

Teacher Induction Program Orientation

Paramount Unified School District
Human Resources Division
August 23 & 24, 2021



● REC



Mindfulness Minute



- How are you feeling right now?
- Are you holding stress in your body? What can you choose to release?
- What are your intentions?

Agenda

- 01** Overview of Teacher Induction Program
- 02** Role of the participating teacher
- 03** Next steps



01

Program Overview

What Is Induction?

- 3rd phase of the Learning-to-Teach Continuum
 - Subject matter prep
 - Teacher prep
- BTSA
- New induction standards adopted in 2016
- Process to be more streamlined and individualized, less burdensome
- Higher retention, greater student achievement



Teacher Induction Program

- 2 years
 - Job-embedded
 - Individualized support and mentoring
 - Begins in the first years of teaching
- 

Goals of the Induction Program

- To develop teachers who are prepared to meet the learning needs of their students
- To provide professional development and individualized support to teachers and assist them in improving student achievement
- To train support providers to use effective mentoring practices to individualize support to teachers
- To model and encourage ongoing self-assessment and reflection

Key Program Components



Participating Teacher

Candidate



Support Provider

Mentor



ILP

Individual Learning Plan



02

**ROLE OF THE
PARTICIPATING TEACHER**

Letter of Commitment



Paramount Unified School District Human Resources Teacher Induction Program

Enrollment Document Letter of Commitment for CA Teacher Induction Teachers – Year 1 2021 – 22

I agree to support the California Teacher Induction Program as a participating teacher. I understand this project will address meaningful issues and individual needs of project participants in order to increase effectiveness in the classroom and ultimately enhance student achievement. Trust and confidentiality are primary requirements of this non-evaluative project.

I agree to the following conditions as a CA Teacher Induction Teacher:

- Maintain confidentiality and discretion between my support provider and my fellow teacher participants.
- Work with my support provider to complete a two-year, individualized, job-embedded system of mentoring, support and professional learning to assist me with appropriate technical assistance in the classroom to support the goals of my Individual Learning Plan (ILP).
- Determine an ILP goal within 60 days of enrollment in the program.
- Attend the New Teacher Orientation and the Teacher Induction Colloquium.
- Participate fully in District and program sponsored professional development sessions.
- Collaborate with my support provider approximately one (1) hour a week.
- Accumulate evidence towards completion of my ILP and keep current other program documents to reflect the collaborative work with my support provider.
- Have Teacher Induction evidence ready for periodic reviews throughout the year.
- Participate in all program feedback/evaluation activities.



**Enrollment Document
Letter of Commitment for
CA Teacher Induction Teachers – Year 1
2021 – 22**

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The sponsoring agency (Teacher Induction Program) agrees to provide:

- Non-judgmental, confidential mentoring and coaching assistance from Teacher Induction support providers.
- Opportunities for networking with other teachers.
- Program guidance and feedback.
- Transition plans to each participating teacher in the event the program closes. Those plans will indicate the teacher's progress in the program and outline steps to complete a Teacher Induction program.

Signature: _____ Date: _____

Program Staff Initials: JT Enrollment Date: _____

Support Provider Match by Date: _____

Development of ILP Goals by Date: _____



Early Completion Option (ECO)

- Holds a Preliminary Multiple or Single Subject Credential or a Preliminary Education Specialist Credential
- Has a current teacher assignment
- Has three or more years of full-time experience as a Teacher of Record in a private or public school
- Submits written recommendation from a site or District administrator
- Holds a Clear Credential (for dual credentialed teachers)

Induction Project

Drive Search in Drive

New

- Priority
- My Drive
- Shared drives
- Shared with me
- Recent
- Starred
- Trash
- Storage: 2.76 GB used

My Drive > ... > Sample Project > Year 1 Project

Folders

- Collaborative Logs
- ILP #1
- Monthly Talking Points

Files

- 431 Participant Journey Te...
- 431_Participant_Journey_...
- CSTP_Reference_Sheet_-_J...

Project Review

Submission of Evidence Rubric

Participating Teacher: _____ Support Provider: _____ Date of Review: _____

	Does Not Meet Competency/ Completion Requirements		Meets Competency/Completion Requirements	
Collaborative Log	Monthly logs are blank.	Responses inadequately capture mentoring conversations between SP and teacher, and/or entries are inconsistent (e.g., weeks are missing, no "Next Steps").	Responses adequately capture mentoring conversations between SP and teacher. Entries are consistent (i.e., all weeks and fields are complete).	Responses are in-depth and fully capture the mentoring conversations between SP and teacher (i.e., discussions and next steps are outlined/written in detail). Entries are consistent.
Individual Learning Plan (CSTP Goal)	ILP is blank.	Limited responses and/or empty fields (e.g., self-assessment rubric, Evidence, Strengths, Areas of Growth, etc.). Goal is not measurable.	Adequate responses in all fields. Self-assessment rubric has been completed and revisited. Goal is measurable. Site administrator has signed off on goal.	In-depth responses in all fields. Self-assessment rubric has been completed and revisited. Goal is measurable. Site administrator has signed off on goal.
Professional Development Reflection Logs	Professional development logs are blank.	Limited responses in logs, and/or reflections in logs do not relate to ILP goal(s).	Adequate responses in logs. Reflections capture key learnings and are related to ILP goal(s).	In-depth responses in logs. Reflections capture key learnings, are related to ILP goal(s), and provide context for application.
Cycle of Inquiry	No evidence has been uploaded, or uploaded documents do not show connection between instructional practice, student needs, data collection, and future application.	Uploaded documents show limited connection between instructional practice, student needs, data collection, and future application.	Uploaded documents adequately show connections between instructional practice, student needs, data collection, and future application.	Uploaded documents show in-depth connections between instructional practice, student needs, data collection, and future application.

Re-submissions

Documents that do not meet competency/completion requirements may be resubmitted for review. Teachers should rewrite or expand on reflections, revisit context and illustrate better understanding of context and/or next steps, and upload evidence as appropriate. Resubmissions should be completed within a month of the original review.



Written Appeal Process

- Should a participating teacher disagree with the feedback/decisions of the Teacher Induction Program, there is an appeal process
- Written Appeal Form
- Leadership Team will review all appeals



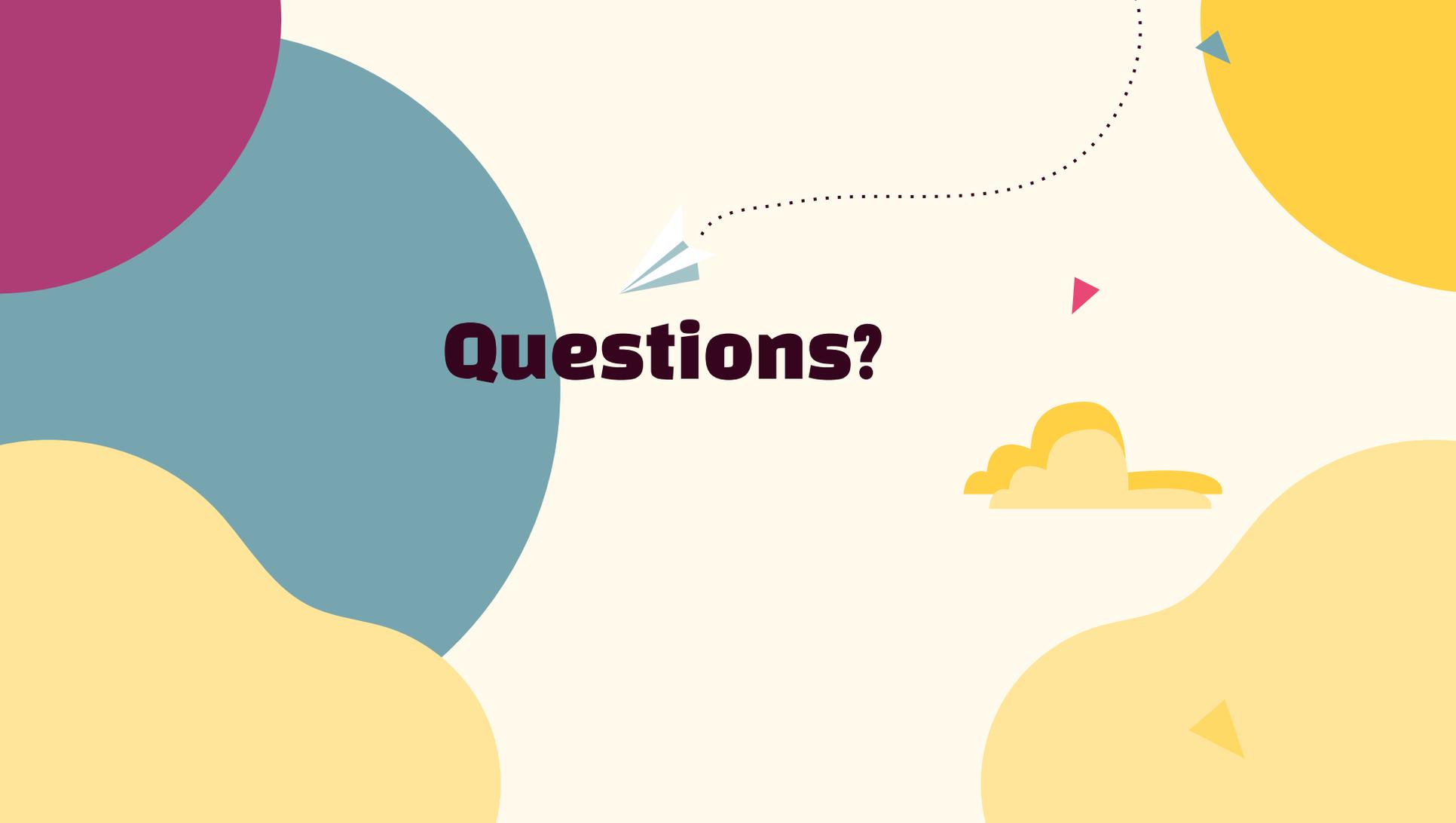


03

NEXT STEPS

Next Steps

- Begin to meet with your assigned support provider once you receive notification
- Use the Monthly Talking Points at your initial meetings
- Begin to gather data in order to create Individual Learning Plan (ILP) goals



Questions?

Induction Team



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Early Childhood
Education



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LET ME KNOW



Thanks!

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