. The director will either approve the plan or return it to the IT within one week if any aspect of the plan needs to be adjusted or if additional information is deemed necessary.

Teacher Induction
Central Unified School District
DDistrictDistrict

PROGRAM EXTENSION REQUEST

Name: **Date:** **School Year:**

1. I am/have not been able to complete the Induction Program for the following reason(s) and/or due to the following causal factor(s):

   Please highlight factor(s)

   Extended illness
   Maternity leave
   Paternity leave
   Emergency leave
   Participation in an internship for another credential
   Non-availability of a Mentor
   Other (please explain)

   Explanation/comments:

2. I realize that I must compete the following program/credential requirements:
   a. Development and implementation of an Individualized Learning Plan
   b. Two Cycles of Inquiry related to my ILP
   c. Reflections upon practice using the *California Standards for the Teaching Profession*

3. I realize that I will be contacted by the Induction Program Director the subsequent school year about my required participation in the Induction Program.

_____
Signature

For Office Use Only

Action Taken:

55

_____ _____
Program Director Date



PROGRAM COMPLETION PLAN

The Induction Director will schedule a meeting for any IT who is not making progress on his/her ILP goals during the progress monitoring process to determine the IT's next steps to complete the Induction Program. This plan is developed in conjuction with the Induction Teacher, Mentor and Program Director.
If the the Induction Teacher does not complete ILP requirements during the 2 years in the Teacher Induction Program and needs to extend the Induction Program into a third year, then the IT is responsible for covering the cost of an Induction Mentor.

Name: _____ Date:_____ School Site: _____

1. PROGRAM/CREDENTIAL REQUIREMENT TO BE COMPELTED:

2. PLAN FOR COMPLETION:

3. TIMELINE FOR COMPLETION:

4. ASSISTANCE I MAY NEED TO COMPLETE THIS PLAN:

I agree to complete all of the above components of my ILP by the designated timeline. I understand that by not doing so, I risk not clearing my credential during my tenure in the Induction Program. Furthermore, I understand that the stipend for the mentor would be my responsibility if I need to extend my Induction Program into a third year. I also understand that I may submit a written appeal to the Program Director within 30 days of the development of this completion plan.

Induction Teacher: _____

Signature: _____ Date: _____

Mentor: _____

Signature: _____ Date: _____

Program Director: _____

Signature: _____ Date: _____



Teach Out Plan

In the event the Central Unified School District Teacher Induction Program closes, candidates will be referred to the Fresno County Superintendent of Schools (FCSS) Induction program. Central Unified School District agrees to provide the following for each Induction Teacher:

- Collaborate with the Induction Teacher(s) and FCSS Teacher Induction program to:
    - Enroll district Induction Teacher(s) in the FCSS Teacher Induction Program
    - Provide information to Induction Teacher(s) on required meetings at FCSS
    - Provide substitute teacher coverage, as needed, for Induction Teacher(s) to attend required meetings at FCSS
    - Complete a transition plan based on the Induction Teacher's (s') individual needs
- Provide Induction Teachers with a link to their individual Google files so they can readily access their documents and transcripts
- Cover the costs of Induction Teacher's(s') enrollment fees
- Provide qualified personnel to serve as an Induction Mentor(s)
- Provide an annual stipend of $2,000.00 for each mentor



Teach Out Plan

Teacher: _____ Date: _____

Preliminary Credential(s): _____

School Site: _____ Grade Level/Content Area: _____

Check one:

____ **New Induction Candidate:** The *Certificated Employee Intake Form* will be used to assist in a candidate's enrollment in FCSS's Teacher Induction Program. Please indicate any of the following as applies:

- ____ Previously taught under a Provisional Intern Permit (PIP)
- ____ Previously taught under a Short-Term Staff Permit (STSP)
- ____ Previously taught under an Intern Credential

____ **Continuing Induction Teacher:** If checked, please complete the following

School Year(s) in the Induction Program: _____

Participant's Current Status (circle one): Year 1 Year 2 Early Completion Option

Indicate the fieldwork completed as a Year 1, Year 2 or ECO Induction Teacher:

Year 1

- ____ Individualized Learning Plan
- ____ Action Research/Cycle of Inquiry 1
- ____ Action Research/Cycle of Inquiry 2
- ____ Continuum of Teaching Practice Reflection (semester 1)
- ____ Continuum of Teaching Practice Reflection (semester 2)

Year 2 or ECO

- ____ Individualized Learning Plan
- ____ Action Research/Cycle of Inquiry 1
- ____ Action Research/Cycle of Inquiry 2
- ____ Continuum of Teaching Practice Reflection (semester 1)
- ____ Continuum of Teaching Practice Reflection (semester 2)

An Induction Teacher's requirements are developed by each Induction Program. Induction Teachers will receive guidance on these requirements during a Context Collaboration meeting at FCSS.

Central Unified School District – Framework for Learning *Lesson Plan Template*

Language of Direct Instruction	Approx. Time	Description of Practice
Introduction	**5+ mins**	
Motivational Hook	15-30 seconds	
Standards-Based Objective - Appropriate academic vocab from standard - Complete sentence - Posted visibly - Measureable Language Acquisition Objective	2-3 mins	
Prior Knowledge	3-5 mins	
Vocabulary (this may fit in lesson or be done as frontloading prior to lesson)		
Teach – I DO	**12-15 mins**	
Focus: Restate Objective & highlight importance	1-2 mins	
Check for Understanding	varies	
Modeling Concept: Think Aloud	10 mins	
Check for Understanding	varies	

Practice – WE DO / YOU DO	**15+ mins**	
Guided Practice	10-15 mins	I DO: WE DO:
Apply and Practice	10-15 mins	Independent/Extension:
		Small Group Support:
Assess & Close	**5 mins**	
Assess	2-3 mins	
Close	1-2 mins	
Homework	varies	
Independent Practice		

Inquiry Lesson

Standards: Content Area Standards + CCSS ELA/LIT/MATH

Universal Theme / Big Idea / Essential Questions

Intended Outcome (Objective): What will students be able to know and do? Start with a question. Connect to CCSS outcomes.

Sequenced Elements of the Model	What will the teacher say and do?	What will the students say and do?	Resources / Technology
Present the Puzzlement			
Solicit Questions			
Research			
Share and Summarize			
Recycle			

NGSS Lesson Planning Template

Grade/ Grade Band:	**Topic:**	**Lesson # ____ in a series of ____ lessons**
Brief Lesson Description:		
Performance Expectation(s):		
Specific Learning Outcomes:		
Narrative / Background Information		
Prior Student Knowledge:		
Science & Engineering Practices:	**Disciplinary Core Ideas:**	**Crosscutting Concepts:**
CCSS Math:		
CCSS ELA:		
CA ELD Standards:		
Differentiation:		
Possible Preconceptions/Misconceptions:		
LESSON PLAN – 5-E Model		
ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions:		
EXPLORE: Lesson Description – Materials Needed / Probing or Clarifying Questions:		
EXPLAIN: Concepts Explained and Vocabulary Defined: **Vocabulary:**		
ELABORATE: Applications and Extensions:		
EVALUATE: **Formative Monitoring (Questioning / Discussion):** **Summative Assessment (Quiz / Project / Report):**		
Elaborate Further / Reflect: Enrichment:		

Essential Questions

Essential questions make unit plans more likely to yield focused and thoughtful learning and learners. Good essential questions are *open-ended, thought provoking and intellectually engaging, call for higher order thinking, point toward important, transferrable ideas, raise additional questions, require support and justification, and recur over time.*

Essential Questions	Not Essential Questions
*How do the arts shape, as well as reflect culture?	*What common artistic symbols were used by the Incas and Mayans?
*What do effective problem solvers do when they get stuck?	*What steps did you follow to get your answer?
*How strong is the scientific evidence?	* What is a variable in scientific investigations?
*Is there ever a "just" war?	*What key event sparked World War I?
*How can I sound more like a native speaker?	*What are common Spanish colloquialisms?
*Who is a true friend?	*Who is Maggie's best friend in the story?

History/Social Studies

Whose "story" is this?
How can we know what really happened in the past?
How should governments balance the rights of individuals with the common good?
Why do people move?
What is worth fighting for?
Should ____ (immigration, media) be restricted or regulated? When? Who decides?
How does where you live influence how you live?

Mathematics

When and why should we estimate?
Is there a pattern?
How does what we measure influence how we measure?
What are the limits of this math model and of mathematical modeling in general?
What is the most appropriate method and/or tool to use here, if efficiency and effectiveness are the goals?

Language Arts

What do good readers do, especially when they don't comprehend a text?
How does what I am reading influence how I should read it?
Why am I writing? For whom?
How do effective writers hook and hold their readers?
What is the relationship between fiction and truth?

Science
What makes objects move the way they do?
How are structure and function related in living things?
How can we best measure what we cannot directly see?
Why and how do scientific theories change?
How do we decide what to believe about a scientific claim?

World Languages
How can I express myself when I do not know all of the words?
How can I overcome hesitating when speaking a new language?

Visual and Performing Arts
What influences creative expression?
How can motion express emotion?
Where do artists get their ideas?
How do the elements of the theatre combine to bring the page to the stage?
How is communication conveyed through the art?

Instructional Strategies
to Improve
English Learner Student Achievement

Strategy Name	Strategy Definition or Explanation	Context for Strategy	Instructional Categories
Parking Lot	A poster or sheet of paper where participants in a workshop can write their questions or comments without interrupting the workshop	**During Reading** **After Reading**	Report information Acknowledge Ideas of Others Express an Opinion Disagree
Think-Write- Pair-Share	During a workshop, the participants are given a point or topic, "think" independently, then write what they are thinking about, then turn to a partner and share their thoughts and/or reactions.	**During Reading** **After Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade "Test Words" Power
Write Personal Goals	As a workshop begins, participants write down one or more goals they hope to get/learn from the workshop.	**Before Reading**	Predict or Infer Want Clarification Express Cause & Effect Express an Opinion Summarize and Synthesize
Brainstorming	Participants write/say all the ideas and background knowledge and information they may have around a particular topic.	**Before Reading** **During Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade Predict or Infer Disagree Want Clarification Analyze

Non-Linguistic Representation	A way to represent an idea or thought to participants without using language. (often a graphic organizer, picture, realia, etc.)	**Before Reading** **During Reading** **After Reading**	Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade
Think-Pair-Share	During a workshop, the participants are given a point or topic, then are asked to "think" independently, then turn to a partner and share their thoughts and/or reactions.	**During Reading** **After Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade "Test Words" Power
Small Group Oral Reading	Participants make a group of 2-4, then orally read through an assigned passage, taking turns, partner reading, or reading out loud together.	**During Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade
Highlight/ Underline	During individual reading, participants will highlight or underline the key points of a reading, to remember those points for processing later.	**During Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade "Test Words" Power

Four Corner Talk	The participants are divided into 4 groups, then either assigned, or asked to choose, one of the topics in each corner.		Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade
Probable Passage	The "key ideas or words" of a reading are written on strips of paper. The participants are to sort these ideas or ideas by common theme or idea. They will predict how these ideas are similar or different. A classroom discussion will follow about their predictions before reading.	**Before Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast
Comparison Chart	The presenter uses a chart or poster and visually compares two different things, usually with lists or statements expressing the differences between the two. (T-Chart, Venn Diagram, Double-Bubble Map, etc.)	**Before Reading** **During Reading** **After Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize
Table Talk	An opportunity to process information with others seated at the same table or group.	**During Reading** **After Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade

Exit Slips	A "checking for understanding" tool. A small piece of paper given to each participant, where each participant will write a key thought or idea, showing what they understand in a lesson. They give the slip to the presenter before they "exit" the room.	**During Reading** **After Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade
Modeling/ Practicing	Opportunities for the presenter to "model" the targeted behavior or knowledge, and the opportunities for the participants to practice that "modeled" targeted behavior or knowledge.	**Before Reading** **During Reading** **After Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade "Test Words" Power
Save the Last Word For Me	After reading or processing information, the participants form groups of 4-5. One of the group members shares a key point of the reading without comment. Then each of the group's participants comments on the point. After all the participants comment, the original member contributes the "last word." The process continues until each participant shares a point, all have had a chance to comment, followed by "last word" given by the person who made the point from the content.	**After Reading**	Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade

Collegial Appointment Card / Appointment Clock	Using a pre-designed sheet, participants will find another participant and make "an appointment:" for discussion. Each slot or space will be with a different person.	**Before Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade
Jigsaw	Participants are counted off to create small "expert groups." Within that group, each participant is assigned a new number or label. Each group is assigned a portion of a reading or activity, to become an "expert" of that portion. Then each expert shares their area of expertise with all the others from each group with same new number or label.	**Before Reading** **During Reading** **After Reading**	Want Clarification Analyze Compare and Contrast Report Information Summarize and Synthesize
Drawing on Background Knowledge	The presenter asks questions or inquiries to see what the participants know about the assigned topic, before reading or doing the activity.	**Before Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade "Test Words" Power
Pre-Teaching Vocabulary	The presenter chooses a few (4-8) key vocabulary words, then explains, and discusses these words so that the participants know what the words are when they encounter them in the text.	**Before Reading**	Predict or Infer Compare and Contrast Express Cause & Effect

Skimming	Participants quickly read through a book or passage looking for key concepts, elements, or formats identified by the presenter.	**During Reading**	Predict or Infer Summarize and Synthesize
Academic Questioning	The presenter models and has the participants practice asking questions containing academic vocabulary and/or academic content.	**Before Reading** **During Reading** **After Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade "Test Words" Power
Academic Language Frame	The presenter offers an oral or written question, then asks the participants to respond orally or in writing, using one of a given list of sentence options. Examples: • Although our views were slightly different, we think the solution lies with… • My partner and I both agree that… • We believe the main cause is… • The most likely reason is… • What it seems to come down to is… • One way to approach this issue is…	**After Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade "Test Words" Power
Sentence Frame	The presenter offers an oral or written topic or prompt, then asks the participants to respond using the sentence frame given. Examples: • Could you tell me ...? • Could you tell me how to ...? • Would you mind telling me ...? • Do you know ...? • What happens if ...? • Where can I ...?	**Before Reading** **During Reading** **After Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade

	• When can I ...? • How can I ...? • Something else I'd like to know is …		"Test Words" Power
Anticipation Guide	Before presenting the material, the presenter distributes a sheet of paper the accesses the background knowledge of the participants in the form of a list of true/false questions, or a quiz, or graphic organizer, etc. so that the participants are "anticipating" what will come in the lesson.	**Before Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Acknowledge Ideas of Others
Contrastive Analysis	Comparing the same translated material (word, sentence, or paragraph) in two different languages, looking for what is similar, and what is different.	**Before Reading** **During Reading**	Compare and Contrast Summarize and Synthesize
Modifying and Adapting Assignment	The presenter knows the level of English proficiency of each of the students. The presenter considers what is said, how it is practiced, how it is reinforced, and what each participant is expected to do (language objective) to prove they have learned the content.	**Before Reading** **During Reading** **After Reading**	Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Summarize and Synthesize
Paragraph Frame	The presenter offers an oral or written topic or prompt, then asks the participants to respond using the paragraph frame given. Example: All living things are made of cells. For example, _____, _____, _____, _____, and _____are all made of cells. Cells vary in size from _____to _____. All cells have 3 parts: _____, _____, and _____. Every cell's DNA has 2 functions: _____, and _____. The cell is the	**After Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade "Test Words" Power

	fundamental structural unit of all living organisms.		
Partner Work	The presenter presents materials then allows the participant to discuss, process, and resolve questions with one other person. (partner)	**Before Reading** **During Reading** **After Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade "Test Words" Power
Content Objective	The presenter prepares and states what the participants will learn in the lesson.	**Before Reading** **During Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade
Language Objective	The presenter prepares and states throughout the lesson what the participants will need to do to prove to him/her that the learning has taken place, including the ***form*** and ***function*** in the language objective. This may include their current language acquisition level ability.	**Before Reading** **During Reading** **After Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade

<table>
<tr>
<td>Frayer Model</td>
<td>
<table>
<tr><td>Word

market</td><td>Picture
The value of
</td></tr>
<tr><td>Definition

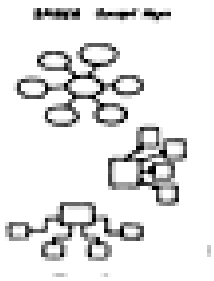
current price or value</td><td>Reminder

The stock market</td></tr>
</table>
A process of making meaning of a word. These pages can be collected into a student dictionary or handbook.
</td>
<td>Before Reading
During Reading
After Reading</td>
<td>Want Clarification
Analyze
Compare and Contrast
Report Information
Express Cause & Effect
Express an Opinion
Summarize and Synthesize</td>
</tr>
<tr>
<td>Cloze Activity</td>
<td>The presenter presents sentences or thoughts with “blanks.” The participants are to “fill in the blanks” either orally or in written form.
<u>Example:</u>

Detroit now has an _____ that is made of three car companies.
Recently the _____ has drastically changed for the auto _____. The _____s have asked for billions in aid.
Detroit
automobiles
Chrysler
manufacturer
oligopoly
industry
market</td>
<td>After Reading Activity</td>
<td>Predict or Infer
Disagree
Want Clarification
Analyze
Compare and Contrast
Report Information
Express Cause & Effect
Express an Opinion
Acknowledge Ideas of Others
Summarize and Synthesize
Persuade
“Test Words” Power</td>
</tr>
</table>

Structured Academic Conversation	Giving participants opportunity to practice the taught vocabulary and/or academic language form. <u>Example:</u> Share a summary of the article that you just read. As you say your summary you must use each of the following words at least once: Detroit automobiles Chrysler manufacturer oligopoly industry market	**After Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade "Test Words" Power
Sheltered Instruction	Instruction designed to help those not performing at grade level, reach grade level content standards.	**Before Reading** **During Reading** **After Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade "Test Words" Power
Specially Designed Academic Instruction in English (SDAIE)	A collection of strategies that are especially designed for English Learners to access grade level content learning.	**Before Reading** **During Reading** **After Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade "Test Words" Power

Tea Party	The participants walk around the room with music playing, until the music stops. They then find someone close to them to have a conversation, directed by the presenter. The process repeats as needed.	**Before Reading** **During Reading** **After Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade "Test Words" Power
A-Z Review	The participants review a reading for "key words or phrases" that match the letter of the alphabetized boxes. The participants begin on their own, then together find other participants' responses to complete filling in each box. They should fill in each box with a corresponding "key word or phrase" from the article.	**After Reading**	Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Summarize and Synthesize
Group Work and Presentations	After presenting content or having participants read, have them form groups to either review or highlight the content. After this group work, have them present their findings to the rest of the group.	**During Reading** **After Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade "Test Words" Power
Concept Map	A way to represent information visually. Begin with an "overall' concept, then chose a picture or representation of a directly related concept or item under or in a circle around the larger concept, drawing lines to connect the related concepts together.	**Before Reading** **During Reading** **After Reading**	Analyze Compare and Contrast Report Information Express Cause & Effect Summarize and Synthesize

<table>
<tr><td></td><td><u>Example:</u>
</td><td></td><td></td></tr>
<tr><td>3x3 Sentence Builder</td><td>The participants will write a sentence that includes three of the taught vocabulary words. They will choose three in a line, across, up and down, or diagonally.

<u>Example:</u>
<table><tr><td>Detroit</td><td>Market</td><td>Emerged</td></tr><tr><td>Oligopoly</td><td>automobiles</td><td>manufacturer</td></tr><tr><td>Chrysler</td><td>Industry</td><td>firm</td></tr></table>
“There is a firm in Detroit that sells automobiles.”</td><td>After Reading</td><td>Predict or Infer
Disagree
Want Clarification
Analyze
Compare and Contrast
Report Information
Express Cause & Effect
Express an Opinion
Acknowledge Ideas of Others
Summarize and Synthesize
Persuade
“Test Words” Power</td></tr>
<tr><td>Note Taking</td><td>Participants will write the key ideas and important vocabulary that they need to remember as the presenter teachers, or as they read, discuss, or process new information.</td><td>During Reading</td><td>Predict or Infer
Disagree
Want Clarification
Analyze
Compare and Contrast
Report Information
Express Cause & Effect
Express an Opinion
Acknowledge Ideas of Others
Summarize and Synthesize
Persuade
“Test Words” Power</td></tr>
<tr><td>Idea Wave</td><td>The presenter poses a question or idea. One participant comments or answers the question, then it goes to the next person for a response, and so on, as the “idea wave” continues throughout the room.</td><td>Before Reading
During Reading
After Reading</td><td>Predict or Infer
Disagree
Want Clarification
Analyze
Compare and Contrast
Report Information
Express Cause & Effect
Express an Opinion
Acknowledge Ideas of Others</td></tr>
</table>

Give One Get One	After reading, each participant writes down an important idea, summary, or conclusion from the reading. Each member then walks around the room, and randomly stops to talk to another participant to read what is on their writing, (give one) and then the partner reads their response (get one).	**After Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade "Test Words" Power
Choral Response	Together, all participants reply orally to a question or situation posed by the presenter. All the responses are exactly the same, and they are stated together.	**Before Reading** **During Reading** **After Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade "Test Words" Power
Numbered Heads	The presenter assigns a number to each participant. This is usually used to assign readings or for group processing.	**Before Reading** **During Reading** **After Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade "Test Words" Power
Vocabulary 6 Step Process (Marzano)	The presenter teaches new vocabulary, using the six steps below: Describe, explain, or give an example of the new word	**Before Reading** **After Reading**	Want Clarification Analyze Compare and Contrast Summarize and Synthesize

	1. The presenter will ask the student(s) describe, explain, or give an example of the new word 2. Draw a picture or create a non-linguistic representation of the new word 3. The participant will experience practice using the new word in their notebook 4. The participant will discuss the new word with others 5. The participant will experience games with the words		
Pose a Question	Participants will practice and learn to pose a question to help with predicting what is to come.	**Before Reading** **During Reading** **After Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade "Test Words" Power
Quick Write	Participants will have an opportunity to react or summarize to reading, for a short amount of time.	**Before Reading** **During Reading** **After Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade "Test Words" Power

Random Response	Presenters will use a method to randomly select participants to answer a question, rather than a raised hand or shout out.	**Before Reading** **During Reading** **After Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others
Team Word Web	A poster that is divided into four sections and is placed in the middle a group of 4 participants. Each section has a question or reflection connected to the reading. Each participant is asked to write a sentence or two about one of the questions or reflections. Then, the poster is rotated one turn to the next topic/reflection. Each participant reads the topic/reflection and the comment(s) written, then adds a response. The poster is rotated to give each participant an opportunity to respond to each topic/reflection.	**Before Reading** **During Reading** **After Reading**	Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Summarize and Synthesize
Stand-Up / Sit Down	The presenter gives a category that directly relates to some of the participants, and asks out loud commands, such as: 1. Stand up if you are woman. 2. Stand up if you have a cat. 3. Stand up if you like chocolate. 4. Stand up if you teach grade 5. 5. Stand up if you traveled outside the US in the last few years. 6. Everyone stands… Then 7. Sit if you live within 1 mile of the school. 8. Sit if you live within 3 miles of the school. 9. Sit if you live with 10 miles of the school. 10. Sit if you live within 25 miles of the school. 11. Sit if you live within 50 miles of the school. You now know who lives furthest away.	**Before Reading** **During Reading** **After Reading**	Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade "Test Words" Power

Comprehension Shuffle	From a pile of multi-colored cards, have each participant choose two cards of the same color. Have each participant respond on each card, giving them two different questions or situations to respond to, based on the reading. Then have each participant find all the others in the room with the same color card and create groups of three or four participants. Shuffle all the same-colored cards, then choose one card to discuss. Choose another card and discuss as time allows.	**After Reading**	Analyze Compare and Contrast Report Information Express Cause & Effect Express an Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade

Glossary

Academic Content Standards - Standards designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

Academic Conversations – Sustained and purposeful conversations about school topics. The 5 core conversation skills include: elaborate and clarify; support ideas with examples; build on and/or challenge a partner's ideas; paraphrase; and synthesize conversation points. Jeff Zwiers and Marie Crawford, 2011.

Action Research (Inquiry) - A systematic form of inquiry that is collective, collaborative, self-reflective, critical, and undertaken by the participants of the inquiry [McCutcheon, G. & Jung, B. (1990)]; a process in which participating teachers examine their teaching practice using the techniques of research. By using research procedures, teachers learn to resolve teaching challenges.

Advancement Via Individual Determination (AVID) A college preparatory program for students who are often economically disadvantaged and underachieving; AVID places academically average students in advanced classes; levels the playing field for minority, rural, low-income, and other students without a college-going tradition in their families; and targets students in the academic middle — B, C, and even D students — who have the desire to go to college and the willingness to work hard.

California Department of Education (CDE) - The state agency that coordinates the work of public schools in California; the core purpose of the CDE is to lead and support the continuous improvement of student achievement, with a specific focus on closing achievement gaps.

California Standards for the Teaching Profession (CSTP) - Standards based on current research and expert advice pertaining to best teaching practice; the CSTP are organized around six interrelated categories of teaching practice and represent a holistic, developmental view of teaching. They are intended to meet the needs of diverse teachers and students in California. The CSTP are defined and explicated in the Standards Booklet.

Commission on Teacher Credentialing (CTC) – The state agency that establishes policy and regulations for teacher education and credentialing in California. The purpose of the Commission is to ensure integrity and high quality in the preparation, conduct, and professional growth of the educators who serve California's public schools.

Common Core State Standards (CCSS) – A set of high-quality academic expectations in English-language arts (ELA) and mathematics that define the knowledge and skills all students should master by the end of each grade level in order to be on track for success in college and career.

Continuum of Teaching Practice (CTP) - The CTP defines levels of teaching performance on each of the six Standards of the CSTP.

Depth of Knowledge (DOK) – Model used to analyze the cognitive expectation demanded by standards, curricular activities and assessment tasks (Webb, 1997). The model is based upon the assumption that curricular elements may all be categorized based upon the cognitive demands required to produce an acceptable response. Each grouping of tasks reflects a different level of cognitive expectation, or depth of knowledge, required to complete the task. Levels include recall and reproduction, skills and concepts, short-term strategic thinking, and extending thinking.

Designated English language development instruction – A protected time during the regular school day where teachers use English language development standards as the focal standards in ways that

build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.

English Learner (EL) - A national-origin-minority student who is limited-English proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits (Developing Programs for English Language Learners: Glossary, Ed.gov).

Essential Questions – Essential questions make unit plans more likely to yield focused and thoughtful learning and learners. Good essential questions are *open-ended, thought provoking and intellectually engaging, call for higher order thinking, point toward important, transferrable ideas, raise additional questions, require support and justification, and recur over time.* Refer to Resources file for examples.

Framework - Curriculum frameworks describe and define the content and instructional program teachers are expected to deliver in a subject matter at each grade level.

Gifted and Talented Education (GATE) - Provides funding for local educational agencies to develop unique education opportunities for high-achieving and underachieving pupils in California public elementary and secondary schools that have been identified as gifted and talented. Special efforts are made to ensure that pupils from economically disadvantaged and varying cultural backgrounds are provided with full participation in these unique opportunities. Authorized by *Education Code* (*EC)* sections 52200- 52212.

Individualized Education Plan (IEP) - A detailed, structured plan of action that informs and guides the delivery of instruction and related services for the student with identified special needs; is an agreement between stakeholders that supports the academic, emotional, and behavioral growth of a student with identified special needs. Teachers are legally accountable to follow the goals and adaptations that are written in the IEP.

Individualized Learning Plan (ILP) - **Induction -** A clearly specified process for making clear credential recommendations; verifies that Induction Teachers complete all requirements before recommending them for the credential.

Induction Program Standards (IPS) - Establish 84 pectations of the Commission, the State Board of Education, and the Superintendent of Public Instruction for new teacher induction. Only induction programs that meet these standards may recommend candidates for clear teaching credentials.

Institutes of Higher Education (IHE) - Colleges and Universities.

Integrated English Language Development – English language development instruction provided throughout the day and across the disciplines. Teachers with English learners use the English language development standards in addition to their focal English language arts/literacy and other content standards to support the linguistic and academic progress of English learners.

Proficiency Level Descriptors (PLD) for English Language Development – Proficiency level descriptors provide an overview of stages of English language development that English learners are expected to progress through as they gain increasing proficiency in English as a new language. The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what English learners know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging.

- Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

- Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

- Bridging: Students at this level continue to learn and apply a range of high-level

- English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.

Professional Learning Communities (PLC) - Teams of professionals who collaborate around student data and work interdependently to refine instructional practices and improve student learning, working interdependently in learning communities:

- Provides equal access (equity or universal access) to quality teaching by strengthening each teacher's practice through collaboration, coaching, and shared planning; ends teacher isolation (thus reducing burnout).
- Helps teachers "work smarter" by sharing the tasks of analyzing data, creating common assessment tools, and devising other strategies for both students who struggle and those who need more challenge.
- Enables teachers on grade level (interdisciplinary) teams to devise lessons that teach reading and writing across the curriculum.
- Provides teacher professional growth and job satisfaction through intellectual renewal, new learning, and cultivation of leadership skills.

Reflection - The act of stepping back and taking a fresh look at one's practice and how it is affecting student learning. Reflection is the key to growth, the means of recapturing experiences in order to learn from them.

Researched-based Instructional Practices Scientifically based instructional methods that equip teachers with tools that help them better reach children, avoid burnout, and improve their classrooms' culture of learning and achievement. These practices bring the best teaching approaches and programs to children who might fail without them. They challenge children and interest them in learning, setting them on the path to success in school and in life. They have achieved proven results in a variety of classrooms across the nation.

School Accountability Report Card (SARC) - Information provided annually by California public schools to the community; allowing the public to evaluate and compare schools for student achievement, environment, resources, and demographics.

Skill Building - The continued development of teachers' pedagogical knowledge, higher level thinking skills, and classroom-based strategies to improve their instructional practice.

Smarter Balanced Assessments -Assessments that are aligned to the Common Core State Standards, which were developed by K-12 educators and college faculty to define the knowledge and skills students need to succeed in college and the workplace.

Special Education (SPED, Sp. Ed.) - Instruction that is specially designed to meet the unique needs of a child with a disability—at no cost to parents. Specially designed instruction means adapting the content, methodology, or delivery of instruction:

- To meet the unique needs of the student with a disability
- To ensure access to the general education curriculum so a student can meet educational standards that apply to all children within the jurisdiction of the public agency

Special Populations - Students who have been identified with one or more of the thirteen disability categories defined by Individuals with Disabilities Education Act (IDEA); students who are identified as gifted and/or talented (GATE); students who have been identified as English Learners (EL).

Student Study Team, Student Success Team (SST) - A site-based, collaborative team of teachers, specialists, parents, and the student who meet to focus on the needs of the student and create a path to successful learning. The SST illustrates how teachers can work with local expertise, students, and parents to develop tactics that empower students to play an active role in their education. Thoughtful implementation of Student Success Plans can mean the difference between a student "slipping through the cracks" and successfully learning the curriculum.

Teaching Performance Assessment (TPA) – An assessment of teaching performance designed to measure the candidate's knowledge, skills and ability with relation to California's Teaching Performance.

Teaching Performance Expectations (TPE) - A set of outcomes specifically for teacher preparation candidates; much like the California Standards for the Teaching Profession, Teaching Performance Expectations address multiple, over lapping knowledge and skill domains, and provide the basis for course design and assessment for candidates.

Twenty First (21st) Century Skills – The 21st century requires us to create a generation of thinkers, learners who think creatively to solve problems and who collaborate with others at home and in the workplace. The ability to learn and create new ideas is essential for the 21st century. These skills include:
Critical Thinking and Problem Solving: employ sound reasoning; think analytically; use knowledge, facts, and data to solve problems.
Creativity and Innovation: demonstrate originality and inventiveness in work, communicate new ideas to others, and integrate knowledge across different content areas.
Communication: Articulate thoughts and ideas clearly and effectively, including through public speaking. Write clearly and effectively convey ideas. *Collaboration:* Build collaborative relationships with colleagues and customers, be able to work with diverse teams, and be able to negotiate and manage conflicts. Learn from and work with individuals representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints

Universal Access (UA) - Is intended to ensure that all students must have equal access to high quality curriculum and instruction to comply with federal and state laws so that students may meet or exceed state content standards. Under federal regulations, states must ensure universal access to a standards-based education for special education students. The requirement stipulates that teacher and district-wide assessments, and classroom assignments must be universally accessible. If students have processing difficulties or if they lack specific academic

Universal Design for Learning (UDL) - A set of principles for curriculum development that give all individuals equal opportunities to learn.

504 Plan - Based on a civil rights law that prohibits discrimination against individuals with disabilities, Section 504 ensures that a child with a disability has equal access to an education. Students with 504 plans may have adaptations and/or modifications to their general education plan. Teachers are legally accountable to follow the requirements of 504 plans.