

# Escondido Union High School District

## RISE Teacher Induction Program Handbook

# 2021-2022

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# Program Directory 2021-2022

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## **Non-Discrimination Policy**

Escondido Union High School District prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, pregnancy, marital or parental status or association with a person or group with one or more of these actual or perceived characteristics. (EUHSD BP 0410, BP/AR 5145.3, BP/AR 4030, BP 5131.2)

The Governing Board desires to provide a positive work environment where employees, interns, volunteers, and job applicants are assured of equal access and opportunities and are free from harassment in accordance with law. The Board prohibits district employees from discriminating against or harassing any other district employee, intern, volunteer, or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation.

Prohibited discrimination consists of the taking of any adverse employment action against a person, including termination or denial of employment or promotion, job assignment, or training, or in discriminating against the person in compensation, terms, conditions, or other privileges of employment based on any of the prohibited categories of discrimination listed above.

The prohibition against discrimination based on the religious creed of an employee or job applicant includes any discrimination based on the person's religious dress or grooming practices or any conflict between the person's religious belief, observance, or practice and an employment requirement or the district's failure or refusal to use reasonable means to accommodate such conflicts. However, the district shall not accommodate an employee's religious dress practice or religious grooming practice if it requires segregation of the individual from other employees or the public or if it would result in a violation of this policy or any law prohibiting discrimination.

The prohibition against discrimination based on the sex of an employee or job applicant shall include any discrimination based on the person's pregnancy, childbirth, breastfeeding, or any related medical conditions.

## **Uniform Complaint Procedures**

The Governing Board recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate and seek to resolve any complaints alleging failure to comply with such laws and/or alleging unlawful discrimination, harassment, intimidation, or bullying and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures. (5 CCR4620)

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment as the responsible employee(s) to handle complaints regarding

unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The individual(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

Assistant Superintendent of Human Resources  
Escondido Union High School District  
302 North Midway Drive  
Escondido, CA 92027  
(760) 291-3281

## **Induction Program Vision and Mission**

The Vision: Empowered teachers thriving in a professional community as lifelong reflective practitioners to improve student learning and end the cycle of inequity.

The Mission: Support teachers in their reflective processes by providing a coherent system for self-assessing one's teaching practice in order to improve student learning.

## **RISE Core Values**

*We value...*

The reflective process, using data to inform instruction, the integrity and rigor of the induction process, and managing personal and professional responsibilities.

*We believe that...*

Good teachers are at the center of successful education, and that every child has the right to high quality teaching...and learning.

Effective schools are critical to the success of our diverse democratic society.

High standards for educators and students are important and require an environment that supports their achievements.

Beginning teachers' successful development depends upon support at the individual, school, and district levels.

Lifelong learning is essential to the health of individuals and organizations, and involves an ongoing process of planning, action and reflection.

Educators and schools are agents of social change.

Collaborative relationships built on effective communication, trust, and acceptance of diverse opinions are fundamental to successful organizations.

Successful organizations are built upon the growth, creativity, and voice of all individuals.

## RISE Teacher Induction Program Overview

The Teacher Induction Program is a two-year, job embedded program consisting of mentoring, support and professional learning designed to meet the needs of beginning teachers. The program provides collaborative, individualized support for all induction candidates through an individualized learning plan in order to support teachers in their growth of teaching practices.

Throughout this program, Teacher Candidates receive individualized support, advanced professional development and 1:1 mentoring from an experienced, veteran teacher. Candidates will be assigned a mentor within the first 30 days of enrollment in the program. Program components include: development of an Individualized Learning Plan (ILP) within the first 60 days of enrollment in the program that is aligned with the California Standards for the Teaching Profession (CSTPs), cycles of inquiry that demonstrate reflection about one's teaching practice with supporting evidence, and self -assessment on the CSTP that demonstrates growth towards mastery of the CSTPs.

The Teacher Induction Program supports each candidate through an ILP designed to demonstrate growth in the CSTP. *The ILP is designed solely for the growth and development of the candidate, and not for evaluative purposes.*

This is a two-year program; however, an Early Completion Option is available for qualified candidates. Induction begins in the first year of teaching.

Induction is:

- Individualized guidance and professional education for teachers who possess a preliminary teaching credential.
- Mentoring provided by experienced teachers trained to support new teachers in the growth of the California Standards for the Teaching Profession (CSTP).
- The pathway from a preliminary teaching credential to a clear teaching credential in California.

Induction consists of:

- Pairing Teacher Candidates with experienced teachers who serve as mentors and providing them time to work together.
- Offering professional development opportunities to meet the needs of the new teacher in relation to his/her teaching assignment.
- Building a support network by providing opportunities to collaborate with colleagues.
- Providing a system of guided inquiry to assist beginning teachers to grow professionally.

Through Induction, our Teacher Candidates receive:

- Individualized support from mentors for an average of one hour per week.
- Professional development activities designed to improve teaching performance.
- Opportunities to be observed and to observe others.
- Specific confidential feedback on teaching performance.

**Program Activities include:**

- Weekly reflective meeting with mentor.
- Observations by mentor
- Peer observations.
- Attending Induction seminars and workshops.
- Submitting all required program documentation.
- Induction Orientation meeting at beginning of year and an end of year Colloquium.

**Program Goals:**

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

**Program Completion:**

At the completion of the RISE program, candidates will be recommended for a California Professional Clear Credential.

# Teacher Induction Candidate Calendar 2021-2022

August			
Date	Time	Location	Activity
Tuesday, August 17	4:30-6:30pm	DSC- Board Room	Induction Orientation
September			
Date	Time	Location	Activity
Tuesday, September 14	4:30- 6:30pm	Del Lago Academy	School program and structure
October			
Date	Time	Location	Activity
Tuesday, October 12	4:30- 6:30 pm	DSC	Table Talks, FIT team
November			
Date	Time	Location	Activity
Tuesday, November 9	4:30-6:30pm	Valley High School	School Program and Student Interventions
January			
Date	Time	Location	Activity
Tuesday, January 11	4:30- 6:30pm	DSC	Action Research Introduction, Table Talks
February			
Date	Time	Location	Activity
Tuesday, February 8	4:30- 6:30pm	SPHS	Special Education Services
March			



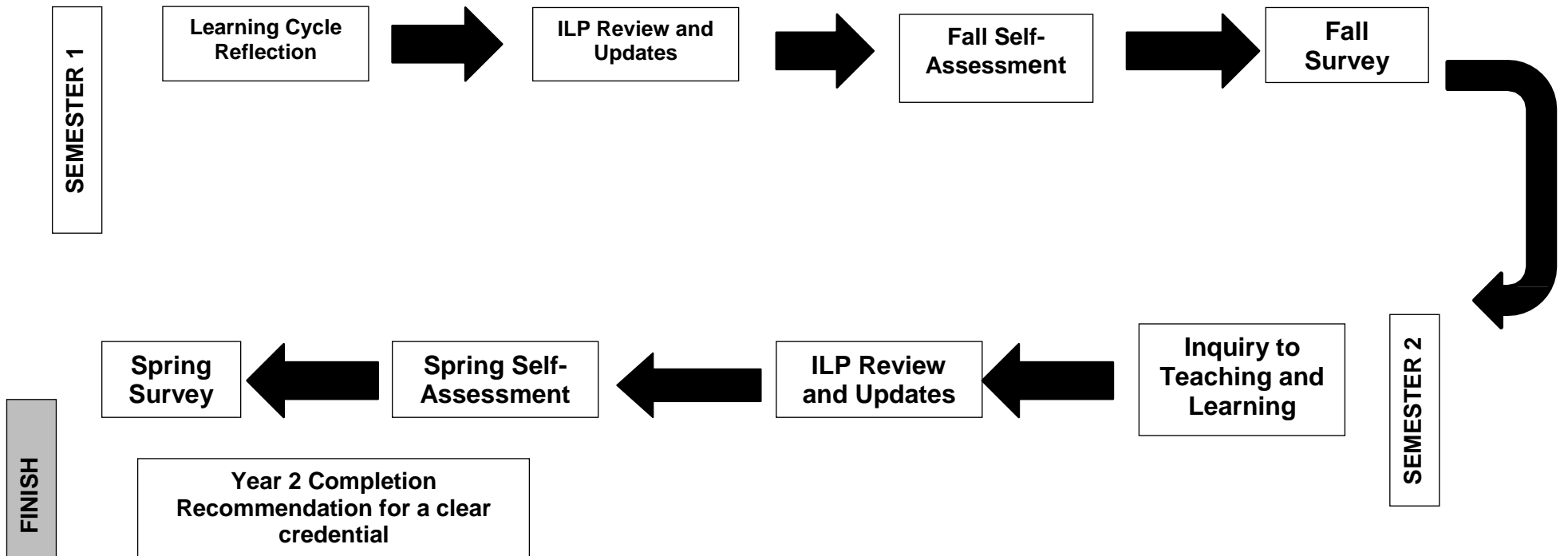
Date	Time	Location	Activity
Tuesday, March 8	4:30- 6:30pm	DSC	TBD
April			
Date	Time	Location	Activity
Tuesday, April 19	4:30-6:30 pm	OGHS	Table Talks
May			
Date	Time	Location	Activity
May 3 (Tentative)	4:30- 6:30	DSC	Colloquium



# The RISE Two- Year Journey



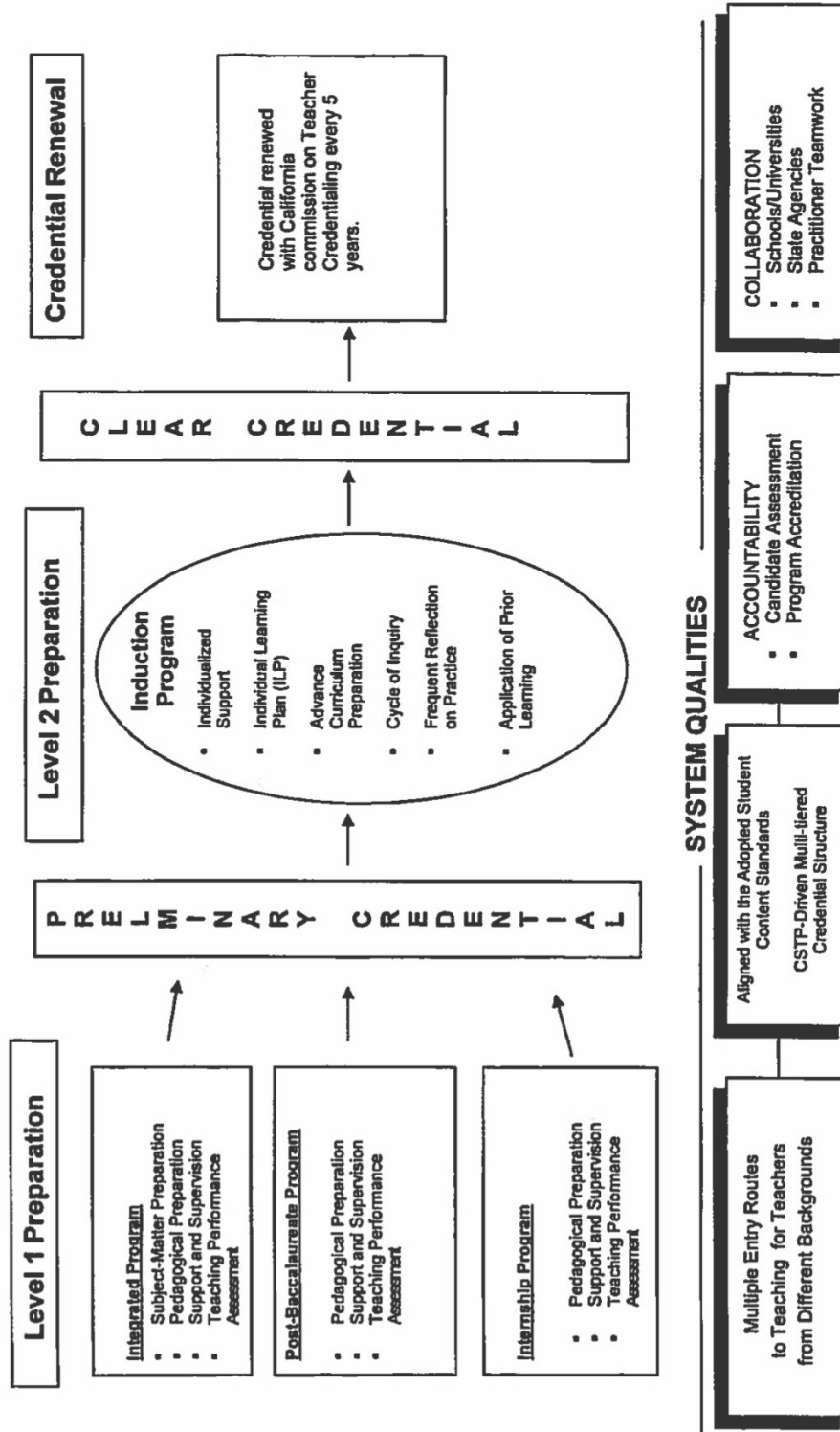
## The Roadmap to Professional Growth



## Program Monthly Timeline

Month	Mentor / Candidate Collaboration	Induction Seminars
August	<ul style="list-style-type: none"> <li>• Weekly 1:1 meetings</li> <li>• Lesson Planning, Observations and Reflections</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation</li> </ul>
September	<ul style="list-style-type: none"> <li>• Weekly 1:1 meetings</li> <li>• Lesson Planning, Observations and Reflections</li> <li>• Develop ILP Goals</li> </ul>	<ul style="list-style-type: none"> <li>• TBD</li> <li>• Building Parent Relationships (tentative)</li> </ul>
October	<ul style="list-style-type: none"> <li>• Weekly 1:1 meetings</li> <li>• Develop ILP Goals</li> <li>• Learning Cycle observations and debrief sessions</li> </ul>	<ul style="list-style-type: none"> <li>• FIT Team</li> <li>• Table Talks</li> </ul>
November	<ul style="list-style-type: none"> <li>• Weekly 1:1 Meetings</li> <li>• Learning Cycle Observations and debrief sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Valley High School program</li> <li>• Student Supports and Interventions</li> </ul>
December	<ul style="list-style-type: none"> <li>• Weekly 1:1 meetings</li> <li>• Self-assessment meetings</li> </ul>	<ul style="list-style-type: none"> <li>• No RISE meeting</li> </ul>
January	<ul style="list-style-type: none"> <li>• Weekly 1:1 meetings</li> <li>• Develop Action Research Plans (AR)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce Action Research</li> <li>• Presentation TBD</li> </ul>
February	<ul style="list-style-type: none"> <li>• Weekly 1:1 meetings</li> <li>• Develop Action Research Plans</li> <li>• Action Research Pre-Assessments</li> <li>• AR lesson planning, observations, debriefs and reflections</li> </ul>	<ul style="list-style-type: none"> <li>• Table Talks</li> </ul>
March	<ul style="list-style-type: none"> <li>• Weekly 1:1 meetings</li> <li>• AR lesson planning, observations, debriefs and reflections</li> </ul>	<ul style="list-style-type: none"> <li>• Presenter TBD</li> <li>• Action Research Work Time</li> </ul>
April	<ul style="list-style-type: none"> <li>• Weekly 1:1 meetings</li> <li>• Self-assessment meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Presenter TBD</li> <li>• Table Talks</li> </ul>
May	<ul style="list-style-type: none"> <li>• Colloquium</li> </ul>	<ul style="list-style-type: none"> <li>• Colloquium</li> </ul>

# California's Learning to Teach System





## Induction Evidence and Submission Dates 2021-2022

Required documents:	Submission Date	√
Memorandum of Understanding (MOU)	<b>August 17</b>	
Access RISE on Canvas, Create RISE folder in One Drive and share with Jannis & Adam	<b>August 17</b>	

Evidence:	Submission Date	
Lesson Plan, Observation and Reflection My planning session with my mentor is on: _____ (fill in date) My Observation is on: _____ (fill in date)	<b>By September 24</b>	
Initial Observation Reflection My post-observation meeting is on: _____, so therefore my observation reflection is to be submitted to Class Notebook no later than _____.	<b>No later than 2 days before Post Observation Meeting with Mentor and no later than October 15</b>	
Class, School and Community Profile	<b>By September 17</b>	
Observation of a Colleague and Reflection	<b>By October 15</b>	
ILP (Individual Learning Plan) Goals - (develop with mentor)	<b>By October 15</b>	
ILP update and review	<b>By November 5</b>	
Learning Cycle Reflection	<b>By November 19</b>	
Fall Survey	<b>By December 17</b>	

Self- Assessment	<b>By January 7</b>	
ILP Update and Review	<b>By January 7</b>	
Action Research Plan (develop with Mentor)	<b>By February 11</b>	
Observation of a Colleague	<b>By February 25</b>	
ILP Update and Review	<b>By February 25</b>	
Action Research Learning Project	<b>By March 25</b>	

ILP Update and Review	<b>By April 1</b>	
Self- Assessment	<b>By April 22</b>	
ILP Update and Final submission	<b>By April 22</b>	

Spring Survey	<b>By May 6</b>	
<b>Colloquium</b>	<b>May 3 (Tentative)</b>	

# Eligibility, Requirements and Options

## Eligibility and Requirements for Induction

To participate, teachers must meet the following credential and employment requirements:

- Multiple Subject, Single Subject or Education Specialist Preliminary Credential OR
  - Out of state credential with less than two years of contracted teaching experience.
  - OR a code on the California Teaching Credential that the teacher must complete a state-approved Induction Program
- Employment in a certificated teaching assignment in the Escondido Union High School District.

Please note that interns, teachers holding a clear credential, CTE or Designated Subjects credentials, and substitute teachers are not eligible for the EUHSD RISE Induction program.

## Early Completion Option

Senate Bill 57 (Chapter 269, Scott) allows eligible individuals to complete a Commission-approved professional teacher induction program at a faster pace than the full two years generally required to complete all the requirements of professional teacher induction.

The EUHSD Induction Program has set the following guidelines for its Early Completion Option (ECO).

### A. Eligibility

- Teacher with three or more years of successful classroom teaching experience, as a teacher of record.
- Demonstration of Integrating and Innovating developmental levels for California Standards for the Teaching Profession (CSTP) standard 1 and 2 ([see the Continuum of Teaching Practice](#))
- Submission of a complete application with all required attachments to [jwilson@euhsd.org](mailto:jwilson@euhsd.org) no later than October 15, 2021-*no exceptions*.

### B. ECO Application Procedures

1. ECO eligibility requirements will be reviewed during the orientation.
2. Candidate will meet with district lead to determine whether ECO is a viable option.
3. Application requirements will be completed and submitted to [jwilson@euhsd.org](mailto:jwilson@euhsd.org).
4. When the Teacher Candidate has submitted the ECO Application, the RISE Coordinator and Mentor meet to review the candidate's previous teaching experience. Together, the district induction representatives assess the teacher's practice as it relates to the California Standards for the Teaching Profession (CSTP).



5. The RISE team will review application and determine acceptance into the ECO program.

### **C. ECO Plan**

- Once accepted into ECO, the candidate will continue to submit evidence to Canvas.
- The timeline for completion of the ECO will be determined by the district Induction team.
- EUHSD Teacher Induction program leadership will assess the Candidate's progress throughout the school year. Candidates who do not meet agreed upon evidence submission dates or do not submit graduate level work will have their ECO status revoked and will complete Induction in the traditional 2-year time frame.
- The Induction team will monitor the Candidate's induction process and inform the Teacher Induction Panel of the Candidate's progress.
- The Candidate's progress will be assessed in January and May. If warranted, the teacher will complete the full-length Teacher Induction program.

### **D. Completion:**

- ECO candidates will demonstrate the knowledge, skills, abilities, and competencies required of the Professional Clear Credential.
- ECO candidates will demonstrate progress towards mastery of CSTP.
- Modifications may be made to the full-length Induction program
- Successful evaluations – provided by candidate

### **Documentation**

The following information will be tracked:

- Number of eligible teachers
- Number of teachers enrolled
- Number of teachers completing the ECO
- Number of months to complete the option
- Information requested by the CCTC

## Teacher Induction Early Completion Option Application 2021-2022

The CCTC-approved Escondido Union High School District Induction Program provides the Early Completion Option (ECO) to all qualifying program participants in accordance with Senate Bill 57 (Scott). All Teacher Induction candidates enrolled in the program are apprised of the opportunity to apply for this option. This option is intended to serve experienced and exceptional candidates.

NAME (please print)

DATE

Site

Subject Matter

Prior experience that qualifies you to participate in the ECO program (please check all that apply):

\_\_\_\_\_ Private school classroom experience

\_\_\_\_\_ Out-of-State classroom experience

\_\_\_\_\_ School district or agency did not offer an Induction program/ Induction not available

### Application Process:

- **Complete application (1 – 5) must be submitted to [jwilson@euhsd.org](mailto:jwilson@euhsd.org) by Friday, October 15, 2021.**
- **Qualifications: Complete and check Met or Not Met.**

1. **Meet all requirements for enrollment in the EUHSD Induction program**  Met  Not Met

2. **Verification of a minimum of three years prior teaching experience as teacher of record (attach)**

\_\_\_\_\_

\_\_\_\_\_

Met  Not Met

\_\_\_\_\_

\_\_\_\_\_

Met  Not Met

3. **Demonstration of exceptional teaching practice evidenced by at least two site evaluations (attach)**

\_\_\_\_\_

\_\_\_\_\_

Met  Not Met

\_\_\_\_\_

\_\_\_\_\_

Met  Not Met

4. **Observation and Recommendation from RISE team (based on actual observation evidence on p.2)** (Sign, date and circle Met or Not Met)

\_\_\_\_\_

\_\_\_\_\_

Met  Not Met

5. **Satisfactorily complete all components of Class, School and Community Profile** (mentor will confirm and check off)

Met  Not Met

For Office Use Only:

This Candidate \_\_\_\_\_ does \_\_\_\_\_ does not meet the qualifications for the ECO Option

\_\_\_\_\_

\_\_\_\_\_

Director of Human Resources

Date

## **Candidate Competency Process**

The EUHSD induction program verifies that candidates satisfactorily complete the sequence of program activities and requirements in order to be recommended for a clear credential. The following lists the program activities and requirements:

- Progress toward mastery will be assessed through continued reflection of the CSTPs during weekly meetings and cycles of Inquiry reflections.
- The candidate will develop ILP goals that are aligned to the CSTPs and will provide evidence of activities that support growth.
- The candidate will be observed by the mentor no less than three times during the school year to gather data for each cycle of Inquiry
- At the end of each cycle, the candidate will write a reflection about their results of their research/action on their goal and their growth in teaching practices as a result of the cycle of Inquiry.
- Candidate ensures all required program documentation is submitted in a timely manner

The EUHSD RISE team will verify successful completion of all components:

- The Candidate will document weekly meetings/ activities on their collaborative log.
- In the event a candidate has not completed all program activities and requirements, a meeting will be scheduled with Mentor, the Director of Human Resources and the Candidate. The Candidate will be given the option of repeating portions of the program in the following year, as needed
- A written appeal process is available for candidates in the event they are not recommended for a clear credential by the EUHSD RISE team.

## Induction Teacher Candidate Memorandum of Understanding

I agree to participate in the Escondido Union High School District's RISE (Reflective Induction for Secondary Educators) program. Upon completion of this two-year program, the program director will make a recommendation to the California Commission on Teacher Credentialing (CTCC). Escondido Union High School District's Induction Program will:

1. Offer an approved curriculum that meets CTC accreditation requirements and results in fulfilling clear credential renewal.
2. Maintain records of Induction completion and issue a letter at the end of the year verifying completion of the school year.
3. Ensure Induction staff responds to participant emails within 72 hours.
4. Ensure EUHSD technology support is provided in a timely manner.
5. Ensure you are paired with a trained Mentor.

I agree to, and understand the following conditions as a RISE participant:

1. Complete all portions of online material, including all survey/ evaluation instruments and resubmit any evidence or assessments that do not meet program standards within one week of feedback.
2. Complete all cycles of Inquiry and individual components as noted by the submission date, view all videos, submit all writing, reading and reflection assignments as outlined in the cycle of Inquiry expectations.
3. Submit work that is of graduate level. All writing will be word-processed, reflect correct spelling, punctuation and grammar while also following directions.
4. Submit original work only. If another reference is utilized it must be cited using APA format. Plagiarism, including copying one's own previous submission, will result in being dropped from the program.
5. Meet all timelines and evidence deadlines. Communicate in a timely manner with your Mentor, Coordinator or the program director if a problem arises.
6. Interact with Mentors, district leads and fellow Teacher Candidates in a professional manner.
7. Maintain confidentiality and discretion between the RISE team and fellow new Teacher Candidates.
8. Complete the program in a two-year timeframe. If unable to complete the program during the two years, apply for an extension with the understanding that the application must be approved by the advisory committee; additional administration and support fees may apply.
9. Complete the credential application process within 60 days to avoid a re-recommendation fee.

\_\_\_\_\_  
Teacher Candidate Signature

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

## Teacher Information Form 2021-2022

In an effort to provide better service to you, we are requesting the following information. This information will remain on file with the Teacher Induction Coordinator while you are in the program.

Name:	
Mailing Address:	
City, State, Zip Code:	
Cell Phone:	
Personal email:	
School Site:	
Subject:	
Date of Birth:	
Type of Credential: (Multiple/Single Subject, Educational Specialist)	
Teacher Preparation: (Name of College/University)	

## **Teacher Candidate Grievance Procedure**

The RISE Induction leadership and staff strive to provide a program in a positive and supportive environment. In the event that a candidate has a complaint related to the Teacher Induction Program, the following steps should be followed:

1. TC and mentor meet to discuss and resolve concern, if possible. TC should attend meeting prepared to share evidence of program participation or completion that supports claim.
2. If not resolved within 5 days following the meeting, the TC can submit a written appeal within 5 days to Dir. HR. The appeal includes TCs response and specific remedy being sought.
3. If not resolved within 5 days of receipt of appeal, the Dir. HR will discuss appeal with the Induction Panel, considering all evidence and documentation provided by the TC and mentor. The decision of the Induction Panel is final.

## **Extenuating Circumstances Criteria**

The EUHSD RISE Induction Program is designed for completion within the first two years of employment with a preliminary credential. Candidates must complete all requirements for the California clear credential within five years after receiving a preliminary credential.

Should any of the following circumstances occur during the Candidate's participation in the EUHSD RISE Teacher Induction Program, it could constitute grounds for extending the time of his/her participation in the program.

The RISE team recognizes that every situation is unique. Circumstances will be discussed with HR as to a course of action that would best benefit the Teacher Candidate, Mentor and the RISE program.

RISE Teacher Candidate Conference  
Template

Just In Time Mentor Support

ILP Goal 1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_

CSTP: 1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_  
4 \_\_\_\_ 5 \_\_\_\_ 6 \_\_\_\_

TC Log (Mentor)
TC ILP Reflection
_____

Candidate:

School Site:

Date:

Time:

Discussion Topics/Agenda: (Preparing for the conversation/ meeting)	
Meeting Notes:	TC statements that stand out/ need follow up, etc.
Meeting Notes (cont.)	

Next Steps: (Preparing for the next conversation)
--

--

Next meeting time:



# 2021-2022 RISE Individualized Learning Plan



**Directions:** Complete the tables below to document your growth on your goals for the year. This document should be reviewed often, reflected upon, added to or changed when needed.

Candidate Name: _____	Initial Draft Date: _____
Content: _____	TC School: _____
Mentor Name: _____	Admin Name: _____

By the completion of the Induction Program, you are required to demonstrate growth in each of the six California Standards for the Teaching Profession. Each year you participate in Induction, you will select at least two CSTP standards that you would like to study in depth and improve upon.

Multiple-Tiered System of Support (MTSS)
Names and role of person:

Site Administrator Input:	Meeting date:

The Individual Learning Plan (ILP) provides the roadmap for your induction work as well as guidance for your support provider in providing mentoring and coaching. Your goals will drive your self-assessments, research, professional development, and Action Research focus. Your mentot will use your selected CSTP standards to collect evidence of your growth over time.

**This document should be reviewed often, reflected upon, added to or changed when needed.**

<p>Goal #1 What is your goal?</p>
<p><b>Which CSTP will be the focus for this goal?</b> (Write out the CSTP)</p>



<b>Outcome(s)</b> (What do you expect to achieve?)		<b>Anticipated Action Steps:</b> (What are you going to do?)	
•		•	
<b>Rationale: How will this goal impact student achievement?</b>			
<b>Placement on Continuum of Teaching Practice before implementation</b> <a href="#">Continuum of Teaching Practice</a>  Indicate level:   Emerging   Exploring   Applying   Integrating Innovating <ul style="list-style-type: none"> <li>• Please highlight</li> <li>• Use pages 5-6 on CoTP</li> </ul>		<b>Placement on Continuum of Teaching Practice after implementation</b> Indicate level:   Emerging   Exploring Applying   Integrating   Innovating <ul style="list-style-type: none"> <li>• Please highlight</li> <li>• Use pages 5-6 on CoTP</li> </ul>	
<b>Action Steps: What will you do? (Add lines as necessary)</b> <small>Who and what is involved (PD, lessons, videotaping)?</small>		<b>Results: What actually happened?</b>	
<b>Date</b>	<b>Activity</b> <small>(please have a minimum of 10 activities for the school year)</small>	<b>What Occurred and what was the impact?</b>	<small>Evaluate Your Result on your growth</small> <small>Not Successful                  Very Successful</small> <small>1                  2                  3                  4                  5</small>

<b>Insert at least three pieces of evidence that demonstrate growth towards your goal</b> (this is not evidence of the activity). Please do not include links, screen shots are preferable.		<b>Write a brief rationale (3-4 sentences) that explains your evidence. Be sure to include statements about assessment data and growth.</b>	
1.		1.	
2.		2.	
3.		3.	

<b>Goal #2</b> What is your goal?	
<b>Which CSTP will be the focus for this goal?</b> (Write out the CSTP)	
<b>Outcome(s)</b> What do you expect to achieve?	<b>Anticipated Action Steps</b> What are you going to do??
•	•
<b>Rationale: How will this goal impact student achievement?</b>	

<p><b>Placement on Continuum of Teaching Practice before implementation</b>  <a href="#">Continuum of Teaching Practice</a></p> <ul style="list-style-type: none"> <li>• Please highlight</li> <li>• Use pages 5-6 on CoTP</li> </ul> <p>Indicate level:    Emerging    Exploring    Applying    Integrating  Innovating</p>		<p><b>Placement on Continuum of Teaching Practice after implementation</b></p> <ul style="list-style-type: none"> <li>• Please highlight</li> <li>• Use pages 5-6 on CoTP</li> </ul> <p>Indicate level:    Emerging    Exploring  Applying    Integrating    Innovating</p>	
<p><b>Action Steps: What will you do?</b> (Add lines as necessary)  Who and what is involved (PD, lessons, videotaping)?</p>		<p><b>Results: What actually happened?</b></p>	
Date	Activity (please have a minimum of 10 activities for the school year)	What occurred and what was the impact?	Evaluate the result on your growth Not Successful    Very Successful 1    2    3    4    5
<p><b>Insert at least three pieces of evidence that demonstrate growth towards your goal</b> (this is not evidence of the activity).</p>		<p><b>Write a brief rationale (3-4 sentences) that explains your evidence. Be sure to include statements about assessment</b></p>	

Please do not include links, screen shots are preferable.		<b>data and growth.</b>	
1.		1.	
2.		2.	
3.		3.	
<b>Goal #3</b> What is your goal?			
<b>Which CSTP will be the focus for this goal?</b>			
<b>Outcome(s)</b> What do you expect to achieve?		<b>Anticipated Action Steps</b> What are you going to do?	
•		•	
<b>Rationale: How will this goal impact student achievement?</b>			
<b>Placement on Continuum of Teaching Practice before implementation:</b> <a href="#">Continuum of Teaching Practice</a> <ul style="list-style-type: none"> <li>• Please highlight</li> <li>• Use pages 5-6 on CoTP</li> </ul>		<b>Placement on Continuum of Teaching Practice after implementation:</b> <ul style="list-style-type: none"> <li>• Please highlight</li> <li>• Use pages 5-6 on CoTP</li> </ul>	
Indicate level:    Emerging    Exploring    Applying    Integrating Innovating		Indicate level:    Emerging    Exploring Applying    Integrating    Innovating	

<b>Action Steps (Add lines as necessary)</b> Who and what is involved (PD, lessons, videotaping)?		<b>Results: What actually happened?</b>	
<b>Date</b>	<b>Activity</b> (please have a minimum of 10 activities for the school year)	<b>What occurred and what was the impact?</b>	<b>Evaluate the result on your growth</b> Not Successful      Very Successful 1    2    3    4    5
<b>Insert at least three pieces of evidence that demonstrate growth towards your goal.</b> Please do not include links, screen shots are preferable.		<b>Write a brief rationale (3-4 sentences) that explains your evidence. Be sure to include statements about assessment data.</b>	
1.		1.	
2.		2.	
3.		3.	

**Individualized Support (Including “Just In Time” Support)**

Candidate/ Mentor Meeting Date	Topic	ILP Goal	CSTP #	Reflection/ "Just in Time" supports

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_

# California Standards for the Teaching Profession

## CSTP STANDARD ONE:

<b>Engaging &amp; Supporting All Students in Learning</b>	
<b>1.1</b>	Using knowledge of students to engage them in learning
<b>1.2</b>	Connecting students' prior knowledge, life experience and interests
<b>1.3</b>	Connecting subject matter to meaningful, real-life contexts
<b>1.4</b>	Using a variety of instructional strategies, resources and technologies to meet students' diverse learning needs
<b>1.5</b>	Promoting critical thinking through inquiry, problem solving and reflection
<b>1.6</b>	Monitoring student learning and adjusting instruction while teaching

## CSTP STANDARD THREE:

<b>Understanding &amp; Organizing Subject Matter for Student Learning</b>	
<b>3.1</b>	Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
<b>3.2</b>	Applying knowledge of student development and proficiencies to ensure student understanding of subject
<b>3.3</b>	Organizing curriculum to facilitate student understanding of the subject matter
<b>3.4</b>	Utilizing instructional strategies that are appropriate to the subject matter
<b>3.5</b>	Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
<b>3.6</b>	Addressing the needs of English learners and students with special needs to provide equitable access to the

## CSTP STANDARD FIVE:

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

## CSTP STANDARD TWO:

<b>Creating &amp; Maintaining Effective Environments for Student Learning</b>	
<b>2.1</b>	Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
<b>2.2</b>	Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions
<b>2.3</b>	Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
<b>2.4</b>	Creating a rigorous learning environment with high expectations and appropriate support for all
<b>2.5</b>	Developing, communicating, and maintaining high standards for individual and group behavior
<b>2.6</b>	Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
<b>2.7</b>	Using instructional time to optimize learning

## CSTP STANDARD FOUR:

<b>Planning Instruction &amp; Designing Learning Experiences for All Students</b>	
<b>4.1</b>	Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
<b>4.2</b>	Establishing and articulating goals for student learning
<b>4.3</b>	Developing and sequencing long-term and short-term instructional plans to support student learning
<b>4.4</b>	Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
<b>4.5</b>	Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

## CSTP STANDARD SIX:

<b>Developing as a Professional Educator</b>	
<b>6.1</b>	Reflecting on teaching practice in support of student learning
<b>6.2</b>	Establishing professional goals and engaging in continuous and purposeful professional growth and development
<b>6.3</b>	Collaborating with colleagues and the broader professional community to support teacher and student learning
<b>6.4</b>	Working with families to support student learning
<b>6.5</b>	Engaging local communities in support of the instructional program
<b>6.6</b>	Managing professional responsibilities to maintain motivation and commitment to all students
<b>6.7</b>	Demonstrating professional responsibility, integrity, and ethical conduct

## **Preconditions and Program Standards**

### **Preconditions for Teacher Induction Programs**

1. Each Induction program must be designed to provide a two-year, individualized, job- embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching
2. The Induction program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to grade level and/or subject area, as appropriate to the participant's employment
3. Each Induction program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor
4. Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program
5. The Individual Learning Plan must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes
6. An Induction program sponsor must make available and must advise participants of an Early Completion option for "experienced and exceptional" candidates who meet the program's established criteria



## **Program Standards for Teacher Induction Programs**

### **Standard 1: Program Purpose**

Each Induction program must support candidate development and growth in the profession by building on the knowledge and skills gained during the Preliminary Preparation program to design and implement a robust mentoring system, as described in the following standards that helps each candidate work to meet the California Standards for the Teaching Profession

### **Standard 2: Components of the Mentoring Design**

The Induction program's mentoring design must be based on a sound rationale informed by theory and research, and must provide multiple opportunities for candidates to demonstrate growth in the California Standards for the Teaching Profession. The mentoring approach implemented by the program must include the development of an individualized Learning Plan (ILP) for candidates based on needs determined by the teacher and program provider, in consultation with the site administrator and guided by the Preliminary Program Transition Plan. The ILP must address identified candidate competencies that support the recommendation for the credential. Mentoring support for candidates must include both "just in time" and longer term analysis of teaching practice to help candidates develop enduring professional skills. The program's design features both individually and as a whole must serve to strengthen the candidate's professional practice and contribute to the candidate's future retention in the profession

### **Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System**

The Individualized Learning Plan (ILP) must address the *California Standards for the Teaching Profession* and provide the road map for candidates' Induction work during their time in the program along with guidance for the mentor in providing support. The ILP must be collaboratively developed at the beginning of Induction by the candidate and the mentor with input from the employer regarding the candidate's job assignment, and guidance from the program staff. The ILP must include candidate professional growth goals, a description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed. The candidate's specific teaching assignment should provide the appropriate context for the development of the overall ILP; however, the candidate and the mentor may add additional goals based on the candidate's professional interests such as, for example, advanced certifications, additional content area literacy, early childhood education, case management, evidence-based practices supportive of specific disabilities within the candidate's caseload, consultation, collaboration, co-teaching, and collaborating with para-educators and service providers. Within the ILP, professional learning and support opportunities must be identified for each candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.

The program must assist the candidate and the mentor with assuring the availability of resources necessary to accomplish the ILP. The program must ensure dedicated time for regular mentor and candidate interactions, observations of colleagues and peers by the candidate, and other activities contained in the ILP. In addition, the mentoring process must support each candidate's consistent practice of reflection on the effectiveness of instruction, analysis of student and other outcomes data, and the use of these data to further inform the repeated cycle of planning and instruction. Within the ongoing mentoring interactions, the mentor must encourage and assist candidates to connect with and become part of the larger professional learning community within the profession.

#### Standard 4: Qualifications, Selection and Training of Mentors

The Induction program assigns qualified mentors and provides guidance and clear expectations for the mentoring experience based on the program's design. Qualifications for mentors must include but are not limited to:

- Knowledge of the context and the content area of the candidate's teaching assignment
- Demonstrated commitment to professional learning and collaboration
- Possession of a Clear Teaching Credential
- Ability, willingness, and flexibility to meet candidate needs for support
- Minimum of three years of effective teaching experience

Guidance and clear expectations for the mentoring experience provided by the program must include but are not limited to:

- Providing "just in time" support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills
- Facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction
- Connecting candidates with available resources to support their professional growth and accomplishment of the ILP
- Periodically reviewing the ILP with candidates and making adjustments as needed

The program must provide ongoing training and support for mentors that includes, but is not limited to:

- Coaching and mentoring
- Goal setting
- Use of appropriate mentoring instruments
- Best practices in adult learning
- Support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks
- Program processes designed to support candidate growth and effectiveness

## Standard 5: Determining Candidate Competence for the Clear Credential Recommendation

The Induction program must assess candidate progress towards mastery of the California Standards for the Teaching Profession to support the recommendation for the clear credential. The documentation of candidate progress must reflect the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the candidate's successful completion of the activities outlined in the ILP.

Prior to recommending a candidate for a Clear Credential, the Induction program sponsor must verify that the candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made. The program sponsor's verification must be based on a review of observed and documented evidence, collaboratively assembled by the candidate, the mentor and/or other colleagues, according to the program's design. The Induction program's recommendation verification process must include a defensible process of reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, as needed.

## Standard 6: Program Responsibilities for Assuring Quality of Program Services

The program must regularly assess the quality of services provided by mentors to candidates, using criteria that include candidate feedback, the quality and perceived effectiveness of support provided to candidates in implementing their Individualized Learning Plan, and the opportunity to complete the full range of program requirements. Induction program leaders must provide formative feedback to mentors on their work, including establishment of collaborative relationships. Clear procedures must be in place for the reassignment of mentors, if the pairing of candidate and mentor is not effective.

The program must provide a coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system.

## Acronym Key

AP- Advanced Placement

AVID- Advancement via Individual Determination

CAASP- California Assessment of Student Performance and Progress

CCSS- Common Core State Standards

CFA- Common Formative Assessment

CoTP- Continuum of Teaching Practice

CSTP- California Standards for the Teaching Profession

CTC- Commission on Teacher Credentialing

CTE- Career Technical Education

CTIP- California Teacher Induction Program

DLA- Del Lago Academy

DSC- District Service Center

ECO- Early Completion Option

EHS- Escondido High School

EL- English Learner

ELD – English Language Development

ELL- English Language Learner

ELPAC- English Language Proficiency Assessments for California

EML- Emerging Multilingual

ESSA- Every Student Succeeds Act

EUHSD- Escondido Union High School District

GATE- Gifted and Talented Education

IDEA- Individuals with Disabilities Education Act

IEP- Individualized Education Plan/Program

IHE- Institute of Higher Education

ILP- Individual Learning Plan

LCAP- Local Control Accountability Plan

LEA- Local Education Agency

LRE- Least Restrictive Environment

LTEL- Long Term English Learner

MTSS- Multi-Tiered Systems of Support

NGSS- Next Generation Science Standards

OGHS- Orange Glen High School

PBIS- Positive Behavioral Interventions and Supports

PLC- Professional Learning Community

RISE- Reflective Induction for Secondary Educators

RTI- Response to Intervention

SARC- School Accountability Report Card

SBAC- Smarter Balanced Assessment Consortium

SIFE- Students with Interrupted Formal Education

SST- Student Study Team

SPED/ SpEd- Special Education

SPHS- San Pasqual High School

START-Specialized Transitions Adult Resource Training

UDL- Universal Design for Learning

VHS- Valley High School