Teacher Induction Program
2019-2020 Handbook

Prepared by the
Orange County Department of Education
Teacher Induction Program
Orange County Department of Education

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Mission Statement

Our mission is to support new teachers.

We do so by equipping them with the knowledge, skills and core values necessary to become highly qualified professionals who effectively impact student achievement.

Goals

• Improve educational performance of students through effective classroom instruction facilitated by training and support of teachers;
• Serve as an effective transition from a student of teaching to an effective teacher of students;
• Increase professional success and retention of promising new teachers; and
• Provide a path to obtain a professional clear credential from the Commission on Teacher Credentialing (CTC).

Requirements of Induction Program

• Completion of the two-year Induction program that includes specific Year 1 and Year 2 differentiated components aligned with SB2042 Induction standards;
• Application and synthesis of knowledge and skills acquired during teacher preparation;
• Creation and implementation of an individualized learning plan,
• Development and implementation of an inquiry action research project;
• Participation in professional development that is aligned with the teacher’s assignment, assessed student needs and annual professional goals;
• Ongoing collaboration with trained mentor;
• Presentation of Inquiry Findings to Exit Panel by all teachers exiting the Induction program
Overview of Teacher Induction Program

The California Beginning Teacher Support and Assessment System was established in 1997. The subsequent passage of Senate Bill 2042 in 1998 led to the Teacher Induction programs currently in place in school districts across the state. The programs are administered jointly by the Commission on Teacher Credentialing (CTC) and the California Department of Education.

Induction is grounded in a knowledge base of teacher education and adult learning theory, induction program standards, teacher performance standards, academic content standards, and curriculum frameworks. The underlying conceptual framework for induction is based on current teacher education research and what teachers should know and be able to do.

The nature of teaching requires continuous growth in order to engage and challenge increasingly diverse students in a rapidly changing world. Teachers are never “finished” as professional learners, no matter how extensive or excellent their formal education and preparation. If teachers’ expertise, capabilities, and accomplishments are to be enriched over time, the teachers must become reflective practitioners who actively seek to strengthen and augment their professional skills, knowledge, and perspectives throughout their careers. Support, mentoring, assessment, and advanced study during the early years of teaching are essential to a beginning teacher’s development and success in the profession.

The two-year Induction Program includes the following:

- It is job embedded
- Focused on mentoring and support
- Begins in the first year of teaching
- Participate in weekly data-driven dialogue between the candidate and the mentor for purposes of analyzing student learning and reflecting on instructional practice for a minimum of one hour.
- Collect evidence of practice to document candidate competence as defined by the CSTP’s
- Develop and implement an individual learning plan, within 60 days of enrollment in the program, to improve teaching practice.
- Conduct an inquiry action research project in Year one and two.
- Submit all materials to a learning management system to be reviewed by the Program Coordinator and trained team of assessors throughout each year
- Participate in an end of semester review including collaborative dialogue and feedback
- Participate in the annual end-of-year Colloquium
- Participate in the Exit presentation conducted by a panel. During the Exit Presentation, the Year 2 candidate will share a presentation that focuses on the Inquiry completed during Year Two of the Induction experience.
California Standards for the Teaching Profession (CSTP)

**CSTP 1: Engages and Supports All Students in Learning**
1.1 Uses knowledge of students to engage them in learning
1.2 Connects learning to students’ prior knowledge, backgrounds, life experiences, and interests
1.3 Connects subject matter to meaningful real-life contexts
1.4 Uses a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs
1.5 Promotes critical thinking through inquiry, problem solving, and reflection
1.6 Monitors student learning and adjusts instruction while teaching

**CSTP 2: Creates and Maintains Effective Environments for Student Learning**
2.1 Promotes social development and responsibility within a caring community where each student is treated fairly and respectfully
2.2 Creates a physical or virtual learning environment that promotes student learning, reflects diversity, and encourages constructive and productive interactions among students
2.3 Establishes and maintains learning environments that are physically, intellectually, and emotionally safe
2.4 Creates a rigorous learning environment with high expectations and appropriate support for all students
2.5 Develops, communicates, and maintains high standards for individual and group behavior
2.6 Employs classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
2.7 Uses instructional time to optimize learning

**CSTP 3: Understands and Organizes Subject Matter**
3.1 Demonstrates knowledge of subject matter, academic content standards, and curriculum frameworks
3.2 Applies knowledge of student development and proficiencies to ensure student understanding of subject matter
3.3 Organizes curriculum to facilitate student understanding of subject matter
3.4 Utilizes instructional strategies that are appropriate to subject matter
3.5 Uses and adapts resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
3.6 Addresses the needs of English learners and students with special needs to provide equitable access to the content

**CSTP 4: Plans Instruction and Designs Experiences for All Students**
4.1 Uses knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction
4.2 Establishes and articulates goals for student learning
4.3 Develops and sequences long-term and short-term instructional plans to support student learning
4.4 Plans instruction that incorporates appropriate strategies to meet the learning needs of all students
4.5 Adapts instructional plans and curricular materials to meet the assessed learning needs of all students

**CSTP 5: Assess Students for Learning**
5.1 Applies knowledge of purposes, characteristics, and uses of different types of assessments
5.2 Collects and analyzes assessment data from a variety of sources to inform instruction
5.3 Reviews data, both individually and with colleagues, to monitor student learning
5.4 Uses assessment data to establish learning goals and to plan, differentiate, and modify instruction
5.5 Involves all students in self-assessment, goal setting, and monitoring progress
5.6 Uses available technologies to assist in assessment, analysis, and communication of student learning
5.7 Uses assessment information to share timely and comprehensible feedback with students and their families

**CSTP 6: Develops as a Professional Educator**
6.1 Reflects on teaching practice in support of student learning
6.2 Establishes professional goals and engages in continuous and purposeful professional growth and development
6.3 Collaborates with colleagues and the broader professional community to support teacher and student learning
6.4 Works with families to support student learning
6.5 Engages local communities in support of the instructional program
6.6 Manages professional responsibilities to maintain motivation and commitment to all students
6.7 Demonstrates professional responsibility, integrity and ethical conduct
Institute for Leadership Development
Credential Program Competencies

- Data-driven Decision Makers
- Reflective Practitioners
- Skillful Communicators (oral and written)
- Content Experts
- Adept Integrators of Technology
- Effective Planners
- Promoters of Collaboration
- Resourceful Educators/Leaders
Assessing Candidate Competence
2019-2020

As a Teacher Induction program sponsor the Orange County Department of Education is responsible for assessing candidate competence. The program is designed to assess candidate competence throughout the four semesters measured by key program components that will contribute to the candidate’s evidence of practice. A trained assessor team uses rubrics designed specifically for each program component to assess competence and provide feedback. While each rubric is unique, all rubrics include a competence continuum and are accessible in advance of the assessment. Candidate have the opportunity to revise their submission after receiving feedback if they are assessed to be below standards. Below are the program components that collectively define candidate competence in our program.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Program Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Individual Learning Plan, Part 1</td>
</tr>
</tbody>
</table>
| 2        | • Inquiry Evidence  
|          | • Individual Learning Plan, Part 2 and 3 |
| 3        | • Individual Learning Plan, Part 1 |
| 4        | • Inquiry Project  
|          | • Individual Learning Plan, Part 2 and 3  
|          | • Exit Presentation |
Professional Code of Conduct

A code of professional conduct is a necessary component of any profession to maintain standards for the individuals within that profession. It brings about accountability, responsibility and trust to the individuals that the profession serves.

The Orange County Department of Education strives to ensure the professionalism of teachers enrolled in the Induction program. As such, by entering the Induction program you agree to abide by all tenets stated below:

1. The professional educator strives to create a learning environment that nurtures the fulfillment of the potential of all students.
2. The professional educator acts with conscientious effort to exemplify the highest ethical standards.
3. The professional educator assumes responsibility and accountability for his or her performance and continually strives to demonstrate competence.
4. The professional educator prepares lesson plans of the highest quality that reflect the needs of a diverse population.
5. The professional educator participates fully and enthusiastically in program activities.
6. The professional educator meets all timelines, including arrival for meetings and assignment deadlines and communicates with the program Coordinator if a problem exists or when appropriate.
7. Out of respect for other participants, the professional educator will only use electronic devises (lap top computers, cell phones, and blackberries) as needed for the purpose of the session.
8. The professional educator interacts with program support providers in a professional manner, accepting feedback in a positive manner.
9. As a participant in the program, the professional educator makes relevant contributions to cohort conversations and does not engage in side bar conversations during sessions.
10. The professional educator works collaboratively with colleagues. However, all work submitted is his/her own and has no resemblance to that which is submitted by other program participants. Using an author’s work without giving credit is plagiarism and is considered a direct violation of the OCDE Professional Code of Conduct.
Responsibilities as an OCDE Induction Program candidate:

- Review my eligibility for Induction with my district and/or credential analyst.
- Develop a thoughtful relationship with my mentor characterized by openness, sharing and reflection.
- Engage in a one-on-one collaborative session with my Induction mentor for a minimum of one hour each week.
- Identify professional growth based on the California Standards for the Teaching Profession (CSTP) and, with the assistance of my mentor, collect evidence of my application of that professional learning into my practice.
- Establish and maintain an Individualized Learning Plan as defined by the OCDE Induction Program to demonstrate candidate competence and reflective practice.
- Attend all cohort network meetings facilitated by the cohort lead mentor
- Upload work that is my own and not a copy of any other candidate’s and/or work that I submitted during a previous program year.
- Participate in professional development in accordance with my professional growth goals as defined in my Individual Learning Plan (ILP).
- Participate in informal and formal classroom observation processes conducted by my mentor and/or program staff, including pre- and post-conferencing.
- Communicate questions and/or concerns about the OCDE Teacher Induction Program to my mentor, the Lead mentor, and/or the Induction Program Coordinator.
- Participate in the defined program evaluation process, comply with Consortium reporting procedures, and complete and submit all required program documents in a timely manner as defined in the handbook and in the Milestone Report.
- Review the handbook in detail, and access the handbook as needed for referencing program policies.
- Read the grievance policy in the handbook and follow the protocol outlined to file a grievance when required
- Grant permission to OCDE to collect documentation from my teacher preparation program.

Proof of Advisement

This is to certify that I, __________________________ have been advised of my responsibility to enroll in an Induction Program within 30 days of today’s date. I have been advised of the availability of the OCDE Induction Program and that my participation in this program will fulfill requirements for completion of the California Professional Clear Teaching Credential. I understand that to receive my Professional Clear Credential I must complete the requirements of the Induction Program within two years. If I am unable to do so, I will need to apply for a program extension. If approved, I will become personally responsible for the additional $1800 tuition fee.

I certify that I wish to participate in the Orange County Department of Education (OCDE) Teacher Induction Program. I have read the candidate responsibilities and understand the completion requirements.

_________________________________          ___________________________           ______________
Candidate Name Printed             Candidate Signature                         Date

_________________________________          ___________________________            ______________
District/Private School Representative           Representative Signature             Date
Decline to Participate: Public School Candidate

Date of Notification: ___________________________ District/School: _______________________
Hire Date: ____________________________

This is to certify that I, __________________________ have been advised of my responsibility to enroll in an Induction Program within 30 days of today’s date. I have been advised of the availability of the OCDE Teacher Induction Program and that my participation in this program will fulfill requirements for completion of the California Professional Clear Credential. In addition, I understand that in order to receive my Professional Clear Credential I must complete the requirements of a Commission-approved Induction Program within two years.

At this point in time, I am choosing NOT to participate in the OCDE Teacher Induction Program. In the event that an application has been previously submitted, I understand that the $300.00 processing fee is non-refundable.

__________________________ ____________________________
Printed Name of candidate OCDE Staff Signature

__________________________
Signature of candidate

__________________________
District Lead mentor Signature
Decline to Participate: Private School Candidate

Date of Notification: __________________________
District/Private School: __________________________
Hire Date: __________________________

This is to certify that I, __________________________ have been advised of my responsibility to enroll in an Induction Program within 30 days of today’s date. I have been advised of the availability of the OCDE Teacher Induction Program and that my participation in this program will fulfill requirements for completion of the California Professional Clear Credential. In addition, I understand that in order to receive my Professional Clear Credential I must complete the requirements of a Commission-approved Induction Program within two years.

At this point in time, I am choosing NOT to participate in the OCDE Teacher Induction Program. In the event that an application has been previously submitted, I understand that the $300.00 processing fee is non-refundable.

____________________________ ___________________________
Printed Name of candidate          OCDE Program Staff (Print Name)

______________________________ ___________________________
Signature of candidate           OCDE Program Staff Signature
Overview of the Learning Management System

Induction Course Organization in Canvas

An important component of the Orange County Department of Education’s Teacher Induction Program for mentors, candidate, and lead mentors is our learning management system, Canvas. The OCDE Teacher Induction online courses available 24/7, contain valuable program resources, templates, and drop boxes for submission of program requirements.

It includes a number of features including:
- Welcome Module
- Calendar
- Professional Learning Resources
- Modules by Requirement
- Gradebook/Assignments
- Resources and Templates

All OCDE Induction candidates, mentors and lead mentors are registered in this environment upon enrollment and are expected to access the site regularly as this is a fundamental tool used by all stakeholders.

Candidate and mentors enrolled in the program prior to August 28 will be enrolled the first week of September. All participants enrolled beyond that date will be provided access within one week of the program being notified by the lead mentor of their enrollment. Canvas will send an automated email to all enrolled participants with instructions for logging on to the site.

All candidates are required to upload evidence that documents completion of Induction program requirements and, as importantly, demonstration of candidate competence as defined by the California Standards Teaching Practice. Candidates are required to upload artifacts of practice throughout the year, as assigned in the gradebook for each course (Year 1 and Year 2).

Candidates will participate in an orientation session with their cohort so that they may become familiar with the uploading process. If you need assistance with Canvas, please contact Jacquelyn Sanborn, 714-327-8187.
Roles and Responsibilities of Site Administrators

As a Site Administrator with Induction candidate and/or mentors at my site, I agree to:

- Facilitate interaction between mentors and Induction candidate by providing one and/or both of the following:
  - Coverage for observations/meetings
  - Additional release time, if needed

- Place Induction candidate in classroom environments that provide opportunities for professional growth and success. When Induction candidate are assigned to work in more challenging settings, Site Administrators will provide additional assistance and/or resources to that teacher. Assistance may include more intensive mentoring, specialized training, team teaching arrangements, and/or paraprofessional assistance.

- Understand the mentor’s role and respect the confidentiality between the mentor and the Induction candidate.

- Increase and/or build staff knowledge about the California Standards for the Teaching Profession as well as legal mandates that govern services for Special Populations and English Learners.

- Support participation in professional development activities for mentors and Induction candidate.

- Support the development of the Individual Learning Plan, which must be designed and implemented solely for the professional growth and development of the candidate, and not for evaluation for employment purposes.

- **Provide an Orientation meeting at my school within the first 30 days of the program year.** To ensure familiarity with specific district/school policies and procedures as well as available school resources. Suggested topics:
  - Initial introduction to school site
  - District/school policies and procedures regarding safety, student behavior, federal and state mandates, and instruction
  - Site Administrator expectations
  - Availability of resources that support instruction

- Participate in scheduled Triad meetings with mentors and Induction candidate. **The initial Triad meeting may be combined with the orientation meeting.**

- Read the Induction newsletter (sent every two months)

- Complete all program surveys

- Participate in Exit Panels and the End-of-Year Colloquium as requested

Thank you for supporting our candidate and mentors. Please sign this document and provide a copy to the candidate no later than September 31.

____________________________________            ______________________________________    _____________
Name of Administrator    (Please print)                     Signature                        Date

__________________________________             ________________________________
School                  District
Overview of Mentor Support Model

The Induction program is implemented through a mentor/mentee model of support and collaboration. The OCDE Induction Advisory Council has defined specific criteria for the selection, preparation and assignment of mentors. Qualified mentor candidate go through a rigorous selection process that includes a professional endorsement by a Site Administrator or District leader and a panel interview. Once accepted into the mentor Cadre, the individual must attend ongoing training adopted by the OCDE Teacher Induction Consortium.

Mentor Support includes:

- Facilitation of weekly meetings, including participation in network meetings, for purposes of collaboration and reflection re: the candidate’s instructional practice for a minimum of one hour per week;
- Assistance in completing all program requirements in a timely manner;
- Facilitation of Triad meetings with candidate’s Site Administrator to ensure alignment of Induction expectations with school/district defined priorities; and
- Maintenance of mentor documentation to support collaboration and reflection between the mentor and the candidate.

All mentors are required to assess their practice and participate in professional growth as measured by developing a mentor goal or completion of the OCDE Teacher Induction Program mentor Micro credential. The program staff provide mentor feedback in this area annually. Mentor performance is assessed annually, by the Program Coordinator and district Lead mentor, to ensure that the highest caliber of service is provided to all Induction candidates.

Candidate and Mentor Matches

Each candidate is assigned to a mentor for two years. Mentor matches are made within 30 days of the candidate enrollment in the program and are based on credential held, grade level/subject area, context, department as appropriate to the candidate employment.

In the event that the candidate or the mentor is dissatisfied with the match, he/she should complete the Change of mentor request document and submit the form to the Lead mentor.

The Lead mentor will meet with the candidate and/or the mentor within two weeks of receipt of the documents. The Lead mentor will also notify the district Induction administrator (Assistant Superintendent) about the meeting.

The parties will come to a mutual agreement, which may include reassignment. The Lead mentor will notify the mentor and the candidate of the decision. The Program Coordinator will confirm the decision in writing within five (5) days of the meeting.
Request for Change of Mentor

Dear Lead mentor:

Candidate: ___________________________ School: ________________

Mentor: ______________________________ School: ________________

Grade/Subject taught: ________________ District: ________________

I request a review of my current mentor match. I understand that the process involves the Lead mentor meeting with both myself and the mentor to discuss my concerns.

My concerns are:

I have attempted to resolve the situation by:

I request your intervention in the following:

Resolution:

Candidate signature: ___________________________ Date: ____________

Lead mentor signature: ___________________________ Date: ____________
Candidate Grievance/Appeal Policy and Process

The Orange County Department of Education Teacher Induction program has initiated and implemented procedures for grievances/appeals by candidate with the intent of assuring fairness and objectivity.

The purpose of this procedure is to secure equitable solutions to the concerns which may come from actions and decisions rendered about a candidate’s admission, progress and successful completion of the Induction program. Both parties agree that these proceedings will be kept confidential as may be appropriate at any level of the procedure. A candidate has the right to initiate the grievance/appeal at either the program or unit level.

Informal Process:
A candidate or applicant with a concern has recourse through grievance/appeals procedures beginning at the program level by requesting a meeting with a program coordinator. Program coordinators will make every effort to answer questions and resolve the concern. If the concern is not resolved at the program level, then the candidate can choose to advance the grievance/appeal to the unit level.

Formal Process: Unit-Level
The candidate may choose to have the concern reviewed at the Unit-Level. In this case the following procedures apply:

1. candidate/Applicant submits a formal grievance/appeal to the Career Education Director, Kathy Boyd using the Grievance/Appeal Process form in the handbook and in the learning management courses.

2. The Career Education Director (or designee) will investigate and, if necessary, convene a panel comprised of other OCDE Teacher Induction Advisory Council members to review grievance/appeal documents. The panel may, as necessary call upon the candidate, mentor, lead mentor, or program coordinators in which the grievance/appeal generated for clarification and/or input regarding the complaint. A panel decision must be made by majority vote.

3. The panel shall issue a written decision within 30 calendar days of submission to the candidate and Program Coordinator and shall include a statement summarizing the panel's final disposition of the grievance/appeal. The panel's decision shall be final, and all remedies shall be considered to have been exhausted. The panel's written decision shall be placed in the candidate's induction program file.
Formal Candidate Grievance/Appeal

Candidate Name: ________________________________ District/Cohort: __________________________

Email: ________________________________ Program Mentor: __________________________

Have you attempted to resolve this concern informally at the program level? (Yes/No) Please explain.

Describe the nature of your concern (*Please be as detailed as possible because the person who is reading this complaint may not have your full context):

What remedy are you seeking?

Candidate Signature: ________________________________ Date: __________________________

*Please submit a signed copy to the Director of Career Education via email at kboyd@ocde.us

**The information from this form will be shared with anyone named in this complaint.
Guide to Mentor Observation

This document is intended to assist mentors in conducting and documenting observations of their candidate(s). The OCDE Teacher Induction program requires candidates to be observed by their mentor four times over the two-year program. The purpose of the observations is to inform candidate professional growth, and is not evaluative. The mentor plays two important roles in the observation process. The first role is observer. In this role mentors are responsible for documenting their observation. The second role is mentor. In this role mentors are responsible for helping candidates prepare for the observation and also for discussing the observation documentation to move the candidates practice forward. Below you will find key information and steps required to complete the observation process.

Observation Method:
The table below indicates the observation method for each semester. New mentor/mentee matches will have the opportunity for an in-person observation. This will occur during the first semester for Year One candidates. If a new mentor is assigned to a Year Two candidate, the mentor will conduct an in-person observation in semester three. All other observations should be conducted by video. In the case where the mentor does not need to use a substitute to observe, in person may be conducted. Guides to video observation for candidates and mentors are available as a resource.

Each mentor/candidate pair receives two days of substitute reimbursement for observation. You will need to plan together in advance to determine the best use of this coverage.

<table>
<thead>
<tr>
<th>Year One</th>
<th>Method</th>
<th>Alignment with Program Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>In-Person</td>
<td>After Triad Meeting/During ILP Part 1 Development</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Video</td>
<td>During Inquiry Project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Two</th>
<th>Method</th>
<th>Alignment with Program Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 3</td>
<td>In-person or video</td>
<td>After Triad Meeting/During ILP Part 1 Development</td>
</tr>
<tr>
<td>Semester 4</td>
<td>Video</td>
<td>During Inquiry Project</td>
</tr>
</tbody>
</table>

1. Observation Preparation:
The mentor is responsible for determining the following with their candidate in preparation for the observation. This will be documented in the Mentor Candidate log submitted by the mentor.

- Date of Observation (planning for due dates and best time to capture practice)
- Focus of Observation
- Method of Observation (see above explanation for more details)
- How observation data will be collected (optional observation tools are available)
- Date of post-observation discussion
- If the observation is conducted in-person, the mentor will need to have directions to the location and accessing the classroom in advance of the observation day.
- If the observation is conducted by video, the mentor will need to understand how they will be receiving the recorded lesson, and determine a date that they need it by in order to conduct the observation.
2. **Conduct the Observation:**
   - If conducting an in-person observation, please make sure to stop by the office to introduce yourself to school staff and sign in.
   - Bring the selected observation tool available for recording data (you may use your own collection method or one of the observation tools).
   - Observe the lesson and collect the observation data, based on the determined observation focus.

3. **Post Observation Reflection and Documentation:**
   - Mentors will review the data collected to prepare for a post-observation meeting with the candidate. Consider the key findings you would like to share during your meeting.
   - Meet with the candidate to review the observation data and findings. The candidate should leave the meeting with a few take-aways and at least one defined next step to continue to improve their practice. In support of this growth process, mentors may also have next steps and takeaways from this meeting.
     - During Semester 1 and 3 candidates will use this to inform their ILP and mentors should document their post-observation conversation in the **Mentor Log**.
     - During Semester 2 and 4 candidates and mentors will use this to inform their inquiry project, and mentors should document their post-observation conversation in the **Mentor Log**.
   - **Documentation Upload Information:**
     - Mentors will upload the observation data to their Course after completing the observation.
     - A separate document will be uploaded for each candidate observed, using the candidate name as the file name.
Early Completion Policy and Petition

Policy:
The OCDE Induction Program Early Completion Option (ECO) is a modified program to accommodate the learning needs of teachers who are experienced and exemplary. The ECO candidate must demonstrate the knowledge, skills, abilities and competencies required of all teachers completing the full-length program and that are required by CTC.

Purpose:
Senate Bill 57 (Scott) allows eligible individuals to complete a Commission-approved professional teacher induction program sooner than the full two years generally required fulfilling all requirements. Completion of the Early Completion Option (ECO) allows individuals the opportunity to earn their Professional Clear Credential.

Eligibility:
In order to petition you must meet the following criteria:

- You must hold a valid California Preliminary Teaching Credential.
- You must have completed at least three (3) years of exemplary teaching experience with a valid credential (evidenced by evaluations).
- You must complete the Early Completion Option Petition document and submit it to the OCDE Induction staff no later than March 31 of the candidate first program year with required attachments.
- You must have an Induction portfolio of practice that is complete at the time of petition, meeting competency standards in all assessed areas.
- You must obtain a letter of recommendation from your most recent site administrator.
- You will be required to participate in a pre-advisement, which will provide a detailed explanation of the ECO pathway. This meeting will help insure that candidate clearly understand the parameters defined in order to secure Advisory Council approval. Additionally, a time for observation by OCDE Program staff will be scheduled.

Completion:
- The ECO candidate completes three semesters of Induction in total. The first two semesters occur on the standard year one candidate timeline and the third semester (September-December) with the ECO/Dual/Extension cohort.
- OCDE Induction program staff directly facilitate this cohort.
- The cohort meets three times at OCDE, and candidate meet individually with their mentor weekly.
- During the semester candidate develop and implement a professional growth plan based on the California Standards for the Teaching Profession. Please note: Inability to meet ECO completion timelines and/or demonstrate candidate competence will result in automatic re-designation to the traditional Year 2 “track”.

Petition Process:

1. Complete and submit the Petition for Early Completion Option form (no later than March 31) with the below outlined documentation attached to the OCDE Induction Coordinator:
2. Meet with OCDE Induction Program staff for pre-advisement
3. Maintain an Induction portfolio of work that substantiates experience and competence aligned with the California Standards for the Teaching Profession (existing Induction portfolio);
4. Schedule and participate in an observation, which will be conducted by Induction program staff
5. All documentation is then reviewed by the members of the OCDE Teacher Induction program staff who will then make a recommendation to the Induction Advisory Council.
6. The Council will then determine whether the candidate’s request for ECO should be approved (at their May meeting).
7. The Program Coordinator will notify the candidate following the Advisory Council vote.

Please note: The OCDE Teacher Induction program retains the right to request any additional evidence that may be necessary to determine a candidate’s appropriateness for the ECO.

Petition for Early Completion:

I, _______________________, am petitioning the Orange County Department of Education Teacher Induction Advisory Council for consideration as an Early Completion Option (ECO) candidate. I am including the following documentation in support of this petition, in accordance with the eligibility criteria defined in the ECO program policy.

______ Current Professional Resume
______ Verification of 3 years of teaching experience (provided by Human Resources)
______ Copy of evaluations providing evidence of exemplary teaching practice
______ Copy of a valid California Preliminary Teaching Credential with EL authorization (this is imbedded in the 2042 credential)
______ Confidential letter of recommendation from most recent site administrator attesting to the candidate’s appropriateness for ECO consideration (verified by OCDE Induction program staff)

In addition, I will participate in a scheduled observation conducted by the Induction team. I understand that the purpose of the observation is for the ECO candidate to demonstrate his/her instructional practice within the context of his/her teaching assignment, and observation data will be collected in relation to the California Standards for the Teaching Profession. Upon receipt of the petition and supporting documentation, a member of the Teacher Induction Program staff will contact me to schedule a classroom observation.

____________________________________      __________________________________  
Name of Petitioner              Petitioner’s Signature

____________________________________      _______________________________  
Date                             District/School
Orange County Department of Education
Teacher Induction Program Design

Semester 1

- Beginning of Program Documents
- Individual Learning Plan (Part 1 and Part 2):
  - Triad
  - Mentor Observation
  - Focus Teacher Observation
  - End of Semester Review

Semester 2

- Individual Learning Plan (Part 2 and 3):
  - Professional Learning Plan
  - Inquiry Project (action research)
  - Mentor Observation
  - End of Year Review and Colloquium
Semester 3

- Individual Learning Plan (Part 1 and Part 2):
  - Triad
  - Mentor Observation
  - Focus Teacher Observation
  - End of Semester Review

Semester 4

- Individual Learning Plan (Part 2 and 3):
  - Professional Learning Plan
  - Inquiry Project (action research)
  - Mentor Observation
  - Exit Presentation
  - Colloquium
Year 1 Program Design  
Semester 1: September – January

- The Letter of Commitment and Advisement is signed and uploaded along with the site administrator roles and responsibilities document.
- Mentor facilitates a TRIAD meeting. Refer to Triad Meeting Guidelines for more detailed information. Feedback will be used to inform weekly collaborative sessions and considered during the Individual Learning Plan (ILP) development.
- Mentor will complete a classroom observation for each Candidate, which will inform the ILP.
- Candidate and Mentor will develop the INDIVIDUAL LEARNING PLAN (ILP). In Part 1 of the plan they will be engaging in a pre-assessment based on current practice in the California Standards for the Teaching Profession (CSTP), identify a learning concern, and co-assess a specific focus element within one focus CSTP to create a professional goal. Candidate will collaborate with Mentor to review the ILP throughout the program year to collect data on each goal and make modifications if necessary. Please refer to ILP Guidelines for more detailed information.
- In part 2 of the ILP, Candidate will collaborate with mentor to identify and participate in professional learning opportunities related to this goal including a FOCUS TEACHER OBSERVATION (FTO), getting the opportunity to observe a veteran teacher to focus on a practice that will help the Candidate to improve their teaching practice and reach their professional goals.
- In part 2 of the ILP, Mentor and candidate participate in the End-of-Semester review facilitated by the Lead Mentor at a date and location that will be announced.

Semester 2: February – May/June

- In part 2 of the ILP, during collaborative sessions with the Mentor, an INQUIRY PROPOSAL, which includes the development of a driving question and the identification of 3 case study students (each representing a viable sub-group of students in the candidate’s class) occurs. The proposal must be approved before the Inquiry can be launched.
- Candidate will conduct a month long INQUIRY. Evidence to be uploaded to candidate’s portfolio include three sets of evidence. One set will be collected for the first lesson, a lesson from the middle of the inquiry, and a from the final lesson taught in the inquiry project. Evidence sets will include:
  - Lesson Plan for the lesson that clearly addresses the focus instructional solution;
  - Completed analysis and reflection tool that assesses the student-learning outcome defined in the lesson plan; and that clearly addresses the focus ILP goal.
- As part of Part 3 of the ILP, Candidate collaborates with Mentor to complete the Inquiry summary.
- Candidate collaborates with Mentor to review ILP goals throughout the semester and make modifications if necessary.
- Mentor will observe the Candidate during the Inquiry project. This will be a video observation.
- In part 3 of the ILP, Candidate collaborates with Mentor to complete final assessment of ILP goals and a post-assessment reflection of all six CSTP’s as it relates to their professional growth this year.
Mentor and candidate participate in the End-of-Semester review, during the colloquium event, facilitated by the Lead Mentor at a date and location that will be announced.

Year 2 Program Design
Semester 3: September – January

- Mentor facilitates a TRIAD meeting. Refer to Triad Meeting Guidelines for more detailed information. Feedback will be used to inform weekly collaborative sessions and considered during the Individual Learning Plan (ILP) development.
- Mentor will complete a classroom observation for each Candidate, which will inform the ILP.
- Candidate and Mentor will develop the INDIVIDUAL LEARNING PLAN (ILP). In Part 1 of the plan they will be engaging in a **pre-assessment based on current practice in the** California Standards for the Teaching Profession (CSTP), identify a learning concern, and co-assess a specific focus element within one focus CSTP to create a professional goal. Candidate will collaborate with Mentor to review the ILP throughout the program year to collect data on each goal and make modifications if necessary. Please refer to ILP Guidelines for more detailed information.
- In part 2 of the ILP, Candidate will collaborate with mentor to identify and participate in professional learning opportunities related to this goal including a **FOCUS TEACHER OBSERVATION (FTO)**, getting the opportunity to observe a veteran teacher to focus on a practice that will help the Candidate to improve their teaching practice and reach their professional goals.
- In part 2 of the ILP, Mentor and candidate participate in the End-of-Semester review facilitated by the Lead Mentor at a date and location that will be announced.

Semester 4: February – May/June

- In part 2 of the ILP, during collaborative sessions with the Mentor, an **INQUIRY PROPOSAL**, which includes the development of a driving question and the identification of 3 case study students (each representing a viable sub-group of students in the candidate’s class) occurs. The proposal must be approved before the Inquiry can be launched.
- Candidate will conduct a **month long INQUIRY**. Evidence to be uploaded to candidate’s portfolio include three sets of evidence. One set will be collected for the first lesson, a lesson from the middle of the inquiry, and a from the final lesson taught in the inquiry project. Evidence sets will include:
  - Lesson Plan for the lesson that clearly addresses the focus instructional solution;
  - Completed analysis and reflection tool that assesses the student-learning outcome defined in the lesson plan; and that clearly addresses the focus ILP goal.
- As part of Part 3 of the ILP, Candidate collaborates with Mentor to complete the Inquiry summary.
- Candidate collaborates with Mentor to review ILP goals throughout the semester and make modifications if necessary.
- Mentor will observe the Candidate during the Inquiry project. This will be a video observation.
- In part 3 of the ILP, Candidate collaborates with Mentor to complete final assessment of ILP goals and a post-assessment reflection of all six CSTP’s as it relates to their professional growth this year.
- Mentor will attend the candidate’s Exit Presentation as well as the Colloquium.
II. Program Information by Year

Year 1:
Welcome to your first year of Induction. We are so excited to join you on your journey as you work to clear your teaching credential.

The induction year is broken into two semesters. As a Year 1 candidate, you will be working on Semester 1 and Semester 2 requirements. The program requirements you will engage in this year are designed to build on each other and, along with the support of your mentor, intended to support you during your first years as a teacher. Your first task is to sign the letter of commitment and advisement for our program.

During your first year you will focus on four overall program components to assess candidate competence, The ILP Part 1 (developing a growth goal), 2 (professional learning), and 3 (reflection), and the evidence of your Inquiry project (action research to test an instructional solution). The ILP will serve as your personal roadmap through Induction. Rubrics are used to assess candidate competence for Individual Learning Plan Part 1, 2, 3 and Inquiry Evidence.

The following pages include information about Year 1 program requirements. We look forward to working with you and hope you have a wonderful year.

Year 2:
Welcome to your final year of Induction! We are so excited to join you on your journey as you work to clear your teaching credential.

The induction year is broken into two semesters. As a Year 2 candidate, you will be working on Semester 3 and Semester 4 requirements. The program requirements you will engage in this year are designed to build on each other and, along with the support of your mentor, intended to support you during your first years as a teacher.

During your second year you will focus on five overall program components to assess candidate competence, The ILP Part 1 (developing a growth goal), 2 (professional learning), and 3 (reflection), and the evidence of your Inquiry project (action research to test an instructional solution), and the Exit Presentation (summary of inquiry findings and teaching insights). The ILP will serve as your personal roadmap through Induction. Rubrics are used to assess candidate competence for Individual Learning Plan Part 1, 2, 3, Inquiry Evidence, and the Exit Presentation.

The following pages include information about Year 2 program requirements. We look forward to working with you and hope you have a wonderful year.
III. Program Requirement Guide Documents

Guide to the Individual Learning Plan-Part 1:
(All candidates)

This document is intended to assist candidates and mentors in developing the candidate's Individual Learning Plan (ILP). The process is broken down into three parts. Part One will include a triad meeting summary, pre-assessment of practice using the CSTP’s, identifying a learning concern in the candidates class, co-assessing a focus CSTP element that will promote teacher and student growth, and identifying a specific teacher growth goal to achieve that growth. A Google Doc and Word version are available for your convenience. Please remember, this process is about candidate growth. The mentor’s role in this process is to guide the candidate through the assessment and provide feedback throughout the process.

Section A: Triad Summary

- The mentor will arrange a meeting time with the candidate and site administrator for the purpose of discussing the candidate's professional growth, the school goals for the year and the resources available to support the candidate in working towards those goals. If applicable, the mentor may give an overview of the Induction program.
- The goal of the Triad meeting is for the candidate to leave with a clear understanding of the school’s focus, and the administrators perspective on professional growth needs and wants for a teacher at their site. The candidate will then consider this information as they develop their growth goal for the year.
- A separate guideline document provides specific information on this brief and important meeting.

Section B: Focus Learning Concern

- This section gives the candidate an opportunity to look closely at the needs of the students in their class(es). Using available data, the candidate and mentor will work together to determine a Focus Learning Concern for the year. This should be a concern which is widely seen, and one that is easily documented.
- The mentor and candidate may want to create a class profile to organize all of the information are reviewed in this process. A link to resources for building a class profile is linked in the ILP template.
- The purpose of finding just one focus when there is likely to be many at the beginning of the year, is to give the candidate a clear student specific purpose to target with their teacher growth throughout the year.
- The box on the left is where candidates will list the concern and the box on the right is where candidates will list the supporting data source.
- Below are some examples. There are many concerns to consider beyond this list, and each class of students will come with their unique set of needs for consideration.

<table>
<thead>
<tr>
<th>Learning Concern</th>
<th>Supporting Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension</td>
<td>CAASPP/ grade level/reading inventory results</td>
</tr>
<tr>
<td>Math Fluency</td>
<td>CAASPP/ grade level/worksheet responses</td>
</tr>
<tr>
<td>Progress Monitoring</td>
<td>Self-assessment results</td>
</tr>
<tr>
<td>Engagement</td>
<td>mentor observation/ teacher anecdotal notes</td>
</tr>
<tr>
<td>Word decoding</td>
<td>CAASPP/ diagnostic assessment results/ decoding activity</td>
</tr>
<tr>
<td>Academic Vocabulary</td>
<td>Writing Samples, Observation data, vocabulary test</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Below grade level/Gap in levels</td>
<td>CAASPP, teacher anecdotal, performance of leveled assignments</td>
</tr>
<tr>
<td>Citing Evidence/Text</td>
<td>CAASPP, writing samples, anecdotal records from class discussions</td>
</tr>
<tr>
<td>Writing</td>
<td>CAASPP, ELPAC scores/writing rubric scores and samples</td>
</tr>
<tr>
<td>Behavior</td>
<td>mentor observation/ teacher anecdotal notes/referrals</td>
</tr>
<tr>
<td>Social-Emotional Wellness</td>
<td>Student survey results/student journals/IEP and 504 data/ notes from meeting with counselor</td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
<td>Attendance report this year and previous year</td>
</tr>
<tr>
<td>Lack of prior knowledge</td>
<td>Pre-assessment data/ anecdotal from class discussion/responses to reading passages</td>
</tr>
</tbody>
</table>

**Section C: CSTP Continuum of Teacher Practice Levels Pre-Assessment**

The mentor and candidate will now complete the pre-assessment of teacher practice using the CSTP Continuum provided on the template. This continuum includes the six CSTP’s, and a description of teacher practice at four levels from emerging to integrating, for each CSTP. The purpose of this activity is to help the candidate establish a baseline of their current teaching practice.

- The mentor and candidate will review the language for each standard and the continuum levels.
- Then they will discuss what the candidates current level of practice looks like.
- Next, they will determine where to place the candidate on the continuum based on the description. That section is highlighted on the continuum, and then a very brief (about one sentence or two bullets) description of the conversation is placed in the far right hand column.
- **This process is completed for ALL six standards listed.**

**Section D: Annual CSTP Focus Element**

Through conversation the mentor and candidate will determine which specific standard and element, of the six possible CSTP’s, will be the candidate's focus for this program year. To assist in this process, the candidate should consider the following:

- Triad meeting/site administrator feedback
- Teaching Assignment/Context
- The focus learning concern identified
- The CSTP pre-assessment results
- The candidate's transition plan from their pre-service program, which may be known as an Individual Development Plan (IDP)
- Any additional requirements the candidate is completing for credentialing purposes. Examples may include Education Specialist Level 1 additional coursework, EL authorization, Autism authorization, graduate programs, etc.

The list of the CSTP elements is linked in the template. The pair will use this to narrow down to a standard, and then find an element, that will allow the candidate to grow in their practice AND address the focus learning concern. The pair may also access resources on Canvas to assist in determining the focus Standard. This includes:

- An Effective CSTP Classroom
- CSTP Booklet
Section E: Fall Co-Assessment

Mentors and candidates will complete a co-assessment for the element selected. For example: If CSTP 2.3 is selected, they will use the CSTP continuum document linked on this section of the template to locate CSTP 2.3 and then co-assess using the levels of practice, as done in the pre-assessment activity in section C. There are directions on the template, and the process is also described here:

- Record the date of the co-assessment and list the Focus CSTP element being assessed in the far left hand box.
- Next, review the language and identify evidence of the candidate's teaching practice for this element. Example artifacts can be found in the optional CSTP Artifacts document listed on Canvas. Describe the evidence in the far right hand box in this section on the ILP template.
- Then, the mentor and candidate will determine placement on the continuum based on the selected artifact for the element. Record the level by selecting the level of practice on the ILP template.
- This is a time for mentors to provide feedback using the language in the continuum. Remember, the assessment is based on the selected evidence the candidate identifies.

Section F: Teacher Growth Goal

The pair will reference the continuum linked in this section of the ILP template to review the language of the level of teacher practice one step above where the candidate is placed for the fall co-assessment. Use this language to guide the process of creating an ideal state of realized growth for the candidate in this area of practice. Follow the steps below to then create an annual teacher growth goal.

- Answer the following prompts and record the response next to each prompt listed in this section.
  
  A. What teacher outcome would be associated with your anticipated growth? (This is based on teacher action, not student performance).
  B. What professional learning, for the candidate, might assist them in addressing the learning concern they have determined for their class? The pair will determine what professional learning may assist the candidate in realizing this outcome. Remember candidates must try something new to enhance their practice. They must learn about that new thing before they can test it with their students. (Think broadly about PD here- training, online research, reading a book, speaking with colleagues, observing colleagues)
  C. How would teacher growth impact the identified focus learning concern? (Example- If the learning concern is reading comprehension, the candidate might want to investigate how specific formative assessment practices might affect their student’s reading comprehension levels. They may choose to attend a series of webinars on formative assessments and then use one of the tools or strategies they learned with their class. While using the new tool or strategy, the candidate will gather new data on the student’s reading comprehension levels. In this way the candidate will learn how to test a new tool or strategy with their class and develop effective methods of meeting specific student learning concerns.

- The candidate will then plug in their responses to the goal statement sentence frame. To finalize this section, Candidates should read their sentence through, and make sure the goal makes sense in context, and is achievable over the year.
The candidate will complete two more prompts in this section. The candidate will anticipate the type of evidence they might have once the goal is accomplished. (One for the teacher growth, tied to prompt A, and the other for student growth, tied to prompt C.)

Candidates will then upload the Individual Learning Plan template on Canvas for review and feedback. Once the feedback is received, candidates may begin working towards their goal, and may begin the next part of the ILP, Part 2. Remember, this is a living document, and changes can be made to the document throughout the year as new learning occurs and priorities shift. Documentation is key. If significant changes need to be made to part 1, please have a conversation with the mentor and lead mentor to ensure success. There is no need to resubmit the updated document. You will resubmit the entire document with Part 2 of the ILP.

Guide to the Individual Learning Plan-Part 2:
(All candidates- after submission of ILP Part 1)

This document is intended to assist Candidates and Mentors in developing the Candidate’s Individual Learning Plan (ILP). The process is broken down into three parts. There is a separate guide document for each. This guide focuses on part 2. Part Two of the ILP will guide and document the Candidate’s professional growth as it relates the teacher growth goal, focus learning concern, and of course the focus CSTP element. This section includes a professional learning plan, focus teacher observation, an end of semester review, and a proposal for the inquiry project. Below the steps to complete each section of the Individual Learning Plan- Part 2:

Section G: Professional Learning Plan

This section will document the planned and completed professional learning that occurs this year related to the CSTP focus element, focus learning concern, and teacher growth goal.

- First, collaboratively consider the teacher growth goal. What type of professional learning might help the candidate learn what they need to know to accomplish their identified outcomes? In other words, what will the candidate need to do or learn to move to the next level on the continuum?
- Second, brainstorm and write out two or three specific things that the mentor and candidate think the candidate can do to learn what they need to learn to accomplish the goal. Use TBD for the date if the date is not yet determined. Collaboration between mentor and candidate is key to this step. These discussions will help the candidate identify appropriate learning opportunities and people to help them reach their goals. Additional resources for consideration include:
  - Site administrator
  - TOSA’s
  - Grade level colleagues
  - Online research: teacher channel, Edutopia, etc.
  - Lead mentor
- Next, complete the learning. If the candidate completes professional learning not on the plan, but related to the goal, just add the new PD to the document. If the candidate does not accomplish a planned PD, remove that item from the document. This is the beauty of a living document. The document is intended to be an accurate description of what the candidate learns this year, related to their goal. As the learning will occur over about three months, the
expectation is that the candidate will have more than one item listed when they resubmit the updated ILP for review.

- After completing each item, the candidate may wish to record how they might use the information and tools/strategies learned in their classroom. This does not need to be done immediately, but this is a good time to consider future applications.
- Keep in mind that one item from this list will ultimately inform the candidate’s inquiry project.

**Section H: Focus Teacher Observation**

The focus teacher observation is a special opportunity for new teachers to see another teacher in practice. The OCDE Teacher Induction program reimburses for the substitute time used for this requirement. Candidates and Mentors will need to strategize wisely to determine how to best use the two allotted days each year, for focus teacher observation and mentor observation (2).

- First, determine a specific focus for the observation related to the teacher growth goal, CSTP focus element, and/or learning concern. What would the candidate like to see another teacher do that will help them grow in this area?
- Next, collaborate together to identify a teacher that the candidate might observe. The school administrator, lead mentor, and program coordinator may assist the pair in finding an exemplar for the specific area of focus. The candidate may go out of the school, or district to conduct this observation if needed.
- There are optional tools available on the Canvas course to help in the collection of good observation data.
- Once the observation is complete (anytime between November and mid February) complete the following parts of the section:
  - Record the grade level/subject observed and observation date in the left hand column
  - List the focus of the observation, for example, behavior management, in the top right box.
  - Briefly, list the insights gained that relate to the ILP focus.

**Section I: End of Semester Review**

Sometime in January or February the candidate will participate in an end of semester review. This is a time for each candidate to share their ILP goals with cohort colleagues and receive feedback. Candidates should be prepared to briefly summarize their goal. They should listen to and ask questions during their peers presentations.

Then, the pair will meet to debrief the review in the next weekly meeting. At that meeting, or shortly after, the candidate should complete this section of the ILP.

- Record the date of the review in the upper left hand box.
- Record the feedback from colleagues in the upper right hand box (summarize/use bullets)
- Record the date of the debrief in the lower left hand box
- Record any changes made to the goal, professional learning plan, etc. as a result of this end of semester reflection process. If no changes have been made, record N/A in this box.

**Section J: Inquiry Project Proposal**

The inquiry proposal will provide Candidates with a plan for a successful inquiry project. The proposal must be approved before the inquiry lessons can be taught. The section is broken into three parts; driving question, data, and case study student selection. During the collaboration, candidates and
mentors should work on the proposal together, paying special attention to the development of the driving question. This takes time, so please build in a couple of sessions to dedicate to creating the proposal.

Begin by reviewing the professional learning plan to determine an instructional solution that will be tested in this action research project. Think science experiment. The class is the lab, and the instructional solution being tested is the variable and the data collected will determine if the variable affected instruction and learning. The data will be collected as the experiment is conducted over a month’s time. Note- To conduct the best testing in the classroom, it is important that the candidate adequately understands their chosen instructional solution.

Complete the prompts for each part of this section as follows:

**Development of the Driving Question:**

A. List the tool or strategy you want to test (instructional solution)
B. List the class you will try this with (ex: 3rd grade Math or World History)
C. List the specific learning concern it will address. (this should be directly linked to your focus learning concern from part 1 of your ILP, but may be a subcategory of the larger focus)

Now plug in all of the responses to the prompts into the sentence frame. Does it make sense as a driving question to guide your research? Rework as needed. Have a few people look at your driving question to make sure it makes sense.

**Data:**

- Whole class data will be collected at least three times formally during the course of the month long inquiry project.
- Once it has been determined, list the data type in this section. The candidate will need to collect and analyze this data three times during the project.
- Data must directly assess the effectiveness of the tool. For example, if assessing thinking maps, the completed thinking maps would be an appropriate source of data.
- More than one type of data can be listed, and if more than one type is used, only one type must directly assess the tool. For example, the candidate could also use writing samples and a unit test as data to compliment the completed thinking map data. Only one type of data needs to be analyzed formally.

**Case Study Student Selection:**

This part of section J is represented on a table, proving space to list the components involved in selecting the case study students, three in total. Each case study student serves as a lens into the learning of the sub-group of students of whom each represents. The belief is that by selecting a sub-group representative and analyzing that student’s current learning needs, the Induction Candidate will secure valuable insights into the needs and current learnings of that sub-group. It is important that there is more than one person in the identified group so a substitute from that group could be used for data analysis, if the chosen case study student is absent.

**Criteria for Identification of the Three (3) Case Study Students:**

**Language Learner** sub-group. Members of this sub-group include:

- Students whose primary language is other than English. These students are considered English Language Learners.
• Other students included in this sub-group are the students who lack the academic content language needed to demonstrate mastery of the content concepts and supporting skills. These students are considered Academic Language Learners.

**Special Populations** sub-group. Members of this sub-group include:
• Students who have been identified as having special needs and has an Individualized Education Plan (IEP).
• Students who have a 504 Plan in place.
• Students who have been identified as Gifted and Talented (GATE).
• In the case where an Induction candidate does not serve a student with a formal identification, He/she is to select a student who represents either the sub-group of the lowest-performing students or a student who represents the sub-group of the highest-performing students.

**Viable sub-group** of students that the Induction candidate wishes to develop a greater understanding of their learning. Make sure to identify the sub-group on the proposal as well as the case study student. Examples of this sub-group include but are not limited to:
• Students with behavior issues;
• Students living in challenging situations;
• Students who are chronically tardy or absent from school.

Once the case study students are selected, review available data on each student to determine their academic strengths and an area of need as it relates to the inquiry project. This is not a time to share that they have a good attitude. Instead, these strengths and areas of need should be tied directly to the learning outcome in the driving question. For example, Matthew’s strength is that he can solve one-step equations. An area of need for Matthew is pacing. He tends to rush to finish and therefore skips the more challenging problems all together.

When ready to complete the table:
• Place the name of each student in the left hand column for the group they represent
• List their strength in the column next to the name, and list the supporting data in the column next to the strength
• List their need in the second to last column, and list the supporting data in the last column in the table.

This is the final step in part 2 of the ILP. Candidates will submit the ILP with completed Part 2 in Canvas for review and feedback. Once approved, they may begin the inquiry project at anytime, keeping in mind the final submission dates for inquiry evidence. The inquiry evidence will be uploaded to Canvas, separately from the ILP template.

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**Guide to the End of Semester Review**
(During ILP Part 2 for all candidates and end of year for year 1 candidates)

Each semester will conclude with an end of semester review. This collaborative professional dialogue is a time for reflection. It will take place at a network meeting and will include other Candidates and mentors. The purpose of the review is to provide you with an opportunity to reflect on your Individual Learning Plan and receive feedback from your colleagues. You will come to the review prepared to share the most recent version of your ILP documents. The table below shows the format for each review by
semester. The dates for each of these events will be set by your lead mentor. Participation is mandatory, and a make-up review will be assigned if you cannot attend the event.

<table>
<thead>
<tr>
<th>Semester</th>
<th>What to Bring</th>
<th>Where/When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 and 3</td>
<td>Most current version of your ILP</td>
<td>At the January network meeting</td>
</tr>
<tr>
<td>2</td>
<td>ILP updated with all sections completed, including end of year sections</td>
<td>At the end of year colloquium event.</td>
</tr>
<tr>
<td>4</td>
<td>Your ideas and encouragement to share with others</td>
<td>At the end of year colloquium event.</td>
</tr>
</tbody>
</table>

During the review, you will be asked to share for 5 minutes. You will paraphrase your CSTP element language, state your goal, and talk about why you chose this goal, your progress, and any insights you have gained thus far. Be prepared for feedback from your colleagues. Please review the end of semester review section of the ILP, Part 2 prior to attending this event so you know what notes to take for the first end of semester review. The second end of semester review will not require note taking.

**Guide to the Inquiry Project**
*(All candidates- after submission of ILP Part 2)*

Candidates will conduct an inquiry based action research project in the spring semester of each year during their Induction experience. Each of the two inquiry projects will give candidates the opportunity to test a new instructional solution they have learned about over that year. The instructional solution they choose to investigate will address a focused learning concern they have determined for that year’s class. Candidates’ projects and subsequent write-ups will be rubric assessed to determine their competence in applying a cycle of analysis and reflection to their teaching practice. Below are the steps required to conduct the inquiry project:

1. Working with their mentor, candidates will complete the Inquiry Project Proposal, which is embedded in Part 2 of the Individual Learning Plan (ILP). A driving question will be created to guide the research. There is a guide document for Part 2 of the ILP. Through the proposal, Candidates will:
   a. determine an instructional solution to test,
   b. describe a specific focus learning concern to be addressed,
   c. identify data to assess the effectiveness of their instructional solution,
   d. identify three case study students.

   The proposal is the first step of the project. Be sure to allot ample time in order to complete this process. It must be submitted for review and feedback with the rest of Part 2 in mid-February. The proposal must be approved prior to starting the Inquiry Project. Please see the program calendar for exact dates. Additional information and/or revision may be requested before approval is granted.

2. The second step is implementation of the Inquiry Project. The project will be conducted over a month-long time frame. During this time the instructional solution will be implemented routinely, and the candidate will collect sets of evidence—three times (using the data source identified in proposal). When planning the candidate should consider the following:
   a. Each of the three sets of evidence should include a lesson plan, and an Analysis and Reflection Tool.
   b. Each set will be used as a data snapshot, providing the candidate a chance to analyze the data collected and reflect on the instructional effectiveness of the lessons they have taught.
c. One set of evidence should be from the very beginning of the project, one set should come from the middle of the project, and one set should come from the very end of the project. It is critical in the planning phase of the project for the candidate to determine that their school calendars and the Inquiry Project timeline are aligned. Remember, the candidate will need to document a month of classroom implementation, and the whole project and all forms must be completed before the set due date. The goal of the project is to give candidates the experience of collecting, analyzing, and reflecting on data over time. Mapping out when the project will occur, when evidence will be collected, and when the mentor will conduct the observation are critical to the project’s success.

3. The third step is for the candidate to teach the lessons and collect the data! As they test their chosen instructional solution, candidates will use the evidence sets collected to plan subsequent instruction, making modifications as needed. For all three sets of evidence, candidates will upload two documents each including:
   - A lesson plan that clearly identifies the instructional solution they will be testing throughout the project
   - A completed Lesson Analysis & Reflection tool
   - Optional: Any additional documentation that a candidate believes will assist in demonstrating the scope of the instruction and learning associated with each set of evidence.

4. A mentor observations will occur at least once during the Inquiry project. Documentation in the form of the Observation Tool will be submitted/uploaded by the mentor.

5. After the project is complete, candidates will complete the Inquiry Summary, located in Part 3 of the ILP. In this reflection activity, candidates will answer the Driving Question as it relates to each of the Case Study Students, and the whole class, citing data and analysis from the inquiry project. Candidates will also collect informal perception data from their students during this process. Once complete the inquiry summary is uploaded along with the part 3 of the ILP.

Guide to Analysis & Reflection Tool
(All candidates- during inquiry project)

This guide was developed to assist Candidates in the completion of the Analysis and Reflection tool. This tool is a key piece of documentation collected as evidence of Candidate competence during the inquiry project. The purpose of this tool is to provide an opportunity for Candidates to document their analysis of student work and reflection on their teaching practice. The completion of this tool also provides Candidates with clear next steps for instruction. The tool should be used three times during the month long project including the first lesson, a lesson from the middle of the project, and the last lesson.

Instructions:
Try to complete the Analysis & Reflection tool as soon as possible after teaching the lesson. The sooner you analyze and reflect, the easier it will be to recall information about the lesson. In addition, this will provide you with ample time for lesson planning and modifications you may want to make to the next lesson based on the conclusions you draw from the analysis and reflection process.

1. Determine what type of assessment you will be using on each day you are documenting your practice. This will come from part 2 of your ILP, listed under the data section of the inquiry proposal.
2. Teach the lesson and collect student work (assessment) for the whole class.
3. Access the **Analysis & Reflection** tool on Canvas. Complete the header section of the tool. Do not forget the ILP section.

4. In the first text box at the top of the page, describe the learning outcomes assessed for the lesson. Providing a narrative, using bullets, or providing a rubric is all acceptable for providing this information.

5. The next section of the tool will assist you in analyzing the whole class set of work. The table is broken into two rows labeled criteria and names in sub group, and also includes four columns containing analysis sub groups ranging from far below to exceeding standards. In this section you will:
   - Describe the criteria you used to define each of the sub-groups identified in the row titled criteria. For example, what does far below standard look like on this particular assessment? Be specific.
   - As you analyze the student work collected, sort the work into four piles using that criteria.
   - Write the students’ name in the appropriate sub category columns, for the whole class. Please include all members of the class. You may use initials when necessary for confidentiality purposes. Use ALL CAPS to identify each of the three case study students. If you are using initials only, please use bold font to identify them.

6. Now it is time to analyze the case study student work. The next table on the tool has a row for each case study student, and two columns.
   - The first column asks you to describe the performance of each case study student. This is different than the analysis of the whole class because you are now specifically describing the individual performance of the selected case study student.
   - The second column asks you to describe what each case study student needs to learn/be able to do in order to advance based on the described performance. Think about what the students in the next sub category can do that this student cannot. What will they need to do in order to achieve that next level of skill improvement? This applies even to those students that are exceeding standards based on the principle that it is the teachers responsibility to ensure all students are provided with opportunities to learn.
   - Bullet points or narrative are both acceptable formats for completing this table.
   - Please note that case study students represent a sub group of students within the class. For example, language learners. Therefore, you will need to include a replacement student to represent a sub group if one of the three case study students originally identified is absent that day.

7. On page two, there are two analysis questions. Narrative or bullet format are acceptable.
   - The first question asks: What patterns have you identified, with your Mentor, that will inform the planning and subsequent instruction? BE SPECIFIC. This is where you have the opportunity to really look at the data you collected, as categorized on page one, to determine what patterns you see in student performance.
   - The second question asks: How will you differentiate instruction given the insights you have gained through the analysis of this data? This is a question and will require some thought and strategy. Once you see patterns in student performance, this response will
now document how you plan to address the needs of the students in each category to move them forward, recognizing that student needs will vary based on skill level. Keep your response realistic, brief, and specific.

8. The second half of page two contains two reflection questions. This is where you will switch gears mentally from analyzing student performance to reflecting on your teacher actions.
   - The first question asks you to identify one (1) of your strengths and one (1) area of continued growth from this specific lesson. Please make sure to include one of each and make sure you are talking about your practice and not students actions.

9. Once the tool is complete, you will upload it with a completed lesson plan for each day it is used (three total). Please see the guide document for the inquiry project for more information on the overall requirements.

**Guide to the Individual Learning Plan-Part 3:**
(All candidates- after the inquiry project)

This document is intended to assist Candidates and Mentors in developing the Candidate’s Individual Learning Plan (ILP). The process is broken down into three parts. There is a separate guide document for each. This guide focuses on part 3. Part three of the ILP will guide and document the Candidate’s final reflections and findings as it relates the teacher growth goal, inquiry project, focus learning concern, and of course the focus CSTP element. Below are the steps to complete each section of the Individual Learning Plan, Part 3:

**Section K: Inquiry Summary**

To complete this section you will:

- First complete the inquiry project.
- Then, review the analysis and reflection tools and data collected to complete the table for each of the three sub groups, and the whole class.
- The candidate will now answer the driving question that was created for each of these groups in the left hand column.
- Reference the tools from the Inquiry evidence to provide supporting data for each of the four findings in the right hand column. Be brief, and use bullet points as needed to summarize.
- Lastly, at the bottom of the table note the two final inquiry summary questions:
  - Did this inquiry project have a positive impact on students. The candidate will collect student perception data on this point. Keep it simple, and reference the ideas on how to collect this, linked in this question.
  - Finally, answer the question. will you, the candidate, use this tool or strategy moving forward? Why or why not?

**Section L: Spring Co-Assessment**

It is now time to go back and complete a co-assessment of the chosen focus CSTP element. We hope that the professional learning attended/completed and inquiry project have helped the candidate advance on the continuum. If not, that is okay too, as the candidate has plenty of other areas on which to reflect.
The most important part of the co-assessment is the conversation that takes place between mentor and candidate. To complete the spring co-assessment:

- Access the linked continuum document and revisit, as a pair, the levels of practice for the chosen CSTP element (note that date in the far left hand box).
- Revisit the fall co-assessment (section E) to see where the candidate started.
- Now, collaboratively determine the current levels of practice and mark it on the middle box.
- Lastly, provide a description of a piece of evidence that captures the candidate’s current practice for this element in the last box on the right hand side. Is it maybe something from the inquiry project?

Section M: Overall CSTP Post-Assessment

Now is the time to look back at all you have accomplished this year.

- Review the ILP, yes, all three parts, to reflect on candidate growth.
- Reference the CSTP Alignment document and Continuum linked in this section to create a list of ALL of the CSTP elements where the candidate has grown this year.
- Provide your specific list in the box provided.

The candidate may be surprised to find that they have grown in several standards while focusing on the particular focus element. This is by design. All of the CSTP’s are inter-connected, as is our instruction practice and student learning. This is the time for the pair to give themselves credit for all of their hard work and growth.

Section N: Overall Reflection

Now the final part of the reflection process, documenting successes and challenges, and then looking forward. To complete this section:

- In the first box briefly describe the candidate’s successes AND challenges with their growth goal and focus learning concern. T charts, narrative (brief), bullet points, graphics, it is all good and acceptable.
- In the middle box mark if the candidate believes the process of completing this ILP has positively impacted student learning.
- Finally, briefly describe the candidate’s potential next steps for growth in these areas?

Upload the completed ILP to Canvas for a final review and feedback. Year Two’s will now prepare to conduct an Exit Presentation, and Year Ones will prepare for their final end of semester review at colloquium. See you all at the celebration!

**Exit Presentation**

(Year two candidates only- after inquiry project and ILP Part 3)

The Exit Presentation is the final activity to complete before a candidate can be recommended for a Clear Credential. Each candidate will conduct a presentation in the presence of their mentor and an assessor panel. Additional people may be present during the Exit Presentation.

The guidelines for conducting the Exit presentation are:
- Each Lead mentor will notify Year 2 candidates of the scheduled date, time and location for the presentation. Lead mentors will also notify candidates and mentors of any specific protocol related to individual school districts within the consortium.
- Attendance of the candidate and their mentor is required for the presentation.
- Each candidate will create an electronic presentation. Examples include, but are not limited to: PowerPoint, Prezi, Google Slides.
- The candidate will have 12 minutes to complete their presentation.
- Candidates are assessed using the Exit Presentation Rubric. This can be located on Canvas. Additional resources are available in this section to assist candidates with this process.
- After the presentation, members of the assessor panel will have the opportunity to ask clarifying questions or make comments based on the presentation.
- Each candidate will upload a copy of their presentation to the Exit Presentation milestone prior to the exit date.
- Candidates that do not meet standards will have an opportunity to receive feedback and coaching before revising their presentation and scheduling a second presentation date with the Induction program staff.
IV. Additional Information

**Substitute Coverage**

candidate are allotted three (3) days of substitute coverage per program year. Each candidate and mentor will share these days and determines how to distribute the available coverage. They may be used for observations and Induction related professional learning. For example, during semester 1 a Year 1 mentor might use a half day substitute to observe their candidate and the candidate might use a half day substitute to complete the Focus Teacher Observation. Please remember:

- Don’t submit the Substitute Teacher Coverage Confirmation form to your Lead mentor before the actual day was used
- Submit the coverage form to your Lead mentor within a week of using a half or full day substitute
- Your school/district is also responsible for submitting an invoice to the OCDE Teacher Induction program at the end of the year in order to receive the reimbursed amount.
- The last day to submit Substitute Teacher Coverage Confirmation forms is May 1. (Form on Next Page)
Substitute Teacher Coverage Confirmation

Name: ___________________________  District/School: ___________________________

I am a (select one):  
☐ candidate  
☐ mentor

Date Sub needed: _________________ for (select one):  
☐ a full day  
☐ a half day  
☐ # of hours: __________

I secured a sub so that I could complete:

☐ Observe my candidate (My candidate’s name is) ___________________________

☐ Participate in a Focus Teacher Observation

☐ Lead mentor Meeting

☐ Induction Related Professional Learning

Signature of Individual Submitting this documentation: ___________________________

Date of submission: _________________

Signature of School Personnel*: ___________________________

Print Name of School Personnel: ___________________________

*This is to confirm that a substitute teacher was secured and should be signed by the appropriate party.

Candidate and mentors are to submit completed document to their LEAD MENTOR immediately following the use of the sub.
Resubmission and Extension Policy

Candidates are given multiple opportunities to satisfactorily complete milestones. All program requirements have an assigned and published due date aligned with the program design. When a requirement is submitted, program assessors provide feedback for all candidate competence requirements. The program assessment process includes a second-read policy for any submissions that do not meet standards in the first round of assessments. A program Coordinator completes the second assessment to confirm the candidate submission does not meet program standard and to provide adequate feedback to the candidate to inform the revision process. Candidates are given seven additional days to revise and resubmit. Should a Candidate disagree with the assessment provided, there is a grievance policy process (see associated page in handbook for more information).

If the candidate needs a longer time or more support, the program will conference with the candidate and mentor to customize an individual plan for resubmission. The resubmission process is designed to give Candidates the opportunity to be successful within the timeframe of the two year program.

The program can also provide extensions based on candidate and/or district needs or requests. The program will provide a customized timelines for candidates with medical issues and other extenuating circumstances once notified by either the Candidate or Lead mentor.

Please note: Candidates will not be recommended for their clear teaching credential until all program requirements have been satisfied, all tuition is paid in full, and candidate competence has been demonstrated.
End-of-Year Notification of Non-Completion

Candidate Name                      District

Date

Based on the review of evidence collected, this candidate has not demonstrated candidate competence and/or has not met all the requirements of the Orange County Department of Education Teacher Induction Program.

Components that need to be completed:
  •
  •
  •

Signature of Lead mentor    Signature of District Administrator

Signature of candidate                   Signature of OCDE Induction Coordinator
Request for Extension of Services

Name: 

School/District: ___________________________ Grade/Subject: ________

Please explain the circumstance(s) that has lead you to submitting this request for an extension of Teacher Induction Program services at this time:

Submission Steps for Teacher/Induction candidate:

1. The complete request is to be submitted to the Program Coordinator for review via email and the lead mentor should be copied.
2. If the extension is approved, the Induction candidate will:
   • Schedule an appointment with the Induction Coordinator, Lead mentor and assigned mentor to develop a completion plan and timeline.
   • The additional cost incurred during the extension is the financial responsibility of the Induction candidate represented in the request for extension of services. This will include, but not be limited to, the stipend issued to the mentor who will provide weekly support throughout the extension timeline.
   • Complete all program requirements, demonstrating candidate competence, as defined completion plan and revised timeline.

Induction Extension Decision:

☐ The request to extend Orange County Department of Education Teacher Induction Consortium Program services for a third year has been denied.

☐ The request to extend Orange County Department of Education Teacher Induction Consortium Program services for a third year has been approved. Cost for the program in excess of the two-year funding is the financial responsibility of the candidate.

______________________________________________  __________________________
Candidate                                      Date

______________________________________________  __________________________
Site Administrator/District Representative     Date

______________________________________________  __________________________
Induction Coordinator Signature               Date
Process for Securing University Credit
For Induction candidate

The OCDE Teacher Induction Program has partnered with universities to provide the opportunity for candidate to earn credits toward salary advancement while completing their induction program. For the 2019-2020 program year, we have collaborated with:

- Brandman University
- University of Phoenix
- University of the Pacific
- Vanguard University.

Typically, university partners will issue six (6) salary credits for each completed year of the induction program. Please note that each university has a different articulation, some will offer graduate credits towards a degree program at their institution, while others will offer units that are not graduate credits but, rather, credits that qualify candidate for salary advancement. It is recommended that the candidate confirms with his/her employer that credits will be accepted for this purpose. The credits will not be issued until the induction program year requirements have been completed and the candidate has demonstrated competence as defined by the Induction program.

Process:
1. Select the university partner from the list of flyers provided on the Induction learning management system page.
2. Make a copy of both the Certificate of Completion (distributed annually at the End-of-Year Colloquium) and your current Gradebook Report (this serves as the current transcript).
3. Follow the steps for registering with the selected university.
4. Upon receipt of the required documents, the university will issue these credits.
5. Submit that documentation to the HR department at your district or private school.
Non-Discrimination Policy

The Orange County Department of Education Teacher Induction Program and activities shall be free from discrimination based on actual or perceived race, color, religion, ancestry, national origin, ethnic group identification, physical or mental disability, gender, gender identity, gender expression, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. If you believe you have been discriminated against, immediately contact OCDE’s Teacher Induction Program Coordinator, Jacquelyn Sanborn at 714-327-8187 or jsanborn@ocde.us. A copy of OCDE’s uniform complaint policy is available upon request.

To acknowledge that you have received and read the Orange County Department of Education Induction Handbook please complete the letter of commitment and advisement document.