MT. DIABLO UNIFIED SCHOOL DISTRICT

TEACHER INDUCTION & SUPPORT PROGRAM

PARTICIPANT HANDBOOK

2025-2026

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MT. DIABLO UNIFIED SCHOOL DISTRICT
JAMES W. DENT EDUCATION CENTER
1936 Carlotta Drive
Concord, CA 94519-1397
(925) 682-8000

Dear Induction Program Participants,

On behalf of the Superintendent, the School Board, and your Mt. Diablo colleagues, we are happy to welcome you as a participant in Mt. Diablo Unified School District's Teacher Induction and Support Program (TISP). This program is designed to give you professional guidance and support in your work with the students and families who represent the rich diversity of our district.

The Mt. Diablo Unified School District is committed to providing the resources both you and your students need to succeed as integral parts of a quality learning environment. This year, we will provide appropriate rigor and high expectations for all students through learning acceleration. Our emphasis on equity guides us to reflect deeply on our work with five specific under-served populations as focus scholars: Black/African American students, Foster Youth, students experiencing homelessness, students with IEPs, and multilingual students. Additionally, the following five Local Control Accountability Plan (LCAP) goals provide direction for ongoing learning and professional development of our teaching staff:

Goal 1: All students will receive a high quality education in a safe and welcoming environment with high expectations and rigorous instruction in the California State Standards that prepare them for college and career. All students will demonstrate growth meeting standards in English, English language development, and mathematics.
Goal 2: Highly qualified, culturally proficient, and responsive staff will create a safe and engaging learning environment respectful of all students' backgrounds ensuring they are college and career ready when they graduate. There will be an increase in the percentage of classrooms where standards-based instruction is being observed.
Goal 3: Families and community members will be informed, and empowered as partners with Mt. Diablo Unified to support student learning and improve student outcomes. There will be an increase in the percentage of families reporting that they feel they are an active partner with the school in educating their child.
Goal 4: Focal scholars, specifically African American students, Foster Youth, students experiencing homelessness, students with IEPs and multilingual students, will experience culturally responsive practices and be provided rigorous instruction within an educational environment that builds trust and inclusive partnerships between the students, families, and staff. All student groups will demonstrate growth meeting standards in English, English language development, and mathematics.
Goal 5: All students at Crossroads High School and Olympic High School will demonstrate a 6% increase in attendance rate and a 6% increase in on-pace graduation rate by June 2026, leading to an increase of 6% in graduation rates. All students at Glenbrook Academy will demonstrate a 3% increase in attendance rate and a 3% increase in on-pace graduation rate by June 2026.

Research on student achievement[1] shows that teacher expertise is the single most important factor in student learning. Through TISP, you will work with an assigned mentor, receiving individualized support and have opportunities to reflect on the effectiveness of instruction as you grow your professional skills as a teacher. Additionally, you will have the opportunity through your participation to earn a California Clear Credential.

Your Induction program will include valuable, varied, and engaging experiences to build your confidence and professional expertise. On behalf of the Mt. Diablo educational community, we extend our support to you and commend your efforts to advance your professional learning through participation in our Teacher Induction and Support Program.

Best Regards,
Samantha Allen
Chief of Educational Services

[1]Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement.
Routledge. Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, Schools, and Academic Achievement. Econometrica, 73(2), 417–458. https://doi.org/10.1111/j.1468-0262.2005.00584.x National Research Council. (2010).
Preparing Teachers: Building Evidence for Sound Policy. Committee on the Study of Teacher Preparation Programs in the United States, Board on Testing and Assessment, Center for Education, Division of Behavioral and Social Sciences and Education. The National Academies Press. https://doi.org/10.17226/12882

MDUSD MISSION & PRIORITIES

Mt. Diablo Unified has a moral imperative to prepare all students for post-secondary success upon graduation by providing high expectations and a rigorous instructional program in a safe, supportive, and inclusive environment.

INTRODUCTION

The MDUSD TISP Participant Handbook was prepared to help participating teachers understand their roles and responsibilities within this Induction program. TISP will provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching with a preliminary credential. TISP will provide opportunities for teachers to demonstrate classroom application of the principles, theories, and methods learned during credential coursework. The program identifies and assigns a mentor to each participating teacher within the first 30 days of enrollment in the program, matching the mentor and the participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant's employment. TISP assures that each participating teacher receives an average of at least one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.

TISP MISSION

The MDUSD Teacher Induction and Support Program is dedicated to providing an equitable and respectful educational experience for every student by supporting educators in enhancing their skills and knowledge, and reflecting on their practice.

TISP VISION

A district of antiracist, abolitionist educators who disrupt deficit thinking, acknowledge and confront bias, dismantle oppressive structures, and build students' cognitive capacity, independence, and agency.

TISP GOALS

- To develop and enhance teacher capacity as defined in the California Standards for the Teaching Profession (CSTP)
- To support educators with the purpose of improving student achievement
- To use formative assessment practices to guide support for participating teachers
- To facilitate ongoing professional development with a focus on equity
- To model and encourage continuous self-assessment and reflection
- To foster collaboration and leadership among educators
- To retain quality teachers in the profession
- To collaborate with Institutions of Higher Education
- To prepare participating teachers to complete program requirements to be recommended for a California Clear Teaching Credential
- To ensure continuous Induction Program improvement through ongoing research, data analysis, evaluation, and development

TISP OBJECTIVES

- To maximize learning, participating teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency and voice, identity, and development, and promotes equity and inclusivity. (CSTP 2, 2024)

- Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession (CSTP) and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the Preliminary Credential. They utilize the adopted state standards and performance levels for students, curriculum frameworks, and materials in the context of the teaching assignment.

- Participating 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. (CSTP 5, 2024)

- Participating 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. (CSTP 3E, 2024)

- Participating 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. (CSTP 4, 2024)

- Participating teachers collaborate with families, guardians, and community partners considering the linguistic and cultural backgrounds of students and families.

- Participating teachers instruct multilingual students using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon students' primary languages and proficiency levels in English, considering the students' culture and prior schooling.

- Participating teachers recognize student strengths and needs, use positive behavioral support strategies, and employ an asset-based approach to meet the needs of every student.

- To ensure academic achievement for students with complex needs, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners, and students with a combination of special instructional needs) including the identification and referral process of students for special services. Participating teachers appropriately identify factors that could affect the determination of multilingual students' language/learning disabilities.

- Based on assessed student needs, participating teachers implement district policies regarding support services for special populations, including 504s, Focal Scholar Plans, gender support plans, and IEPs by providing differentiated instruction, accommodations and/or modifications.

- Participating teachers communicate and collaborate with special education personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral, and social needs.

- Participating teachers reflect on their racial and socio-political identities and knowledge of equity principles. They use culturally responsive pedagogy to address equity and confront bias, ensuring access to standards-based curriculum to advance their practice and student learning.

INDUCTION:
A VISUAL REPRESENTATION

PROGRAM ELIGIBILITY

Teachers employed by MDUSD* are eligible to take part in TISP if they:

- Serve as the teacher of record for at least one class in the subject area specified by the preliminary credential for a minimum of 1 semester *and*
- Have engaged in less than 2 years of a comparable accredited Induction Program prior to enrollment *and*
- Hold a **Preliminary** Multiple Subject, Single Subject, or Education Specialist Credential, *or*
- Hold an out-of-state teaching credential, typically with **less than two years of experience,** *or*
- Completed teacher preparation outside of the United States

Private and charter school teachers within MDUSD boundaries may be served by TISP if space is available. If accepted, the participating teacher is responsible for the cost of the program, which **may be covered by the employing school. If space is not available, please contact the **Contra Costa County Office of Education Induction Program**.*

The above general eligibility guidelines may not address the **specific** requirements of your individual credential. If you need further assistance, go to the California Commission on Teacher Credentialing website (www.ctc.ca.gov) or contact MDUSD Human Resources.

In the event that MDUSD no longer sponsors TISP, currently enrolled participating teachers will continue to receive support from a mentor and will complete that year's induction work. Any teachers requiring further induction support to complete their two years will be referred to the Contra Costa County Office of Education.

The Mt. Diablo Unified School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, actual or potential parental, family, marital status, or association with a person or a group with one or more of these actual or perceived characteristics.

ENROLLMENT COHORTS

According to California's Induction Standards, Induction is expected to begin in the first year of teaching on a preliminary credential and, for most teachers, is a two-year program. For this reason, TISP has two (2) enrollment periods:

- **Cohort A** teachers enroll in August or September
- **Cohort B** teachers enroll between October and January

Participating teachers may transfer between one (1) and four (4) semesters between Induction programs within Cluster 2. A full year of Induction may be transferred to any other California Induction program.

- **Semester 1:** August through Mid-January
- **Semester 2:** Mid-January through May

EARLY COMPLETION OPTION (ECO) ELIGIBILITY

Senate Bill 57 (Scott) outlines this option for multiple, single subject, and Education Specialist Teacher Induction candidates who are ***experienced*** and ***exceptional***. Candidates must have at least two years of teaching experience. The ECO is equally as rigorous as the full-length program and participating teachers must complete all the required elements of the Induction program within an accelerated timeline, typically one year. Participating teachers who feel they meet the following eligibility requirements may apply.

All applicants must be full-time employees and hold a California Preliminary Credential with English learner authorization. To be deemed eligible for an ECO, applicants must:

- Have taught a minimum of two (2) years as a teacher of record at an accredited school and in the same subject area as preliminary or Level 1 credential;
- Have exemplary teaching experience, evidenced by rigorous employee **final evaluations** from the last two (2) years of employment;
- Receive at least one (1) confidential recommendation document from the current principal attesting to the applicant's appropriateness for ECO. If you recently changed schools, your current and prior administrator must complete the form.
- Demonstrate exemplary practice and proficiency with the California Standards for the Teaching Profession during TISP classroom observations.

ECO APPLICATION PROCESS

Any participating teacher who feels they meet the above criteria may apply to be considered for the Early Completion Option by initiating the following process:

1. Request an ECO Application Packet from the TISP coordinator, who will provide the application within seven (7) working days.
2. Discuss the content and procedures with assigned TISP mentor.
3. Provide a confidential recommendation form to the current principal attesting to the applicant's appropriateness for the Early Completion Option (ECO).
4. Submit a completed ECO Application Packet to TISP coordinator with the following included:
    a. An Early Completion Option (ECO) Application form verifying two (2) years of experience as the teacher of record in the same grade/subject area as the preliminary credential
    b. Copies of two (2) most recent site administrator's standards-based final performance evaluations

Upon receipt of a qualifying ECO Application, the TISP coordinator will:

1. Collaborate with the assigned TISP mentor to review at least one (1) observation of the applicant's current teaching practice
2. Review all applicable data and make a final notification to the applicant within ten (10) working days of receipt of all required application components

To be considered for ECO, a completed initial application must be received within thirty (30) calendar days of the applicant's enrollment in the program. Administrator recommendations and TISP observations must be completed within forty-five (45) calendar days of enrollment.

CONFIDENTIALITY

One of the basic principles underlying MDUSD TISP is confidentiality. Participating teachers must clearly understand that their mentors are **not** evaluators; rather, the mentor is a colleague whose goal is to assist teachers in applying best practices while making progress toward mastery of the CSTP and completing the Induction requirement for earning a California Clear Teaching Credential. Communication between the participating teacher and TISP mentor is strictly confidential. **Therefore, we are unable to provide letters of recommendation or other evaluative communications.**

BENEFITS FOR PARTICIPATING TEACHERS

Choosing a career in the education field means choosing to become a life-long learner. During the Induction process, participating teachers will apply teacher preparation learning and build habits of mind as they examine and reflect on activities within the classroom. Demonstration and application of knowledge acquired during teacher preparation is a key characteristic of the Induction years.

MDUSD TISP provides participating teachers with the following benefits and opportunities:

- A state-accredited program to fulfill the Induction requirement for a Clear Teaching Credential within two years, beginning in the first year of teaching with a Preliminary Credential.
- One-on-one collegial and confidential support from an experienced, fully-released, highly-qualified assigned TISP mentor in order to best support the needs and schedules of the participating teacher.
- An average of not less than one hour per week of individualized support and mentoring coordinated by and/or provided by the TISP mentor.
- Job-embedded system of mentoring support and professional development.
- Personalized professional development opportunities based on the "just in time" needs and professional goals of each teacher.
- Support and professional growth from on-going conversations with assigned TISP mentor around the California Standards for the Teaching Profession (CSTP).
- Availability of an (SB57) Early Completion Option (ECO) for exemplary teachers with two or more years of prior teaching experience.

MENTOR/PARTICIPATING TEACHER PAIRING

MDUSD TISP will assign a mentor within the first thirty (30) days of participant's enrollment in the program matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participating teacher's employment.

PROTOCOL TO ADDRESS MENTOR/ PARTCIPATING TEACHER PAIRING CONCERNS

The following procedures will be used to resolve concerns regarding the pairing of a participating teacher and their assigned TISP mentor which are not resolved through informal discussion with the TISP mentor and the program coordinator:

- The participating teacher will notify the TISP coordinator in writing detailing specific concerns regarding the TISP mentor/participating teacher pairing.
- Within two (2) weeks after receiving written notification from a participating teacher, the TISP program coordinator will convene a meeting with the participating teacher and the assigned TISP mentor. At this meeting, the issues regarding the TISP mentor/participating teacher pairing will be discussed.
- If an agreement for resolution is reached at this meeting, a written memorandum of the agreement will be prepared by the TISP coordinator within two (2) weeks of the meeting, to be signed by all parties.
- If an agreement for resolution is not reached at this meeting, the TISP coordinator will review the matter and issue a written decision regarding the TISP mentor/participating teacher assignment within two (2) weeks of the meeting. The written decision will explain the rationale for the decision.

PARTICIPATING TEACHER ROLES AND RESPONSIBILITIES

- Communicate effectively with the assigned TISP Mentor by checking MDUSD email regularly and respond accordingly to mentor and program communications within one (1) working day.
- Meet with the assigned TISP mentor for an average of no less than one (1) hour per week.
- Establish professional goals in collaboration with the assigned TISP mentor based on individual needs/interests as well as site and district initiatives.
- Participate in ongoing growth and reflection on equitable teaching practices using culturally responsive pedagogy.
- Engage in continuous work towards mastery of the California Standards for the Teaching Profession (CSTP), evidenced in an Individual Learning Plan (ILP).

TISP MENTOR ROLES AND RESPONSIBILITIES

TISP Mentors, through the Teacher Induction and Support Program:

- Develop a relationship with each participating teacher that is characterized by confidentiality and a focus on professional growth.
- Participate in professional development training for TISP mentors; plan and deliver professional development for participating teachers.
- Participate in regularly scheduled TISP mentor forums for the purpose of improving skills that will enhance the effectiveness of participating teachers.
- Collaborate with other TISP mentors and colleagues to assist with participating teacher support.
- Provide each participating teacher not less than one (1) hour per week of individualized support.
- Provide “just in time” support to help participating teachers develop enduring professional skills.
- Provide participating teachers assistance and feedback regarding their progress towards mastery of the California Standards for the Teaching Profession.
- Assist participating teachers to incorporate district and site initiatives when developing professional goals.
- Participate in program evaluation, complete annual accreditation requirements, and comply with program reporting procedures.
- Collaborate with a mentoring partner to support and document annual professional growth to be shared with the program's district administrator.

SITE ADMINISTRATOR ROLES AND RESPONSIBILITIES

The Teacher Induction and Support Program relies on Site Administrators to:

- Become knowledgeable about the MDUSD Induction Program through participation in an initial conference with TISP mentors.
- Assign participating teachers to classroom settings that maximize their opportunities for success.
- Facilitate the introduction of participating teachers to staff and the site learning community; encourage teacher participation in professional development activities.
- Assist participating teachers with access to site and district procedures and policies.
- Understand that some exemplary teachers will be eligible to participate in an Early Completion Option (ECO) if they have had two (2) or more years of teaching experience as the teacher of record in the area of the Preliminary Credential, as well as a high degree of proficiency with the CSTP evidenced by rigorous employee evaluations and TISP observations.
- Participate in efforts designed to examine and provide feedback on the impact of the TISP, including surveys and check ins.
- Share relevant information or concerns regarding participating teachers with the assigned TISP mentor to further enhance participating teacher support.
- Understand that formative assessment information gathered by TISP mentors regarding participating teachers' performance is **confidential and may not be used for employment evaluation purposes**.

THE INDIVIDUALIZED LEARNING PLAN (ILP)

Growing as a professional, meeting the learning needs of every student, and feeling greater confidence as a teacher are the main goals of TISP. Within the context of the Individualized Learning Plan (ILP), participating teachers will employ an ongoing teaching and learning process: learn, plan, teach, assess, analyze, reflect, and adapt. The ILP itself is considered public and published, and will be designed and implemented solely for the professional growth and development of the participating teacher and *not* for evaluation for employment purposes. The ILP reflects the specific needs and interests of each teacher through three inter-related components:

Professional Goals
With the assistance of a TISP mentor and based on self-identified areas of strength and growth, participating teachers will develop professional goals within the first 60 days of the teacher's enrollment in the program. The ILP will be co-created by the mentor and participating teacher based on these goals. The mentor will assist the participating teacher in ensuring that professional goals are in alignment with the California Standards for the Teaching Profession (CSTP) and their evaluation goals. To promote growth in the professional goals, data will be gathered and feedback provided through observations administered by the assigned TISP mentor. Participating teachers will have ongoing opportunities to work on job-embedded, goal-oriented actions that will enhance their teaching practice and support student progress, documented as focused cycles of inquiry. Cycles of inquiry will include analysis of student data to determine growth in teaching practice, support student achievement, and determine next steps.

Knowledge and Application of the California Standards for the Teaching Profession
Participating teachers will gain a strong working knowledge of the California Standards for the Teaching Profession (CSTP) and document progress towards mastery of these standards. They will self-assess their proficiency on all elements of the CSTP, with an emphasis on those that align with their professional goals, along with any others that are deemed appropriate by the mentor and teacher.

Emphasis on Equity
Participating teachers will consistently reflect on their practice through a lens of equity, considering the individual needs of every student and the intersectionality of race, socio-economic status, gender, sexual-orientation, language, learning style, and academic needs. The MDUSD Teacher Induction and Support Program strives to foster the development of anti-racist educators who reflect on the impact of race and identity, both their own and their students', as a means of developing culturally relevant instruction. Particular emphasis is placed on students traditionally underserved in MDUSD: Black/African American students, Foster Youth-identified students, students experiencing homelessness, students with IEPs, and multilingual learners.

INDIVIDUALIZED LEARNING PLAN ASSESSMENT

Prior to recommending a participating teacher for a Clear Credential, MDUSD TISP must verify that all program activities and requirements have been satisfactorily completed, and that the basis on which the recommendation for the Clear Credential is made is well-documented. TISP's verification is based on a review of observed and documented evidence in the form of an Individualized Learning Plan (ILP). The content of the ILP is considered "public and published," but cannot be used for purposes of evaluation for employment.

Throughout the school year, participating teachers' ILP will be assessed by an ILP Review Panel according to the following criteria:

- Depth of reflection and evidence of growth towards mastery of the California Standards for the Teaching Profession (CSTP)
- Demonstration of applied knowledge and skills in the areas of equity, academic content and subject-specific pedagogy, instructional technology, health and safety, and serving students traditionally underserved in MDUSD: Black/African American students, Foster Youth-identified students, students experiencing homelessness, students with IEPS, and multilingual students

Evidence submitted will be assessed using a leveled rating. To meet Induction requirements, all submitted evidence must meet **Level 2 proficiency**.

Level 1: Document shows little or no evidence of progress towards mastery of the California Standards of the Teaching Profession

Level 2: Document shows satisfactory evidence of progress towards mastery of the California Standards of the Teaching Profession

Any portion that does not meet requirements will be revised and resubmitted (considered a repeated portion of ILP) within a clear time-frame.

APPEAL PROCESS

If, in discrepancy with the ILP Review Panel, a participating teacher believes the submitted ILP merits a Level 2 rating, the teacher has the right of due process, to include the following:

1. The participating teacher submits written letter of appeal (stating the reasons for teacher's disagreement with the rating, citing specific evidence) to the program coordinator within five (5) days of notification of not meeting requirements.

2. The program coordinator and ILP Review Panel will meet to review the participating teacher's appeal in conjunction with ILP evidence.

3. Final recommendations are made based on the results from the above process. Participating teacher will be notified of said results in writing.

INTERVENTION ACTION PLAN

Teacher Induction Program Standard 5: Determining Candidate Competence for the Clear Credential Recommendation

"The Induction program must assess candidate progress towards mastery of the California Standards for the Teaching Profession to support the recommendation for the clear credential. The documentation of candidate progress must reflect the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the candidate's successful completion of the activities outlined in the ILP.

Prior to recommending a candidate for a Clear Credential, the Induction program sponsor must verify that the candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made. The program sponsor's verification must be based on a review of observed and documented evidence, collaboratively assembled by the candidate, the mentor and/or other colleagues, according to the program's design. The Induction program's recommendation verification process must include a defensible process of reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, as needed."

MDUSD is committed to maintaining quality standards throughout its Teacher Induction and Support Program. To maintain these standards, MDUSD has established procedures to identify and assist a participating teacher who is experiencing difficulty in completing program requirements.

Action Plan Process

- If a participating teacher is not making adequate progress towards fulfilling the requirements in the TISP Agreement, the assigned TISP Mentor immediately shares these concerns with the TISP Coordinator.
- The TISP Coordinator will convene a meeting with the TISP Mentor, the participating teacher, and if appropriate, the Assistant Director of Educational Services to identify the area(s) of concern and the methods for collecting performance evidence during the planned intervention.
- An Intervention Action Plan will be established and signed by the participating teacher, TISP Mentor, the TISP Coordinator, and if appropriate, the Assistant Director of Educational Services (TISP Administrator).
- The Intervention Action Plan will include a timeline to remediate identified areas.
- The Intervention Action Plan will specify the extra support that will be provided to the participating teacher by:
    - additional observations
    - additional support for progressing towards mastery of the CSTP or completion of Individual Learning Plan components
    - other support as determined by the Intervention Action Plan

A participating teacher will not receive verification of successful completion of Induction program elements if areas of concern are not corrected within the time frame identified in the Intervention Action Plan.

INTERVENTION ACTION PLAN (CONTINUED)

The following Intervention Action Plan for _____ is effective as of _____. This plan will be reviewed by the TISP Coordinator, TISP Mentor, and participating teacher in _____weeks to determine the amount of progress being made.

A. Area(s) of Concern:

B. Specific Goals and Timeline for Improvement: (To be reviewed on_____)

C. Special Support and Person Responsible:

Signatures:

_____ _____

Participating teacher TISP Mentor

_____ _____

Program Coordinator Assistant Director of Educational Services (as needed)

RECORDS, STORAGE, AND ACCESS TO THE ILP

The MDUSD Teacher Induction and Support Program maintains and retains the records of participating teachers for a minimum of five (5) years. Participating teachers and program completers will have access to and be provided with unofficial transcripts, ILP Panel feedback, and a completion letter for the purpose of verifying program completion.

All participating teacher and program completer records will be securely maintained in digital format in a central location within a locked cabinet located in a room not accessible by the public. In the event that TISP office copies are to be destroyed, participating teachers shall receive written notice via email.

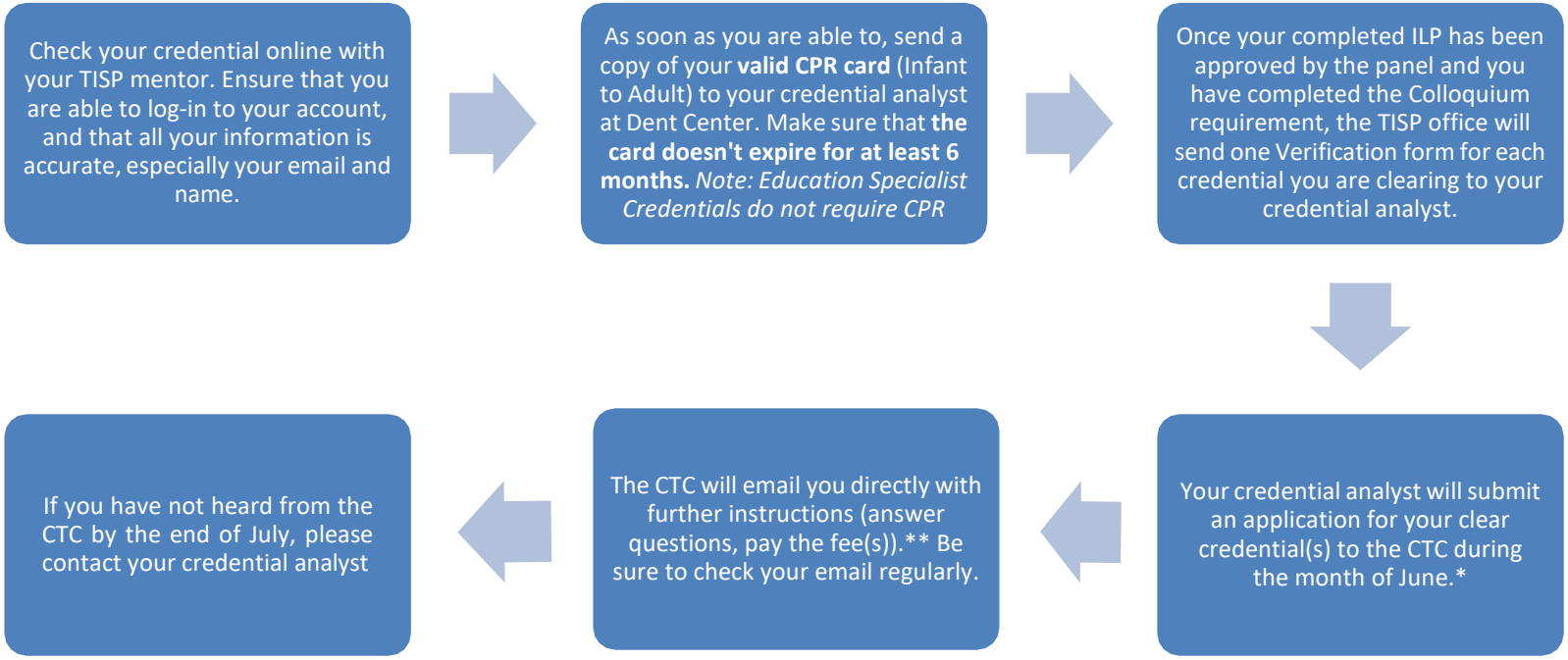
COLLOQUIUM

What does colloquium mean?
"A *colloquy* is a conversation, and especially an important, high-level discussion. Colloquy and colloquium once meant the same thing, though today colloquium always refers to a conference. Because of its old "conversation" meaning, however, a colloquium is a type of conference with important question-and-answer periods." **Reference: "Colloquium." *Merriam-Webster.com Dictionary*, Merriam-Webster, https://www.merriam-webster.com/dictionary/colloquium. Accessed 12 Sep. 2021.**

The Mt. Diablo Unified School District Teacher Induction and Support Program Colloquium is an opportunity for all participating teachers who have completed the requirements of TISP to come together in celebration of professional learning, goals accomplished, and progress towards mastery of the California Standards for the Teaching Profession. During Colloquium, participating teachers will have the opportunity to engage in reflective conversation with their peers on the professional learning obtained over the course of Induction. It is an opportunity to celebrate your many accomplishments!

PROCESS FOR CLEARING YOUR CREDENTIAL
(Year 2 and ECO Only)

Congratulations! You are almost ready to clear your credential(s) through the MDUSD Teacher Induction and Support Program! Please review the following procedures, and complete those items that are your responsibility. Please refer to the following page to identify your credential analyst, or visit the MDUSD HR "Connect With Us" page in the event of staffing changes.



*Your credential analyst must have evidence that you have completed all remaining requirements, including RICA, TPA, CSET, etc. **prior** to recommending you for a clear credential.

**Please remember to take the Teacher Induction Completer Survey sent by the CTC.

CREDENTIAL ANALYSTS BY SCHOOL SITE

Ashlee Grant x4122 **Andrea Olmstead** x4151

ELEMENTARY SCHOOLS	
Ayers	Bel Air
Bancroft	Delta View
Cambridge	El Monte
Fair Oaks	Gregory Gardens
Highlands	Hidden Valley
Holbrook Language Academy	Monte Gardens
Meadow Homes	Mountain View
Mt. Diablo	Pleasant Hill
Shadelands Preschool	Rio Vista
Silverwood	Robert Shearer Preschool
Valle Verde	Sequoia
Walnut Acres	Shore Acres
Woodside	Strandwood
Ygnacio Valley/Corner Stone	Sun Terrace
	Valhalla
	Wren Avenue
	Westwood
MIDDLE SCHOOLS	
Diablo View	El Dorado
Foothill	Pleasant Hill
Oak Grove	Riverview
Pine Hollow	Sequoia
	Valley View
HIGH SCHOOLS	
Northgate	College Park
Ygnacio Valley	Concord
	Mt. Diablo/BASES
OTHER SCHOOLS	
Adult Education	Alliance Program
Bridge Program	College Now
Glenbrook Academy	Crossroads
Sunrise Center/ Mental Health	Eagle Peak
	Horizons Home & Independent Study
	Olympic
	Prospect
Schools not listed, A-L	Schools not listed, M-Z

OPTING OUT OF TISP

The Teacher Induction & Support Program (TISP) is available to all teachers working in Mt. Diablo Unified School District whose California Preliminary Credential requires a recommendation for clearance from an accredited Induction sponsor. If for any reason a teacher wishes to obtain Induction from a sponsor other than MDUSD TISP, the teacher must advise their assigned TISP mentor or the Program Coordinator. The TISP mentor will then provide the teacher with the "opt out letter," which is to be signed by the teacher and submitted to the MDUSD TISP program coordinator by the assigned deadline.

Opt-Out Letter

Date: _____

I understand that as a Preliminary Credential holder, Induction is my only route to the California Clear Credential. The Mt. Diablo Unified School District (MDUSD) assigned a TISP Mentor from the Teacher Induction and Support program (TISP) to guide and support me in reaching my professional goals and completing the Induction requirement as specified on my Preliminary Credential. Upon satisfactory completion of TISP, my Induction requirement would be fulfilled.

However, I have decided to forego completion of TISP. I comprehend that I will have full financial responsibility to meet the State of California Induction requirements. I further understand that not attaining a California Clear Credential within the time frame provided by the State of California may impact my continued employment in MDUSD, or any other school district in California.

Signature: _____

Printed Name: _____

Date: _____

Return this signed document via district mail to:
Kirsten Watson
TISP Program Coordinator
Willow Creek Center

APPENDIXES

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

***Standard One*:** **ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING**	***Standard Two*:** **CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING**
1.1 Using knowledge of students to engage them in learning 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests 1.3 Connecting subject matter to meaningful, real-life contexts 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs 1.5 Promoting critical thinking through inquiry, problem solving, and reflection 1.6 Monitoring student learning and adjusting instruction while learning	2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students 2.5 Developing, communicating, and maintaining high standards for individual and group behavior 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn 2.7 Using instructional time to optimize learning
***Standard Three*:** **UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING**	***Standard Four*:** **PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS**
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter 3.3 Organizing curriculum to facilitate student understanding of the subject matter 3.4 Utilizing instructional strategies that are appropriate to the subject matter 3.5 Using and adapting resources, technologies, and standards- aligned instructional materials, including adopted materials, to make subject matter accessible to all students 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content	4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction 4.2 Establishing and articulating goals for student learning 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students 4.5 Adapting instructional plans and curricular materials to meet the addressed learning needs of all students
Standard Five: **ASSESSING STUDENTS FOR LEARNING**	***Standard Six:*** **DEVELOPING AS A PROFESSIONAL EDUCATOR**
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction 5.3 Reviewing data, both individually and with colleagues, to monitor student learning 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction 5.5 Involving all students in self-assessment, goal setting, and monitoring progress 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning 5.7 Using assessment information to share timely and comprehensible feedback with students and their families	6.1 Reflecting on teaching practice in support of student learning 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning 6.4 Working with families to support student learning 6.5 Engaging local communities in support of the instructional program 6.6 Managing professional responsibilities to maintain motivation and commitment to all students 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

Teacher Induction Program
Preconditions and Program Standards

Commission on Teacher Credentialing

Published February 2020

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Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811

Commission on Teacher Credentialing Program Standards

Teacher Induction:

Preconditions adopted October 2016

Program Standards adopted October 2016

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Teacher Induction Preconditions

1. Each Induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.

2. The Induction program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant's employment.

3. Each Induction program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.

4. Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.

5. The Individual Learning Plan must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

6. An Induction program sponsor must make available and must advise participants of an Early Completion option for "experienced and exceptional" candidates who meet the program's established criteria.

Induction Program Design for Mentoring Clear Teaching Credential Candidates

Standard 1: Program Purpose
Each Induction program must support candidate development and growth in the profession by building on the knowledge and skills gained during the Preliminary Preparation program to design and implement a robust mentoring system as described in the following standards that helps each candidate work to meet the *California Standards for the Teaching Profession*.

Standard 2: Components of the Mentoring Design
The Induction program's mentoring design must be based on a sound rationale informed by theory and research, and must provide multiple opportunities for candidates to demonstrate growth in the California Standards for the Teaching Profession. The mentoring approach implemented by the program must include the development of an Individualized Learning Plan (ILP) for candidates based on needs determined by the teacher and program provider, in consultation with the site administrator and guided by the Preliminary Program Transition Plan. The ILP must address identified candidate competencies that support the recommendation for the credential. Mentoring support for candidates must include both "just in time" and longer term analysis of teaching practice to help candidates develop enduring professional skills. The program's design features both individually and as a whole must serve to strengthen the candidate's professional practice and contribute to the candidate's future retention in the profession.

Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System
The Individualized Learning Plan (ILP) must address the *California Standards for the Teaching Profession* and provide the road map for candidates' Induction work during their time in the program along with guidance for the mentor in providing support. The ILP must be collaboratively developed at the beginning of Induction by the candidate and the mentor, with input from the employer regarding the candidate's job assignment, and guidance from the program staff. The ILP must include candidate professional growth goals, a description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed. The candidate's specific teaching assignment should provide the appropriate context for the development of the overall ILP; however, the candidate and the mentor may add additional goals based on the candidate's professional interests such as, for example, advanced certifications, additional content area literacy, early childhood education, case management, evidence-based practices supportive of specific disabilities within the candidate's caseload, consultation, collaboration, co-teaching, and collaborating with para-educators and service providers. Within the ILP, professional learning and support opportunities must be identified for each candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.

The program must assist the candidate and the mentor with assuring the availability of resources necessary to accomplish the ILP. The program must ensure dedicated time for regular

mentor and candidate interactions, observations of colleagues and peers by the candidate, and other activities contained in the ILP. In addition, the mentoring process must support each candidate's consistent practice of reflection on the effectiveness of instruction, analysis of student and other outcomes data, and the use of these data to further inform the repeated cycle of planning and instruction. Within the ongoing mentoring interactions, the mentor must encourage and assist candidates to connect with and become part of the larger professional learning community within the profession.

Standard 4: Qualifications, Selection and Training of Mentors
The Induction program assigns qualified mentors and provides guidance and clear expectations for the mentoring experience based on the program's design. Qualifications for mentors must include but are not limited to:

- Knowledge of the context and the content area of the candidate's teaching assignment
- Demonstrated commitment to professional learning and collaboration
- Possession of a Clear Teaching Credential
- Ability, willingness, and flexibility to meet candidate needs for support
- Minimum of three years of effective teaching experience

Guidance and clear expectations for the mentoring experience provided by the program must include but are not limited to:

- Providing "just in time" support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills
- Facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction
- Connecting candidates with available resources to support their professional growth and accomplishment of the ILP
- Periodically reviewing the ILP with candidates and making adjustments as needed

The program must provide ongoing training and support for mentors that includes, but is not limited to:

- Coaching and mentoring
- Goal setting
- Use of appropriate mentoring instruments
- Best practices in adult learning
- Support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks
- Program processes designed to support candidate growth and effectiveness

Standard 5: Determining Candidate Competence for the Clear Credential Recommendation
The Induction program must assess candidate progress towards mastery of the *California Standards for the Teaching Profession* to support the recommendation for the clear credential. The documentation of candidate progress must reflect the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the candidate's successful completion of the activities outlined in the ILP.

Prior to recommending a candidate for a Clear Credential, the Induction program sponsor must verify that the candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made. The program sponsor's verification must be based on a review of observed and documented evidence, collaboratively assembled by the candidate, the mentor and/or other colleagues, according to the program's design. The Induction program's recommendation verification process must include a defensible process of reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, as needed.

Standard 6: Program Responsibilities for Assuring Quality of Program Services
The program must regularly assess the quality of services provided by mentors to candidates, using criteria that include candidate feedback, the quality and perceived effectiveness of support provided to candidates in implementing their Individualized Learning Plan, and the opportunity to complete the full range of program requirements. Induction program leaders must provide formative feedback to mentors on their work, including establishment of collaborative relationships. Clear procedures must be in place for the reassignment of mentors, if the pairing of candidate and mentor is not effective.

The program must provide a coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system.

KEY CONTRIBUTORS/TERMS

Assessment
In the Induction program, assessment is formative, non-evaluative and standards-based. Individual teaching performance is assessed through the examination of evidence of teaching practice in the CSTP. Individual Learning Plans and targeted supports are informed by analysis of student data, classroom observations, focused cycles of inquiry, and reflective conversations.

Commission on Teacher Credentialing (CTC)
The Commission on Teacher Credentialing (CTC) is the state agency charged with licensing and policy development for educators in California, and is a co-sponsor of statewide Induction programs.

California Department of Education (CDE)
The CDE and the State Superintendent of Public Instruction are responsible for enforcing education law and regulations, and for continuing to reform and improve public elementary school programs, secondary school programs, adult education, some preschool programs and child care programs. CDE works collaboratively with the Commission on Teacher Credentialing to support new teachers.

California Standards for the Teaching Profession (CSTP)
These standards are based on research and expert advice pertaining to best teaching practices. The standards are organized around six interrelated categories of teaching practice. The CSTP were adopted in 2009 by the Commission on Teacher Credentialing and the California Department of Education.

Individual Learning Plan (ILP)
An Individual Learning Plan (ILP) assists participating teachers in identifying professional growth goals that are aligned with the CSTP, individual needs of the teacher, and site and district initiatives. The ILP provides opportunities for teachers to reflect, analyze student data, and participate in focused cycles of inquiry to demonstrate growth towards mastery of the CSTP.

Induction Principal
A site administrator who has participating teachers and TISP Mentors assigned to their school site.

Institutes of Higher Education (IHE)
In the context of TISP, Institutes of Higher Education are universities and colleges that offer credential programs and collaborate with Induction programs.

Participating Teacher (PT)
A participating teacher is any teacher participating in the MDUSD Teacher Induction and Support Program.

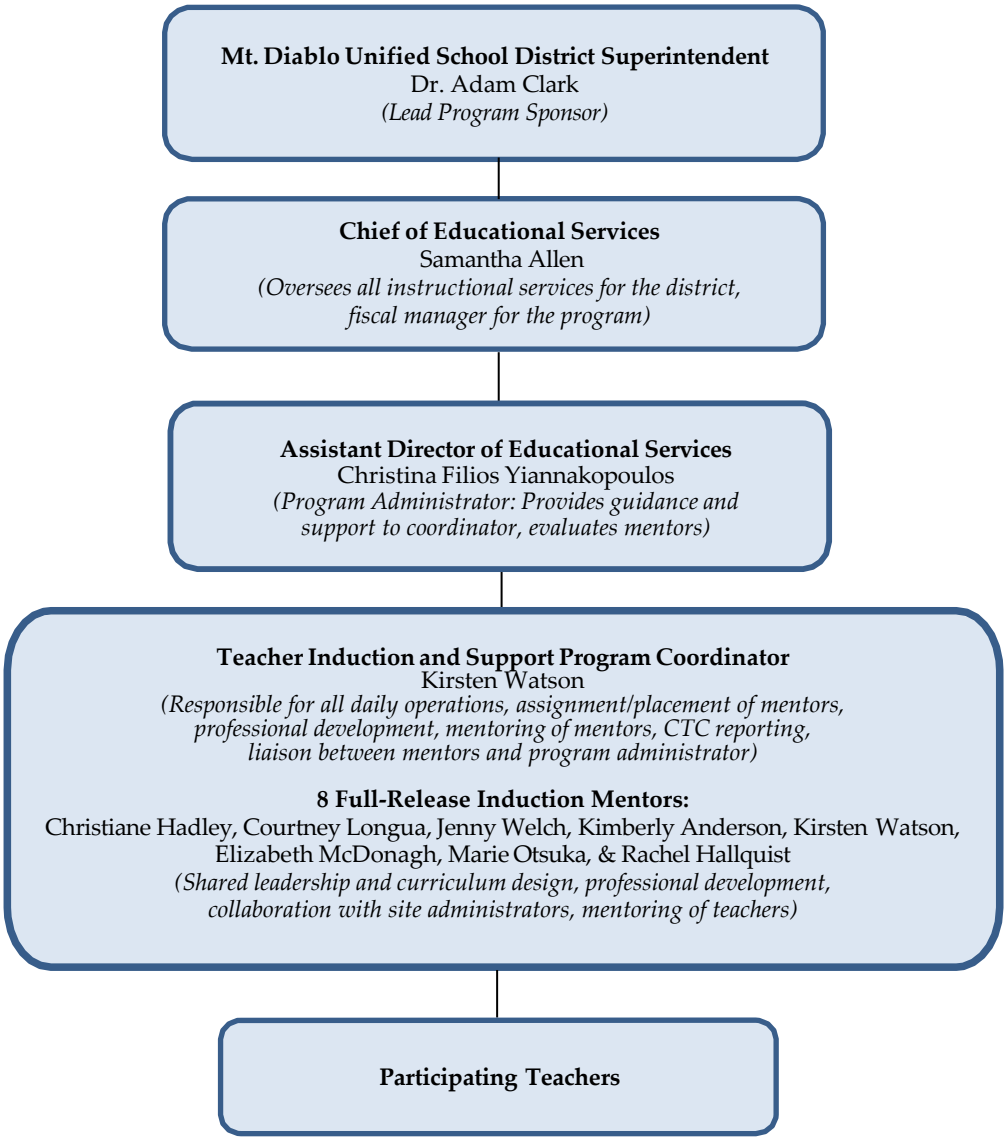
Program Coordinator(s)
Program coordinators supervise and direct the local program within the statewide Induction program network.

Program Administrator
Provides guidance and support to program coordinators and evaluates mentors.

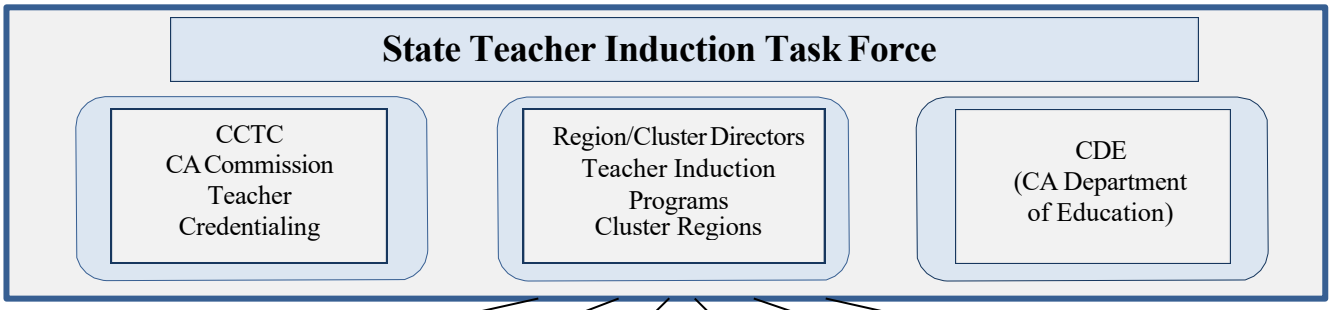
Teacher Induction/Peer Assistance and Review (PAR) Panel
The collaborative governing body of TISP is comprised of equal representatives of the Mt. Diablo Unified School District and Mt. Diablo Education Association and are responsible for hiring TISP mentors.

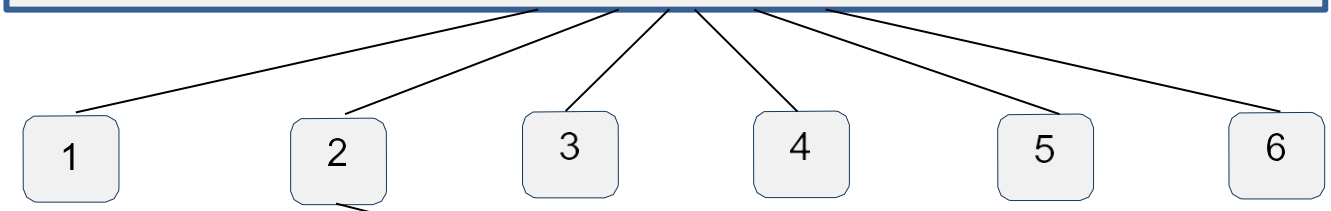
TISP Mentor
A TISP mentor is an assigned mentor who works with a participating teacher, providing guidance in reflecting on teaching practice as it relates to student achievement and co-developing the Individualized Learning Plan.

MDUSD TISP ORGANIZATIONAL CHART



STATE TEACHER INDUCTION ORGANIZATIONAL CHART





Chief of Educational Services (Samantha Allen)
Assistant Director of Educational Services (Christina Filios Yiannakopoulos)

MDUSD Teacher Induction & Support Program

High Schools
College Park
Concord
Mt. Diablo
Northgate
Ygnacio Valley

Alternative
Alliance
Bridge
College Now
Crossroads
Glenbrook Academy
Horizons
Olympic
Prospect

Middle Schools
Diablo View
El Dorado
Foothill
Oak Grove
Pine Hollow
Pleasant Hill
Riverview
Sequoia
Valley View

Elementary
Ayers
Bancroft
Bel Air
Cambridge
Delta View
Eagle Peak
El Monte
Fair Oaks
Gregory Gardens
Hidden Valley
Highlands
Holbrook
Mt. Diablo
Meadow Homes
Monte Gardens
Mountain View
Pleasant Hill
Rio Vista
Robert Shearer
Sequoia
Shadelands
Shore Acres
Silverwood
Strandwood
Sun Terrace
Sunrise
Valhalla
Valle Verde
Walnut Acres
Westwood
Woodside
Wren Ave.
Ygnacio Valley

MT. DIABLO UNIFIED SCHOOL DISTRICT (MDUSD)
TEACHER INDUCTION AND SUPPORT PROGRAM (TISP) AGREEMENT

Return to TOC

Important legal requirements and notifications are contained herein

TISP Participant: _____
First Middle Last

Home Address: _____
Street City State Zip

Home Phone: (___)_____ Home Email:_____

School Assignment:_____ Grade Level:_____ Subject Area(s):_____

Teacher Preparation Completed at:_____ Date Completed:_____
Name of College/University

Preliminary Credential Type: ☐ Multiple Subject ☐ Single Subject ☐ Education Specialist

Years of Teaching Experience: _____California Public School _____ California Private School
_____Out-of-state: (specify state)_____

Have you participated in an Induction program previously? ☐ Yes ☐ No Year(s) Participated_____
Name and location of the lnduction program in which you previously participated _____

☐ I have been advised that it may be my responsibility, based upon my credential renewal requirements, to enroll in a California Clear Credential Induction program.

☐ By completing and signing this application, I am enrolling in the MDUSD TISP as of _____(today's date)

Please read the following carefully.

TISP Participant Requirements

- I agree to carefully read the TISP Participant Handbook and complete all TISP surveys.
- I agree to attend and fully participate in TISP Orientation and TISP Colloquium.
- I agree to submit an Individualized Learning Plan (ILP) to be assessed for completion by an ILP Review Panel twice a year as partial evidence of credential completion.
- If deemed appropriate by TISP staff, meet with TISP coordinator or MDUSD credential analyst for advisement.

TISP Participant Responsibilities

- I agree to participate in the following program activities with my TISP mentor: weekly meeting, completion of formative assessment, ongoing reflection, setting and progressing towards professional goals, and classroom observations.
- I agree to maintain a collegial relationship with my TISP mentor, characterized by reflection and regular collaboration.
- I understand that, should questions or concerns arise about the pairing of myself and my TISP mentor, it is my responsibility to contact the TISP coordinator as per guidelines in the TISP Participant Handbook.
- I understand that it is my responsibility to make timely progress toward mastery of the CSTP and completion of MDUSD TISP within the two-year guidelines or one-year if approved as an Early Completion Option (ECO) participant.
- Failure to complete this program may result in either loss of my credential, or financial consequences (see reverse).

TISP Participant Acknowledgements

- I acknowledge that failure to fulfill any of the above TISP requirements and/or responsibilities could result in my not receiving a recommendation for a California Clear Credential. _____(initial)
- I acknowledge that the TISP requirements and responsibilities leading to completion of a California Clear Credential do not imply or ensure continued employment in MDUSD, as licensure requirements and employment criteria may differ. _____(initial)
- I understand that information gathered regarding performance is confidential and may not be used for employment evaluation purposes. Information regarding completion may be shared with TISP Mentors and other site/ district/ program administrators. _____(initial)
- I acknowledge that it is my responsibility to submit all required evidence for program completion. _____(initial)
- I have read the "TISP Extension Information" on the reverse side. _____(initial)

Participant Signature _____ Date: _____

TISP Coordinator _____ Date: _____

MDUSD TISP EXTENSION INFORMATION

Funding for Clear Credential candidates is provided for only two years while teaching on a California Preliminary Credential. MDUSD TISP has been carefully designed for completion within that two-year timeline. Participating teachers who fail to complete the program within this timeline may submit a written request to the TISP Coordinator for an extension of the completion date. Such extensions will either be approved or denied, but will not exceed 12 months.

For any teacher unable to complete his/her full Induction program (except in the case of extenuating circumstances), MDUSD TISP may continue to provide training opportunities. **However, the individual will bear pro-rata financial responsibility for additional costs** based on the annual TISP funding (e.g. 2025-2026 funding is $2,250).

An extension request shall be made in writing to the TISP coordinator and accompanied by documentation from the participating teacher. When considering an extension request, progress toward program completion for a Clear Credential will be evaluated. The decision to provide an extension will be made on an individual basis.

Requests for an additional year of participation must be for good cause and substantiated at the discretion of MDUSD TISP. Valid reasons include:

- Severe personal health issues in which the participating teacher was under a doctor's care and unable to work.
- Severe personal health problems related to an immediate family or household member who is under a doctor's care in which the participating teacher must stop working in order to care for this person. (MDUSD personnel policies define "immediate family").
- An approved leave of absence from the district.

MDUSD TISP may require further verification of the circumstances leading to the request for an additional year in TISP. The following will be considered in the decision:

- The teacher has a valid preliminary multiple or single subject teaching credential that will not expire prior to completion of the Induction program.
- The Induction completion requirements are achievable within one additional program year.
- The teacher has made reasonable progress towards completing program requirements for the Clear Teaching Credential.

Teachers who have participated in two years of any California Commission on Teacher Credentialing approved Induction program, who has not completed all requirements to receive a recommendation for the clear credential, **are not eligible** to participate in MDUSD TISP, and will need to obtain a Clear Teaching Credential through some other means.

TISP MENTOR SELECTION CRITERIA

- Minimum of eight (8) years successful teaching experience in a PreK-Adult classroom
- Minimum of five (5) years successful teaching experience in the Mt. Diablo Unified School District
- Possession of a California Clear Teaching Credential
- Successful experiences in mentoring
- Excellent interpersonal communication skills
- Excellent organizational skills
- Excellent written and verbal skills
- Knowledge of research-based practices
- Knowledge of adult learning and new teacher development
- Knowledge of the Common Core Standards and performance levels for students
- Understanding of the California Standards for the Teaching Profession
- Experience facilitating or providing professional development to colleagues
- Excellent evaluation record
- Documented professional development experiences resulting in the knowledge and skills needed to be an effective mentor
- Expertise in formative assessment processes
- Knowledge and application of culturally responsive pedagogy
- Commitment to ongoing development as an anti-racist educator
- Working knowledge of current educational technology
- Demonstrates commitment to personal professional growth and learning
- Ability to be an excellent professional role model
- Ability to work as part of a collaborative team