Teacher

Induction

Corona-Norco Unified School District

Candidate/Coach Handbook
2020-2021

GROW as an educator

EXPAND your relationships

CULTIVATE your practice

CNUSD Teacher Induction Program Policy

The Corona-Norco Unified School District Teacher Induction Program is approved by the California Commission on Teacher Credentialing and service Multiple Subject, Single Subject and Special Education Teachers. **The program assigns a mentor to each new candidate within the first 30 days of employment and provides two years of weekly (one hour minimum) mentoring/coaching that is job embedded and based on the individual needs of new teachers, as identified through their self-assessment using the California Standards for the Teaching Profession (CSTP). From this assessment, new teachers develop, with their mentor, professional growth goals and select learning options that support the development of their Individual Learning Plans (ILP) within 60 days of starting the program. The ILP is designed and implemented solely for the purpose of professional growth and development of the Participating Teacher and not for evaluation for employment purposes.**

During their first and second year of Induction, teachers participate in cycles of Inquiry that include the Plan, Teach, Reflect and Apply Cycle and that focus on their specific areas of growth. All beginning teachers hired in CNUSD are eligible to participate in this program to clear their teaching credentials is they have a Certificate of Clearance and a Preliminary Teaching Credential.

Teacher Induction Program Vision: The CNUSD program vision is "to create and retain reflective practitioners who are committed to the success of all students and seek to be life-long learners through the Inquiry process." This vision is foundations in providing each first and second year Participating Teacher with individualized one-on-one weekly mentoring and support during the two years of the Induction Program.

Dr. Lara Gruebel, Director of Teacher Induction

Dr. Michael Lin, Superintendent

Corona-Norco Unified School District
Teacher Induction Program
2020-2021

DATE	SUBJECT	TIME	LOCATION
July 15, 2020	Introduction to Induction, Year Round Schedule	Wed. 4:00pm	Building D
August 5, 2020	New Teacher's Day	Wed. All Day	Learning Centers South and North
August 12, 2020	Welcome Back	Wed. 4:00pm	Learning Center South
Sept. 16, 2020		Wed. 4:00pm	Learning Center South
Oct. 14, 2020		Wed. 4:00pm	Building J
Nov. 18, 2020		Wed. 4:00pm	Learning Center South
Dec. 9, 2020		Wed. 4:00pm	JF Kennedy MCHS Commons Room
Jan. 13, 2021		Wed. 4:00pm	Learning Center South
Feb. 10, 2021		Wed. 4:00pm	Learning Center South
Mar. 10, 2021		Wed. 4:00pm	Learning Center South
Apr. 14, 2021		Wed. 4:00pm	Learning Center South
May 5, 2021		Wed. 4:00pm	Learning Center South
May 12, 2021		Wed. 4:00pm	Learning Center South

TEACHER INDUCTION

Candidate Handbook

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Program Staff

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Vision and Mission

Vision:

The CNUSD program vision is "to create and retain reflective practitioners who are committed to the success of all students and seek to be life-long learners." This vision is foundational in providing each Candidate with mentoring and support during the Induction process.

Corona-Norco Unified School District

Mission:

PROVIDE a quality education for all students within a secure and supportive environment.

PROMOTE in all students' academic excellence, social growth, and responsible decision making.

PREPARE all students to lead productive lives in a diverse global community.

Our Mission will be accomplished by a well trained professional staff, utilizing shared decision making, and parent and community involvement.

Our Guiding Principles

- Student needs are priority one.

- Everyone in the community is responsible for creating an environment for life-long learning.

- All students can learn and be successful.

- High expectations generate high success.

- Diversity is recognized as a strength and valuable resource that is accepted and respected by the organization.

- Learning is enhanced by caring and trusting relationships. Celebration of efforts encourage risk taking and growth.

- Personal relationships are the strength and foundation of the organization.

- All individuals within our community are treated with dignity and respect.

Program Goals

Through weekly one-on-one mentoring and support of its Candidates, the CNUSD Induction Program will:

- Assist Candidates in the transition from teacher preparation programs into the teaching profession.

- Assist Out-of-State Candidates in their transition into the teaching profession in California.

- Assist Candidates in developing and meeting the goals of their Individualized Learning Plan.

- Assist Candidates' understanding of the state-adopted content standards and their ability to help students meet or exceed those standards and the performance levels for students.

- Improve the academic performance of students through self-selected Professional Development for each Candidate that is context and job embedded.

- Improve the effectiveness of instruction for students who are culturally, linguistically, and academically diverse.

- Promote the development of Candidates as reflective professionals.

- Enable Candidates to complete all the requirements for the California Clear Credential.

Two Year Pathway to a Clear Credential

The Journey of the Candidate over two years of Induction will include the following:

- Screening interview with Human Resources
- Interview at a school site by an administrator
- Offer of employment
- Signing of contract in Human Resources – Receives notification of mandatory attendance at the district's "New Teacher Day"
- Initial meeting with Credential Analysts for credential check and advisement using the Teacher Induction Eligibility Checklist – The Early Completion Option (ECO) is reviewed
- Attendance at the mandatory "Introduction to Induction" workshop – Director and Mentors go over the Induction Handbook carefully, reviewing all program requirements and timelines, including "cycles of inquiry" and how to create an electronic portfolio on the district's intranet
- Hold conference with Candidate, Mentor and district Teacher Induction Director to review the "Transition Plan" of the Candidate, from the Preliminary Credential Program; establish goals; and develop an Individual Learning Plan (ILP) that incorporates context embedded professional development for the teaching assignment and credential held by the Candidate.
- Initial classroom contact with Mentor will be made during New Teacher Day and during the first week of school.
- Weekly contact takes place with the Mentor including classroom visits, observations, co-teaching and planning
- Monthly collaboration and professional development seminars are held, as identified on the Individualized Learning Plan (ILP) of each of the Candidates and based on their credential type and placement
- Cycles of Inquiry are completed during years one and two, based on the Candidates needs
- Program Monitoring and Completion is reviewed – December and May
- End of Year One and Year Two: Inquiry Research Symposium: Electronic Projects on the Inquiry process are shared at the Symposium
- Final advisement from the Credential Analysts is provided for year twos and information is presented to explain the process for applying for the clear credential
- Director checks for completion of all standards and signs off on the Teacher Induction Program Completion Checklist
- Director or Mentor holds an exit interview with each Candidate completing the Teacher Induction Program
- Candidates meet with Credential Analysts to file for the clear credential

Signature of Teacher:_____Date: _____

Corona-Norco Unified School District
Teacher Induction Clear Credential Program
Memorandum of Understanding

The Corona-Norco Unified School District's Teacher Induction Program is a State/District sponsored program that is accredited and sponsored by the California Commission on Teacher Credentialing and the California Department of Education. The program allows first and second year Preliminary Credential holders to attain a Clear Credential.

- Eligible candidates must participate and complete the program during their first two years of teaching/eligibility in the District.

- All costs of the CNUSD Teacher Induction Program will be assumed by the District if the candidate completes all requirements during his/her first two years of teaching/eligibility. Requirements include the successful completion of all program standards resulting in the demonstration of candidate growth and candidate competence.

- After the candidate's first and second years of teaching/eligibility, funding is no longer available from the State/District. It is expected that all candidates will complete the Teacher Induction program during their first two years of teaching/eligibility.

- If a candidate does not complete the program during this time frame, the District will continue to offer the necessary training for credential clearance. However, each candidate will be required to hire a District Mentor to help them complete any outstanding work. The hourly cost for the Teacher Induction Program Mentor will be the negotiated curriculum rate.

- When requirements are met, documented and presented to the Human Resources Division by the candidate, the District will assist the candidate with the application for the Clear Credential.

I have read and understand the following information:

Candidate's Name (Please Print)	School

Candidate's Signature	Date

TEACHER INDUCTION

Candidate
Roles and Responsibilities

The purpose of the CNUSD Teacher Induction Program is to provide mentoring and support to first and second year teachers as they progress from a Preliminary Credential to a Clear credential. To ensure the best possible opportunities for completion of all requirements, the candidate will be expected to fulfill the following requirements:

1. Participate in the Induction Program for two years unless designated as an Early Completion Option Candidate.

2. Attend CNUSD's mandatory New Teacher Day and Introduction to Induction.

3. Attend and be on time to ALL Collaboration Meetings and self-selected Professional Development.

4. Act in a professional manner at ALL times.

5. Make adequate progress toward completion of the CNUSD Induction Program.

6. Maintain respectful and appropriate communication towards Mentors and Program Personnel.

7. Meet with your Mentor in your classroom, during individual conferences and during collaboration meetings.

8. Complete cycles of Inquiry focused on your chosen CSTP's.

9. Collect evidence and students' artifacts to add, where appropriate.

10. Complete self-evaluations using the Continuum of Teaching Practice, include evidence to document growth over the two years of Induction.

TEACHER INDUCTION

Mentor Roles and Responsibilities

1. Work with Candidates to develop a non-judgmental, non-evaluative relationship based on sharing, reflection, confidentiality, and trust.

2. Support Candidates through weekly, on-site contact, assistance with short and long-term planning, management strategies, model lessons, curriculum resources, and problem solving strategies that lead to effective professional practice.

3. Work with Candidates to develop an Individualized Learning Plan (ILP) based on the California Standards for the Teaching Profession (CSTPs) and/or Personal Professional Growth Goals and to provide assistance to the teacher in making adjustments to the ILP based on reflection and feedback.

4. Work with the Candidate to complete cycles of Inquiry focused on their chosen CSTPs and/or Personal Professional Growth Goals.

5. Modify support and assistance of Candidates based on needs and concerns identified through reflection and the ILP.

6. Collaborate with other Mentors, experienced teachers, and Administrators to assist with Candidate support.

7. Participate in New Teacher Orientations through the preparation of informational materials and presentations of District policies, procedures, and adopted curriculum.

8. Participate in informational and reflective Teacher Induction activities throughout the year, including the Electronic Portfolio Checks and the year-end Symposium.

9. Participate in the presentation of CSTP-based trainings for Candidates self-selected Professional Development.

10. Attend weekly Teacher Induction staff meetings and training sessions.

11. Provide weekly schedules to the Program Director.

12. Participate in the program evaluation process.

13. Other duties as assigned.

Administrator Roles and Responsibilities

1. Participate in a Triad meeting along with Candidate, Mentor, and Program Director in order to provide input into the development of the Candidate's Individualized Learning Plan.

2. Conduct an orientation for Candidates to inform them about site resources, personnel, procedures, and policies.

3. Introduce Candidates to the staff and include them in the school's learning community.

4. Provide additional assistance and/or resources to Candidates who are assigned to more challenging settings.

5. Help to focus the learning community on the Common Core State Standards, State-adopted Academic Content Standards and the California Standards for the Teaching Profession.

6. Ensure professional development activities occur on a consistent basis, including supporting Candidates' involvement in Teacher Induction.

7. Participate in program evaluation.

_____

School Site

_____

Print Name

_____   _____

Administrator Signature   Date

Guidelines for Reassignment

If a Candidate or a Mentor is dissatisfied with his/her pairing, either party may request a change in writing to the Director of the Teacher Induction Program. The Director will conference with the person making the request and, if necessary, meet with both parties to attempt to resolve conflicts. Reassignment will be made when needed.

I understand, and agree, with the Guidelines of Reassignment above:

Candidate _____

Mentor _____

Director _____

Alternative Paths Due to Need

Additional Assistance/Special Circumstances Plan

Candidates who encounter extenuating circumstances (such as, but not limited to, personal illness or injury, illness or death within the immediate family, or birth or adoption of a child) that do not allow them to complete the program in two years must contact the Induction Program Director immediately. Extensions of time or additional program support, based on the circumstances of Candidate's situation, will be documented in an "Additional Assistance/Special Circumstance Plan" developed by the Program Director, Human Resources, and the Candidate.

_____   _____

Candidate's Signature   Date

Extension Plan for Lack of Program Completion

Candidates who simply do not complete the program within two years may request an "Extension Plan" from the Program Director. This plan will be personalized to each individual's situation, focusing on requirements that have yet to be completed. Said "Extension Plans," developed by the Program Director, Human Resources, and the Candidate, will stress the Candidate's responsibility to complete the requirements in the time set forth in the plan. Progress of Candidates on "Extension Plans" will be monitored on a bimonthly basis.

_____   _____

Candidate's Signature   Date

SB57 Early Completion Option

Eligibility requirements for Early Completion:

Candidates who meet the following requirements may choose to participate in the Corona-Norco Unified School District Teacher Induction Early Completion Option (ECO):

1. Holds a preliminary Single or Multiple Subject Teaching Credential.
2. Is currently employed as a teacher in Corona-Norco USD.
3. Has three years teaching experience as the teacher of record preferably, but will be evaluated on a case by case basis.
4. Has successful evaluations, including an evaluation within the last two years, with an overall rating of satisfactory or better.
5. Has a recommendation letter from the participant's current administrator indicating why the participant would be a strong candidate for the Early Completion Option (ECO).
6. Has been observed by the Director of Teacher Induction and demonstrates evidence of meeting the California Standards for the Teaching Profession.

The Director of the Teacher Induction Program will evaluate each candidate on a case by case basis. The Director will make the final recommendation for participation in the Early Completion Option (ECO).

I agree to provide Corona-Norco Unified School District with the appropriate documentation to verify I meet the above eligibility requirements for the SB57 Early Completion Option. I understand that recommendation for this program will be based on meeting the above eligibility requirements and agreement from the Director of Teacher Induction. By signing this form, I understand the eligibility requirements for ECO and commit to all program completion requirements.

_____   _____
CANDIDATE'S NAME (**PRINT**)   DATE

_____   _____
CANDIDATE'S SIGNATURE   DATE

ECO Request: Approved   Denied

Comments:

_____

_____

_____   _____
CNUSD Director of the Teacher Induction Program   Date

Conditions of Termination

- Inadequate progress towards completion of program standards due to a lack of growth on the CSTPs (after support and intervention has been provided) as determined by the Mentor, the Program Director, and Human Resources.
- Disrespectful/hostile communication towards Mentors and/or Program Personnel.
- Failure to act in a professional manner (CSTP 6).

**Please make arrangements to be present & on time to collaboration meetings and self-selected Professional Development! **

I have read and fully understand the conditions of termination for the Teacher Induction Program:

_____   _____

Candidate Signature   Date

_____   _____

Mentor Signature   Date

_____   _____

Program Director Signature   Date

Grievance Process and Appeal Procedure Form

Grievance Process:

- Participants who were not successful with the exit interview, such as lacking substantive evidence to support their ILP are given a month to provide the evidence to the Induction Program Director, and are recommended for the credential at that time.
- Participants who do not meet the deadline for completing the extension process are offered the first quarter of the new school year to do a mini-inquiry to demonstrate professional growth in their new setting. Once this occurs, they are recommended for the clear credential.
- Candidates who object to the non-recommendation at any level can appeal their case by submitting the attached appeal procedure form to the Induction Program Director.

Appeal Procedure:

- Appeal form is submitted to the Induction Program Director
- Appeal is reviewed by the Induction Program Director and Human Resources
- A meeting is held with the candidate and a mutually agreed upon plan of action to address the appeal is developed

Date of Appeal: _____ **Name:** _____

Please describe your rational for submitting this appeal in detail. You may attach additional pages if necessary to fully describe the situation. File this appeal with the Induction Program Director.

_____

_____

_____

_____

_____

Plan of Action:

_____

_____

_____

_____

_____   _____

Candidate Signature   Date

_____   _____

Induction Program Director Signature   Date

_____   _____

Human Resources Signature   Date

Elementary Teacher Needs Assessment

Name:

School:

Grade: _____ Room#:

School Phone:

Cell Phone:

School Start Time: _____ Recess Time:

Lunch Time: _____ School Dismissal Time:

1. Extra Duty:

2. Extra stresses in your life:

3. I would like to have the following Professional Development Workshops:

4. I would like the following assistance in my classroom:

5. I could benefit from the following resources:

 TEACHER INDUCTION

Secondary Teacher Needs Assessment

Name:

School: _____ Building/Room# _____

Content Area: _____

Cell Phone: _____

Schedule:

First Period_____ Time: _____

Second Period_____ Time: _____

Third Period_____ Time: _____

Fourth Period_____ Time: _____

Fifth Period_____ Time: _____

Sixth Period_____ Time: _____

Seventh Period_____ Time: _____

Lunch Period _____ Time: _____

Google and or Zoom class codes: _____

1. Are you coaching this year? If yes, what? When? How often?

2. Extra Duty:

3. Extra stresses in your life:

4. I would like to have the following Professional Development Workshops:

5. I would like the following assistance in my classroom:

6. I could benefit from the following resources:

TEACHER
INDUCTION

Candidate:
Mentor:
Administrator:
Date:

TRIAD MEETING NOTES

1. What are your school site goals for this school year?

2. Do you have any suggested CSTP Professional Growth Goals for your new teachers?

3. Considering that this is a 1st year teacher, what are the extracurricular expectations/requirements when it comes to school site involvement for your new teachers?

4. What school site support is available for your new teachers? Who would you recommend as a contact mentor at your site?

5. I will be providing "Just in Time" support as needed throughout the school year. What areas would you like me to focus on?

_____   _____   _____   _____
Candidate Signature   Administrator Signature   Mentor Signature   Date

☐ **Initial Self-Assessment**
☐ **End of Year One Self-Assessment**
☐ **End of Program Self-Assessment**

Candidate:
Mentor:
Date:

CSTP Self-Assessment

	Elements	Emerging 1	Exploring 2	Applying 3	Integrating 4	Innovating 5
CSTP 1 – Engaging and Supporting All Students in Learning	**1.1** Using Knowledge of Students to engage them in learning					
	1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences and interests					
	1.3 Connecting subject matter to meaningful, real-life contexts					
	1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.					
	1.5 Promoting critical thinking through inquiry, problem solving, and reflection					
	1.6 Monitoring student learning and adjusting instruction while teaching					

	Elements	Emerging 1	Exploring 2	Applying 3	Integrating 4	Innovating 5
CSTP 2-Creating and Maintaining Effective Environments for Student Learning	**2.1** Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully					
	2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students					
	2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe					
	2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students					
	2.5 Developing, communicating, and maintaining high standards for individual and group behavior					
	2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn					
	2.7 Using instructional time to optimize learning					

	Elements	Emerging 1	Exploring 2	Applying 3	Integrating 4	Innovating 5
CSTP 3 – Understanding and Organizing Subject Matter for Student Learning	**3.1** Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks					
	3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter					
	3.3 Organizing curriculum to facilitate student understanding of the subject matter					
	3.4 Utilizing instructional strategies that are appropriate to the subject matter					
	3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students					
	3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content					

	Elements	Emerging 1	Exploring 2	Applying 3	Integrating 4	Innovating 5
CSTP 4 – Planning Instruction and Designing Learning Experiences for All Students	**4.1** Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction					
	4.2 Establishing and articulating goals for student learning					
	4.3 Developing and sequencing long-term and short-term instructional plans to support student learning					
	4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students					
	4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students					

CSTP 5- Assessing Students for Learning	Elements	Emerging 1	Exploring 2	Applying 3	Integrating 4	Innovating 5
	5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments					
	5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction					
	5.3 Reviewing data, both individually and with colleagues, to monitor student learning					
	5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction					
	5.5 Involving all students in self-assessment, goal setting, and monitoring progress					
	5.6 Using available technologies to assist in assessment, analysis, and communication of student learning					
	5.7 Using assessment information to share timely and comprehensible feedback with students and their families					

CSTP 6- Developing as a Professional Educator	Elements	Emerging 1	Exploring 2	Applying 3	Integrating 4	Innovating 5
	6.1 Reflecting on teaching practice in support of student learning					
	6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development					
	6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning					
	6.4 Working with families to support student learning					
	6.5 Engaging local communities in support of the instructional program					
	6.6 Managing professional responsibilities to maintain motivation and commitment to all students					
	6.7 Demonstrating professional responsibility, integrity, and ethical conduct					

TEACHER PREPARATION & INDUCTION ALIGNMENT CHART

Teacher Preparation

TPE	Description
TPE 1:	Specific Pedagogical Skills for Subject Matter Instruction
TPE 2:	Monitoring Student Learning During Instruction
TPE 3:	Interpretation and Use of Assessment
TPE 4:	Making Content Accessible
TPE 5:	Student Engagement
TPE 6:	Developmentally Appropriate Teaching Practices
TPE 7:	Teaching English Learners
TPE 8:	Learning about Students
TPE 9:	Instructional Planning
TPE 10:	Instructional Time
TPE 11:	Social Environment
TPE 12:	Professional, Legal, and Ethical Obligations
TPE 13:	Professional Growth

Domain A: Making Subject Matter Comprehensible to Students

Domain B: Assessing Student Learning

Domain C: Engaging and Supporting Students in Learning

Domain D: Planning Instruction and Designing Learning Experiences for All Students

Domain E: Creating and Maintaining Effective Environments for Student Learning

Domain F: Developing as a Professional Educator

Teaching Performance Assessment

Induction

CSTP 1: Engaging and Supporting All Students in Learning
- 1.1 Using knowledge of students to engage them in …
- 1.2 Connecting learning to students' prior …
- 1.3 Connecting subject matter to meaningful, real …
- 1.4 Using a variety of instructional strategies …
- 1.5 Promoting critical thinking through inquiry, …
- 1.6 Monitoring student learning and adjusting …

CSTP 2: Creating and Maintaining Effective Environments for Student Learning
- 2.1 Promoting social development and …
- 2.2 Creating physical or virtual learning …
- 2.3 Establishing and maintaining learning …
- 2.4 Creating a rigorous learning environment …
- 2.5 Developing, communicating, and …
- 2.6 Employing classroom routines, procedures, …
- 2.7 Using instructional time to optimize learning

CSTP 3: Understanding and Organizing Subject Matter for Student Learning
- 3.1 Demonstrating knowledge of subject matter …
- 3.2 Applying knowledge of student development …
- 3.3 Organizing curriculum to facilitate student …
- 3.4 Utilizing instructional strategies that are …
- 3.5 Using and adapting resources, technologies …
- 3.6 Addressing the needs of English learners and …

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students
- 4.1 Using knowledge of students' academic …
- 4.2 Establishing and articulating goals for student …
- 4.3 Developing and sequencing long-term and …
- 4.4 Planning instructional plans and curricular …
- 4.5 Adapting instructional plans and curricular …

CSTP 5: Assessing Students for Learning
- 5.1 Applying knowledge of the purposes, …
- 5.2 Collecting and analyzing assessment data from …
- 5.3 Reviewing data, both individually and with …
- 5.4 Using assessment data to establish learning …
- 5.5 Involving all students in self-assessment, goal …
- 5.6 Using available technologies to assist in …
- 5.7 Using assessment information to share timely …

CSTP 6: Developing as a Professional Educator
- 6.1 Reflecting on teaching practice in support of …
- 6.2 Establishing professional goals and engaging …
- 6.3 Collaborating with colleagues and the broader …
- 6.4 Working with families to support student …
- 6.5 Engaging local communities to support student …
- 6.6 Managing professional responsibilities to …
- 6.7 Demonstrating professional responsibility …

cn TEACHER INDUCTION

Candidate Name:
Credential Received:
School Site:
Mentor:

INDIVIDUALIZED LEARNING PLAN
& CYCLES OF INQUIRY

The Individualized Learning Plan (ILP) can be modified and updated as needed. Include the date each time information is added, updated, or modified.

California Standards for the Teaching Profession (CSTP) Areas of Strength & Areas for Growth		
Step 1-*After self-assessing, using the Continuum of Teaching Practice (CTP), list the areas of strength and the areas for growth you identified.* **Step 2**-*Based on your identified areas for growth, put an X in the box to the left of the CSTP(s) you want to focus on/or next to the personal professional growth goal(s) you have identified.*		
California Standards for the Teaching Profession (CSTP)	**Areas of Strength** *(List Specific Elements)*	**Areas for Growth** *(List Specific Elements)*
☐ **Standard 1-**Engaging and Supporting All Students in Learning		
☐ **Standard 2-**Creating and Maintaining Effective Environments for Student Learning		
☐ **Standard 3-**Understanding and Organizing Subject Matter for Student Learning		
☐ **Standard 4-**Planning Instruction and Designing Learning Experiences for All Students		
☐ **Standard 5-**Assessing Students for Learning		
☐ **Standard 6-**Developing as a Professional Educator		
☐ Personal Professional Growth Goal:		

Growth Goals:

- *List your goal, explain how your goal connects to your selected CSTP area(s) for growth, and explain why you have chosen to focus on your specific goal.*
- *For Personal Professional growth goals list the goal and explain why you have chosen to focus on your specific goal.*

Growth Goal 1:

Growth Goal 2:

Focus Question:

Develop a focus question for this Inquiry Cycle based on the above Growth Goal (Sample format - How can I implement multiple strategies in order to help students improve _____ and increase student achievement?)

Research (Plan)	Action Plan (Teach)	Evidence/Outcomes:
Describe research and resources used (e.g., coursework, workshops, seminars and/or other professional development, work with colleagues, online research or other)	*Describe how you plan on meeting your goal. Your plan must clearly define the steps you will take to accomplish your goal. If applicable describe how you will implement each strategy/lesson:*	*List the Measurable Results:*

Reflect and Apply:

As a result of the Inquiry process, what was the impact on yourself as a teacher? Describe how you will apply new learning to other areas of future practice.

1.

2.

Final:

Inquiry Cycle 2

Growth Goals:

- *List your goal, explain how your goal connects to your selected CSTP area(s) for growth, and explain why you have chosen to focus on your specific goal.*
- *For Personal Professional growth goals list the goal and explain why you have chosen to focus on your specific goal.*

Growth Goal 3:

Growth Goal 4:

Focus Question:

Develop a focus question for this Inquiry Cycle based on the above Growth Goal (Sample format - How can I implement multiple strategies in order to help students improve _____ and increase student achievement?)

Research (Plan)	Action Plan (Teach)	Evidence/Outcomes:
Describe research and resources used (e.g., coursework, workshops, seminars and/or other professional development, work with colleagues, online research or other)	*Describe how you plan on meeting your goal. Your plan must clearly define the steps you will take to accomplish your goal. If applicable describe how you will implement each strategy/lesson:*	*List the Measurable Results:*

Reflect and Apply:

As a result of the Inquiry process, what was the impact on yourself as a teacher? Describe how you will apply new learning to other areas of future practice.

1.

2.

Final:

INDIVIDUALIZED LEARNING PLAN
& CYCLES OF INQUIRY
Year 2

The Individualized Learning Plan (ILP) can be modified and updated as needed. Include the date each time information is added, updated, or modified.

California Standards for the Teaching Profession (CSTP) Areas of Strength & Areas for Growth		
Step 1-*After self-assessing, using the Continuum of Teaching Practice (CTP), list the areas of strength and the areas for growth you identified.* **Step 2**-*Based on your identified areas for growth, put an X in the box to the left of the CSTP(s) you want to focus on/or next to the personal professional growth goal(s) you have identified.*		
California Standards for the Teaching Profession (CSTP)	**Areas of Strength** *(List Specific Elements)*	**Areas for Growth** *(List Specific Elements)*
☐ **Standard 1-**Engaging and Supporting All Students in Learning		
☐ **Standard 2**-Creating and Maintaining Effective Environments for Student Learning		
☐ **Standard 3-**Understanding and Organizing Subject Matter for Student Learning		
☐ **Standard 4-**Planning Instruction and Designing Learning Experiences for All Students		
☐ **Standard 5**-Assessing Students for Learning		
☐ **Standard 6**-Developing as a Professional Educator		
☐ Personal Professional Growth Goal:		

Inquiry Cycle 3

Growth Goals:
- *List your goal, explain how your goal connects to your selected CSTP area(s) for growth, and explain why you have chosen to focus on your specific goal.*
- *For Personal Professional growth goals list the goal and explain why you have chosen to focus on your specific goal.*

Growth Goal 1:

Growth Goal 2:

Focus Question:
Develop a focus question for this Inquiry Cycle based on the above Growth Goal (Sample format - How can I implement multiple strategies in order to help students improve _____ and increase student achievement?)

Research (Plan)	Action Plan (Teach)	Evidence/Outcomes:
Describe research and resources used (e.g., coursework, workshops, seminars and/or other professional development, work with colleagues, online research or other)	*Describe how you plan on meeting your goal. Your plan must clearly define the steps you will take to accomplish your goal. If applicable describe how you will implement each strategy/lesson:*	*List the Measurable Results:*

Reflect and Apply:
As a result of the Inquiry process, what was the impact on yourself as a teacher? Describe how you will apply new learning to other areas of future practice.

1.

2.

Final:

Growth Goals:

- *List your goal, explain how your goal connects to your selected CSTP area(s) for growth, and explain why you have chosen to focus on your specific goal.*
- *For Personal Professional growth goals list the goal and explain why you have chosen to focus on your specific goal.*

Growth Goal 3:

Growth Goal 4:

Focus Question:

Develop a focus question for this Inquiry Cycle based on the above Growth Goal (Sample format - How can I implement multiple strategies in order to help students improve _____ and increase student achievement?)

Research (Plan)	**Action Plan (Teach)**	**Evidence/Outcomes:**
Describe research and resources used (e.g., coursework, workshops, seminars and/or other professional development, work with colleagues, online research or other)	*Describe how you plan on meeting your goal. Your plan must clearly define the steps you will take to accomplish your goal. If applicable describe how you will implement each strategy/lesson:*	*List the Measurable Results:*

Reflect and Apply:

As a result of the Inquiry process, what was the impact on yourself as a teacher? Describe how you will apply new learning to other areas of future practice.

1.

2.

Final:

Professional Development:	Date Attended:

The Candidate and Mentor are responsible for completion of this document and submission of one copy to the Induction Director at the end of the school year.

Documentation Review:

_____
Candidate Signature

_____
Teacher Induction Director

_____
Mentor Signature

_____
Date

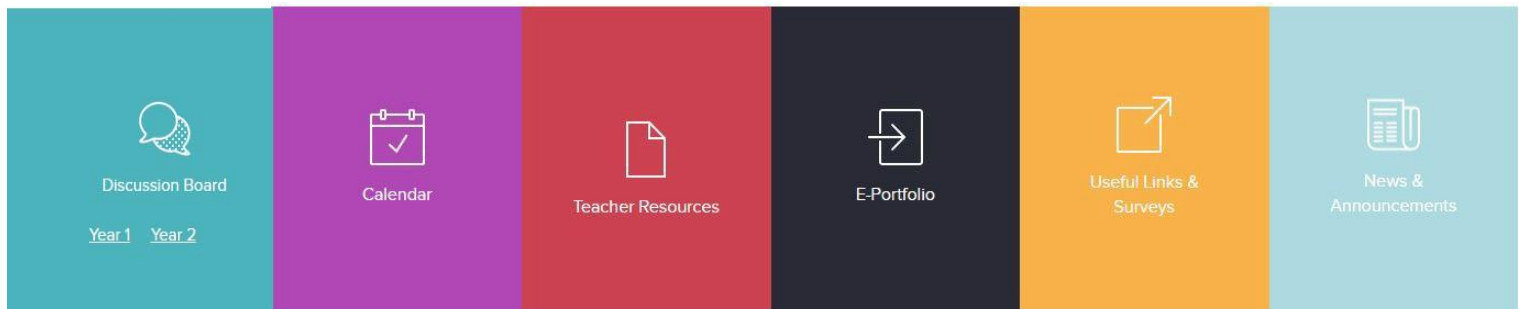**Directions for CNUSD Teacher Induction Site**

1. Log on to the CNUSD website and then click on "my CNUSD" at the top.
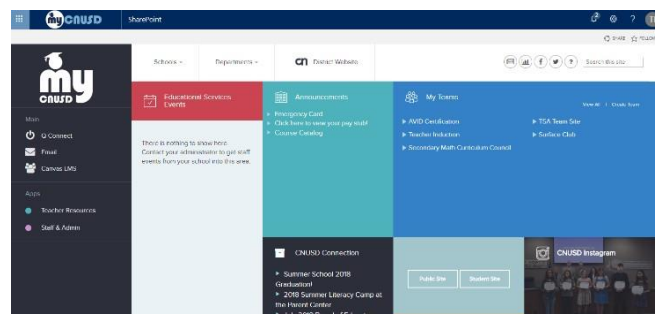
2. Click on Teacher Induction located in the My Team Section.

3. You will see the following:

A. Discussion Board – This is where questions/assignments will be posted for you to complete. It is differentiated by year 1 and year 2.
B. Calendar – shows seminar and other important Induction dates.
C. Teacher Resources – This is where important documents, the teacher induction handbook, and all information/PowerPoints provided at seminars will be placed.
D. E-Portfolio – When you click on this tab you will see a folder with your name. This is where you will find all of the feedback your Mentor will upload throughout the school year. This is also where you will edit and upload your inquiry documents and complete your CSTP self-assessments.
E. Useful Links & Surveys
F. News & Announcements – Monthly newsletters will be placed in this section.

cn TEACHER
INDUCTION

Mentor:

Week of:

Week #:

WEEKLY CONTACT LOG

Participating Teacher/School Site	Visit	Obser	Conf	Assist	Seminar	Text/Call	Emails

CN TEACHER INDUCTION

ACTIVITY RECORD

☐ Conference	☐ Assist
☐ Observation	☐ Modeled Lesson
☐ Inquiry Observation	☐ Meeting Support:
☐ Inquiry Observation Post Conference	☐ Off-Site Observation
☐ Digital Face to Face Meeting	☐ Other:

Professional Growth Goals:

CSTP's Observed:

☐ Standard 1-Engaging and Supporting All Students in Learning

☐ Standard 2-Creating and Maintaining Effective Environments for Student Learning

☐ Standard 3-Understanding and Organizing Subject Matter for Student Learning

☐ Standard 4-Planning Instruction and Designing Learning Experiences for All Students

☐ Standard 5-Assessing Students for Learning

☐ Standard 6-Developing as a Professional Educator

☐ Personal Professional Growth Goal:

☐ Just in Time:

Summary:

Candidate:
Mentor:
Week of:

MISSED VISIT

No visit occurred this week because:

☐ Candidate is off track

☐ Candidate is on Medical Leave

☐ Candidate was not in classroom

☐ Candidate was out sick

☐ Candidate was attending Professional Development

☐ Candidate canceled visit

☐ Mentor was out sick

☐ Mentor was attending a Meeting/ Professional Development

☐ Mentor was in office working on:

☐ Other:

Teacher Induction Program Completion Checklist

Candidate: _____ **School Year Entered Program:** _____

Attendance at CNUSD's Mandatory New Teacher Orientation/In-service

Date Attended: _____ Initials of Teacher Induction Program Director _____

Activity Log for Year 1	Date Verified as Complete
Introduction to Induction	
Triad Meeting	
Individualized Learning Plan (ILP)	
Completion of CSTP Self-Assessments	
Completion of Cohort Collaborations	
Completion of Spring Inquiry Cycles	
Attendance at Year One Inquiry Research Symposium	
Completion of Teacher Reflection	

Activity Log for Year 2	Date Verified as Complete
Triad Meeting	
Individualized Learning Plan (ILP)	
Completion of CSTP Self-Assessments	
Completion of Fall Inquiry Cycles	
Completion of Cohort Collaborations	
Completion of Spring Inquiry Cycles	
Attendance at Year Two Inquiry Research Symposium	
Completion of Teacher Reflection	
Completion of End of Program Reflection	

<u>Verification of fulfilling the Teacher Induction Program Completion Checklist</u>

Signature of First Year Teacher Induction Mentor:_____Date: _____

Signature of Second Year Teacher Induction Mentor:_____Date: _____

Signature of Teacher Induction Director:_____Date: _____

Signature of Candidate:_____Date: _____