



South San Francisco Unified School District Teacher Induction Program

Candidate and Support Provider Handbook

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Induction Program Contact Information

BTSA Office
398 B Street
South San Francisco, CA 94010
650.877.3973

Lottie Kuwada Induction Program Coordinator	lkuwada@ssfusd.org
Marilyn Chan Induction Program Leader	mchan@ssfusd.org

What is Teacher Induction?

The term “Induction” refers to the support and assessment provided to teachers in their first two years of practice with a Preliminary Credential in California. The SSFUSD Teacher Induction program is a two-year program designed to provide individualized support and formative assessment for newly-credentialed, beginning teachers, as a pathway to a California Clear Teaching Credential. The Induction Program is co-administered by the California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC). The Induction Task Force and State Leadership Team provide support and technical assistance to local Induction Program leaders.

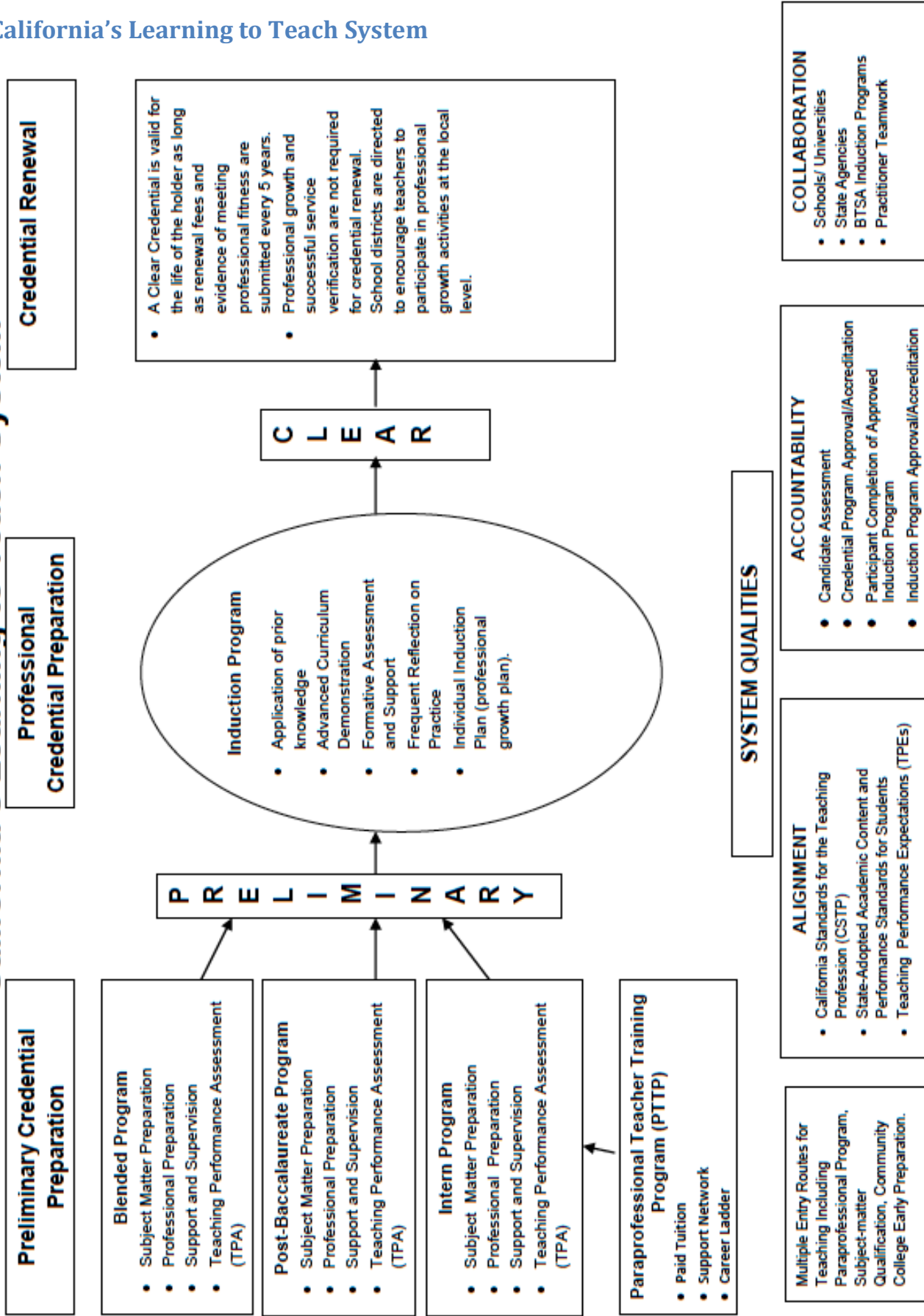
SSFUSD offers a teacher induction programs that meet the [Standards of Quality and Effectiveness for Professional Teacher Induction Programs](#), in accordance with [Education Code section 44259\(c\)](#).

History of BTSA and Induction

Originally known as Beginning Teacher Support and Assessment (BTSA), Teacher Induction Programs began in 1992 with a focus on the retention of teachers in California and has since expanded to become the primary pathway to teacher licensure in California. Senate Bill 1422 (Bergeson Act) authorized the BTSA program and created a panel to review teacher credentialing in California.

In 1998, Senate Bill 2042 established a two-year system featuring advanced study and support leading to a clear teaching credential (BTSA Induction). In 2004, the passage of Assembly Bill 2210 established BTSA Induction as the required route for teachers to obtain a clear teaching credential. Finally, in 2007, Senate Bill 1209 was passed which eliminated duplicative requirements for teachers holding a preliminary credential to be eligible for funding through the Induction program.

California's Learning to Teach System



SSFUSD Program Design and Rational

At South San Francisco Unified School District (SSFUSD), we are committed to supporting teachers as they refine their practice while progressing on their journey towards becoming a distinguished educator. The SSFUSD three year program follows a highly individualized, developmental approach where teachers select their area of emphasis based on an analysis of the needs of the students in their classroom in conjunction with an analysis of their own preparation to effectively meet those needs.

The first year of our Teacher Induction program will provide teachers with continued support on new teacher topics including effective pedagogy, classroom environment, and district initiatives. The second year will offer continued new teacher support on topics including equity in the classroom and successful strategies that lead to student success. Upon completion of our two year Induction Program, beginning teachers can earn their California Clear Teacher Credential.

SSFUSD Teacher Induction Mission

The SSFUSD Teacher Induction Program promotes the well-being of beginning teachers by providing support through collaboration, and reflection. We will provide students in South San Francisco with exceptional teachers, empowered to meet the needs of a diverse student population.

Program Goals:

- Increase student achievement by effectively implementing the elements of the California Standards for the Teaching Profession in daily practice
- Enhance knowledge of content specific pedagogy and strategies to increase student achievement in the core content areas
- Strengthen understanding of the various cultures and language groups represented in the district and the implementation of successful strategies to support students who are culturally, linguistically, and academically diverse
- Develop proficiency in using state-adopted academic content standards and district curriculum in the core content areas to design learning experiences to meet the needs of all students
- Provide advisement and assistance to qualified candidates so they may complete requirements for their California Clear Teaching Credential
- Model and encourage ongoing self-assessment and reflection
- Foster collaboration and leadership among teachers
- Increase the retention of promising beginning teachers
- Promote the personal and professional growth of new staff members
- Communicate the district and school culture and policies to new staff members

Letters of Commitment

Participating Teacher Letter of Commitment

I understand that all program requirements must be fulfilled within two years in order to receive a recommendation for a California 2042 Professional Clear Credential. If, for any reason, I am unable to participate fully in the Induction program, I understand that I will need to contact my Support Provider and the program director directly. I further understand that extensions will only be granted under extenuating circumstances (e.g., medical/family illness or emergency). I understand that recommendation for a clear credential is separate from my district employment status. I have read the Candidate Responsibilities as described below.

I, _____ agree to participate in the South San Francisco Induction Program.

Responsibilities as a SSFUSD Induction Program Participating Teacher

1. Review all Induction Portfolio requirements with my assigned Support Provider.
2. Develop and complete an *Individual Learning Plan* (ILP) based on the California Standards for the Teaching Profession (CSTP) and, with the assistance of my support provider and input from my evaluator, collect evidence of completion using the formative assessment tools in my online Induction Portfolio (Google Drive), in a thoughtful manner to guide my growth as a teacher.
3. Participate in informal and formal classroom observations by my support provider, including pre and post conferences. (Information gathered regarding practice/performance will be confidential)
4. Complete all required Induction Program cycles and activities under the guidance of my support provider during the time frame listed within the Year 1, Year 2, or ECO Portfolio Requirements (or be subject to reapplication and a completion timeline and costs determined by the Induction Leadership Team).
5. Complete all professional learning activities or professional development in accordance with the Individual Learning Plan.
6. Meet and communicate with assigned Support Provider weekly, providing documentation of communication using the *Collaboration Log*.
7. Respond to requests for information (i.e. mid-year and end of year surveys) from SSFUSD Induction Program in a timely manner.
8. Communicate questions or concerns about the Induction Program, which may include concerns about my Support Provider partnership, with the Induction Program Director, Induction Program Leaders, or my Support Provider.
9. In the event that a program extension is needed or in the instance of any dissatisfaction with the Support Provider assigned to me, I will immediately contact the Induction Program Leaders.

Signature: _____

Date: _____

Grade/Subject: _____

School: _____

Support Provider Letter of Commitment

I understand that my work as a Support Provider (SP) is crucial to the success of the South San Francisco Unified School District Induction Program. I agree to assume certain responsibilities for ensuring and facilitating the successful implementation and operation of the Induction Program.

I, _____, agree to the following responsibilities that include but are not limited to the following:

1. Develop a trusting, confidential and non-evaluative relationship with my assigned Induction Candidate in order to address their needs and concerns.
2. Support my teacher in using data gathered using the formative assessment tools to plan and design instruction to meet the needs of each student. Record gathered data in the Online Induction Portfolio (Google Drive), in a thoughtful and thorough manner.
3. Meet with my teacher weekly to develop and implement their *Individual Learning Plan* (ILP) based on the *California Standards for the Teaching Profession* (CSTP's)
4. Provide support and guidance to my teacher through at least 2 hours of classroom observations, pre and post observation conferences, modeling and/or co-teaching lessons.
5. Meet and/or communicate with my teacher weekly, providing documentation of communication using a *Collaborative Log*.
6. Participate in all required support provider trainings, seminars and other related activities to provide specific support to developing a professional teaching portfolio based on evidence collected through the BTSA formative assessment tools. (See Support Provider Seminar Schedule).
7. Respond to all evaluations and surveys (seminar, mid-year and end of year) in a thoughtful and timely manner.
8. Communicate regularly with site and district administrators regarding program effectiveness, the formative assessment tools, and beginning teacher working conditions.
9. Understand that services as a Support Provider for the 2017-2018 school year and participation in all SP seminars and trainings, meetings with teachers and submission of program documentation, will be compensated with the stipend amount of \$2200 for the first teacher supported, and additional \$800 for the second teacher.

Signature: _____ Date: _____
Grade/Subject: _____ School: _____

Administrator Letter of Commitment

I, _____, the site administrator at _____
(First Name) (Last Name) (School)

agree to support Induction Candidates and Support Providers (SPs) participating in SSFUSD Induction program to the best of my ability in ways including, but not limited to, the following:

- Assist in selection of Support Providers--pairing Induction Candidates with Support Providers and maintain awareness regarding the success of this match.
- Conduct an initial orientation for candidates to inform them about site resources, personnel, procedures, and policies.
- Provide the necessary resources for new teachers and direct teachers to available materials, resources and personnel to promote success.
- Encourage a community of learning that focuses on the State-adopted academic content standards and the *California Standards for the Teaching Profession*.
- Awareness of Candidate and SPs' participation in the SSFUSD Teacher Induction program (i.e., time to meet, conduct classroom observations, new teacher observations of veteran teachers).
- Communicate throughout the year with the Support Provider to understand program goals, the formative assessment process, and upcoming professional development for Induction Candidates.
- Meet with the Support Provider and/or Candidate to provide input during the development of the Individual Learning Plan (ILP), aligning with district and site goals.
- Communicate throughout the year with candidates and provide ongoing and consistent support in order to identify needed resources and to ensure that overall needs are being met.
- Place beginning teachers in teaching situations that offer the most opportunity for success (i.e., avoid split grade level assignments or more than two teaching preps) when possible.
- Communicate questions or concerns about SSFUSD Teacher Induction program with the Induction Program Leaders and/or Support Provider.
- Participate in the program evaluation process (end of year and State surveys) and comply with Induction Program reporting procedures.
- Facilitate candidate attendance at site/district training regarding policy and instructional practice for ELL and Special Education students.
- Facilitate the PT's knowledge and understanding of EL students, ELL identification, ELD best practices, CCSS for EL students, and provide bilingual resources when needed.
- Facilitate the PT's knowledge of the identification and requirements for Special Education students.

Site Administrator Signature: _____ Date: _____

School: _____

Confidentiality Statement

The SSFUSD Teacher Induction Program requires that all Support Providers will refrain from discussing the performance of Induction Candidates and any other information disclosed during meetings, with anyone, including site and district administrators.

- Support Providers will be able to discuss with confidence and with permission, any aspect of their teacher's performance with other members of the Induction Program Support Provider Team and the Induction Program Leadership Team.
- Support Providers, with their Induction Candidate's knowledge and permission, may discuss their colleague's teaching performance with resource professionals, whose job it is to help teachers.
- Support Providers, with their Induction Candidates knowledge, may discuss their teaching performance with appropriate administrators if, in the Support Provider's professional judgment, the academic and development, social well-being, or physical safety students are at risk.

Portfolio Requirements

In order to be considered for a CTC recommendation for a California Clear Credential, candidates must fulfill all portfolio requirements as indicated by their specific Induction program year. Required documentation for each cycle will be completed collaboratively between the Candidate and the Support Provider.

If for some reason, you are unable to complete the cycle before the Portfolio Review date, notify Induction Program leadership to request an extension.

Year 1 Requirements: Effective Environment

Year 1 teachers must select an element within **CSTP Standard 2: Creating and Maintaining Effective Environments for Student Learning** for one of their focus standard in any of the cycles during the year.

Inquiry Cycles	Required Documentation		Review Date
Teacher Induction Orientation	☐ Letter of Commitment ☐ Transition Document		
Cycle #1: CSTP Standard(s) Focus: <u>TBD by Candidate and Support Provider</u>	☐ Teaching Context ☐ Initial Observation ☐ ILP ☐ ILP Reflection ☐ Collaboration Log ☐ Mid-Year Survey	<i>Choose one or more of the following:</i> ☐ Analysis of Student Performance ☐ Analysis of Student Work ☐ Lesson Plan ☐ Veteran Teacher Observation	ILP: <u>Oct 13</u> Teacher Choice: <u>Nov 17</u> Portfolio Review: <u>Dec 15</u>
Cycle #2	☐ ILP ☐ Observation ☐ ILP Reflection ☐ Collaboration Log ☐ End of the Year Survey	<i>Choose one or more of the following:</i> ☐ Analysis of Student Performance ☐ Analysis of Student Work ☐ Lesson Plan ☐ Veteran Teacher Observation	ILP: <u>Feb 9</u> Teacher Choice: <u>Mar 9</u> Portfolio Review: <u>May 11</u>

Year 2 Requirements: Universal Access

Year 2 teachers must select an element within **CSTP Standard 4: Planning Instruction and Designing Learning Experiences for All Students** for one of their focus standard in any of the cycles during the year.

Inquiry Cycles	Required Documentation		Review Date
Teacher Induction Orientation	☐ Letter of Commitment n/a		
Cycle #3: CSTP Standard(s) Focus: <u>TBD by Candidate and Support Provider</u>	☐ Teaching Context ☐ Initial Observation ☐ ILP ☐ ILP Reflection ☐ Collaboration Log ☐ Mid-Year Survey	<i>Choose one or more of the following:</i> ☐ Analysis of Student Performance ☐ Analysis of Student Work ☐ Lesson Plan ☐ Veteran Teacher Observation	ILP: <u>Oct 13</u> Teacher Choice: <u>Nov 17</u> Portfolio Review: <u>Dec 15</u>
Cycle #4	☐ ILP ☐ Observation ☐ ILP Reflection ☐ Collaboration Log ☐ End of the Year Survey	<i>Choose one or more of the following:</i> ☐ Analysis of Student Performance ☐ Analysis of Student Work ☐ Lesson Plan ☐ Veteran Teacher Observation	ILP: <u>Feb 9</u> Teacher Choice: <u>Mar 9</u> Portfolio Review: <u>May 11</u>

ECO Requirements

ECO teachers must select an element within **CSTP Standard 6: Developing as a professional educator** for one of their focus standards.

Inquiry Cycles	Required Documentation		Review Date
Teacher Induction Orientation	☐ Letter of Commitment ☐ Transition Document		
Cycle #1: CSTP Standard(s) Focus: <u>TBD by Candidate and Support Provider</u>	☐ Teaching Context ☐ Initial Observation ☐ ILP ☐ ILP Reflection ☐ Collaboration Log ☐ Mid-Year Survey	<i>Choose one or more of the following:</i> ☐ Analysis of Student Performance ☐ Analysis of Student Work ☐ Lesson Plan ☐ Veteran Teacher Observation	ILP: <u>Oct 13</u> Teacher Choice: <u>Nov 17</u> Portfolio Review: <u>Dec 15</u>
Cycle #2	☐ ILP ☐ Observation for ☐ ILP Reflection ☐ Collaboration Log ☐ End of the Year Survey	<i>Choose one or more of the following:</i> ☐ Analysis of Student Performance ☐ Analysis of Student Work ☐ Lesson Plan ☐ Veteran Teacher Observation	ILP: <u>Feb 9</u> Teacher Choice: <u>Mar 9</u> Portfolio Review: <u>May 11</u>

Early Completion Option (ECO) Application & Eligibility

Senate Bill 57 (Scott) provides for an Early Completion Option for Multiple or Single Subject Induction Candidates. The Early Completion Option (ECO) allows individuals to complete a commission-approved professional teacher induction program in less than the two years of the established program. This option is as rigorous as or more rigorous than the full Induction Program, but is offered at an accelerated pace. Upon successful completion of the induction requirements, candidates are recommended to the California Commission on Teacher Credentialing (CCTC) for a Professional Clear Credential.

- Eligibility:** ✓ You must possess two or more years of successful experience as a teacher of record.
✓ You must be able to demonstrate exceptional teaching practice during an observation.
✓ You must be able to provide verification of that teaching experience and exceptional practice through positive evaluations.
✓ You must receive approval from your site evaluator
-

Name:	_____	School:	_____
Grade/Subject:	_____	Email:	_____
Support Provider:	_____		

Experience (*Attach additional information, if needed*)

District/ School: _____

Address: _____

Dates Employed: _____ **Grade/ Subject:** _____

Evaluator's name & phone number: _____

Written Response:

Your application requires a written response to highlight your exceptional teaching practice. Please respond to the following questions. Limit your response to 2 pages (double-spaced).

1. What do you consider your strengths as a teacher?
2. Describe specific instructional practices or strategies you've implemented that have been the most effective in engaging and supporting your students in learning.
3. How do you determine whether students achieve your instructional objective and how do you adjust your instruction to ensure that all students succeed?

I have attached/completed the following to verify my qualifications to participate in the SSFUSD Teacher Induction Program, Early Completion Option.

- ☐ A completed SSFUSD Early Completion Option application
- ☐ Written response portion to the application
- ☐ Verification of two or more years of successful experience as the teacher of record-- including at least two positive, documented annual evaluations (must be within the last three years)
- ☐ Have a current site administrator send the *Recommendation Form* by PONY mail to the BTSA Office
- ☐ Schedule an observation with the Induction Program Leadership Team – Email Marilyn Chan (mchan@ssfusd.org)

I understand that the SSFUSD Induction Leadership Team will review my application and document packet to determine if I qualify for the Early Completion Option.

Candidate Signature

Date

Send completed application and all required documentation to Marilyn Chan – mchan@ssfusd.org or through district PONY mail to: District Office – BTSA, Attn: Marilyn Chan

Early Completion Option – Recommendation From

This recommendation is to be completed by a current evaluator and sent directly to the BTSA Office by PONY mail or emailed to Marilyn Chan (mchan@ssfusd.org)

Teacher Name: _____ School: _____

Dates of Employment as a teacher of record at this location: _____

I understand that AB 57 legislation allows for the Early Completion option in order to allow teachers ***with substantial experience who have demonstrated exceptional performance in their classroom practice*** to complete the clear credential program at an accelerated pace.

The teacher named above has shared with me their intent to apply for the SSFUSD Early Completion Program.

These are the requirements for the accelerated clear credential program:

1. Complete two inquiry cycles for their Induction Portfolio in one year.
2. Attend the Induction Orientation and all other required seminars throughout the year.
3. Collaborate regularly with a Support Provider to complete the requirements for the Online Induction Portfolio, including the development and completion of an Individual Learning Plan based on reflection and self-assessment, which must include evidence of meeting the standards for Equity for All Students, Teaching English Learners and Teaching Special Populations.
4. Attend relevant professional development in accordance with their professional development plan.
5. Complete the SSFUSD Induction Program mid-year and end of year surveys.

Upon reviewing the requirements for the accelerated clear credential program I believe that this teacher has the capacity, organizational skills and dedication to effectively complete the program without negatively impacting their ability to fulfill their classroom responsibilities. This teacher possesses substantial experience and has demonstrated exceptional performance in their teaching practice and professional responsibilities.

Additional comments:

With my signature below I am recommending that this teacher be accepted into the Early Completion Program.

Signature: _____ Date: _____

Name: _____ Position: _____

Program Enrollment and Completion

Continuous Enrollment

Once accepted and enrolled in SSFUSD Teacher Induction Program, a candidate retains participation status until:

- i. completion of the program
- ii. withdrawal from the program
- iii. he/she is dropped from the program based on established criteria; or
- iv. is admitted to another approved program to complete the requirements, with minimal disruption, for authorization of a clear California teaching credential.

Upon completion of the portfolio requirements and candidates have shown proficiency and growth on the CSTP, they will submit an application for a Clear California Teaching Credential.

All recommendations for a Clear California Teaching Credential are provided solely by the SSFUSD Teacher Induction Program Leaders, working in accordance with the Induction Program accredited by CTC.

Request for Portfolio Extension Procedures

Follow these procedures if you feel that you or your teacher is unable to complete the Induction Requirements by the May deadline: (See portfolio requirements pages 11-12)

- The Support Provider counsels and provides additional support to the Candidate to meet the deadline.
- Support Provider informs Induction Program Leaders of the late portfolio and provides a letter supporting the *Portfolio Extension Application*.
- Candidate completes and submits a *Portfolio Extension Application* **May 11th**.

Portfolio Extension Application

Name:	
Support Provider:	
School Site:	
Email/Phone:	

To request an extension complete and attach the following to this application:

- A letter explaining the circumstances leading to this request.
- A detailed timeline for completing the remaining Induction Requirements.
- A letter from your Support Provider supporting your request for extension.
- A letter from your Site Administrator supporting your extension.

My signature below indicates my understanding and acceptance of the following:

1. I understand that extensions are reviewed and approved on a case-by-case basis.
2. I acknowledge that submitting this *Request for Extension* does not guarantee that I will be granted this extension.
3. I understand that if I am granted this extension I may be held responsible for any additional costs associated with this extension.
4. I understand that if I am granted this extension and do not meet the requirements as listed in the timeline, I may become ineligible to receive my California Clear Credential through the SSFUSD Teacher Induction Program.

This application must be completed and submitted by the deadline: **May 11th**

Submit this application to the BTSA Office through PONY mail or email Marilyn Chan – mchan@ssfusd.org

Signature of Candidate

Date

Advice and Assistance

Mismatch Procedures

In some cases, there may be a mismatch between a support provider and a candidate. You may be experiencing a mismatch if:

- Your Support Provider or candidate consistently does not show up for meetings and ignores phone calls and/or emails.
- Your teacher is uncooperative about receiving your support.
- Your support provider is not providing you with support necessary to complete the induction program.
- You are unable to build an open, trusting relationship with your support provider or candidate.

If you feel that your candidate or support provider is not a good match for you, contact Teacher Induction Program Leaders at the BTSA office: 650.877.3973

Marilyn Chan – mchan@ssfusd.org or Lottie Kuwada – lkuwada@ssfusd.org

Grievance Policy

Step1: Informal Complaint Process

- Candidate and/or Support Provider discuss the issue with the SSFUSD Induction Program Coordinator.

Step 2: Formal Complaint Process

- If the issue is not resolved within the informal process, a written complaint may be filed with the Induction Program Coordinator (see Grievance Form).
- The Induction Program Coordinator will conduct an investigation and meet with all parties within 10 working days of receipt of the complaint.
- After the meeting, the Induction Program Coordinator will send a written response to the complainant.

Step 3: Appeal to the Induction Task Force

- If unresolved at Step 2, the complainant may file a complaint with the Induction Task Force.
- The Task Force will conduct an investigation and meet with the complainant within 10 working days upon receipt of the complaint.
- Within 10 working days of the meeting, the Task Force will prepare a written response to the complainant.

SSFUSD Induction Program Grievance Form

Name of Complainant: _____

Date of Complaint: _____

School Site: _____

Reason for Complaint: _____

I hereby file this form to grieve:

The resolution I am seeking is:

Signature of Complainant

Received by: _____ Date: _____

Next Steps:

Outcome:

University Credit

Participating in the SSFUSD Teacher Induction Program is considered professional development and Induction Candidates and Support Providers are eligible to receive units applicable towards advancement in the salary schedule, through **University of the Pacific**.

1. Obtain University of the Pacific (UOP) registration forms from your Support Provider. Extra forms may be obtained by visiting the BTSA Office located at the District Office. You can contact the BTSA Office directly (ext. 3973 or mchan@ssfusd.org) to request UOP forms to be sent to your school via district mail.

2. Complete the registration form (teachers keep the pink copy) using the course numbers and titles below. Send completed forms and payment back to the BTSA Office via district mail or snail mail. (SSFUSD BTSA OFFICE, RE: UOP Registration, 398 B Street, South San Francisco, CA 94080)

- Filling out your SS# on the registration form is optional. Your SS# is only required if you plan on claiming education credits for your taxes.

3. Once payments have been accepted and your completion of your work is posted, the UOP Transcript Processing Center will forward a final grade confirmation and a form to order an official transcript. This will take approximately 5 weeks to process.

- You can also request an official transcript here: <http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-the-Registrar/Ordering-Transcripts-x7062.html>
- For questions of your registration or Transcript Processing, please contact Jerry Kjeldgaard, 981 Sierra Madre Drive, Salinas, CA 93901. Telephone: (831) 783-1937

Induction Program Candidates			
Course Number	Course Title	Cost	Sem. Units
PEDU 9020	Development for Beginning Teachers – Part 1 – 1st year	\$280	4 units
PEDU 9021	Development for Beginning Teachers – Part 2 – 1st year	\$280	4 units
PEDU 9022	Development for Beginning Teachers – Part 3 – 2nd year	\$280	4 units
PEDU 9023	Development for Beginning Teachers – Part 4 – 2nd year	\$280	4 units
Induction Program Support Providers			
Course Number	Course Title	Cost	Sem. Units
PEDU 9024	Support Provider Mentoring – Part 1 – 1st year	\$280	4 units
PEDU 9025	Support Provider Mentoring – Part 2 – 1st year	\$280	4 units
PEDU 9026	Support Provider Mentoring – Part 3 – 2nd year	\$280	4 units
PEDU 9027	Support Provider Mentoring – Part 4 – 2nd year	\$280	4 units

