Panama-Buena Vista Union School District

2026-2027

New Teacher Support Teacher Induction Handbook







Teaching, Empowering & Achieving through Mentoring

NEW TEACHER SUPPORT
BUILDING TEACHER LEADERS

Panama-Buena Vista Union School District
New Teacher Support Induction Program Handbook

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If you would like to request a paper copy of this handbook, please email induction@pbvusd.k12.ca.us

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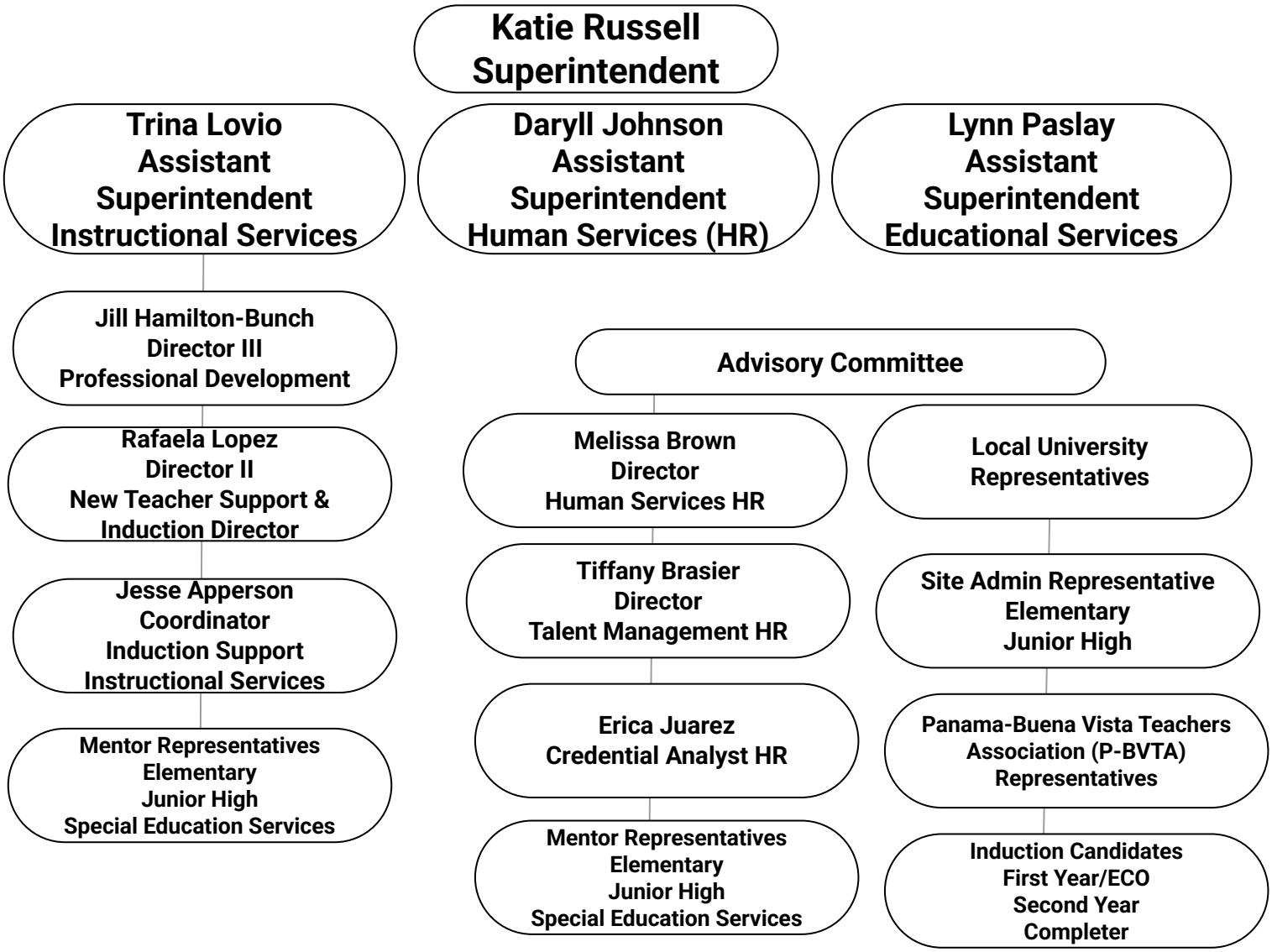
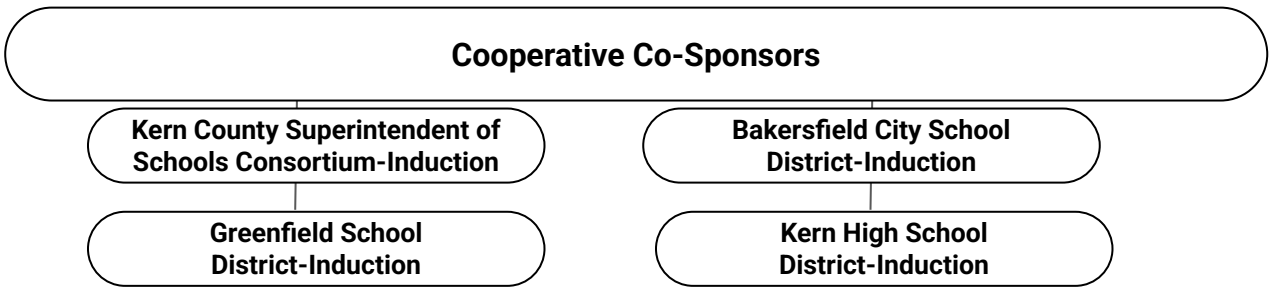
New Teacher Support & Induction Program Organizational Chart
Panama-Buena Vista Union School District





PANAMA-BUENA VISTA UNION SCHOOL DISTRICT
Equal Employment Opportunity and Equal Education Under the Law

The Panama Buena Vista Union School District (P-BVUSD) is committed to ensuring equal, fair, and meaningful access to employment and education services. P-BVUSD does not discriminate in any employment practice, education program, or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, marital status, medical condition, national origin, political affiliation, pregnancy or related conditions, race religion, retaliation, sex (including sexual harassment), sexual orientation, Vietnam Era Veterans' status, or any other basis prohibited by California state and federal nondiscrimination laws, respectively. Not all bases of discrimination will apply to both education services and employment. The Assistant Superintendent of Educational Services is charged with overseeing, leading, and directing the P-BVUSD's efforts to meet the legal obligations set forth in state and federal civil rights laws and regulations in P-BVUSD employment and delivery of education services.

P-BVUSD prohibits discrimination and harassment, intimidation and bullying based on the characteristics set forth in the Penal Code Section 422.55 and Education Code 220. The policy applies to all acts related to school activity or school attendance within a school under the jurisdiction of the superintendent of the school district. In addition, the policy requires that school personnel take immediate steps to intervene when he or she witnesses an act of discrimination, harassment, intimidation or bullying and when it is safe to do so (Education Code sections 201, 234.1[a] and 48900; California Code of Regulations, Title 5, [5 CCR] sections 4900, 4902 and 4950).

P-BVUSD has adopted curriculum, instructional methods and materials, and electronic communication that promote a safe environment free of discrimination and harassment. P-BVUSD prohibits discrimination based on the characteristics set forth in the Penal Code section 422.55 and Education Code 220 in all athletics and athletic competitions, course enrollment, programs, and activities; all are available and accessible to all students irrespective of protected group status.

Inquiries* regarding nondiscrimination, complaints of discrimination, harassment (including sexual), and bullying should be directed to:

Assistant Superintendent of Educational Services
Panama-Buena Vista Union School District
4200 Ashe Road
Bakersfield, CA 93313
661.831.8331
www.pbvusd.k12.ca.us

Adopted Board Policies
0410; 1020; 4119.11; 5145.3, .7; 6000; 6011; 6141; 6145; 6145.2, .5; 6164.2; 6173;

Full text of all Board Policies and Administrative Regulations are found on the district web page:
http://www.gamutonline.net/district/panama-buenavista/

Teacher Induction Grievance Procedure

The Panama-Buena Vista Union School District Induction Program leadership and staff strive to provide a program in a positive and supportive environment. In the event that an induction candidate has a grievance related to the P-BVUSD Induction Program the following steps should be followed:

1) Determine if you have a complaint.

2) If you have a complaint against any District employee follow the Board Policy found at the following link: https://www.pbvusd.k12.ca.us/departments/educational-services/complaint-assistance

3) If you have a concern regarding your mentor match, please refer to the PBVUSD Induction Reassignment procedure found in this handbook.

4) If you have a concern regarding your rubric scores during your Teacher Induction Program, Please refer to the Receiving Induction Program Feedback procedure found at the following link: Receiving Induction Program Feedback

If you have any concerns or complaints related to the P-BVUSD Induction Program please contact Rafaela Lopez, Director of New Teacher Support, by calling (661) 831-8331 ext. 6153 or email rafalopez@pbvusd.k12.ca.us .

Traditional Year 1 Induction PD Schedule

Panama-Buena Vista Union School District

Traditional Year 1 Timeline

Year 1: Aug 2026 - May 2027, Year 2: Aug 2027 - May 2028

Event	Info	Type	Registration
Induction Orientation Option 1	Aug 10, 4:30-6:00	Required PD	REGISTER HERE
Induction Orientation Option 2	Aug 13, 4:30-6:00		REGISTER HERE
Goal Setting PD Option 1	Aug 19, 4:30-6:00	Required PD	REGISTER HERE
Goal Setting PD Option 2	Aug 31, 4:30-6:00		REGISTER HERE
CSTP Self Assessment	Timeline on the Form	Assignment (Do Not Turn In)	
Mentor Match Survey	Window: 9/1-9/18	Survey (Induction Support)	
Inquiry Modules PD Option 1	Oct 7, 4:30-6:00	Required PD	REGISTER HERE
Inquiry Modules PD Option 2	Oct 19, 4:30-6:00		REGISTER HERE
Goal Setting Module	Due: Oct 16	ILP Assignment in Classroom	
Inquiry Module: Student Relationship Building	Due: Nov 20	ILP Assignment in Classroom	
Inquiry Module: Peer Observation	Due: Dec 18	ILP Assignment in Classroom	
Middle of the Year Survey	Window: 12/7-12/18	Survey (Induction Support)	
Progress on Goals- January	Due: Jan 15	ILP Assignment in Classroom	
Inquiry Module: Mentor Observation	Due: Jan 29	ILP Assignment in Classroom	
Mentor Observation Feedback Form	Due: 1 week after observ.	ILP Assignment in Classroom	
Inquiry Modules Slide Deck	Due: Mar 5	ILP Assignment in Classroom	
Inquiry Modules Presentation	Mar 10	Presentation on Zoom	
Progress on Goals- April	Due: Apr 16	ILP Assignment in Classroom	
End of the Year CSTP Self Assessment	Due: Apr 16	ILP Assignment in Classroom	
Feedback to Mentor	Window: 5/3-5/14	Survey (Google Form)	
End of the Year Mentor/Program Feedback	Window: 5/3-5/14	Survey (Induction Support)	
CSTP 1 PD Option 1	Sept 16, 3:15-4:15	Each candidate must attend 3 CSTP PDs during each year of Induction. Our program recommends CSTP 1, 2, and 3 during year 1, and CSTP 4, 5, and 6 during year 2. However, that decision is up the candidate. All 6 must be attended by the end of Year 2 in order to complete the Induction Program.	REGISTER HERE
CSTP 1 PD Option 2	Sept 30, 4:30-5:30		REGISTER HERE
CSTP 2 PD Option 1	Nov 4, 3:15-4:15		REGISTER HERE
CSTP 2 PD Option 2	Nov 18, 4:30-5:30		REGISTER HERE
CSTP 3 PD Option 1	Feb 10, 3:15-4:15		REGISTER HERE
CSTP 3 PD Option 2	Feb 17, 4:30-5:30		REGISTER HERE
CSTP 4 PD Option 1	Sept 16, 4:30-5:30		REGISTER HERE
CSTP 4 PD Option 2	Sept 30, 3:15-4:15		REGISTER HERE
CSTP 5 PD Option 1	Nov 4, 4:30-5:30		REGISTER HERE
CSTP 5 PD Option 2	Nov 18, 3:15-4:15		REGISTER HERE
CSTP 6 PD Option 1	Feb 10, 4:30-5:30		REGISTER HERE
CSTP 6 PD Option 2	Feb 17, 3:15-4:15		REGISTER HERE

* All locations, if known, will be listed on the OMS. If the location is not known yet, it will be listed on the Know Before You Go*

Traditional Year 2 Induction PD Schedule

Panama-Buena Vista Union School District

Traditional Year 2 Timeline

Year 1: Aug 2025 - May 2026, Year 2: Aug 2026 - May 2027

Event	Info	Type	Registration
Goal Setting PD Option 1	Aug 24, 4:30-6:00	Required PD	REGISTER HERE
Goal Setting PD Option 2	Aug 31, 4:30-6:00		REGISTER HERE
CSTP Self Assessment	Timeline on the Form	Assignment (Do Not Turn In)	
Mentor Match Survey	Window: 9/1-9/18	Survey (Induction Support)	
Goal Setting Module	Due: Oct 16	ILP Assignment in Classroom	
Middle of the Year Survey	Window: 12/7-12/18	Survey (Induction Support)	
Lesson Planning PD Option 1	Dec 14, 4:30-6:00	Required PD	REGISTER HERE
Lesson Planning PD Option 2	Jan 20, 4:30-6:00		REGISTER HERE
Building a Caring Classroom Module	Due: Dec 18	ILP Assignment in Classroom	
Progress on Goals- January	Due: Jan 15	ILP Assignment in Classroom	
Lesson Planning Inquiry Module	Due: Feb 26	ILP Assignment in Classroom	
Inquiry Modules Slide Deck	Due: Apr 16	ILP Assignment in Classroom	
Inquiry Modules Presentation	Apr 21	Presentation on Zoom	
Lesson Planning Inquiry Module Reflection	Due: Apr 23	ILP Assignment in Classroom	
Completer Questionnaire	Due: Apr 23	Assigned in Classroom	
ILP Continued Professional Growth	Due: Apr 30	ILP Assignment in Classroom	
End of the Year CSTP Self Assessment	Due: Apr 30	ILP Assignment in Classroom	
End of the Year Mentor/Program Feedback	Window: 5/3-5/14	Survey (Induction Support)	
End of Program Celebration	May 19, 4:15-5:45	Required PD	REGISTER HERE
CSTP 1 PD Option 1	Sept 16, 3:15-4:15	Each candidate must attend 3 CSTP PDs during each year of Induction. Our program recommends CSTP 1, 2, and 3 during year 1, and CSTP 4, 5, and 6 during year 2. However, that decision is up the candidate. All 6 must be attended by the end of Year 2 in order to complete the Induction Program.	REGISTER HERE
CSTP 1 PD Option 2	Sept 30, 4:30-5:30		REGISTER HERE
CSTP 2 PD Option 1	Nov 4, 3:15-4:15		REGISTER HERE
CSTP 2 PD Option 2	Nov 18, 4:30-5:30		REGISTER HERE
CSTP 3 PD Option 1	Feb 10, 3:15-4:15		REGISTER HERE
CSTP 3 PD Option 2	Feb 17, 4:30-5:30		REGISTER HERE
CSTP 4 PD Option 1	Sept 16, 4:30-5:30		REGISTER HERE
CSTP 4 PD Option 2	Sept 30, 3:15-4:15		REGISTER HERE
CSTP 5 PD Option 1	Nov 4, 4:30-5:30		REGISTER HERE
CSTP 5 PD Option 2	Nov 18, 3:15-4:15		REGISTER HERE
CSTP 6 PD Option 1	Feb 10, 4:30-5:30		REGISTER HERE
CSTP 6 PD Option 2	Feb 17, 3:15-4:15		REGISTER HERE

* All locations, if known, will be listed on the OMS. If the location is not known yet, it will be listed on the Know Before You Go*

Panama-Buena Vista Union School District Induction Program

California's Pathway to Teaching: Professional Credential Preparation

Blended Program

- Concurrent Baccalaureate & Teacher Preparation
- Subject-Matter Preparation
- Professional Preparation
- Support and Supervision
- Teaching Performance Assessment (TPA)

PIP Program:

- Possession of a Baccalaureate Degree
- Completion of Basic Skills
- Test (CBEST)
- Completion of 18 Semester Units of Course Work in Subject Areas
- Issued for One Year

STSP Program:

- Same as PIP
- Based on Acute Staffing Needs

Student Teacher Program

- Post-Baccalaureate Program
- Subject Matter Competence Complete
- Professional Preparation
- Support and Supervision
- Co-Teaching with Cooperating Teacher
- Teacher Performance Assessment (TPA)

Internship Program

Post-Baccalaureate Program

- Subject Matter Competence Complete
- Professional Preparation
- Support and Supervision
- Co-Teaching with Cooperating Teacher
- Teaching Performance Assessment (TPA)

PRELIMINARY

General Ed.

&

Special Ed Induction

Application of Knowledge

Demonstration of Professional Competence Based on CSTPs

Mentorship

Frequent Reflections Practice

Individual Learning Plan (ILP)

CLEAR

Credential - Renewal

A Clear Credential is valid for the life of the holder as long as renewal fees and evidence or meeting professional fitness are submitted every 5 years.

Professional growth and successful service verification are required for credential renewal

School districts are directed to encourage teachers to participate in professional growth activities at the local level.

Excellence in Education

Core Beliefs and Values

The Panama-Buena Vista Union School District is focused on a set of values and beliefs that all members of the school district (parents, students, teachers, and staff) support in order to provide a learning environment that ensures a positive academic experience and behavioral growth for all students.

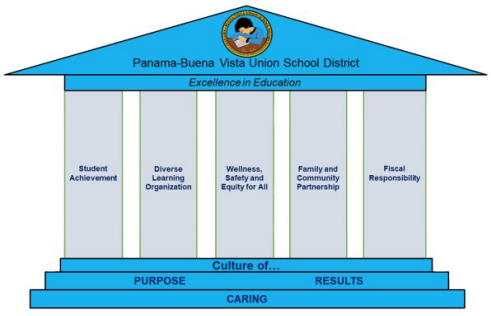
- All children deserve a quality education in a safe environment
- We teach all children, believing all children can learn
- Education is a partnership between the school, family, and our community
- Everyone works together as a team to attain maximum achievement
- We build relationships on trust and respect
- We value our community diversity

Vision

The Panama-Buena Vista Union School District vision is to be the model of Excellence in Education.

Mission

The Panama-Buena Vista Union School District mission is to partner with parents and community, committing to a high achieving, balanced academic program for all students.





PANAMA-BUENA VISTA
UNION SCHOOL DISTRICT

Panama-Buena Vista Union School District
Teacher Induction Vision

Our vision is to equip new teachers to become adaptable, impactful professionals who inspire students and meet their diverse needs while continuing to grow throughout every stage of their careers.

Mission

Purpose

Teaching, empowering, achieving through mentoring

Theoretical Grounding

The research-base for the Panama-Buena Vista Union School District Teacher Induction Program includes a focus on the importance of systematic mentoring and cycles of inquiry to promote a continual growth model for teachers while ensuring that all students are learning and meeting or exceeding established standards. The program incorporates the work of Elena Aguilar with a focus on transformational coaching. Mentors are prepared in all aspects of Cognitive Coaching to provide a system of support that promotes reflection and growth for Induction candidates. The program also focuses on the California Standards for the Teaching Profession with a particular emphasis on inclusion and service to students with unique learning needs.

Panama-Buena Vista Union School District
Induction Program

What You Will Experience as an Induction Candidate

As an Induction Candidate in the P-BVUSD Induction Program, you will approach the threshold of your career equipped with the skills and knowledge provided through your teacher preparation program and the experience of supervised student teaching. You will begin your career employed in a school district that is so committed to your success as a new teacher that they have invested substantial resources to assist you in that goal.

The Director of New Teacher Support will provide you with a well-trained mentor, provide advice and information regarding program requirements, offer extra assistance and support if needed, and monitor your progress towards successful program completion.

Your mentor will meet you at the "entry" of your induction to the teaching profession and guide and support you throughout the induction process in order to help you better understand the students you serve and develop into the best teacher you can be. You will work together to identify your strengths and needs and you will develop an Individual Learning Plan (ILP) that will serve as your roadmap to success.

Once your Individual Learning Plan (ILP) has been developed, you will have the opportunity to observe highly skilled veteran teachers in action, attend workshops and classes that specifically address the district goals and expectations, as well as instructional areas in which you want to improve. You will have weekly interactions with your mentor so that you have many opportunities to benefit from his/her guidance. Both formal and informal observations will take place and continuous feedback will lay the foundation for your growth. As your skills improve, you will revise your Individual Learning Plan (ILP) to meet your changing goals. **It is our district's policy that the development of the ILP is designed and implemented solely for the professional growth and development of our participating teachers and not for evaluation for employment purposes.**

Throughout the program, you will be provided the opportunity to interact with other induction candidates, mentors, and various professional experts within the district. You will become well versed in the *California Standards for the Teaching Profession (CSTPs)* and will continually assess your progress toward the attainment of these standards.

As a result of a period of continuous support and encouragement, you will approach the end of your induction phase in the teaching profession feeling competent in your chosen career, confident that you can live up to the *CSTPs* and provide an excellent education experience for your students.

Panama-Buena Vista Union School District

Induction Program Overview

The Panama-Buena Vista Union School District (PBVUSD) Induction Program is a two year job embedded Commission approved professional teacher induction program. Our program is designed to support the professional development of newly-credentialed beginning teachers in their first year of teaching after having earned a preliminary credential through mentoring and supportive guidance to fulfill the requirements for the California Clear Multiple Subject, Single Subject, and Education Specialist Credentials.

Candidates who have previous teaching experience can apply for our Early Completion Option (ECO).

Induction candidates receive structured support and formative assessments through observation and feedback from an experienced mentor. This assessment is not connected to teacher evaluation.

The fact that induction candidates have already met basic credentials standards as they earned their preliminary credentials indicates that they are ready to expand, enrich and deepen their teaching knowledge and skills through collegial reflection, professional development, and action research. During induction, individual guidance and support is provided by experienced mentors trained to coach new teachers to grow in the implementation of the California Standards for the Teaching Profession (CSTPs).

Program Features

Induction Consists of:

- Pairing induction candidates with experienced mentors
- Offering professional development opportunities to meet the needs of the new teachers in relation to his/her teaching assignments
- Building a support network by providing opportunities to dialogue with colleagues
- Assisting induction candidates to develop an Individual Learning Plan (ILP) that will serve as his/her road map through the induction process
- Providing a system of guided inquiry to assist beginning teachers and grow professionally

Program Goals

- Ensure the professional success and retention of promising new teachers
- Improve student performance through enhanced training, information, and assistance for new teachers
- Improve the working conditions and job satisfaction of teachers by reducing professional isolation
- Establish a system of inquiry and growth based on the California Standards for the Teaching Profession

Induction Program Learning Outcomes

It is the goal of the Panama-Buena Vista Union School District's Induction Program that by the conclusion of their Induction Program candidates will know and/or be able to do the following:

- Contextualize instruction by identifying students' individual strengths and needs
- Establish a classroom environment that engages all students and includes a fair and equitable environment
- Individualize instruction to meet the individualized learning needs of the students in the classroom
- Become reflective practitioners constantly monitoring, adjusting and challenging oneself to become better at his/her professional practice
- Celebrate professional and students' learning and growth
- Plan units and lessons based on Common Core State Standards (or adopted content standards) that result in high levels of student learning
- Provide an accurate classroom assessment system that includes a variety of assessment techniques to ensure the success of all students
- Increase the academic achievement of students
- Be proficient in identifying individual professional growth goals through the development of an Individual Learning Plan and identify resources to advance practice in the identified areas
- Work collaboratively with colleagues in the induction program, at the school site, and throughout the district
- Identify ongoing learning goals that include future professional development activities
- Gain a full understanding of the *California Standards for the Teaching Profession* (CSTPs) and how it frames professional practice
- Use technology as a foundational structure of his/her classroom instruction
- Improve the knowledge and practice of individual students' use of technology
- Provide a classroom experience that embraces equity, diversity, and access to the core curriculum for each individual student
- Create an environment that supports student well-being, health and safety
- Adapt instructional practices and content presentation so that all students can achieve established learning goals
- Earn a professional clear credential
- Option to purchase available university credit units for each year of induction

Induction Enrollment Periods

The P-BVUSD Teacher Induction program offers two enrollment periods to candidates to provide high quality mentoring support to new teachers. Our traditional enrollment period is closely aligned to the district's academic calendar when new teachers start their teaching assignments. Our mid-year enrollment is intended for new teachers that are late-hires and need to be connected with a mentor as soon as possible for success in their teaching assignment.

Traditional Enrollment

- Candidates may enroll August 1 – October 1st
- The program year is August 1 – June 30.
- A timeline for induction work, including inquiry completion will be provided to all candidates.
- Induction requires active engagement in the mentoring process for the enrolled year. Candidates must be in an active teaching assignment and have a minimum of 40 hours of reflective mentor support to be eligible for completion credit for a full year of induction.
- The clear credential recommendation process, for candidates who have completed all requirements, will begin after May 1 for this enrollment period.

Midyear Enrollment

- Candidates may enroll from December 1 – January 31st*
- The program year is January 1 - December 31st and will take place over two academic calendar years.
- A timeline for induction work, including inquiry completion will be provided to all candidates.
- Induction requires active engagement in the mentoring process for the enrolled year. Candidates must be in an active teaching assignment and have a minimum of 40 hours of reflective mentor support to be eligible for completion credit for a full year of induction.
- The clear credential recommendation process, for candidates that have completed all requirements, will begin after May 1, with the traditional candidates to ensure that midyear candidates attend the End of the Program Celebration.

*All candidates whose preliminary credentials are posted to the CTC website after January 31st will be eligible to enroll in the P-BVUSD Teacher Induction program in the Fall of the following school year.

Early Completion Option for Induction

Underlying Philosophy: Teachers in California use the Teacher Induction Program to move from a preliminary credential to a clear credential. Some of these teachers have years of successful teaching experience outside of California, some have earned their credential through participating in various programs associated with the Learning to Teach Continuum and have garnered years of experience while serving under intern and/or other credentials. These teachers' needs differ from those of a true beginning teachers. The Panama-Buena Vista Union School District Induction Program, therefore, offers the following early completion option to better serve *experienced, successful* teachers who are required or chose to complete an Induction Program.

For the purposes of identification, *successful* shall be defined by two site evaluations with the equivalent of satisfactory or better on all criteria from the last two years **and** a recommendation from the evaluating administrator familiar with the candidate's performance.

Eligibility requirements for candidates:

Candidates who will be considered for the early completion option:
1) Must have a California preliminary credential
2) Must be currently teaching in a K- 8 classroom
3) Must have 2 or more years (minimum of 5 years if private school) of *successful* teaching experience from an accredited school (as determined by the commission)
4) Must have recommendation from an administrator familiar with the candidate's performance citing the teacher's overall performance as successful
5) Must meet with Induction Administrators to discuss eligibility & be interviewed by panel
6) Must agree to participate and complete the requirements to complete an ECO process
7) Must **not have an additional condition codes** (other than Induction) on the preliminary credential
8) Must have met all district program requirements prior to earning the preliminary credential

ECO Early Completion Requirements

The early completion option will require completion of an ILP containing **multiple inquiry processes** with a district-selected, program-trained mentor to be **completed in one year**. Through weekly mentoring and cycles of inquiry, ECO participating teachers will demonstrate growth in the CSTP in relation to their credential and teaching assignment.

If a candidate is not up to date with ECO requirements by midyear review, he or she will be asked to participate in a regular, two year Induction Program.

ECO Early Completion Steps and Application Deadlines

- **Step 1:** Determine if the Early Completion Option is the right path for you (reflect)
    - Does my current level of teaching practice support the ECO path?
    - How can I demonstrate my current level of teaching practice?
    - Do I meet all of the eligibility requirements for the ECO process?
    - Can I commit to the rigorous schedule of the ECO process and commit to the agreements that are asked of me?

- **Step 2:** Gather evidence that demonstrates your current successful practice (i.e. evidence of credential status, two or more years of satisfactory evaluations, etc.)

- **Step 3:** Communicate your interest in the ECO process via email to Rafaela Lopez, Director of New Teacher Support (rafalopez@pbvusd.k12.ca.us) by **August 21st** to receive an ECO request form.

- **Step 4:** ECO request form is due on or before **August 28th**
    - Director will contact site administrator to discuss eligibility
    - Director will schedule a meeting with the Candidate to review eligibility requirements and application process

- **Step 5:** Gather and bring required ECO evidence to your meeting with the Director of New Teacher Support
    - Completed ECO application
    - Evidence of credential status
    - Two or more years of your most recent performance evaluations (ratings of satisfactory or higher)
    - Director of New Teacher Support will obtain the site administrator recommendation directly from the site administrator.
    - If a candidate is from another district or school site within P-BVUSD, the Director will collaborate with the current site administrator

- **Step 6:** Program director will inform the candidate of the application outcome
    - If ECO application is approved, the candidate will be asked to enroll in the ECO Canvas course.
    - Candidate will need submit any work that has been completed in the Year 1 Canvas course assignments into the ECO Canvas course assignments

Traditional ECO Induction PD Schedule

Panama-Buena Vista Union School District

Traditional ECO Timeline

Year 1/2: Aug 2026 - May 2027

Event	Info	Type	Registration
Induction Orientation Option 1	Aug 10, 4:30-6:00	Required PD	REGISTER HERE
Induction Orientation Option 2	Aug 13, 4:30-6:00		REGISTER HERE
Goal Setting PD Option 1	Aug 19, 4:30-6:00	Required PD	REGISTER HERE
Goal Setting PD Option 2	Aug 31, 4:30-6:00		REGISTER HERE
CSTP Self Assessment	Timeline on the Form	Assignment (Do Not Turn In)	
Mentor Match Survey	Window: 9/1-9/18	Survey (Induction Support)	
Intro to ECO Orientation	Oct 8, 4:30-5:30	Presentation on Zoom	Register HERE
Inquiry Modules PD Option 1	Oct 7, 4:30-6:00	Required PD	REGISTER HERE
Inquiry Modules PD Option 2	Oct 19, 4:30-6:00		REGISTER HERE
Goal Setting Module	Due: Oct 16	ILP Assignment in Classroom	
Inquiry Module: Student Relationship Building	Due: Oct 23	ILP Assignment in Classroom	
Inquiry Module: Peer Observation	Due: Nov 13	ILP Assignment in Classroom	
Inquiry Module: Mentor Observation	Due: Dec 4	ILP Assignment in Classroom	
Middle of the Year Survey	Window: 12/7-12/18	Survey (Induction Support)	
Lesson Planning PD Option 1	Dec 14, 4:30-6:00	Required PD	REGISTER HERE
Lesson Planning PD Option 2	Jan 20, 4:30-6:00		REGISTER HERE
Inquiry Modules Presentation (all 3)	Video Due: Dec 11, or Presentation Due: Dec 11, and Zoom on Dec 16	Presentation on Zoom	
Progress on Goals- January	Due: Jan 15	ILP Assignment in Classroom	
Mentor Observation Feedback Form	Due: 1 week after observ.	ILP Assignment in Classroom	
Lesson Planning Inquiry Module	Due: Feb 26	ILP Assignment in Classroom	
Lesson Planning Inquiry Presentation	Due: Apr 16 Present: Apr 21	Presentation on Zoom	
Lesson Planning Inquiry Module Reflection	Due: Apr 23	ILP Assignment in Classroom	
Completer Questionnaire	Due: Apr 23	Assigned in Classroom	
ILP Continued Professional Growth	Due: Apr 30	ILP Assignment in Classroom	
End of the Year CSTP Self Assessment	Due: Apr 30	ILP Assignment in Classroom	
End of the Year Mentor/Program Feedback	Window: 5/3-5/14	Survey (Induction Support)	
End of Program Celebration	May 19, 4:30-6:00	Required PD	REGISTER HERE
CSTP 1 PD Option 1	Sept 16, 3:15-4:15	Each candidate must attend 3 CSTP PDs during each year of Induction. Our program recommends CSTP 1, 2, and 3 during year 1, and CSTP 4, 5, and 6 during year 2. However, that decision is up the candidate. All 6 must be attended by the end of Year 2 in order to complete the Induction Program.	REGISTER HERE
CSTP 1 PD Option 2	Sept 30, 4:30-5:30		REGISTER HERE
CSTP 2 PD Option 1	Nov 4, 3:15-4:15		REGISTER HERE
CSTP 2 PD Option 2	Nov 18, 4:30-5:30		REGISTER HERE
CSTP 3 PD Option 1	Feb 10, 3:15-4:15		REGISTER HERE
CSTP 3 PD Option 2	Feb 17, 4:30-5:30		REGISTER HERE
CSTP 4 PD Option 1	Sept 16, 4:30-5:30		REGISTER HERE
CSTP 4 PD Option 2	Sept 30, 3:15-4:15		REGISTER HERE
CSTP 5 PD Option 1	Nov 4, 4:30-5:30		REGISTER HERE
CSTP 5 PD Option 2	Nov 18, 3:15-4:15		REGISTER HERE
CSTP 6 PD Option 1	Feb 10, 4:30-5:30		REGISTER HERE
CSTP 6 PD Option 2	Feb 17, 3:15-4:15		REGISTER HERE

* All locations, if known, will be listed on the OMS. If the location is not known yet, it will be listed on the Know Before You Go*

Process to Inform

The P-BVUSD Induction program notifies each induction candidate of his/her program eligibility within six weeks of the hire date/Induction orientation date by letter and/or notice verified by the personnel department. To be eligible to enroll in the Mid Year Induction Program, teachers must be issued preliminary credential by October 1st. The deadline to enter Induction requires an issued preliminary credential on or before **October 1st.**

An issued preliminary credential indicates that the California Commision on Teaching Credentialing has posted your credential to their website All candidates whose preliminary credentials are posted to the CTC website after October 1st will be eligible to enroll in the P-BVUSD Teacher Induction program in the Mid Year Induction Program or Fall of the following school year.

Intro to Induction Orientation

An initial orientation for induction candidates will be conducted to inform them about district and site resources, procedures, policies and the candidates' responsibility to enroll in an Induction Program upon initial employment contract with an insured California Preliminary Teaching Credential. Orientation is required prior to enrolling into induction.

What is an IDP and Why do I need it?

IDP stands for Individual Development Plan. An IDP is a document that each Preliminary program has developed. It should address the six Teacher Performance Expectations, identifying where the candidate has demonstrated strengths and where the candidate needs additional support for growth. The candidate's Preliminary Program develops the IDP with the candidate. You should have received an IDP at the conclusion of your preliminary credential program. The CTC requires you to bring your IDP with you to the induction program. It is used to inform the development of at the start of each program year for the purpose of beginning your ILP in relation to the growth areas that were identified in your preliminary credential program.

If you completed your program prior to the implementation of IDPs or you completed your credential outside of California, document that in your Goal Setting Module for data point #1. IDPs were implemented in 2014 for the Preliminary Multiple and Single Subject Teaching and in 2018 for Preliminary Education Specialist Teaching Credential Program Standards

Individual Induction Plan (ILP) Development

Individual Learning Plan (ILP) Development: Our program provides direct information regarding the development of the ILP to our candidates and mentors during orientation and beginning of the year meetings. These meeting are attended by all induction candidates and their mentors. Candidate growth goals must be developed within 60 days of program enrollment using multiple sources of data. This may include, but is not limited to:

- The transition plan/IDP
- Self-assessment on the six California Standards for the Teaching Profession (CSTPs)
- A mentor observation
- Reflection of collaboration and mentoring support of no less than one hour per week
- Input from the candidate's site/program administrator

Release Time Guidelines

Release time is offered for induction candidates for the purpose of participating in peer observations.

Induction Supporting Evidence

As part of the induction requirement, induction candidates are responsible for gathering and maintaining a collection of documents as evidence of participation and program completion. These documents include, but are not limited to Induction documentation, including lesson plans, student work and student assessment data, weekly collaborative logs, Individual Learning Plan (ILP), Inquiry Presentation, and the Induction Completion Record.

Candidates can request access to their program documents at any time by contacting the Director of New Teacher Support at induction@pbvusd.k12.ca.us.

Modification Criteria to the Induction Program

An Induction Program is situated learning for the preliminary credentialed teacher. It is designed for participants to take the knowledge and skills learned in their teacher preparation program and apply it in a classroom setting. As such, it is a hands-on application over time, allowing early career teachers to become adept at certain skills vital for classroom success. At the same time, the district acknowledges that a teacher's prior experiences can make some elements and requirements of the Induction Program redundant and therefore allows modification of certain elements of the Induction Program.

The Panama-Buena Vista Union School District's Induction Program may be modified for an individual's participation. Only certain elements of the requirements are eligible for modification and the modifications do not alter the two-year timeline of participation of the Induction Program. Acceptable documentation of competency or requirement fulfillment must accompany the request for modification.

Any modifications are granted at the discretion of the Assistant Superintendent/Induction Director. The decision is final.

The elements listed on the following page may be modified only for the following reasons:

- The modification is based on prior experience, not on personal opinion.
- The teacher has prior experiences that are equal to or like some of the requirements of the Induction Program.
- Documentation for these experiences exists.

Teacher has documentation of completion or partial completion of state-approved induction program in another California school district.

Mentor Assignments

Once program eligibility is confirmed by our Human Resources department, credential matches between mentors and teachers are determined according to their credential type, school-site and grade or subject taught. The site administrators and assigned mentors are notified of the pairing match.

Our mentors make the initial contact with their assigned candidates generally within ten days, but **never beyond 30 days of program enrollment**.

Mentor weekly support

- All mentors will provide no less than one hour per week of individualized mentoring support to their candidate(s).
- Mentors will create mentoring log entries each week that outline the date, time spent and a brief description of the mentoring session on the inductionsupport.com website.
- Our program will monitor all mentor logs and maintain a separate tracking document to monitor log progress
- Collaborative logs provide a place for the program administrator to review comments on logs to ensure that individualized mentoring is taking place each week, including "just in time" support and longer term analysis of teaching practice to help candidates develop enduring professional skills

"Just in Time" Support

- Mentors provide support that is responsive, evidence-based mentoring that addresses a candidate's immediate instructional or professional needs while intentionally connecting those moments to the candidate's Individual Learning Plan, inquiry cycle, and long-term growth toward the California Standards for the Teaching Profession.
- Mentors respond to immediate challenges, such as lesson planning, classroom management, assessment, family communication, or an upcoming observation.
- Mentors are trained to distinguish between immediate coaching needs and long-term professional growth.

Mentor Requirements:

- Hold a valid California clear credential and have achieved permanent status with the district
    - Minimum of three years (3) effective teaching experience as a clear credentialed permanent teacher in Panama-Buena Vista Union School District (not including student teaching or Interning)
- Participate and successfully complete the required Mentor Initial Training course and All Mentor Beginning of the Year PD.
    - Willingness to participate in professional training to acquire the specific knowledge and skills needed to be an effective mentor. If a Mentor does not successfully complete the Initial Mentor Training, they may not be a Mentor. This commitment ensures Teacher Candidates will receive the appropriate level of support.
    - Reflect & self-assess on Mentor Expectations and create and implement a mentor growth goal each year
- Make contact with each assigned Teacher Candidate to provide schedule weekly mentoring time with candidate for an average of no less than one hour each week of the school year and initiate the documentation of this mentoring time in the monthly collaborative logs
    - support in meeting program requirements and just in time needs of the candidate.
    - Complete district time accounting sheets with documentation of mentoring hours for additional compensation
- Participate in ongoing mentor training and monthly candidate meetings, and other program events as required.
- Complete the P-BVUSD New Mentor application process and be recommended by your site administrator

If the event that an exact credential match cannot be made, our program ensures that additional supports are put in place for the candidate. All additional supports will be coordinated by the mentor and documented on the candidates ILP and weekly collaborative logs. This support will include, but is not limited to additional weekly collaboration, additional release time for classroom observations with grade level and/or content specific veteran teachers and content and **speciality support from our expert team members:**

Becky Dominguez **Instructional Specialist** **ELA, Intervention & TK** **rtapia@pbvusd.k12.ca.us**	**April Pickett** **Coordinator** **Math Support** **apickett@pbvusd.k12.ca.us**	**Toni Sanchez** **Instructional Specialist** **History, ELD & AVID Support** **tsanchez@pbvusd.k12.ca.us**
Brianna Myers **Instructional Specialist** **Science Support** **bmyers@pbvusd.k12.ca.us**	**Cristina Walton** **Program Specialist** **Extensive Needs Support** **CWalton@pbvusd.k12.ca.us**	**Jenine Keay** **Program Specialist** **Pre-K** **jkeay@pbvusd.k12.ca.us**
Ann Bednersh **Program Specialist** **Mild to Moderate Support Needs** **abednersh@pbvusd.k12.ca.us**	**Regan Jameson** **Program Specialist** **Mild to Moderate Support Needs** **rjameson@pbvusd.k12.ca.us**	**Lilibeth Castillo** **Program Specialist** **Extensive Needs Support** **lcastillo@pbvusd.k12.ca.us**
Monica Helton **Program Specialist** **Extensive Needs Support** **Mild to Moderate Support Needs** **mhelton@pbvusd.k12.ca.us**	**Shari Ellis** **Program Specialist** **Extensive Needs Support** **Physical & Health Impairments** **sellis@pbvusd.k12.ca.us**	**Chrissy White** **Program Specialist** **Extensive Needs Support** **Mild to Moderate Support Needs** **sellis@pbvusd.k12.ca.us**

Every school site has one academic coach available to provide additional support, as needed.

Mentor Reassignments: The following procedures should be followed if any stakeholder determines that a non-productive match exits between the induction candidate and the mentor:

- A written notice for a change in mentor and reason is given to the Director of New Teacher Support.
  - Email
  - Written letter
- The Director of New Teacher Support will investigate the concerns from either or both parties to determine the appropriate course of action.
- The Director of New Teacher Support will schedule a time to meet with the candidate and mentor
  - Director will communicate with each person separately
  - A meeting that includes both candidate and mentor will only take place if both parties agree
- Reassignment is a final option should the match continue to be non-productive.

PBVUSD Induction Policies and Procedures, cont'd.

Intervention Process

To maintain quality standards throughout its Induction Program, the P-BVUSD has established procedures to identify and assist an induction candidate who is not meeting with success.

- If a candidate is experiencing difficulty in meeting the program requirements, the induction candidate or mentor immediately shares in writing his/her concerns with the Induction Director or Coordinator via email at rafalopez@pbvusd.k12.ca.us
- The mentor, induction candidate, and Induction Director or Coordinator will confer to identify the area(s) of concern and methods for intervention.
- An action plan (including a timeline) will be established and signed by all three.
- Extra support will be provided to the induction candidate as needed.
- The candidate's site administrator will be informed of the action plan and extra support.

Note: **An induction candidate may not receive credit for Induction if areas of concern are not corrected (within the time span and agreements stated in the action plan).**

Induction Extension (due to extenuating circumstance(s)

The induction program is designed for completion within the first two years of employment with a preliminary credential. Induction Candidates must complete all requirements for the professional clear credential within five years after receiving a preliminary credential. Should extenuating circumstances delay the completion of the induction program within a two-year period, an individual contract will be developed between the induction candidate and the Induction Program Director and/or Coordinator. Induction candidates should bring evidence verifying previously met requirements (e.g., Induction documentation records, Individual Induction Plans, Individual Learning Plans, Induction Completion forms, professional development records, professional portfolio) to the scheduled meeting with the director and/or coordinator. Should any of the following circumstances occur during the induction candidate's tenure in the Induction Program, it would constitute grounds for extending the time of their participating in the program.

- Pregnancy
- Medical leave of absence
- Personal leave without pay
- Administrative leave without pay
- Bereavement leave exceeding time allotted by district
- Any other situation determined by the Director of the Induction Program

It is the responsibility of the Induction Candidate to submit all required evidence for program completion, including formative assessment evidence, as outlined in the Induction Handbook.

Failure to complete year one or year two induction program requirements within the designated time may require the induction candidate to submit payment to the District for extended support.

Units for Induction Completion:

Our induction program partners with CSUB for the purchase of units for the completion of induction. At the end of each program year, you will receive information regarding the purchase of units for the current year only. Purchasing units is optional. The unit purchase window is from May 31st-August 1st. Please see the information regarding units below:

Program Year	Number of Units	Cost
Year 1	3 units	$75 per unit
Year 2	3 units	$75 per unit
ECO	3 units	$75 per unit

Price of individual unit is subject to change.



Teacher Induction Program
Preconditions and Program Standards

Commission on Teacher Credentialing

Standards Adopted
October 2016

Handbook Revised June 26, 2017

Teacher Induction

The Teacher Induction standards govern the program for Preliminary Multiple Subject, Single Subject and Education Specialist teachers complete to earn a Clear Teaching Credential.

Preconditions for Teacher Induction Programs

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.

2024 Refreshed
California Standards for the Teaching Professions



CSTP 1:
Engaging and Supporting All Students in Learning



CSTP 2:
Creating and Maintaining Effective Environments for Student Learning



3 CSTP:
Understanding and Organizing Subject Matter for Student Learning



CSTP 4:
Planning Instruction and Designing Learning Experiences for All Students



CSTP 5:
Assessing Students for Learning



CSTP 6:
Developing as a Professional Educator

Panama-Buena Vista Union School District Induction Program

Year 1 Induction Individualized Learning Plan

26-27 ILP Goal Setting Plan Module

The Individualized Learning Plan (ILP) serves as a road map for your induction work and provides guidance to your mentor so that support may be individualized to meet your needs. You will work with your mentor, administrator, and Induction program staff to develop the ILP at the beginning of your induction period. Your teaching assignment should provide the appropriate context for the development of the overall ILP; however, you and your mentor may add additional goals based on your professional interests. Goals should align with the California Standards for the Teaching Profession. **Our program recommends elements from CSTP 1, 2 & 3 for Year 1 candidates.**	The Goal Setting Plan of the ILP will guide you through the steps for creating goals during your first year of induction. Your mentor will observe you several times throughout the school year and one time during the Inquiry process. In addition, you will observe colleagues who will demonstrate strategies and techniques relevant to your professional goals. These observations, the conversations following these observations, along with your practice and refinement of effective teaching practices should all be considered when completing this ILP. The weekly meetings you have with your mentor should be considered individualized professional development that may be reflected in this ILP. As you complete this ILP, reflect on the effectiveness of your instruction, analysis of student and other outcome data, and how you use this data to further inform the repeated cycle of planning and instruction.

Directions: Complete the Goal Setting Plan of the ILP within the first 60 days of entering Induction (OCT 16, 2026). Prior to completing the Goals, Rationale, Actions, and Timeline portion of the Individual Learning Plan (ILP) for each goal, you will have the opportunity to reflect on your university transition plan/Individual Development Plan, meet with your site administrator to get input, debrief with your mentor and and build goals that would best suit you and your individual learning plan. In January, you will review and update your ILP by reflecting on the progress you have made in meeting your professional goals and the impact on student learning. In April, you will complete a final review and analysis of the progress you have made in meeting your professional goals and the impact on student learning.

This is a cumulative document that will be reviewed and updated throughout the induction period.

**** The Goal Setting module must be submitted in Canvas by OCT 16, 2026****

Candidate Information	
Candidate Name	**Mentor Name**
Candidate School Site	**Grade level/Content Area**

Candidate Credential Information If a candidate if clearing more than one preliminary credential, all must be listed below	
Credential(s) that you are clearing through the P-BVUSD Teacher Induction Program:	
This document and all sections of the ILP must be shared electronically with your mentor at least two times: 1st share-so mentor can see candidate's progress and 2nd share-so mentor must review before the candidate submits	
Candidate will enter the date that this section of the ILP was shared with their mentor:	**Candidate will enter the date that this section of the ILP was reviewed by your mentor prior to submitting for approval:**
Enter Date Here:	

Reviewer Use Only: Reviewers of ILP, please enter the information below once the Goal Setting Module components that are due OCT 16, 2026 have been approved:			
Date of approval:		**Name of Reviewer**	

Growth Goal Section	
Data Point # 1: Transition Plan/Individual Development Plan (IDP) Reflection Think back to the Individual Development Plan you completed at the end of your University Preliminary Credential Program. From your identified strengths and desired growth areas at that time, discuss the goals you set for your first year teaching on your Preliminary. These two areas should be based on your level of practice **during your time enrolled in a credential program**, which **must** include: • Student teaching experience • Feedback from university supervisor or mentor teacher • Planned next steps at the end of credential program Out of State Candidates: Candidates who were prepared out of state may not have an IDP. All California candidates must have an IDP. If you do not have your IDP, complete the CSTP Self-assessment and then return to this section and describe your current level of practice (strengths and desired growth areas). You would not need to complete the student teaching or university supervisor experience. Please inform the program if you do not have an IDP.	
After discussing with your Mentor, reflect on and describe the following:	
Three areas of strength	
Three areas of desired growth	

Student teaching experience	
Feedback from university supervisor	

Data Point # 2: Beginning of Year 1 CSTP Self-Assessment

Use the CSTP Self-Assessment form results to describe your current level of practice. Then, discuss with your Mentor the CSTP elements that you may need to focus your attention this year. (Click here) for a forced copy of the CSTP Self-Assessment form)

1. Save your copy of the CSTP Self-Assessment in your google drive.
2. Share it with your mentor
3. Change the share settings to "P-BVUSD-Anyone in this group with the link can view"
4. Link your copy BELOW:

Link your CSTP Self-Assessment Document here:	

CSTP Strengths and Desired Areas of Professional Growth or Interest: Reflect and Collaborate with your mentor on your CSTP Self-Assessment results. Review any trends you noticed during your self assessment and describe your current level of classroom practice, including current areas of professional strength and desired areas of professional growth. This process will help you narrow down to the elements you want to focus on to create your growth goals for this year. Our program recommends that Year 1 candidates focus on elements from CSTP 1, 2 & 3.

Make sure to include the elements (for example, CSTP Element 1A) and the wording for the elements (For example, Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning).

Current Area(s) of Professional Strength (list 3 or more CSTP elements that you feel confident with)	
Desired Area(s) of Professional Growth or Interest (list 3 or more CSTP elements that you would like to grow in this year)	

Data Point # 3: Input from Site Administrator:

Date of Meeting:	Schedule a time to meet with your school site administrator to discuss the following and to help guide your goal setting for your first year of induction. Prior to the meeting, with your mentor, draft three goals or areas of focus based on your CSTP self-assessment to be shared with your site administrator during the meeting. If possible, include your mentor in this meeting. If not, make sure to inform your mentor of the outcome of your meeting with your site administrator prior to finalizing your goals. Candidates will record key points of what the site admin shared including input on strengths, recommended growth areas, and grade and school wide goals.

__/__/__	**Our school site goals this year include:**
	Recommended growth areas for me include:
	Grade/Subject area expectations for teachers in your specific job assignment:

Build your three growth goals for this year: Considering the three data points compiled above.

1. With your Mentor, you will self-assess on the California Standards for the Teaching Profession.
2. With your Mentor, discuss and select **three** CSTPs that will form the basis for your Growth Goals this year. (**Our program recommends that Year 1 candidates focus on CSTP 1, 2 and 3 during their first year of induction.)**
3. With your Mentor, narrow down to one or a few specific elements of each CSTP you selected.
4. Student Needs: Even though you are assessing on the CSTPs and the learning in induction is geared towards your own growth as an educator, you will include a component in each goal that affects student learning because you will need to provide how your actions in your goals have affected student achievement AND will need to explain how the goals align with your inquiry modules which will be centered on Common CoreState Standards.
5. Last step: With your Mentor, complete the chart below. (Note: These goals, as well as other aspects of your ILP, can be modified as you progress.)

Goal 1



Choose a CSTP element (not an indicator) to base this goal on.				
CSTP Element(s) provide number and wording for each (*Example: CSTP Element 1A-Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning).*	**SMARTIE Goal: Begin with "My first growth goal for this year is to"**	**Actions Steps (At least 3) Must include at least one collaborative action.**	**Rationale: Why is this goal important to your growth as an educator?**	**Timeline: Begin with "By January, I will complete …"**

List the CSTP Element(s) here:	Build your goal here:	1. 2. 3	.	• Describe actions you will take • Describe desired teacher growth • Describe desired student growth associated with this goal
I	How will this growth goal allow you to create an inclusive environment for all students?			
E	How will this goal provide equitable teaching for all students?			

January Progress on Goal 1 (Due January 15th): Record any progress you have made in meeting this goal for the following, how you will continue to work toward meeting this goal and one professional development you attended to support this goal.				
Actions steps that have been taken or completed:	Describe how the actions that you took towards Goal 1 positively impact student learning (Student Needs):	Describe how taking these actions has helped you grow in your teaching profession	Any adjustments or modifications for Goal 1:	**Timeline: Begin with "By April, I will complete …"**
				• **Describe actions you will take:** • **Describe desired teacher growth:** • **Describe desired student growth associated with this goal:**
I	**How will this growth goal continue to allow you to create an inclusive environment for all students?**			

E	**How will this goal continue to provide equitable teaching for all students?**	

Professional Learning Opportunities: Add details below for one professional development opportunity you have attended to support Goal 1				
Name of PD:	**Date(s) attended:**	**Time frame:**	**Description of PD:**	**Explain how this PD connects to this ILP Goal:**

April Progress on Goal 1 (Due April 16th): Open up your CSTP Elements Self Assessment. Revisit each element and reflect on your growth over your first year of induction. This process must be completed before providing progress on goals for April.	
End of Year CSTP Self-Assessment Reflection: **At the end of the year, you will conduct a final self-assessment of all CSTP elements. In paragraph form, explain how your instructional practice has evolved for the element(s) you focused on in this goal from the beginning of Year 1 in induction to now based on your analysis of your final self-assessment of CSTPs 1-6.**	

Now, record your progress in meeting this goal and how you will continue to work towards meeting this goal during Year 1 of Induction.				
Actions and steps that have been taken or completed:	Describe how the actions that you took towards Goal 1 positively impact student learning (Student Needs):	Describe how taking these actions has helped you grow in your teaching profession	Any adjustments or modifications for Goal 1:	By the end of the school year, what action steps will you take to continue to meet Goal 1?

Any additional professional development that aligns with this goal (optional):

Goal 2



Choose a CSTP element (not an indicator) to base this goal on.	S M	A	R	T
CSTP Element(s) provide number and wording for each (*Example: CSTP Element 1A-Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning).*	**SMARTIE Goal: Begin with "My second growth goal for this year is to"**	**Actions Steps (At least 3) Must include at least one collaborative action.**	**Rationale: Why is this goal important to your growth as an educator?**	**Timeline: Begin with "By January, I will complete …"**
List the CSTP Element(s) here:	**Build your goal here:**	**1. 2. 3**	.	• **Describe actions you will take** • **Describe desired teacher growth** • **Describe desired student growth associated with this goal**

I	**How will this growth goal allow you to create an inclusive environment for all students?**	
E	**How will this goal provide equitable teaching for all students?**	

January Progress on Goal 2 (Due January 15th): Record any progress you have made in meeting this goal for the following, how you will continue to work toward meeting this goal and one professional development you attended to support this goal.

Actions steps that have been taken or completed:	Describe how the actions that you took towards Goal 2 positively impact student learning (Student Needs):	Describe how taking these actions has helped you grow in your teaching profession	Any adjustments or modifications for Goal 2:	**Timeline: Begin with "By April, I will complete …"**
				• **Describe actions you will take:** • **Describe desired teacher growth:** • **Describe desired student growth associated with this goal:**

I	**How will this growth goal continue to allow you to create an inclusive environment for all students?**	
E	**How will this goal continue to provide equitable teaching for all students?**	

Professional Learning Opportunities: Add details below for one professional development opportunity you have attended to support Goal 2

Name of PD:	**Date(s) attended:**	**Time frame:**	**Description of PD:**	**Explain how this PD connects to this ILP Goal:**

April Progress on Goal 2 (Due April 16th): Open up your CSTP Elements Self Assessment. Revisit each element and reflect on your growth over your first year of induction. This process must be completed before providing progress on goals for April.

End of Year CSTP Self-Assessment Reflection: **At the end of the year, you will conduct a final self-assessment of all CSTP elements. In paragraph form, explain how your instructional practice has evolved for the element(s) you focused on in this goal from the beginning of Year 1 in induction to now based on your analysis of your final self-assessment of CSTPs 1-6.**	

Now, record your progress in meeting this goal and how you will continue to work towards meeting this goal during Year 1 of Induction.

Actions and steps that have been taken or completed:	Describe how the actions that you took towards Goal 2 positively impact student learning (Student Needs):	Describe how taking these actions has helped you grow in your teaching profession	Any adjustments or modifications for Goal 2:	By the end of the school year, what action steps will you take to continue to meet Goal 2?

Any additional professional development that aligns with this goal (optional):				

Goal 3



Choose a CSTP element (not an indicator) to base this goal on.	S M	A	R	T
CSTP Element(s) provide number and wording for each (*Example: CSTP Element 1A-Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning).*	**SMARTIE Goal: Begin with "My third growth goal for this year is to"**	**Actions Steps (At least 3) Must include at least one collaborative action.**	**Rationale: Why is this goal important to your growth as an educator?**	**Timeline: Begin with "By January, I will complete …"**
List the CSTP Element(s) here:	**Build your goal here**:	**1.** **2.** **3**	.	• **Describe actions you will take** • **Describe desired teacher growth** • **Describe desired student growth associated with this goal**

I	**How will this growth goal allow you to create an inclusive environment for all students?**	
E	**How will this goal provide equitable teaching for all students?**	

January Progress on Goal 3 (Due January 15th): Record any progress you have made in meeting this goal for the following, how you will continue to work toward meeting this goal and one professional development you attended to support this goal.

Actions steps that have been taken or completed:	Describe how the actions that you took towards Goal 3 positively impact student learning (Student Needs):	Describe how taking these actions has helped you grow in your teaching profession	Any adjustments or modifications for Goal 3:	**Timeline: Begin with "By April, I will complete …"**
				• **Describe actions you will take:** • **Describe desired teacher growth:** • **Describe desired student growth associated with this goal:**

I	**How will this growth goal continue to allow you to create an inclusive environment for all students?**	
E	**How will this goal continue to provide equitable teaching for all students?**	

Professional Learning Opportunities: Add details below for one professional development opportunity you have attended to support Goal 3

Name of PD:	Date(s) attended:	Time frame:	Description of PD:	Explain how this PD connects to this ILP Goal:

April Progress on Goal 3 (Due April 16th): Open up your CSTP Elements Self Assessment. Revisit each element and reflect on your growth over your first year of induction. This process must be completed before providing progress on goals for April.				
End of Year CSTP Self-Assessment Reflection: **At the end of the year, you will conduct a final self-assessment of all CSTP elements. In paragraph form, explain how your instructional practice has evolved for the element(s) you focused on in this goal from the beginning of Year 1 in induction to now based on your analysis of your final self-assessment of CSTPs 1-6.**				
Now, record your progress in meeting this goal and how you will continue to work towards meeting this goal during Year 1 of Induction.				
Actions and steps that have been taken or completed:	Describe how the actions that you took towards Goal 3 positively impact student learning (Student Needs):	Describe how taking these actions has helped you grow in your teaching profession	Any adjustments or modifications for Goal 3:	By the end of the school year, what action steps will you take to continue to meet Goal 3?
Any additional professional development that aligns with this goal (optional):				

**** The Goal Setting Plan module**
must be submitted in Canvas by October 16, 2026**
(excluding the January and April Progress on Goals and the End of Year CSTP Self-Assessment Reflection)

Year 1 Student Relationship Building Module

Candidate Name:	**Mentor Name:**
School Site:	**Grade level/Content Area:**

Candidate will enter the date that this section of the ILP was shared with their mentor:	**Candidate will enter the date that this section of the ILP was reviewed by your mentor prior to submitting for approval:**
Enter Date Here:	**Enter Date Here:**

Reviewer Use Only: Reviewers of ILP, please enter the information below once this document has been approved:			
Date of approval:		**Name of Reviewer**	

As a Year 1 Induction Candidate, you will be completing **three mini inquiry modules** during your first year of induction:

- **Student Relationship Building**
- Peer Observation
- Mentor Observation
  - ELA for Multiple Subject and Educational Specialist candidates
  - Content Area: Specialist Single Subject candidates

Each module will provide you an opportunity for growth in the goal areas you identified in your Goal Setting Plan at the beginning of your first year in induction.

Additionally, you will be asked to choose **one action for each principle of UDL** to implement and enhance your students' experience as you grow your teaching practice:

Directions:

1. **Read the description for each task and the required areas according to the rubric bulleted items.**
2. **Work with your mentor to complete the tasks.**
3. **Use the "workspace" to document your work. After your module is approved/graded, you will add this work to your slide deck template that we will assign to you in Canvas.**
4. **Submit this module in Canvas**

**** The Student Relationship Building module must be submitted in Canvas by November 20, 2026****

All three ILP Inquiry Modules will be submitted in a slideshow format. Candidates will choose either to create a video to explain their slide deck or present their slide deck via zoom. **The video option is only available to those who submit all three modules by each due date.** Each module will have a specific CSTP Element focus based on the Growth Goals you selected and will be collaboratively developed with your Mentor on a weekly basis. The learning and reflection captured in your ILP Modules will then be shared during the video or presentation of your slide deck.

- Video option: Submit in Canvas by **March 5, 2027**
- Live Zoom Presentation option: Submit in Canvas by **March 5, 2027 in order to present via zoom on March 10, 2027.**

Each section must be clearly labeled and must include the bulleted information of the Module Rubric.

Once you open your slide deck template in Canvas, please place a link to the slide deck here:			
Section	**Description of task**	**Module Rubric (Must be included in each slide)**	**Workspace: Add your progress here and when complete, transfer to your slide deck.**
Planning and research:	Look back at your ILP Goal Setting Plan to review which CSTP element you selected at the beginning of the year and will be focusing on for this inquiry module. Our program **recommends** CSTP 2: Creating and maintaining effective environments for student learning. With your mentor, research a NEW strategy you would like to implement to promote a caring community within your classroom. Recommended Resources: Fostering Relationships in the Classroom 10 Powerful Community-Building Ideas Positive Student-Teacher Relationships: 10 Ways to Connect with Kids Resources for Building Teacher-Student Relationships (video)	• State your CSTP Element • State your growth goal associated with this element. • Describe the NEW strategy you will be implementing. • Share why you chose this strategy. • Discuss how implementing this new strategy grew your practice. • Discuss the anticipated outcome for your classroom environment.	
Implementation of NEW strategy and reflection	Implement the NEW strategy that you researched. Discuss the outcome with your mentor.	• Describe what you did to implement this NEW strategy. • Describe the outcome of what worked and what you may change. • Provide evidence (picture, student work, video, graph…) • Label evidence	
Creating a classroom of inclusion and equity. **Resources:** Refreshed 2024 CSTPs	Reflect on your current students and the assets they bring to this learning. Choose one action for each principle of UDL to implement and enhance your students' experience as you grow your teaching practice while implementing the new strategies to promote a caring community within your classroom.		

Universal Design for Learning (UDL)	Engagement: The "why" of learning, which includes motivation and building on students' interests. 	Representation: The "what" of learning. 	Action & Expression: The "how" of learning. 
	Workspace for Engagement:	**Workspace for Representation:**	**Workspace for Action & Expression:**

Year 1 Peer Observation Module

Candidate Name:	Mentor Name:
School Site:	Grade level/Content Area:

Candidate will enter the date that this section of the ILP was shared with their mentor:	Candidate will enter the date that this section of the ILP was reviewed by your mentor prior to submitting for approval:
Enter Date Here:	Enter Date Here:

Reviewer Use Only: Reviewers of ILP, please enter the information below once this document has been approved:			
Date of approval:		Name of Reviewer	

Date of Peer Observation	
Names and Grade levels/Content Area that you visited	1. 2. 3.

As a Year 1 Induction Candidate, you will be completing **three mini inquiry modules** during your first year of induction:

- Student Relationship Building
- **Peer Observation**
- Mentor Observation
  - ELA for Multiple Subject and Educational Specialist candidates
  - Content Area: Specialist Single Subject candidates

Each module will provide you an opportunity for growth in the goal areas you identified in your Goal Setting Plan at the beginning of your first year in induction.

Additionally, you will be asked to choose **one action for each principle of UDL** to implement and enhance your students' experience as you grow your teaching practice:

Directions:

1. **Read the description for each task and the required areas according to the rubric bulleted items.**
2. **Work with your mentor to complete the tasks.**
3. **Use the "workspace" to document your work. After your module is approved/graded, you will add this work to your slide deck template that we will assign to you in Canvas.**
4. **Submit this module in Canvas**

**** The Peer Observation module must be submitted in Canvas by December 18, 2026****

All three ILP Inquiry Modules will be submitted in a slideshow format. Candidates will choose either to create a video to explain their slide deck or present their slide deck via zoom. **The video option is only available to those who submit all three modules by each due date.** Each module will have a specific CSTP

Element focus based on the Growth Goals you selected and will be collaboratively developed with your Mentor on a weekly basis. The learning and reflection captured in your ILP Modules will then be shared during the video or presentation of your slide deck.

- Video option: Submit in Canvas by **March 5, 2027**
- Live Zoom Presentation option: Submit in Canvas by **March 5, 2027 in order to present via zoom on March 10, 2027.**

Each section must be clearly labeled and must include the bulleted information of the Module Rubric.

Once you open your slide deck template in Canvas, please place a link to the slide deck here:

Section	Description of task	Module Rubric (Must be included in each slide)	Workspace: Add your progress here and when compete, transfer to your slide deck
Planning and research:	Look back at your ILP Goal Setting Plan to review which CSTP element you selected at the beginning of the year and will be focusing on for this inquiry module. Our program **recommends** CSTP 1: Engaging and supporting all students in learning. Think of what you want to do in your teaching practice in terms of this element while observing a peer. Your academic coach will assist in scheduling the observations. You will observe one or more veteran teacher(s). If possible, try to observe your Mentor. During the observation you will gather new ideas around potential strategies and routines you may use in order to obtain growth in your selected element. Make sure to take notes.	• State your CSTP Element • State your growth goal associated with this element. • Describe what you would like to observe from a peer within this element (strategy, classroom routine, delivery style, engagement of students...). • After the observation, describe what you observed that you would like to practice in your classroom. • Discuss what you did to implement what you learned during the peer observation..	
Implementation of NEW strategy	Take a strategy that you learned during your observation and practice it in your own class.	• Describe what you did to implement what you learned into your classroom. • Provide evidence (picture, student work, video, graph...) • Label evidence	

Reflection	Reflect upon your learning from the Peer Observation experience. Discuss your reflection with your Mentor.	• Discuss what worked and what you may change. • Discuss whether or not you would try this strategy again. • Describe what you learned from the process of observing a peer.	
Creating a classroom of inclusion and equity. **Resources:** Refreshed 2024 CSTPs Universal Design for Learning (UDL)	Engagement: The "why" of learning, which includes motivation and building on students' interests. 	Representation: The "what" of learning. 	Action & Expression: The "how" of learning. 
	Workspace for Engagement:	**Workspace for Representation:**	**Workspace for Action & Expression:**

Year 1 Mentor Observation Module

Candidate Name:	**Mentor Name:**
School Site:	**Grade level/Content Area:**

Candidate will enter the date that this section of the ILP was shared with their mentor:	**Candidate will enter the date that this section of the ILP was reviewed by your mentor prior to submitting for approval:**
Enter Date Here:	**Enter Date Here:**

Reviewer Use Only: Reviewers of ILP, please enter the information below once this document has been approved:			
Date of approval:		**Name of Reviewer**	

As a Year 1 Induction Candidate, you will be completing **three mini inquiry modules** during your first year of induction:

- Student Relationship Building
- Peer Observation
- **Mentor Observation**
  - **ELA for Multiple Subject and Educational Specialist candidates**
  - **Content Area: Specialist Single Subject candidates**

Each module will provide you an opportunity for growth in the goal areas you identified in your Goal Setting Plan at the beginning of your first year in induction.

Additionally, you will be asked to choose **one action for each principle of UDL** to implement and enhance your students' experience as you grow your teaching practice:

Directions:

1. **Read the description for each task and the required areas according to the rubric bulleted items.**
2. **Work with your mentor to complete the tasks.**
3. **Use the "workspace" to document your work. After your module is approved/graded, you will add this work to your slide deck template that we will assign to you in Canvas.**
4. **Submit this module in Canvas**

**** The Mentor Observation module must be submitted in Canvas by January 29, 2027****

All three ILP Inquiry Modules will be submitted in a slideshow format. Candidates will choose either to create a video to explain their slide deck or present their slide deck via zoom. **The video option is only available to those who submit all three modules by each due date.** Each module will have a specific CSTP Element focus based on the Growth Goals you selected and will be collaboratively developed with your Mentor on a weekly basis. The learning and reflection captured in your ILP Modules will then be shared during the video or presentation of your slide deck.

- Video option: Submit in Canvas by **March 5, 2027**
- Live Zoom Presentation option: Submit in Canvas by **March 5, 2027 in order to present via zoom on March 10, 2027.**

Each section must be clearly labeled and must include the bulleted information of the Module Rubric.

Once you open your slide deck template in Canvas, please place a link to the slide deck here:

Section	Description of task	Module Rubric (Must be included in each slide)	Workspace: Add your progress here and when compete, transfer to your slide deck
Planning and Research	Look back at your ILP Goal Setting Plan to review which CSTP element you selected at the beginning of the year and will be focusing on for this inquiry module. Our program **recommends** CSTP 3: Understanding and organizing subject matter for student learning. With your mentor, research a NEW instructional strategy in Language Arts that you would like to implement to better meet the needs of your diverse learners within your classroom. With your mentor, plan a lesson to implement the NEW instructional strategy. **CLICK HERE for a forced copy of Lesson Plan Template**	• State your CSTP Element • State your growth goal associated with this element. • Provide a lesson overview. • Describe the instructional strategy you will implement. • Describe your desired outcome from implementing this instructional strategy.	
Implementation and lesson observation by your mentor	Schedule a time for your Mentor to observe you delivering a lesson in which you implement your new instructional strategy. Meet with your Mentor prior to the observation to share your **lesson plan**. Plan a time for your Mentor to observe you implementing the instructional strategy you planned with clarity of exactly what you want your mentor to observe.	• Describe what you did to implement the new instructional strategy into your classroom. • Provide evidence (picture, student work, video, graph…) • Label evidence	
	Your mentor will share the completed Year 1-Mentor Observation Inquiry Module Feedback Form with you. After delivering the lesson, reflect on the lesson that your Mentor observed.		
Reflection, Mentor Feedback and Next Steps	Meet with your mentor to debrief the lesson observation. During your observation, your Mentor gathered data and completed the Year 1-Mentor Observation Inquiry Module Feedback Form. Review this form together and discuss the key points during your observation debrief. With your mentor, collaboratively discuss what your next steps might be going forward.	From your discussion of the key points during your observation debrief: • Discuss what you learned, overall, from the process of implementing the instructional strategy and getting observation feedback from your mentor • Share the next steps you will take to continue to grow to better meet the needs of your diverse learners within your classroom.	
Creating a classroom of inclusion and equity. **Resources:** Refreshed 2024 CSTPs Universal Design for Learning (UDL)	Engagement: The "why" of learning, which includes motivation and building on students' interests. 	Representation: The "what" of learning. 	Action & Expression: The "how" of learning. 

26-27 ILP Goal Setting Plan Module

The Individualized Learning Plan (ILP) serves as a road map for your induction work and provides guidance to your mentor so that support may be individualized to meet your needs. You will work with your mentor, administrator, and Induction program staff to develop the ILP at the beginning of each induction year. Your teaching assignment should provide the appropriate context for the development of the overall ILP; however, you and your mentor may add additional goals based on your professional interests. Goals should align with the California Standards for the Teaching Profession. **Our program recommends elements from CSTP 4, 5 & 6 for Year 2 candidates.**	The Goal Setting Plan of the ILP will guide you through the steps for creating goals during Year 2 of Induction. Your mentor may observe you several times throughout the school year and one time during the Inquiry process. In addition, you will observe colleagues who will demonstrate strategies and techniques relevant to your professional goals. These observations, the conversations following these observations, along with your practice and refinement of effective teaching practices should all be considered when completing this ILP. The weekly meetings you have with your mentor should be considered individualized professional development that may be reflected in this ILP. As you complete this ILP, reflect on the effectiveness of your instruction, analysis of student and other outcome data, and how you use this data to further inform the repeated cycle of planning and instruction.

Directions: Complete the Goal Setting Plan of the ILP within the first 60 days of entering Year 2 of Induction (OCT 16, 2026). Prior to completing the Goals, Rationale, Actions, and Timeline portion of the Individual Learning Plan (ILP) for each goal, you will have the opportunity to reflect on your growth goals from year 1 of induction, meet with your site administrator to get input, debrief with your mentor and and build goals that would best suit you and your individual learning plan. In January, you will review and update your ILP by reflecting on the progress you have made in meeting your professional goals and the impact on student learning. During your inquiry process, you will complete a final review and analysis of the progress you have made in meeting your professional goals and the impact on student learning.

This is a cumulative document that will be reviewed and updated throughout the induction period.

**** The Goal Setting module must be submitted in Canvas by OCT 16, 2026****

Candidate Information	
Candidate Name:	**Mentor Name:**
Candidate School Site:	**Grade level/Content Area:**
Candidate Credential Information **If a candidate is clearing more than one preliminary credential, all must be listed below**	

Credential(s) that you are clearing through the P-BVUSD Teacher Induction Program:	
This document and all sections of the ILP must be shared electronically with your mentor at least two times: **1st share-so mentor can see candidate's progress and** **2nd share-so mentor must review before the candidate submits**	
Candidate will enter the date that this section of the ILP was shared with their mentor:	**Candidate will enter the date that this section of the ILP was reviewed by your mentor prior to submitting for approval:**
Enter Date Here:	**Enter Date Here:**

Reviewer Use Only: Reviewers of ILP, please enter the information below once the Goal Setting Module components that are due OCT 16, 2026 have been approved:			
Date of approval:		**Name of Reviewer**	

Growth Goal Section

Data Point #1: You will need to refer to your Year 1 Goal Setting Module	
Year 1 Goal Reflection: Reflect and Collaborate with your mentor on the progress of your goals during Year 1 of Induction using the following guiding questions:	
Do I need to continue to work on any of my goals from Year 1 of Induction? If so, how can I update/extend my goals to fit my current level of teaching practice for Year 2 of Induction?	
What did I learn from the process of implementing growth goals? How can this help me continue to be successful with implementing Year 2 growth goals?	

Data Point #2: You will need to refer to your Year 1 CSTP Self Assessment	
CSTP Self-Assessment Reflection of Year 1: Reflect and Collaborate with your mentor on your Year 1 End of Year CSTP Self-Assessment results. Review any trends you noticed during your self assessment and describe your current level of classroom practice, including current areas of professional strength and desired areas of professional growth. This process will help you narrow down to the elements you want to focus on to create your growth goals for this year. **Our program recommends elements from CSTP 4, 5 & 6 for Year 2 candidates.** ***IMPORTANT: If you completed Year 1 of induction with another program other than P-BVUSD Teacher Induction, please contact our program at induction@pbvusd.k12.ca.us for next steps.**	
Place a link to your Year 1 CSTP Self-Assessment here:	

Current Area(s) of Professional Strength (list 3 or more CSTP elements that apply)	
Desired Area(s) of Professional Growth or Interest (list 3 or more CSTP elements that apply)	

Data Point #3: Input from Site Administrator:

Date of Meeting:	**Input from Principal: With your mentor, schedule a time to meet with your school site administrator to discuss the following and to help guide your goal setting for the 2025-26 school year. Your mentor will attend this meeting with you.** **The candidate and mentor will record key points of what the site admin shared including input on strengths, recommended growth areas, and grade and school wide goals.**
__ / __ / ____	**Our school site goals this year include:** **Recommended growth areas for me include:** **Grade/Subject area expectations for teachers in your specific job assignment:**

Build your three growth goals for this year: Considering the three data points compiled above.

1. Reflect on your End of Year CSTP Self-Assessment from Year 1 with your Mentor and consider the Refreshed 2024 CSTPs
2. With your Mentor, discuss and select **three** CSTPs that will form the basis for your Growth Goals this year. (**Our program recommends that Year 2 candidates focus on CSTP 4, 5 and 6 during their second year of induction.)**
3. Student Needs: Even though you are assessing on the CSTPs and the learning in induction is geared towards your own growth as an educator, you will include a component in each goal that affects student learning because you will need to provide how your actions in your goals have affected student achievement AND will need to explain how the goals align with your inquiry modules which will be centered on Common Core State Standards.
4. With your Mentor, narrow down to one or a few specific elements of each CSTP you selected.
5. You will be asked to consider the Refreshed 2024 CSTPs in order to determine how you will ensure that your growth goals are inclusive and equitable to all students.
6. With your Mentor, complete the chart below. (Note: These goals, as well as other aspects of your ILP, can be modified as you progress.)

Goal 1



Choose a CSTP element (not an indicator) to base this goal on.	Specific S Measurable M	Attainable A	Relevant R	Time-bound T
CSTP Element(s) provide number and wording for each *(For example: 1A: Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning)*	**SMARTIE Goal: Begin with "My first growth goal for this year is to"**	**Actions Steps (At least 3) Must include at least one collaborative action.**	**Rationale: Why is this goal important to your growth as an educator?**	**Timeline: Begin with "By January, I will complete …"**
List the CSTP Element(s) here:	**Build your goal here**:	**1.** **2.** **3.**		• **Describe actions you will take:** • **Describe desired teacher growth:** • **Describe desired student growth associated with this goal:**

Inclusive I	**How will this growth goal allow you to create an inclusive environment for all students?**
Equitable E	**How will this goal provide equitable teaching for all students?**

January Progress on Goal 1 (Due January 15th): Record any progress you have made in meeting this goal for the following, how you will continue to work toward meeting this goal and one professional development you attended to support this goal.

Actions steps that have been taken or completed:	Describe how the actions that you took towards Goal 1 positively impact student learning (Student Needs):	Describe how taking these actions has helped you grow in your teaching profession	Any adjustments or modifications for Goal 1:	**Timeline: Begin with "By the end of the year, I will complete …"**
				• **Describe actions you will**

				take: • Describe desired teacher growth: • Describe desired student growth associated with this goal:
	How will this growth goal continue to allow you to create an inclusive environment for all students?			
	How will this growth goal continue to allow you to provide equitable teaching for all students?			

Professional Learning Opportunities: Add details below for one professional development opportunity you have attended to support Goal 1				
Name of PD:	**Date(s) attended:**	**Time frame:**	**Description of PD:**	**Explain how this PD connects to this ILP Goal:**

Goal 2



Choose a CSTP element (not an indicator) to base this goal on.				
CSTP Element(s) **provide number and wording for each** *(For example: 1A: Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging*	**SMARTIE Goal: Begin with "My second growth goal for this year is to"**	**Actions Steps (At least 3) Must include at least one collaborative action.**	**Rationale: Why is this goal important to your growth as an educator?**	**Timeline: Begin with "By January, I will complete …"**

experiences that explore students' identities and extend their learning)				
List the CSTP Element(s) here:	**Build your goal here**:	**1.** **2.** **3.**		• **Describe actions you will take:** • **Describe desired teacher growth:** • **Describe desired student growth associated with this goal:**
	**How will this growth goal allow you to create an inclusive environment for all students?**			
	**How will this goal provide equitable teaching for all students?**			

<u>January Progress on Goal 2 (Due January 15th)</u>: Record any progress you have made in meeting this goal for the following, how you will continue to work toward meeting this goal and one professional development you attended to support this goal.				
Actions steps that have been taken or completed:	Describe how the actions that you took towards Goal 2 positively impact student learning (Student Needs):	Describe how taking these actions has helped you grow in your teaching profession	Any adjustments or modifications for Goal 2:	**Timeline: Begin with "By the end of the year, I will complete …"**
				• **Describe actions you will take:** • **Describe desired teacher growth:** • **Describe desired student growth associated with this goal:**
	**How will this growth goal continue to allow you to create an inclusive environment for all students?**			

E	**How will this growth goal continue to allow you to provide equitable teaching for all students?**	

Professional Learning Opportunities: Add details below for one professional development opportunity you have attended to support Goal 2				
Name of PD:	**Date(s) attended:**	**Time frame:**	**Description of PD:**	**Explain how this PD connects to this ILP Goal:**

Goal 3

SMARTIE GOALS

Choose a CSTP element (not an indicator) to base this goal on.	S M	A	R	T
CSTP Element(s) provide number and wording for each *(For example: 1A: Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning)*	**SMARTIE Goal: Begin with "My third growth goal for this year is to"**	**Actions Steps (At least 3) Must include at least one collaborative action.**	**Rationale: Why is this goal important to your growth as an educator?**	**Timeline: Begin with "By January, I will complete …"**
List the CSTP Element(s) here:	**Build your goal here**:	**1.** **2.** **3.**		• **Describe actions you will take:** • **Describe desired teacher growth:** • **Describe desired student growth associated with this goal:**

I	**How will this growth goal allow you to create an inclusive environment for all students?**	
E	**How will this goal provide equitable teaching for all students?**	

January Progress on Goal 3 (Due January 15th): Record any progress you have made in meeting this goal for the following, how you will continue to work toward meeting this goal and one professional development you attended to support this goal.

Actions steps that have been taken or completed:	Describe how the actions that you took towards Goal 3 positively impact student learning (Student Needs):	Describe how taking these actions has helped you grow in your teaching profession	Any adjustments or modifications for Goal 3:	**Timeline: Begin with "By the end of the year, I will complete …"**
				• **Describe actions you will take:** • **Describe desired teacher growth:** • **Describe desired student growth associated with this goal:**

I	**How will this growth goal continue to allow you to create an inclusive environment for all students?**	
E	**How will this growth goal continue to allow you to provide equitable teaching for all students?**	

Professional Learning Opportunities: Add details below for one professional development opportunity you have attended to support Goal 3				
Name of PD:	**Date(s) attended:**	**Time frame:**	**Description of PD:**	**Explain how this PD connects to this ILP Goal:**

** The Goal Setting Plan module must be submitted in Canvas by OCT 16, 2026**
(excluding the January Progress on Goals and the End of Year CSTP Self-Assessment Reflection)

Year 2 ILP Building a Caring Classroom Module

Due December 18, 2026

Candidate will enter the date that this section of the ILP was shared with their mentor:	Candidate will enter the date that this section of the ILP was shared with their mentor before submitting for approval:
Enter Date Here:	Enter Date Here:

Reviewer Use Only: Reviewers of ILP, please enter the information below once this document has been approved:			
Date of approval:		Name of Reviewer	

During your second year of induction, you will have the opportunity to once again observe your peers during instruction. This event will provide you with many new instructional and management strategies and ideas to take back to your classroom. Below you will share your experience from this event, how the observations relate to your growth goals and steps you are taking to build a caring classroom.

Peer Observation Reflection-Our program will work with your academic coach for general education teachers and program specialists for special education teachers to schedule peer observations during the months of September, October and November. Once you have participated in your peer observations, complete the following:	
Date of Peer Observation	
Names and Grade levels/Content Area that you visited	1. 2. 3.
Explain how you will apply what you learned from the peer observations to help you work toward meeting your ILP goals (must include at least one goal connection).	
Describe which teaching practices you will now try in your own classroom and how you plan to implement these new strategies (include at least one new strategy).	New strategy/strategies I will implement in my own classroom:
	How I plan to implement the new strategy/strategies listed above:

Student Relationship Building Reflection:	
Share your class story. Tell us about the students assigned to you	

this year. Must include student demographics and/or any unique aspects you wish to share.	
As you enter your second year of induction, describe the steps you have taken to learn about your students.	
Explain how the steps you will take to learn about your students will inform your instruction and will help you address your students' individual needs.	

Year 2 Lesson Planning Inquiry Module

Due February 26, 2027
This Module must be approved BEFORE implementation of the lesson series occurs

Candidate will enter the date that this section of the ILP was shared with their mentor:	Candidate will enter the date that this section of the ILP was reviewed by your mentor prior to submitting for approval:
Enter Date Here:	Enter Date Here:

Reviewer Use Only: Reviewers of ILP, please enter the information below once this document has been approved:			
Date of approval:		Name of Reviewer	

With your mentor, prepare ideas for your lesson planning inquiry by using the following questions to guide your thinking.

Here are some things to consider as you develop a well planned lesson series for your inquiry cycle:

Year 2 Lesson Planning Inquiry Focus:	• Math: Multiple subject and Educational Specialist candidates • Content Area: Specialist Single Subject candidate
How will you connect to your growth goals during this inquiry?	Choose 3 CSTP elements from your growth goals that you would like to strengthen during this inquiry. For example, if one of growth goals is focused on collecting and analyzing assessment data to inform instruction, you can focus on this area during the inquiry reflection. The inquiry reflection will provide an opportunity to analyze data. Try to make a connection to at least one CSTP element from each of your three growth goals to grow in during the inquiry.
What will you be teaching during the time of your inquiry (CCSS)?	What will you be teaching during the time of your inquiry (CCSS)? Think of when this learning will occur in order to develop a timeline. For example, most inquiry lesson series take place during the end of March or beginning of April. Look ahead in your curriculum maps or scope and sequence guides to determine what content you would like to focus on during this time.

How will you know your students are learning (Assessment)?DOK	**What** will the students be expected to learn and **how** will you know that they are learning? Be prepared to describe the learning that is taking place. What are the students able to do or produce that demonstrates the learning. Depth of Knowledge (DOK) levels should match from the pre to post assessment. You want to have comparable data.
What is your desired outcome of growth by the end of the inquiry process for ALL students? (Anticipated Measurable Objective)?	What is your desired outcome of growth by the end of the inquiry process for **ALL** students? Begin with, *"All students will be able to…" For example: "Students will be able to solve quadratic equations using the quadratic formula with 80% accuracy." "Students will be able to explain the process of photosynthesis, including the reactants and products, after completing the photosynthesis unit." "Students will be able to identify the author's purpose in a given text by analyzing the text's structure and language." "Students will be able to create a timeline of significant events in American history, demonstrating their understanding of historical cause and effect."*
Which TWO NEW TO YOU strategies will you implement? **-Main Strategy:** **-Supporting Strategy:**	What would you like to implement this year to grow your practice and support student learning? *For example, implementation of base ten blocks could be your main strategy that is called out in your essential question and academic conversation stems could be a supporting strategy you implement during partner discussions.*
How will you meet the diverse needs of your students?	You will be asked to meet the needs of all students by providing flexible learning environments that offer multiple ways for information to be presented, for students to engage with learning, and for students to demonstrate their knowledge. **Resources:** Refreshed 2024 CSTPs & Universal Design for Learning (UDL)
How will you Integrate ELD?	You will need to describe how your students engage with any of the language domains (reading, writing, listening & speaking)
What will be your Essential Question?	Ask a question that will guide your inquiry. This question should be about what you, as the teacher will be implementing and how it will support the learning. For example, *How will implementing base-ten blocks during small group instruction support my students ability to demonstrate and explain place value?*

Standards Focus:

CCSS or content standards addressing throughout the inquiry	ELD standards that will integrated during the inquiry	Identify the CSTP elements that will be addressed throughout your inquiry (these elements should be the elements you focused on in your growth goals)

Before planning your assessment, the candidate should meet with their mentor to talk through the inquiry focus using this KUD chart. A KUD chart helps a teacher focus (before starting a unit of instruction) on what students should be expected to do during the learning and to identify any prerequisite skills needed to successfully master the anticipated outcome for learning during the inquiry lesson series.

Use the link below to locate your inquiry focus standard.

KUD Chart
Click the link to the deconstructed standards books for reference → K-8

K: What students need to KNOW U: What students need to UNDERSTAND		D: What students need to be able to DO
What do students need to know before they even begin the learning of a new skill? What do students need to understand in relation to the new skill being taught?		What will students be expected to do in order to show mastery of the skill being taught?
K: Know	U: Understand	D: Do

Essential Question:

Anticipated Measurable Outcome (must include content standard language and be focused on ALL students)	**Optional Support Tool provided to assist with Anticipated Measurable Outcome/Objective.** **Predict what your students will be able to do by the end of the lesson series. Make it something you can actually measure.** **By the end of the lesson, ____% of all students will be able to ____ as measured by _____.**
Pre-Assessment: provide a link to your CFA and screenshot (DOK levels for the pre-assessment should match the levels of the post assessment)	**Link with appropriate sharing settings:** **Screenshot:**
New to you instructional strategies to grow your practice (2). Provide the name and description of each new strategy and explain why these strategies are a growth area for you as an educator:	**NEW Strategy called out in your essential question:** **NEW Supporting Strategy:**
Reflect on your current students and the assets they bring to this learning. Choose one action for each principle of UDL to implement and enhance your students' experience during this inquiry to better meet the needs of your diverse learners.	
Resources: **Refreshed 2024 CSTPs** **Universal Design for Learning (UDL)** **Engagement: The "why" of learning, which includes motivation and building on students' interests.** **Representation: The "what" of learning.**	

Action & Expression: The "how" of learning.	**Engagement**  Offer options and supports to stimulate motivation and sustained enthusiasm for learning	**Engagement:**	**Representation**  Present information in different ways to support access and understanding	**Representation:**	**Action & expression**  Offer options and supports to all so everyone can create, learn, and share	**Action & Expression:**

ELD Integration: Please describe how you will integrate your ELD standard. What will you ask your students to do?	**How will you integrate the language standard?** **What will students be expected to do? How will they engage with any of the language domains (reading, writing, listening & speaking)?**
Post Assessment: provide a link AND a screenshot (DOK levels for the pre-assessment should match the levels of the post assessment)	**Link with appropriate sharing settings:** **Screenshot:**

	**This module must be approved by your ILP reviewer before you teach your lessons.** **Your ILP reviewer needs at least one week to review this module and either approve it or provide you feedback.** **If you submit this module late, it is your responsibility to inform your reviewer so that they are prompted to review it.** **Please allow 2-3 three weeks from this day you submit this module to the day that you teach your first lesson.**

Mentor Observation Form Due one week after observation in Canvas

- **mentor completes this document and shares if with the candidate**
- **The candidate uploads this document in Canvas**

Lesson plans must be linked here. Once your lesson planning inquiry is approved,you may begin your lesson series. The lesson series will include 3-5 lessons. The mentors observe the candidate during a mutually agreed upon lesson. The mentor will complete one observation form. After the lesson series, the mentor will meet with the candidate to reflect on the process and the analysis of the assessment results to complete the inquiry reflection.

Lesson	Date of lesson	Please add lesson plan links in this column	Mark an x for the lesson that the mentor observed (choose one date)
#1			
#2			
#3			
#4			
#5			

CLICK HERE for a forced copy of Lesson Plan Template (make copies for each lesson)

*****Year 2/ECO Presentation date is April 21, 2027*****
Video Option: Submit the Culminating Slide Deck with the video embedded by April 16, 2027
Live Presentation Option: Submit the Culminating Slide Deck by April 16, 2027 in order to present via zoom April 21, 2027

Year 2 ILP Lesson Planning Inquiry Reflection Module

Due April 23, 2027

Inquiry Reflection: to be completed after you have completed/administered your post assessment during your lesson planning inquiry.

Candidate will enter the date that this section of the ILP was shared with their mentor:	Candidate will enter the date that this section of the ILP was reviewed by your mentor prior to submitting for approval:
Enter Date Here:	Enter Date Here:

Reviewer Use Only: Reviewers of ILP, please enter the information below once this document has been approved:			
Date of approval:		Name of Reviewer	

Describe in narrative form the amount of academic growth or lack of that your students achieved by the end of your inquiry.	
Must include quantitative data (graphs, tables, pie charts, etc.)	
How has analyzing student data and engaging in the inquiry process supported your growth in your ILP goals through the identified CSTP element(s)?	**CSTP Growth** **CSTP Growth** **CSTP Growth**
Reteach & Intervention: How will I continue to support any students who did not achieve 80% mastery on the common	

core standard that I focused on during my inquiry?	

Year 2 ILP Continued Professional Growth Module **Due April 30, 2027**	
Candidate will enter the date that this section of the ILP was shared with their mentor:	**Candidate will enter the date that this section of the ILP was reviewed by your mentor prior to submitting for approval:**
Enter Date Here:	**Enter Date Here:**

Reviewer Use Only: Reviewers of ILP, please enter the information below once this document has been approved:			
Date of approval:		**Name of Reviewer**	

Continuing to Grow as a Professional (Two steps):

Step One:
- **Complete the End of Year CSTP Self-Assessment:**
  - **Open up your CSTP Self-Assessment Tool from Year 1 and self-assess on all CSTP elements one last time.**
  - **Once you have done this, you will upload your CSTP Self-Assessment document in Canvas. Please complete this step before moving on to step 2.**

Step Two:
- **Complete the section below:**
  - **For each focus area, pick 2-3 CSTP elements that you would like to continue to grow in the next school year.**
  - **In 3-4 sentences, describe how you plan to focus on each area as you continue to grow professionally once you exit induction.**

Focus Area 1:	
List the CSTP Element(s) here associated with the focus area you would like to continue to grow in:	
Describe how you plan to focus on this area:	
Focus Area 2:	
List the CSTP Element(s) here associated with the focus area you would like to continue to grow in:	

Describe how you plan to focus on this area:	

Peer Observation Guidelines

Step 1

Think about your ILP growth goals and consider the focus for your observation. Discuss observation plans with your Mentor. The program will work with the following support staff to arrange substitute coverage and create a schedule for you and your mentor to observe veteran peer teachers at your site or other sites:

- Site Academic Coach: for all general ed teachers TK-JHS
- Program Specialists: for all special education teachers
- PE & Music Mentors: for all PE and Music teachers

Step 2

Inform your support staff indicated above of your growth goals and share what you are interested in observing during the peer observation (e.g., transitions, management, small group instruction, writing, etc.).

Step 3 (After the peer observations)

Reflect on the observation with your mentor, including the implementation of a strategy or practice that you observed. Explain how this observation impacts your growth goals. Complete the Peer Observation section of your Individual Learning Plan.

Specialty Content Teachers (Special Education, ATS, Electives): Observations must be within the district. Please inform us if you have a need to observe outside of the district due to your unique teaching position. We will work with your support staff and mentor to ensure that you experience the most purposeful peer observation possible.

Check with Rafaela Lopez, Director of New Teacher Support, if you have special considerations at induction@pbvusd.k12.ca.us

Panama-Buena Vista Union School District
Induction Programs

Intervention Action Plan Procedures

PBVUSD is committed to maintain quality standards throughout its Induction Program. To maintain these standards, P-BVUSD Induction Program has established procedures to identify and assist an induction candidate who is not meeting with success.

Intervention Action Plan Steps

1. If a Mentor is experiencing difficulty with an Induction Candidate or the MOU is not being followed, the Mentor immediately shares his/her concerns with the Induction Coordinator and/or Director. Additionally, the program can also initiate an intervention action plan for a candidate should concerns arise.

2. A triad meeting will take place with the Mentor, Induction Candidate, and Induction Coordinator and/or Director to identify the area(s) of concern and the methods for collecting performance evidence during the planned intervention.

3. An action plan will be established and signed by all three.

4. A designated time will be established in which to remediate identified areas.

5. Extra support will be provided to the Induction Candidate through one or more of the following:

    a. Additional observations
    b. Conferences
    c. Reflection of performance, evidence collected
    d. Lesson modeling by an expert teacher
    e. Co-teaching
    f. Additional support for work related to meeting induction standards

An induction candidate will not receive credit for Induction if areas of concern are not corrected (within the time span identified in the action plan).

Panama-Buena Vista Union School District
Induction Programs

Action Plan

The following Action Plan is put into effect on _____. The Induction Coordinator and/or Director, Mentor, and Induction Candidate will review this plan to determine the amount of progress being made.

A. Area(s) of Concern:

B. Specific goals for improvement:

Signatures:

_____	_____	_____
Induction Director/Coordinator	Mentor	Induction Candidate

EXTENSION CONTRACT

Name: _____District email:_____
School Site:_____ Cell Phone Number:_____
Program Entry Date: Anticipated Program Exit Date:_____

P-BVUSD New Teacher Support Induction Program is designed for completion within the first two years of employment with a preliminary credential.
Participating Teachers must complete all requirements for the California clear credential within five years after receiving a preliminary credential. Completion of the Induction Program within a two-year period has been delayed due to an extenuating circumstance, by the individual named above. The P-BVUSD New Teacher Support Director has approved the proposed exit date stated above

I, _____ agree to complete the following:

Required Evidence for Completion	New Date Due	Evidence Reviewed and Approved Date and Initials of Reviewer	Final copy added to IC's folder (x)
Name of Requirement/Assignment/Milestone Original Due Date			

I have met with the Director of New Teacher Support and agreed to the above stated conditions to complete the requirements for the professional credential by the anticipated exit date stated above.

_____ _____ _____ _____
Participating Teacher's Signature Date Induction Program Approval Date

Panama-Buena Vista Union School District

Professional Credential Candidate Agreement

Personal Information

Professional Credential Candidate:_____ Contract Start Date:_____

Home Address: _____
Street City Zip

School: _____

Phone: ( )_____ School Phone: ( )_____

Home Email:_____School Email:_____

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

Credential Type:_____Teaching Assignment: _____
(Multiple/Single Subject, SPED) (Grade/Subject Area)

Years of teaching experience:

_____ **California** Private School _____ **California** Public School _____ Out of state: (Specify state)

Have you previously participated in Induction? ☐ Yes ☐ No

If "yes" provide name of School District or Consortium: _____

- ✓ I have been advised that it is my responsibility to enroll in a Professional Teaching Credential Induction Program within *120 calendar days from the start of my initial teaching contract*. _____**(Initial)**
- ✓ By completing and signing this agreement I am enrolling in the PBVUSD Induction Program as of_____(today's date).
- ✓ I have been advised that it is my responsibility to complete the program within the two-year time period. Should extenuating circumstances arise, it is my understanding that I am required to apply for an extension through the PBVUSD Induction Program. _____**(Initial)**
- ✓ I will provide relevant documentation from teacher preparation program as necessary, including the Teaching Performance Assessments and transition documents (when available). _____**(Initial)**

Professional Credential Candidate Requirements

For each year of participation in PBVUSD Induction Program, I agree to:

- Attend all meeting and fully participate in the program requirements as described in the Induction Program Handbook
- Collaboratively construct an Individual Learning Plan (ILP) with input from site administrator, mentor, and Induction Program Staff. Revise and follow ILP throughout my Induction Program
- Use the California Standards for the Teaching Profession (CSTP) as a guide for continuously improving my teaching practice
- Meet in person with my assigned mentor for a minimum of one hour per week, on average
- Participate in ongoing professional development to improve my teaching practice
- Attend meetings and complete documentation in collaboration with my mentor of meeting program standards for a clear credential
- Respond to program requests for feedback including but not limited to program surveys and professional development evaluations

Professional Credential Candidate Responsibilities

- I understand that participation in the following program activities is my responsibility as a Professional Credential Candidate. This includes but is not limited to: regular contact with my mentor; completion of Induction Program requirements in collaboration with my mentor; and participation in informal and formal classroom observations by my mentor.
- I understand that should questions or concerns arise about the pairing of myself and mentor, it is my responsibility to contact the Induction Program Coordinator/Director as per guidelines in the Induction Handbook for consideration of reassignment.
- I understand that it is my responsibility to make timely progress toward completing the PBVUSD Induction Program within the two-year guidelines as described in the PBVUSD Induction Program Handbook.

Professional Credential Candidate Acknowledgements

Please read the following carefully and **initial after each statement.**

- I acknowledge that failure to fulfill any of the above PBVUSD Induction Program requirements and/or responsibilities could result in my not receiving a recommendation to the California Commission on Teacher Credentialing for the Professional Teaching Credential. _____**(Initial)**
- I acknowledge that failure to complete Induction Program requirements within the designated time may require the induction candidate to submit payment to the District for extended support. Fees for additional support will be withheld through payroll deductions. _____ **(Initial)**
- I acknowledge that the PBVUSD Induction Program requirements and responsibilities leading to completion of the California Professional Teaching Credential do not imply or ensure continued employment in my district of employment, as licensure requirements and employment criteria may differ. _____**(Initial)**
- I acknowledge that information submitted to the Program Director/Coordinator for evidence of completion of the CA Professional Teaching Credential is confidential and may not be used for employment evaluation purposes. _____**(Initial)**
- I acknowledge that it is my responsibility to submit all required evidence for program completion, including formative assessment evidence, as outlined in the Induction Handbook. _____**(Initial)**

Candidate Signature:_____ Date:_____

Induction Program Director/Coordinator Signature:_____ Date:_____

PANAMA-BUENA VISTA UNION SCHOOL DISTRICT

New Teacher Support Program
Mentor Professional Agreement

I agree to support the P-BVUSD New Teacher Support Program as a mentor assigned to assist non-cleared credentialed new teachers in our district. I understand that this program will address the California Standards for the Teaching Profession and the individual needs of the candidate in order to increase their effectiveness in the classroom and ultimately enhance student achievement. I understand that my work as a mentor is crucial to the success of the Panama-Buena Vista Union School District New Teacher Support Program. I realize that I must assume certain responsibilities for ensuring and facilitating the successful implementation and operation of the P-BVUSD New Teacher Support Program.

Please carefully read and initial each statement. As a Mentor, I understand and commit to:	Initials
Maintain confidentiality and discretion about program candidates; establishing trust is a primary requirement.	
Plan, schedule and meet with each candidate in person for a minimum of one hour per week, dedicated to planning, coaching, observing, and "just in time" support.	
Enter all mentoring hours into the program's designated platform <u>on a weekly basis</u>, documenting each meeting with my candidate. All logs <u>must</u> include mentor and candidate comments.	
Provide all appropriate assistance to my candidates in creating, implementing, and revising the Individual Learning Plan as well as supporting my candidate's growth goals.	
Attend all required mentor and/or candidate meetings and participate in on-going professional development and trainings to support my candidate and enhance my effectiveness as a mentor.	
Model and maintain a growth mindset for my candidates by building and implementing my own growth goals as a mentor.	
Review the New Teacher Support Mentor Handbook regularly for understanding of the program as a whole and ask for clarification on anything that is unclear.	
Participate in all informal and formal program evaluation surveys reflecting upon training, support, and program impact.	
Support all events of the New Teacher Support Program including facilitation of inquiry presentations, classroom & peer observations and end-of-year events and celebrations.	
Complete and submit all Federal Program Monitoring Mentor Time Accounting Sheets <u>by the due date</u> in order to receive my monthly additional compensation payout.	
Communicate/Collaborate with the Director of New Teacher Support, colleagues, and site administrators, (as appropriate), regarding candidate support/assistance.	
<u>Important:</u> Per additional compensation requirements, ALL mentoring hours must be held <u>outside of my contract time</u>. My additional compensation will be placed on hold if I do not keep my logs up to date or submit all necessary time accounting documents.	

Name (Please Print)	School Site and Contact Number
Electronic Signature	**Date**

Please send all questions regarding this Professional Agreement to induction@pbvusd.k12.ca.us

Panama-Buena Vista Union School District Induction Program

Site Administrator Agreement

I understand that the knowledge, attitudes, and actions of site administrators are critical to the success of an effective Induction Program. I understand this project will address meaningful issues and the individual needs of the Induction Candidates in order to increase their effectiveness in the classroom and ultimately enhance student achievement. In order to create and nurture the positive climate necessary for this success, I realize that as site administrator I must assume certain responsibilities for the Induction Candidate(s) at my site.

I agree to the following conditions as a site administrator:

1. To become knowledgeable about the program's rationale, goals, and content through participation at Site Administrators Training.

2. To provide a site orientation that informs Induction Candidates about available resources, personnel, procedures, and policies.

3. To facilitate the introduction of Induction Candidates to the staff and the learning community.

4. Participate in triad meeting(s) in order to assist each Induction Candidate at my school site develop his/her Individual Learning Plan (ILP).

5. To participate in efforts designed to examine and assess the operation and impact of the PBVUSD Induction Program, including formal and informal program evaluations.

6. To facilitate participation in professional development activities.

7. To inform staff of the California Standards for the Teaching Profession (CSTP), and explore their potential use as a structure for determining individual and site-level professional development.

8. To assign Induction Candidates to classroom settings which will maximize opportunities for success. Consideration will be given to avoiding combination classes and to assigning fewer preparations and less movement. If Induction Candidates are given more challenging assignments, additional site support will be provided.

9. Finally, I understand and will respect the need for confidentiality regarding all support and assessment activities conducted with the Induction Candidate by the mentor. Furthermore, I understand and agree that the activities of the Induction Program can play no part in the formal evaluation process of any Induction Candidate in any way.

_____ _____

Signed Date

_____ _____

School Site Title

Panama-Buena Vista Union School District Induction Program

Induction Advisory Committee Professional Agreement

Roles and Responsibilities

As a member of this committee, I understand and agree to these roles and responsibilities:

Roles

- Program Assessment/Evaluation
- Focus on teacher growth through the learning to teach continuum
- Development and implementation of goals
- Support of growth and vision

Responsibilities

- Grow in knowledge of Induction
- Evaluate, monitor, and adjust the Induction Program effectiveness
- Review and analyze data in relation to the effectiveness of Induction Program activities
- Meet tri-annually
- Maintain confidentiality
- Follow customary group norms by allowing members to speak freely without judgment
- Listen to recommendations by Induction stakeholders and make appropriate suggestions as necessary

Signature ***Date***

Print Name ***Job Title***

Professional Agreement

This professional agreement is among the state approved Induction Programs of Kern County, which include Bakersfield City School District, Greenfield Union School District, Kern County Superintendent of Schools Consortium, Kern High School District, and the Panama-Buena Vista Union School District in partnership with local institutions of Higher Education (IHE).

Roles:

- To provide program representation and leadership.
- To support growth and vision.
- To increase the effectiveness of induction and induction candidate support.
- To monitor the quality of program implementation.

Responsibilities:

- To meet on a regularly scheduled basis.
- To share program information, activities, and ideas.
- To collaborate and share professional development opportunities and presenters.
- To collaborate on Accreditation and other program evaluation processes.

Signature	Title
Program	Date
Signature	Title
Program	Date
Signature	Title
Program	Date
Signature	Title
Program	Date
Signature	Title
Program	Date

Receiving Induction Program Feedback

As an induction candidate, you will receive ongoing feedback throughout your induction program. Feedback will include program response to Collaborative Logs, Induction documents submitted on Induction Support, and rubric scores for your Inquiry Cycles. In the event you disagree with feedback provided by program staff the following protocol should be followed:

Step One:

Notify in writing (email is acceptable) the program staff member you disagree with and explain your disagreement. The staff member will respond. If this does not satisfy your concern go to Step Two.

Step Two:

Notify the Coordinator of the PBVUSD Induction Program in writing (email is acceptable) that the program staff response to your disagreement with feedback is not satisfactory. The Coordinator of the PBVUSD Induction Program will do one or more of the following:

- Meet with you in person to review evidence and feedback together.
- Meet with you and your mentor in person to review evidence and feedback together.
- Meet with you and an administrator from outside the program who is also not your evaluator and a mentor from the program who is not your mentor and review your evidence and feedback together.

If it is determined that evidence does not meet Panama-Buena Vista Union School District Teacher Induction Program standards you will have the opportunity to either:

- Provide additional evidence to meet the standard OR
- Repeat an inquiry cycle or portion of the program where more evidence is necessary.

Panama-Buena Vista Union School District
Induction Program

Acronym Key

AVID	Advancement Via Individual Determination
CCSS	Common Core State Standards
CCTC	California Commission on Teacher Credentialing
CDE	California Department of Education
CELDT	California English Language Development Test
CLAD	California Cultural Language and Academic Development
COE	County Office of Education
CSTP	California Standards for the Teaching Profession
CTA	California Teachers Association
CTP	Continuum of Teaching Practice
ECO	Early Completion Option (Induction)
El	English Learners
ELD	English Language Development
GATE	Gifted and Talented Education
IC	Induction Candidate
IEP	Individual Education Plan
IHE	Institute of Higher Education
ILP	Individual Learning Plan
IPS	Induction Program Standards
KCSOS	Kern County Superintendent of School
LEA	Local Education Agency
LTTC	Learning to Teach Continuum
MOU	Memorandum of Understanding
NEA	National Education Association
PBIS	Positive Behavioral Interventions & Supports
pbvU	Panama-Buena Vista University
PTRA	Plan, Teach, Reflect, Apply
RICA	Reading Initiative Competency Assessment
RTI2	Response to Instruction and Intervention
SA	Site Administrator
SARC	School Accountability Report Card
SDAIE	Specialty Designed Academic Instruction in English
SPED/SpEd	Special Education
SSTS	Student Study Team, Student Success Team
TIP	Teacher Induction Program
TPA	Teaching Performance Assessment
TPE	Teaching Performance Expectations
UA	Universe Access