



**Teacher Induction  
Program Handbook**

# Induction Year 1



# Induction Year 2



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## Welcome from the Induction Coordinator

Welcome to the Santa Clarita Valley Consortium-Teacher Induction Program! We are dedicated to the support and growth of new teachers because we believe the most important element in a classroom is an effective teacher. We also believe that building the capacity of teachers leads to better instruction and greater learning for *all* students.

Whether you are a Participating Teacher, Mentor, or District Administrator, you will find this handbook a valuable resource. Our program provides a framework for effective teaching practice based on the California Standards for the Teaching Profession and Induction Standards. Each component of the Induction experience is based on research on effective teaching and adult learning practices. However, the most important aspect of Induction is the collaborative relationship between the Participating Teacher and Mentor.

We strive for regular program improvement in an effort to meet the needs of our participants and stakeholders. Our vision is...

***To ensure educational equity through continuous improvement of student-centered teaching practices by supporting beginning teachers with highly-qualified mentor teachers in a collaborative, standards-based system that develops reflective practices and engagement in inquiry cycles.***

Please do not hesitate to contact me with any questions or concerns.

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***“Better than a thousand days of diligent study is one day with a great teacher.”***

***~Japanese Proverb***

## What is Teacher Induction?

Induction is the teacher-credentialing program that supports Senate Bill 2042. In 2003, the responsibility of credentialing General Education teachers was transferred from the university system to a single school district or a group of districts (consortium); and in 2011, Education Specialist teachers, as well.

The role of the university during teacher preparation is to introduce teacher candidates to current pedagogy and practice through courses and student teaching. During Induction, teachers apply what they learned in teacher prep beyond theory and into practice, using their own classrooms for job-embedded action research.

### Components of Induction

Teacher Induction leads the Participating Teacher (PT) through a two-year journey of teaching and reflection. The cornerstone of the program is weekly, one-on-one guidance and support from an experienced mentor trained in Induction. Mentors assist Participating Teachers in inquiry-based learning in a plan-teach-reflect-apply cycle documented in the Participating Teacher's Individual Learning Plan (ILP).

Professional development includes participation in subject- or grade-level collaborative meetings, workshops on relevant topics, collaboration across Gen. Ed/SpEd, and observations of exemplary teachers. Additional training received at sites/districts and subsequent implementation of teaching strategies are essential components of professional development.

Mentors receive training in effective mentoring practices including Instructional and Cognitive Coaching, Adult Learning Theory, and observation and feedback practices.

### Associated Costs

If applicable, the cost of the program is \$2,000 per year for participating teachers working for Districts that are part of the SCV Consortium (Castaic, Newhall, Saugus, and Sulphur Springs). For teachers working for private or charter schools in our area, the cost is \$2,500 per year, as these organizations do not contribute to SCV Consortium costs. There is also an Early Completion Option (ECO), whereby teachers who meet the criteria may complete a 1-year program. The cost for ECO is an additional \$500.00. A PT who withdraws from the program after October 31, will pay 50% of program fees. A PT who withdraws from the program after January 31, will pay 100% of program fees. Program fees must be paid in full prior to the recommendation for a clear credential. ***Refer to your District for payment options/deadlines.***

## Glossary of Terms

**Administrative Liaison:** District-level administrative representative from each partnering district.

**Collaboratives:** Candidates meet in subject/grade level groups to identify common goals, teaching strategies and challenges, and problem-solving.

**Continuum of Teaching Practice (CTP):** A self-assessment tool for the six standards for the teaching profession. Participating Teachers use this to assess their teaching practice, identify areas of strength and growth, and choose a focus for their Individual Learning Plan (ILP).

**California Standards for the Teaching Profession (CSTP):** Six state standards identify what every teacher needs to know and should be able to demonstrate.

**Early Completion Option (ECO):** Candidates who meet the qualifications for the induction Early Completion Option complete all requirements and finish the program in one year.

**Individual Learning Plan (ILP):** The Induction foundational document identifying Participating Teacher growth goals based on all six CSTPs.

**InductionSupport.com:** Consortium website used for program news, updates, professional development registrations, assessment completion, and online discussions.

**Inquiry:** The process by which candidates examine one aspect of teaching or student learning in order to gain a deeper understanding of the topic.

**Mentor:** Exemplary Teacher trained in Induction processes and mentorship skills and assigned to support Participating Teachers in the first two years of teaching.

**Mentoring:** A professional relationship between the teacher and mentor built on trust and guided by teacher needs and the induction processes.

**MOU:** A *Memorandum of Understanding* is the agreement between the induction program and the District, school, PT, or Mentor detailing the roles and responsibilities of each party.

**Participating Teacher (PT):** Induction candidate who holds a preliminary credential and then earns the clear credential through the Induction process.

**PTRA Cycle:** A cycle of teaching behavior practiced daily that encourages the teacher to plan, teach, reflect on current practice, and apply any changes to further lessons.

**Reflection:** An analysis of teaching practice and relevant data and examination of how it affects student learning.

**Reflective Conversation:** Conversations with a mentor, collaborative partners, administrators, and/or other colleagues related to teaching topics and practice.

**Steering Committee:** Induction Coordinator, District Liaisons, Lead Mentors, and stakeholder representatives. This body serves as the advisory committee to the SCVC Teacher Induction Program.

## Roles and Responsibilities: Participating Teacher

To benefit from the Induction Program, each Participating Teacher will:

- ✓ Read the SCV Consortium Teacher Induction Program Handbook.
- ✓ Maintain confidentiality and discretion between the assigned Mentor and fellow participants.
- ✓ Develop a collaborative relationship with the assigned Mentor, characterized by openness, sharing, and reflection.
- ✓ Meet with the assigned Mentor for at least one hour per week and acknowledge a log of those meetings on *Induction Support*.
- ✓ Work with the assigned Mentor to develop an Individual Learning Plan (ILP), based on the *California Standards for the Teaching Profession* (CSTPs), within the first 60 days of enrollment.
- ✓ Arrange Professional Goals Conversations with my Site Administrator and assigned Mentor to outline Mentor and Participating Teacher roles, communicate Site Administrator roles and responsibilities in Induction, and filter ILP goals through site and District goals.
- ✓ Complete required Induction processes in a timely manner in both years 1 and 2 of Induction and adhere to all Milestone due dates.
- ✓ Attend all Induction Guidance meetings, ILP Reflection meeting (year 1), Colloquium (year 2), and at the conclusion of the program meet with the Induction Coordinator or Lead Mentor in an exit interview. ***In the event a PT is unable to attend a mandatory event, he or she is responsible for working with the Coordinator to fulfill a make-up activity.***
- ✓ Participate in *optional* program-sponsored meetings and professional development that support my professional learning goal(s), as appropriate.
- ✓ Coordinate with the assigned Mentor to be formally observed at least 3 times per year and receive supportive, non-evaluative feedback on my teaching practice.
- ✓ Accompany assigned Mentor to observe exemplary teacher(s) at least once per year and discuss observed teaching practices related to ILP goal(s).
- ✓ Participate in all program evaluation activities on *InductionSupport.com*.
- ✓ If applicable, satisfy fees associated with participation in Induction (refer to your district for payment requirements/options/deadlines). ***Fees must be paid in full prior to recommendation for the clear credential.***
- ✓ **Program withdrawals:**



- If withdrawing from the program after October 31, 2022, the PT will be responsible for 50% of the program fees.
- If withdrawing from the program after January 31, 2023, the PT will be responsible for 100% of the program fees.

## Roles and Responsibilities: Mentor

In order to assist Participating Teachers in fulfilling requirements for the Clear Credential, each Mentor will:

- ✓ Read the SCV Consortium Teacher Induction Program Handbook.
- ✓ Develop a trusting and reflective partnership with up to three Participating Teachers (PTs).
- ✓ Attend New Mentor Teacher Training (if applicable).
- ✓ Attend all Induction Guidance meetings and Colloquium (for Year 2 PTs). Provide follow-up, debriefing, and support in applying new knowledge and strategies. In the event a Mentor is unable to attend an event, he or she is responsible for working with the Coordinator to follow up on any missed information.
- ✓ Participate in additional Induction professional development scheduled for mentors to improve skills and knowledge around mentoring, as appropriate.
- ✓ Provide information, materials, resources, and support requisite for new teacher success in areas of instructional strategies, curriculum, professional responsibilities, classroom and organizational management, and the Induction process.
- ✓ Support each assigned PT through cycles of inquiry to develop an Individual Learning Plan (ILP) each year based on the *California Standards for the Teaching Profession* (CSTPs).
- ✓ Provide both just-in-time and long-term planning support for each assigned PT, based on ILP goals and teacher/student needs.
- ✓ Provide weekly support to each assigned PT, for an average of at least one hour per week and a minimum of 4 hours per month.
- ✓ Guide assigned PT(s) through all required Induction processes during weekly meetings and assist in the documentation of those processes.
- ✓ Facilitate Professional Goals Conversations with the Site Administrator to outline Mentor and PT roles, communicate the Site Administrator's role and responsibilities in Induction, and filter ILP goals through the site and District goals.
- ✓ Observe each assigned PT at least 3 times per year and gather evidence of their teaching practice to provide supportive, non-evaluative feedback.
- ✓ Coordinate exemplary teacher observation opportunities for each assigned PT and model effective teaching practices.
- ✓ Participate in and complete the Mentor Growth Plan and Goal Setting Process each year.

- ✓ Through *InductionSupport.com*, submit an online, weekly log of service hours for each assigned PT, identifying at least one topic of discussion or Induction process.
- ✓ Complete all program evaluation activities on *InductionSupport.com*.
- ✓ Respond to requests for information from the Induction Coordinator and state CDE/CCTC.

## Roles and Responsibilities: Site Administrator

In order to support the integration of Participating Teachers into districts and sites as they complete clear credentialing requirements, Site Administrators will:

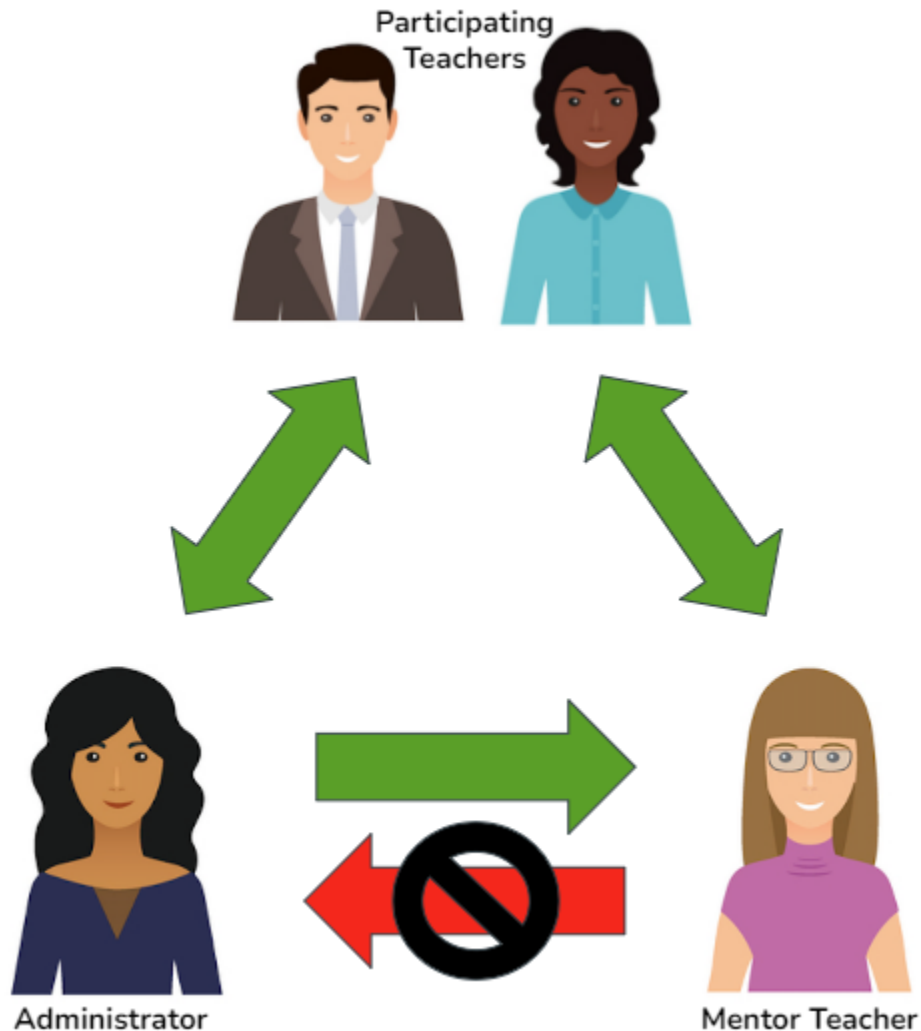
- ✓ Allow release time to the Mentor and Participating Teacher for training and observations as stated below:
  - Mentors receive three half-days per PT for observation of practice and one half-day per PT to accompany them on veteran teacher observations.
  - Participating Teachers receive one half-day for exemplary teacher observations.
- ✓ Provide a site orientation for all Participating Teachers, including information about site resources, personnel, procedures, and policies.
- ✓ Participate in Professional Goals Conversations with each Mentor and Participating Teacher assigned to your school site.
- ✓ Support Participating Teachers in using the adopted curriculum to help their students meet academic content standards and guide them to appropriate resource materials and support personnel.
- ✓ Clarify connections between the site objectives and the *California Standards for the Teaching Profession* (CSTP).
- ✓ Encourage and facilitate Participating Teacher/Mentor collaboration, while respecting the confidentiality of this relationship.
- ✓ Support the efforts of both the Mentors and Participating Teachers by limiting the number of additional school and district responsibilities they hold and allowing them adequate time to meet each week.
- ✓ Participate in Site Administrator training and surveys and attend the year-end Colloquium celebration for those Participating Teachers who are completing the program.

## **Roles and Responsibilities: Steering Committee**

The Steering Committee develops, coordinates, and implements support services for Participating Teachers in collaboration with district departments, site-level administration, and state agencies. The following responsibilities are overseen by the Santa Clarita Valley Consortium Induction Coordinator:

- ✓ Disseminate information and facilitate interactions with partnering districts.
- ✓ Participate in Induction data analysis and review.
- ✓ Communicate with Site Administrators concerning Site Administrator Induction training, professional development opportunities, and Site Administrator responsibilities.
- ✓ Participate in planning program modifications and all accreditation activities.
- ✓ Disseminate information regarding the Mentor application process and assist in recruiting qualified Mentors.
- ✓ Assist in Mentor/PT matches to ensure the most effective and beneficial relationship possible.

## Confidentiality Model



- Participating Teachers will use the goals and objectives agreed upon with their Site Administrator to aid in developing the Individual Learning Plan.
- PTs will arrange a Professional Goals Conversation with their Site Administrator and Mentor to outline Mentor and Participating Teacher roles, communicate the Site Administrator's role and responsibilities in Induction, and filter ILP goals through the site and District goals.
- **However**, because the relationship between the Mentor and Participating Teacher is **confidential**, specific information about the Induction process **can only be shared with the Administrator by the Participating Teacher**.

## Program Requirements and Expectations

### Attendance

As a requirement of the SCV Consortium Teacher Induction Program, all PTs **must** attend the required meetings, including Orientation, Induction Guidance, and culminating activities (Year 1 PTs-ILP Reflection Meeting, Year 2 PTs- Colloquium). They are also able to attend collaborative meetings and professional development opportunities, based on their ILP goals and teaching context. **It is essential that you register on InductionSupport.com for each event sponsored by the SCVC Teacher Induction Program (the Induction Coordinator may do so for you).**

Mentors **must** attend the required meetings, including Orientation and Induction Guidance. They are also able to attend Collaboratives and Mentor Support Circle meetings. New mentors must also attend new mentor training sessions. Mentors of Year 2 PTs must attend the Colloquium along with their PT.

### Changes in Enrollment

Participating Teachers who transfer to another district mid-program will need their new program leader to request a Transportability Document from the SCV Consortium Teacher Induction Program Coordinator as verification of the components of program completion thus far. If a PT has to suspend Induction due to a serious medical or personal issue, the Induction staff will work with the PT to modify the timeline for completion of Induction, without any penalty for extension of the timeline.

If a Participating Teacher is not fulfilling the program requirements outlined in the PT MOU, support and assistance will be offered at regular intervals throughout the Induction process by program staff. If that support is declined and/or significant requirements are not met by the end of the first year of Induction, the Induction staff will work with the teacher's home district to counsel and advise the PT, and make a collaborative decision on whether that PT will continue in the program. An action plan will be created to allow the PT to repeat portions of the program in an effort to reach all requirements for successfully completing the first year of the program and/or clearing the credential.

### University/College Credit

University credit from the University of San Diego is available to both Mentors and PTs. Registration information is made available in the Fall for registration through June.

*All personnel decisions in the SCV Consortium Teacher Induction Program are made without consideration of differences due to gender or other constitutionally or legally prohibited considerations. These decisions include those regarding the admission, retention, or graduation of Participating Teachers.*

## Mentor Reassignment Procedure

If at any time the match between the Participating Teacher and Mentor is perceived to be unsuccessful for any reason, this match may be revised.

### **Procedures:**

1. It is the responsibility of the participants to alert program leadership of issues regarding the match as soon as possible.
2. A Participating Teacher or Mentor may make a request for a new match at any time to the Induction Coordinator.
3. Upon receipt of a negative Mentor assessment, the Induction Coordinator will determine if the issue can be resolved with the Participating Teacher and the Mentor. Additionally, the Coordinator will work with site administration to assist in resolution and notify the District Liaison.
4. All efforts will be made to resolve the issue that has arisen, and the Induction Coordinator and District Liaison will support all parties and monitor the effectiveness of any solutions that were agreed to in collaborative discussions.
5. If a new match is determined to be the solution, the Induction Coordinator will work with the District Liaison and site administration to implement and monitor the new match
6. Participating Teachers may request reassignment once.
7. Appropriate information will be shared only as needed.



## Grievance Procedures

### Milestone Feedback

If a Participating Teacher disagrees with feedback given that indicates that an Induction Milestone must be resubmitted or is marked incomplete, the Participating Teacher may:

1. Contact the Leadership Team member who reviewed the Milestone documents and ask for clarification of the feedback.
2. After the clarification, if the Participating Teacher feels that the feedback for the review was inaccurate or unfair, the PT may then ask for a second review by the Induction Coordinator.

### Exit Interview Panel Decision

If a Participating Teacher disagrees with the decision by the Exit Interview Panel and the Induction Coordinator regarding the completion of the program:

1. The Participating Teacher may submit a formal letter of grievance to the Santa Clarita Valley Consortium Steering Committee, which will then review the ILP, attendance and Mentor Log Reports, and Exit Interview responses to determine completion of the program.
2. If the Participating Teacher disagrees with the Steering Committee's decision, a letter of dispute may be submitted to the Newhall School District Superintendent for a final decision.

### Discontinuing Program Enrollment

If at any time, the Participating Teacher decides to discontinue enrollment in the Santa Clarita Valley Consortium Teacher Induction Program:

1. The Participating Teacher will submit to the Induction Coordinator in writing that he/she does not wish to continue participating in the program.
2. The program will supply the candidate with an updated transcript of completed requirements. The PT will then be responsible to complete induction in an alternative program.

## Path to Recommendation for the Clear Credential

1. Determination is made by the contents of the Participating Teacher's ILP and Induction completion.
2. The Induction Coordinator and Leadership Team examines the ILP and completion of Induction.
3. Program leadership reviews online Milestone completion at regular intervals, noting progress toward Induction completion, and giving formative feedback as needed.
4. At the end of Year Two of Induction, the Induction Coordinator reviews the ILP and signs Documentation Completion forms, making copies for the Induction file (housed in the Induction office).
5. All Year Two and ECO Participating Teachers will participate in the Colloquium and exit interview, sharing evidence of professional growth with a panel of Induction Leadership and stakeholders.
- 6. Participating Teacher's tuition fee is paid in full to the home District.**
7. The Newhall School District Credential Analyst applies online to the *California Commission on Teaching Credentials (CTC)*. The Commission then contacts the Participating Teacher with online verification and payment information.
8. The Induction Coordinator notifies the Human Resources departments of partnering districts of credential completion.

## Early Completion Option (ECO)

Induction programs are designed to be completed by candidates during a two-year period as a beginning teacher. Senate Bill 57 allows an Induction Program Early Completion Option (ECO) for exceptional teachers with at least two years of experience as teacher of record. The Santa Clarita Valley Consortium Teacher Induction Program may recommend Participating Teachers for this option if they meet the eligibility requirements.

***\*Executive Order candidates needing to complete TPA and/or RICA are not eligible for the ECO program. Due to the additional support and assistance they may require to complete their outstanding requirements, a traditional two-year program will best support their needs.***

Once approved for the ECO Induction Program, participating teachers are expected to demonstrate proficiency and the highest level of professionalism when completing all required elements. Any candidate failing to do so will be restored to the full two-year Induction Program, and will need to meet all Induction requirements, following the standard timeline of completion.

The Early Completion Option (ECO) application process consists of the following:

1. Early Completion Option Application (form from Induction).
2. Current resume documenting educational background and at minimum 2 years of prior teaching experience, with 2 references.
3. Copies of 2 summative performance evaluations (one from your most recent year of teaching) that show correlation to the California Standards for the Teaching Profession (CSTP).
4. Recommendation from your current site administrator (form from Induction).
5. Induction Early Completion Option Written Reflection (form from Induction).
6. Lesson Plan documenting specific EL and/or Special Populations differentiation strategies.
7. Classroom Observation by Induction Coordinator & District Lead Mentor (scheduled and conducted after ECO application and supporting documentation are submitted).

Please submit the completed documentation to the Induction Coordinator by **September 30**. If the Participating Teacher qualifies and is approved by the Coordinator, ECO candidates will sign the MOU detailing the responsibilities and requirements for Early Completion.

## Registering on *InductionSupport.com*

*InductionSupport.com* is the Santa Clarita Valley Consortium's website where you will find the latest news and updates, PT online event registrations, assessments, resources, and Mentor logs. *InductionSupport.com* should be checked **weekly**.

### Registration for Year One Participating Teachers and New Mentors:

1. Log on to [www.InductionSupport.com/register/8298a4.cfm](http://www.InductionSupport.com/register/8298a4.cfm) to access the Santa Clarita Valley Consortium website. Complete each field and select the "Sign Up" button to complete registration. You are now ready to log onto *InductionSupport.com* on a weekly basis!

### Registration for Year Two Participating Teachers and Continuing Mentors:

1. Continuing Participating Teachers and Mentors **do not** need to reregister with *InductionSupport.com*, but will verify and update (if needed) their profile.

**\*\*If you have previously registered for *InductionSupport.com* with this program or another Induction program and are unable to access your account, please contact the Induction Coordinator to receive assistance.\*\***

## Registering for Induction Events on *InductionSupport.com*

Participating Teachers and Mentors **must** register in advance on *InductionSupport.com* for all Orientations, Induction Guidance, Collaboratives, Support Circles, Workshops, and other Induction events they are attending.

If for any reason Participating Teachers or Mentors cannot attend and have previously registered, they should email or call the Induction Coordinator to cancel as soon as possible prior to the event.

### To Register:

1. Log on to [www.InductionSupport.com](http://www.InductionSupport.com)
2. Click on the **Events** tab.
3. Click on **Registration** and follow the directions.

### Canceling Registration:

1. Log on to [www.InductionSupport.com](http://www.InductionSupport.com)
2. Click on the **Calendars** tab.
3. Click on the desired month and event.
4. Hit the **Cancel** button.

### To cancel within 48 hours prior to an event:

Contact the Induction Coordinator at (661) 291-4000, ext. 252, or email at [dlewis@newhallsd.com](mailto:dlewis@newhallsd.com).

**There will be times when the Induction Coordinator will register you for events. It is your responsibility to notify the Coordinator to cancel if you are unable to attend. You will be expected to make up any missed meetings to the best of your ability.**

## Mentor Log Instructions for *InductionSupport.com*

After meeting each week, Mentors and Participating Teachers must complete online logs to verify their collaborative time. Working through Induction, classroom information, site issues, and classroom observations are appropriate uses of time. **A minimum average of 1 hour per week must be verified.**

Each week Mentors will:

1. Log onto <http://www.InductionSupport.com> and click the tab, **My Candidates**.
2. Select the name of the Participating Teacher(s) from a list of teachers. One log per PT must be completed.
3. Use the drop-down menu to select the meeting date and duration of the meeting, then check the type of meeting or training.
4. Write a brief summary of what you worked on or discussed during that meeting in the “What’s working” box. Also include the current ILP focus, the mentor’s and candidate’s next steps, and your next meeting date.
5. Click **Submit**.
6. Participating Teachers then receive notices on their homepages when they log onto *InductionSupport.com*. They are informed that there are Mentor Logs available for review and verification. **The logs are not officially recognized without this verification.** No changes can be made to the logs after this point.
7. Mentor Logs are reviewed monthly by Induction leadership.

## Troubleshooting *InductionSupport.com*

### Problems registering on *InductionSupport.com*?

1. Double-check your email address (especially if you're using your school email address).
2. Also check the version number of the browser you're using. (This can be done by pulling down the HELP menu, and then selecting ABOUT <browser name>.) Version 4 or higher of Microsoft Internet Explorer should be fine, as should Version 5 or higher of Netscape. If you're using a different browser and you are encountering problems, please send an e-mail to [www.support@InductionSupport.com](mailto:www.support@InductionSupport.com) and tell the webmaster what browser and version you're using.
3. Check to make sure you have filled in ALL fields.
4. If you're still having problems, please send an e-mail to [www.support@InductionSupport.com](mailto:www.support@InductionSupport.com), fully describing the problem. Include any error messages (if applicable) and what you were doing at the time the problem occurred.

### Problems logging in (Username/Password)?

**DO NOT register again.** Contact your Induction Coordinator at (661) 291-4000, ext. 252, or [dlewis@newhallsd.com](mailto:dlewis@newhallsd.com).

### Problems registering for an event?

Does the registration button appear? If the **Registration Closed** button appears, and you still need to register, contact the Induction Program Office. ***Registration closes two calendar days prior to the event.***

### Any other problems?

Contact the Induction Coordinator. Please describe the problem in detail. The more we know about what you were doing when the incident happened, the faster we'll be able to fix the problem. If you receive an error message, cut and paste the entire error message in your email to the Induction Coordinator.

## SCV Consortium Teacher Induction Program Contacts

### **SCV Consortium Teacher Induction Program Coordinator**

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### **Castaic Union School District**

#### **Assistant Superintendent:**

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### **Newhall School District**

#### **Assistant Superintendent:**

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### **Saugus Union School District**

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#### **Director of Human Resources:**

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### **Sulphur Springs Union School District**

#### **Assistant Superintendent:**

Dr. Jay Greenlinger

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#### **Lead Mentor:**

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