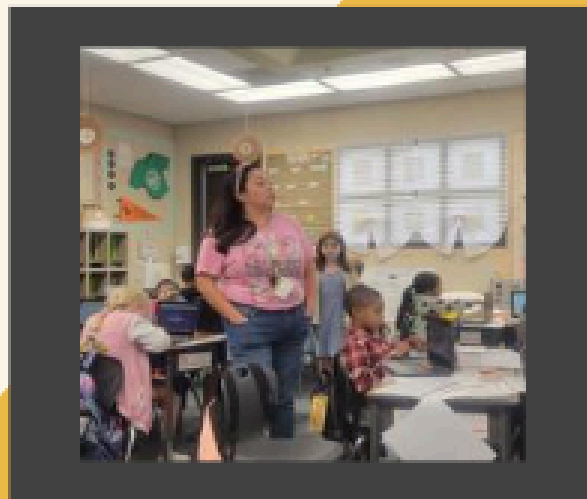


CHINO VALLEY TEACHER INDUCTION PROGRAM HANDBOOK



24-25



Table of Contents

Human Resources Organizational Structure	3
<u>District Vision</u>	<u>4</u>
Program Summary	6
Enrollment	7
Induction Enrollment Process	9
Program Design - Candidates	11
Program Purpose	11
Designing and Implementing Individual Learning Plans	12
Candidate is responsible for their induction work	13
2023-2024 Candidate Focus Meetings – Extended opportunities for Program Support	13
Determining Candidate Competence for the Clear Credential Recommendation	14
Program Design - Mentors and Lead Mentors	15
Components of the Mentoring Design	15
Qualifications, Selection, and Training of Mentors	16
Lead Mentors	16
2023-2024 Monthly Mentor Meetings – Extended opportunities for Mentor Support	16
The Administrator’s Role in Induction	17
The Advisory Team	19
Program Responsibility for Assuring Quality of Program Services	19
Grievance/Appeal Process	20
Teach Out Plan	20
Program Responsibility Organization	22
Appendix	24
Program Flyer	24
21-22 Candidate Memorandum of Understanding	25
22-23 Individual Learning Plan	26
Program Withdrawal Form	27
Program Dismissal Form	28
Grievance/Appeal Form	29
Lead Mentor Job Description	31
Mentor Job Description	33
Mentor Activity Log	36

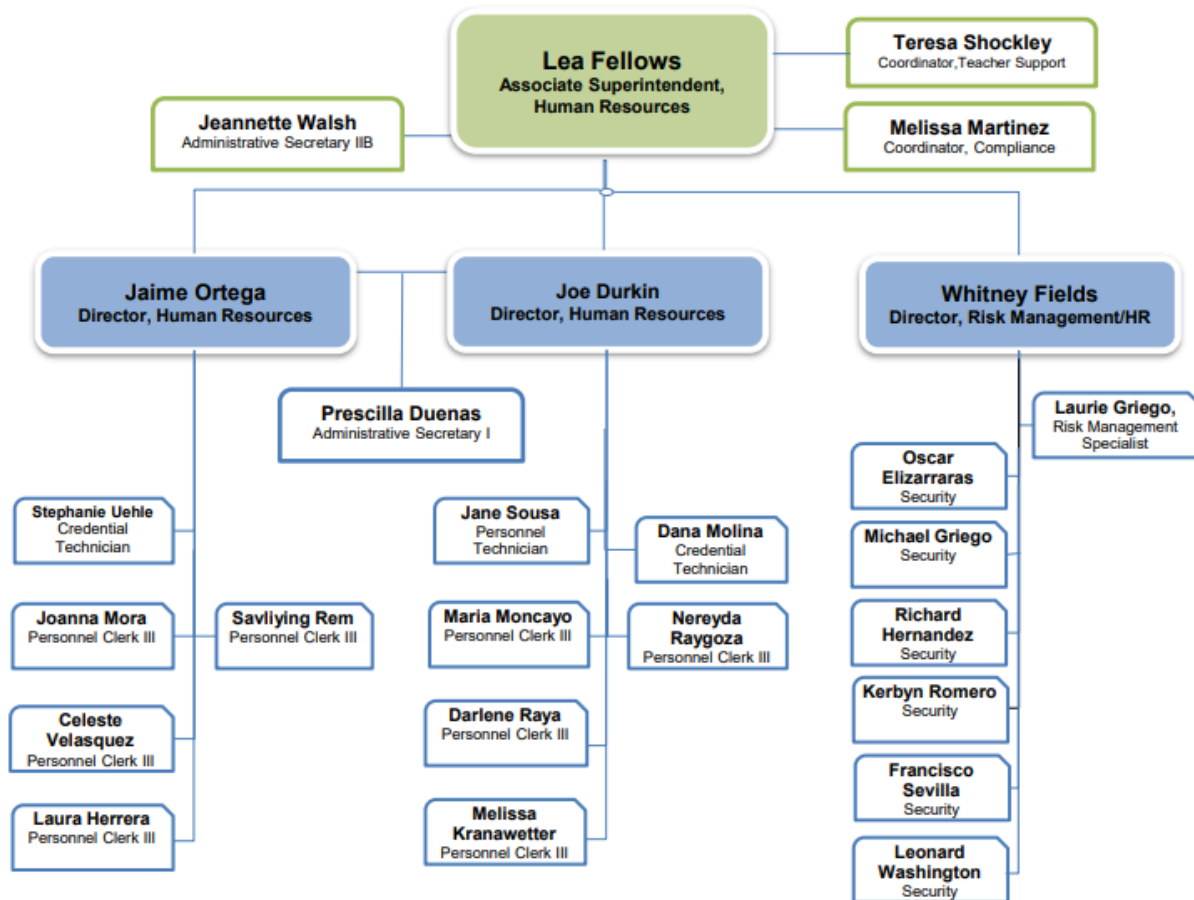


Mentor Activity Log	37
Electronic Portfolio Rubric	39
Communication Matrix	41
Candidate Inquiry Cycle Survey	42



Human Resources Organizational Structure

CHINO VALLEY UNIFIED SCHOOL DISTRICT Human Resources Divisional Organizational Structure 2023/2024





District Vision

United together, the Chino Valley Unified School District staff, parents/guardians, community, and Governing Board work to provide an educational environment whereby our students possess the personal and academic skills to be successful, responsible and productive. They are motivated, self-confident, and life-long learners. They exhibit integrity and contribute to the well-being of their communities. They successfully solve problems using their intellectual capacity and appropriate technology tools. They respect the ideas of other people, while holding true to their own convictions. Students recognize that academic achievement is essential to competing in the global economic setting. They face the future knowing that their goals are within their reach, by continuing their education and through their individual commitment and hard work”

Induction Program Vision

The Chino Valley Unified School District’s Teacher Induction Program (CVTIP) recognizes that teacher efficacy and parental involvement both contribute greatly to student achievement (Rand, 2012ⁱ). Therefore, through an individualized, goal-centered, standards and inquiry-based, teacher induction program, Chino Valley will create a supportive educational environment where high-quality teachers are retained, a positive school climate is established, and students feel emotionally and physically safe to take risks and develop resiliency in order to reach their full potential (McLeod, 2018ⁱⁱ).

CV-TIP believes that teachers are an important resource and that a strong, comprehensive, two-year, induction program develops caring new teachers, who are sensitive to student diversity, and who foster students’ abilities to engage in higher order thinking (Ingersoll & Strong, 2011ⁱⁱⁱ).

Induction is a time of teacher socialization, adjustment, and development (Ingersoll & Strong, 2011^{iv}) that has been shown to mitigate teacher attrition in the first three-to-five years of a teacher’s career (Davis, 2014^v), as well as contributes to student performance at a higher rate that is more comparable to that of veteran teachers, than teachers who do not participate in an induction program in their first two years (Coenen, Groot, van der Brink, & van Klavern, 2014^{vi}).

Teacher retention is crucial to a school or district because of the contribution it makes to school climate. Teacher turnover rates can negatively impact a variety of factors that contribute to school climate, such as class size, scheduling, curriculum planning, and collegiality, which in turn, can contribute to a sense of instability and chaos that can negatively impact teacher



effectiveness and student performance (Krasnoff, 2014^{vii}). This, in turn, has a direct effect on the ability of students to feel emotionally and physically safe in the classroom (McLeod, 2018^{viii}), thereby contributing to the students' affective and cognitive abilities.

CVTIP is structured to provide a community and standards-based environment, where novice teachers are paired with knowledgeable and content-alike veteran teachers, develop collaborative relationships, and set individualized, district-aligned and standards-based, professional goals. Through a continuous cycle of inquiry, they develop professional practices and habits of mind that contribute to their growth and development as educators in order to develop resilient, high-performing, students with 21st-century skills.

ⁱTeachers Matter: Understanding Teachers' Impact on Student Achievement. Santa Monica, CA: RAND Corporation, 2012. https://www.rand.org/pubs/corporate_pubs/CP693z1-2012-09.html

ⁱⁱS. M. (2018, May). Maslow's Hierarchy of Needs. Retrieved November 20, 2018, from <https://www.simplypsychology.org/maslow.html>

ⁱⁱⁱIngersoll, R., & Strong, M. (2011, June 1). The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research. Retrieved from https://repository.upenn.edu/gse_pubs/127/

^{iv} Ingersoll, R., & Strong, M. (2011, June 1). The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research. Retrieved from https://repository.upenn.edu/gse_pubs/127/ v
Davis, E. (2014). Making mentoring work. Lanham: Rowman & Littlefield.

^vCoenen, J., Cornelisz, I., Groot, W., Maassen, H., & Klaveren, C. V. (2017, May 18). TEACHER CHARACTERISTICS AND THEIR EFFECTS ON STUDENT TEST SCORES: A SYSTEMATIC REVIEW. Retrieved November 20, 2018, from <https://onlinelibrary.wiley.com/doi/abs/10.1111/joes.12210>

^{vi}Teacher Recruitment, Induction, and Retention research brief. (n.d.). Retrieved from <https://nwcc.educationnorthwest.org/sites/default/files/research-brief-teacher-recruitment-induction-retention.pdf>



^{vii}S. M. (2018, May). Maslow's Hierarchy of Needs. Retrieved November 20, 2018, from <https://www.simplypsychology.org/maslow.html>

Program Summary

The Chino Valley Unified School District's ***Teacher Induction Program*** is designed to provide an individualized, two-year, job-embedded, system of weekly support and professional learning that begins the teacher's first year of teaching. The intent of this induction program is to support a candidate's development and growth as a professional educator by building on the knowledge and skills gained during a Preliminary Preparation program through a robust mentoring system designed to help each candidate work to meet the *California Standards for the Teaching Profession*.

Each Candidate receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by a qualified mentor who provides multiple levels of support in the form of "just in time" mentoring, as well as consistent and meaningful collaboration, reflection, and professional learning, based on each candidate's individual needs, goals, job assignment, and interests, in order to guide each candidate in developing enduring professional skills. Candidates meet as a whole group four times each year, for programmatic information sessions.

To be eligible to participate in the Induction Program, the teacher candidate must hold a preliminary Multiple Subject, Single Subject or Education Specialist credential at the time of enrollment. All participating teachers must be employed in their credentialed area and actively teaching.

Candidates who have at least two years of successful teaching experience may apply for the [Early Completion Option \(ECO\)](#), which provides a process and structure for eligible individuals to complete the Induction Program in one year. It is available to those candidates who meet the program's established ECO criteria.

Candidates who successfully complete the Induction Program are recommended for a Clear Single Subject, Clear Multiple Subject or Clear Education Specialist credential.

*Teachers with out-of-state or out-of-country credentials may need to complete additional requirements to clear credentials.



[Graduate units are available for an additional cost through UMass Global, University of the Pacific, and Whittier College.](#)

Enrollment

Upon being hired by the Chino Valley Unified School District, the credential analyst determines the need for induction and provides teachers new to the district with preliminary multiple subject, single subject, or education specialist credentials, [a Notice of Eligibility \(NOE\)](#). The credential analyst notifies the program coordinator with a copy of the Notice of Eligibility, which triggers a [Letter of Welcome](#) from the coordinator and placement on the Candidate Tracking Document (database),

New teachers will view a [program information video](#) and schedule an individual meeting with the program coordinator. Teachers who are hired after October 1, will begin induction the following school year, but in the meantime, they will receive local support at the school site by the school instructional coach, in addition to the general teacher support provided by the school site and school district.

The Chino Valley Teacher Induction program provides an overall system of support through the collaboration, communication, and coordination between candidates, mentors, school and district administrators, and all members of the local Induction system. The Chino Valley Teacher Induction program requires that that [mentors provide an average of at least one hour per week](#) of individualized support / mentoring in accordance with the candidate's needs and professional goals, either provided by, or coordinated by, the mentor and documented in the program tools used and mentor logs submitted after each meeting.

Candidates should enter the program with an **Individual Development Plan** (IDP) from their preservice program. Utilizing this, the mentor and candidate, with input from the site administrator, should develop an overarching SMART (teacher) goal within the first 60 days of enrollment. This will be done during the candidate's first inquiry cycle and set the stage for the collaborative and reflective inquiry work done with the mentor over the course of the school year.

Chino Induction Mentors work with the Induction Candidates during the first 60 days of enrollment to develop a professional goal and [Individual Learning Plan](#) that is based on district

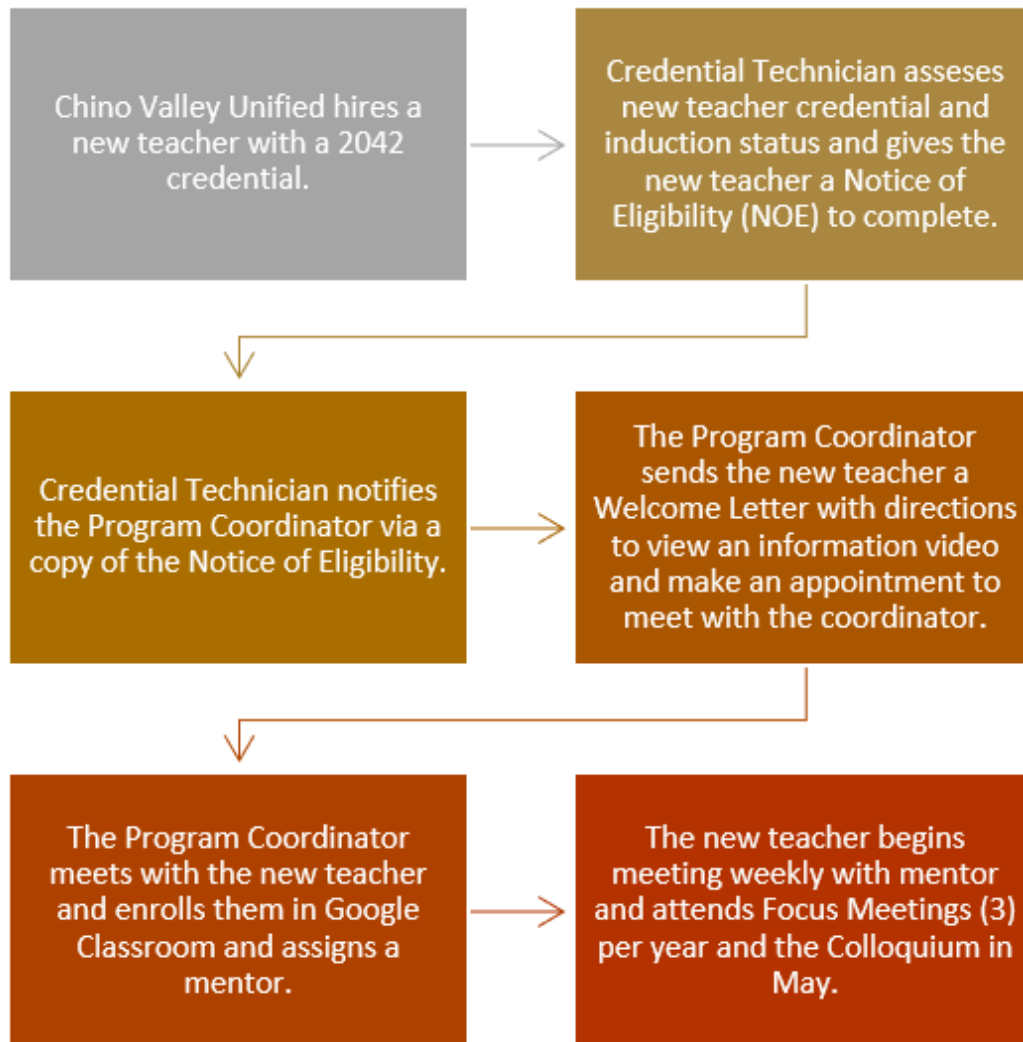
Chino Teacher Induction Program



and site goals and articulated with the site administrator during a triad meeting during the first Inquiry Cycle. This learning plan is implemented and reflected upon confidentially between the mentor and candidate over the course of the school year.

Induction Enrollment Process

Chino Valley Teacher Induction Program (CVTIP) Flow Chart for Admitting Newly Hired Teachers with Preliminary Credentials





Early Completion Option

Induction is designed to provide a two-year, job-embedded system of mentoring, support, and professional learning that begins in a teacher's first year of teaching. Senate Bill 57 (Scott), allows eligible individuals enrolled in a Commission-approved teacher induction program to complete induction at a faster pace than the full two-years generally required to complete the requirements of professional teacher induction.

Therefore, the Chino Teacher Induction Program provides an opportunity for teachers who are "experienced and exceptional" to complete induction in one year and has established this criteria for Early Completion Option (ECO) candidacy:

1. The ECO candidate must have a California preliminary single subject, multiple subject, or education specialist credential;
2. The ECO candidate must be teacher of record in an assignment that is appropriately aligned with the teaching credential;
3. The ECO candidate must have a minimum of two consecutive years of successful teaching experience in the same site/district in the subject area named on the credential. *Day-to-day substitute teaching experience will not be considered.*
4. The ECO candidate **must not have any other clear credential requirements** other than completing a Commission-approved Induction program including Verification of Completion by the program sponsor.

Teachers who feel they will meet this criteria may apply for acceptance into the ECO program by requesting an [Application Link](#) at the time of Advisement. The application link consists of the following:

1. Application (Google Form)
 - a. Resume (uploaded to the Application);
 - b. Mentor Observation: Copy of initial inquiry cycle observation conducted by mentor (uploaded to the Application);
 - c. Evidence of Teaching Experience: Copies of two previous site administrator evaluations, demonstrating a rating of "advanced" on



minimum of 85% of all categories on site/district teaching evaluation form, with no rating lower than “proficient” or equivalent (uploaded to the Application);

2. Early Completion Option recommendation from the site administrator (Google form link sent by Coordinator).

ECO Application Process

Application packets are due by October 1 of the school year. All application documents must be submitted by the October 1 deadline in order to be considered for the Early Completion Option program.

Application materials provided by the candidate will be reviewed by the CVTIP Coordinator, and if it is determined that the ECO program will meet the needs of the candidate, the Coordinator will contact the candidate and enroll them in the ECO Program. If the application is declined, the Coordinator will contact the candidate and notify them that they will be enrolled in the Year 1 Induction Program and be expected to complete the full two-year Induction Program.

If approved for the ECO Program, Induction Candidates are expected to demonstrate proficiency and the highest level of professionalism when completing all the required elements of the Early Completion Option. Any candidate failing to do so, will be restored to the full two-year Induction Program.

Candidates who want to contest a denial of entrance into the ECO program may file a grievance in accordance with the [grievance policy](#).

Program Design - Candidates

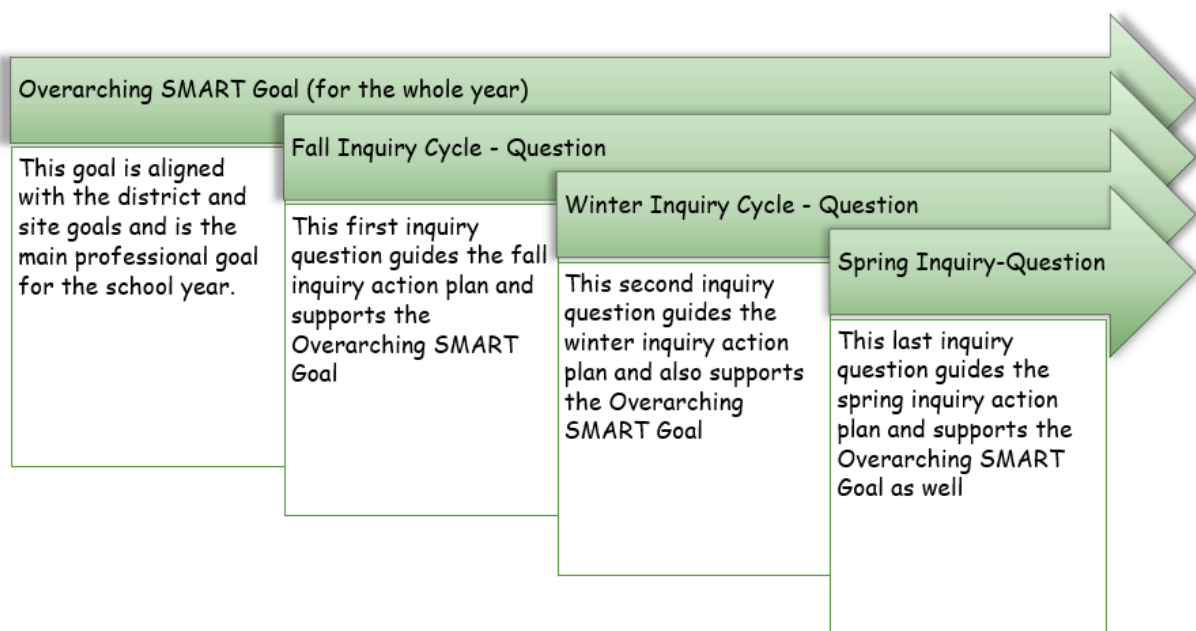
Program Purpose

Through the use of a robust mentoring system, the Chino Induction Program supports candidate development and growth in the profession by building on the knowledge and skills gained in the candidate’s Preliminary Preparation Program through utilizations of the candidate’s pre-service transition plan document, [administrator input](#), and a [mentor/candidate co-assessment on the Continuum of Teacher Practice](#) to determine professional goals, inquiry questions, and actions,

and are recorded on the candidate's [Individualized Learning Plan](#) in order for the candidate to work to meet the [California Standards for the Teaching Profession](#).

Designing and Implementing Individual Learning Plans

The evidence of teaching practice required by candidates in the Chino Teacher Induction program begins with the Individual Development Plan (IDP) from the candidate's preservice program and is outlined on the candidate's [Individual Learning Plan](#) and based on an overarching SMART goal that was developed at the beginning of the induction experience by the candidate and the mentor, with [input from the employer](#), and are in alignment with the district and school goals and initiatives.



While the overarching SMART goal sets the stage for the focus of the teacher's yearly professional growth goals, and outlines the criteria for the measurable outcomes, it is not static, but rather a dynamic part of the ILP that may change as the candidate and mentor reflect on activities experienced during the six inquiry cycles over the course of the two-year program.



During each inquiry, the mentor will collaborate with the candidate to determine an inquiry question to guide each cycle. This inquiry question is driven by the overarching SMART goal and the two CSTP elements on which the teacher is focusing for that inquiry cycle and is the basis for a series of activities on which the mentor and candidate will reflect weekly, as recorded on the [Mentor Activity Logs](#) as well as on the teacher's Individual Learning Plan. These activities will include 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.

The weekly mentor/candidate meetings will also include the mentor assisting the candidate in accessing and reflecting on resources that aid in accomplishing the goals in the ILP, such as coordinating [observations of colleagues and peers](#) by the candidate, and helping the candidate connecting with and becoming part of the larger professional learning community by developing and maintaining relations with colleagues, the local community, and professional organizations.

Candidate is responsible for their induction work

It is the candidate's responsibility to maintain a copy of their induction work. All work is done in Google Doc and can be saved to the candidate's Google Drive or downloaded as a Word Document or PDF and saved on the candidate's computer desktop: <https://www.wikihow.com/Save-a-Google-Doc>

2024-2025 Candidate Focus Meetings – Extended opportunities for Program Support

+ 24-25 Candidate Schedule and Meetings

Fall Focus Meetings					
Target Group	Day	Date	Time	Location	Topic
Year 1 Elementary	Tuesday	8/20/24	3:30 - 5:00	HR Testing Room	Introduction to Induction
Year 1 Secondary	Wednesday	8/21/24	4:00 - 5:30	HR Testing Room	Introduction to Induction
Year 2 Elementary	Wednesday	8/28/24	3:30 - 5:00	HR Testing Room	Goal Setting: Digging Deeper
Year 2 Secondary	Thursday	8/29/24	4:00 - 5:30	HR Testing Room	Goal Setting: Digging Deeper
Anyone - Make Up	Wednesday	9/4/24	4:00 - 5:30	Zoom: http://bit.ly/ShockMtgRm	Introduction to Induction & Goal Setting
Win					
http://bit.ly/ShockMtgRm					
Target Group	Day	Date	Time	Location	Topic
Year 1 Elementary	Tuesday	1/7/25	3:30 - 5:00	zoom: http://bit.ly/ShockMtgRm	Reflection and Program Updates
Year 1 Secondary	Wednesday	1/8/25	4:00 - 5:30	zoom: http://bit.ly/ShockMtgRm	Reflection and Program Updates
Year 2 Elementary	Wednesday	1/15/25	3:30 - 5:00	zoom: http://bit.ly/ShockMtgRm	Reflection and Program Updates
Year 2 Secondary	Thursday	1/16/25	4:00 - 5:30	zoom: http://bit.ly/ShockMtgRm	Reflection and Program Updates
Anyone - Make Up	Wednesday	1/22/25	4:00 - 5:30	HR Testing Room	Reflection and Mid-Year Inquiry
Spring Focus Meetings					
Target Group	Day	Date	Time	Location	Topic
Year 1 Elementary	Monday	4/8/25	3:30 - 5:00	zoom: http://bit.ly/ShockMtgRm	CSTP Growth Reflections and next steps
Year 1 Secondary	Tuesday	4/9/25	4:00 - 5:30	zoom: http://bit.ly/ShockMtgRm	CSTP Growth Reflections and next steps
Year 2 Elementary	Monday	4/15/25	3:30 - 5:00	zoom: http://bit.ly/ShockMtgRm	Induction Home Runs and Strike Outs
				zoom: http://bit.ly/ShockMtgRm	

Determining Candidate Competence for the Clear Credential Recommendation

The Chino Teacher Induction Program assesses candidate progress toward mastery of the California Standards for the Teaching Profession both annually and triannually. At the end of each inquiry cycle the coordinator or trained mentors review and confirm that all program requirements and activities have been satisfactorily completed and documented. In addition, the candidates and mentors both complete a reflective survey that describes their own reflection of the candidate's progress toward his/her goal via the activities outlined on their ILP.

Prior to recommending a candidate for a Clear Credential, the Induction Program sponsor verifies that the candidate has satisfactorily completed all program activities and any additional



CTC requirements. The Chino Teacher Induction Program reviews the observed and documented evidence collaboratively assembled by the candidate and mentor with an [electronic portfolio rubric](#). The criterion by which the electronic portfolio is scored is based upon a preponderance of evidence of teacher competence, reflective practices, and personal and professional growth. The program documents these verifications in the Chino Teacher Induction Program Google Classroom candidate file.

Standard 5: 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.			
Exceeds - 4 pts	Meets - 3 pts	Approaches - 2 pts	Below - 1 pt
Induction Standards 2 & 3: Meet weekly with an assigned Mentor: Mentoring support for candidates must include both "just in time" and longer term analysis of teaching practice to help candidates develop enduring professional skills.			
Mentor is evident. Reflection represents the Candidate's in-depth thinking and clearly illustrates the connection between his/her instructional practice, SMART goal, and topic addressed.	Some collaboration with Mentor is evident. Reflection represents the Candidate's thinking and illustrates an adequate connection between his / her instructional practice, SMART goal, and topic addressed.	Minimal collaboration with Mentor is evident. Reflection represents the Candidate's thinking with limited connections between his / her instructional practice, SMART Goal, and topic addressed.	No collaboration with mentor is evident. Reflection represents the Candidate's thinking and connection is insufficient between his / her instructional practice, SMART Goal, and identified student needs.
Induction Standards 2 & 3: Meet yearly with Site Administrator and Mentor at Triad Meetings to solicit input from the site administrator: Candidate, Mentor, and Site Administrator meet once yearly to discuss 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.			
Identification and in-depth discussion of candidate's assignment and goals addressed.	Identification and adequate discussion of candidate's assignment and goals addressed.	Identification and limited discussion of candidate's assignment and goals addressed.	Identification and insufficient discussion candidate's assignment and goals addressed.
Standard 3: Actively participate in three focus group meetings: 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.			
All three focus meetings are attended.	Two focus meetings are attended.	One focus meeting is attended.	No focus meetings are attended.
Standard 3: Complete three professional learning opportunities related to the iLP and			

Date:	
Candidate:	
	Create candidate file with credential;
	Check Google Classroom for completion;
	Complete rubric, put in candidate file;
	Send grade report and completion letter to candidate;
	Save additional documents to personal file;



	Check credential for additional requirements;
	Make credential recommendation (for Year 2 and ECO);
	Forward CTC letter and Chino letter;
	Update candidate log.
	Notes:

If a candidate does not agree with the review given, he / she may appeal the review through the [Grievance/Appeal Process](#) and work with the Coordinator and/or Advisory Board to develop an action plan to complete the program/repeat portions of the program, as needed.

Program Design - Mentors and Lead Mentors

Components of the Mentoring Design

The Chino Induction Program’s mentoring design is based on a sound rationale informed by both theory and research in reflective practices and cognitive coaching and provides multiple opportunities for candidates to demonstrate growth in the California Standards for the Teaching Profession through a two-year cycle of goal setting, inquiry, and reflection, that supports candidate goals based on the candidate’s Preliminary Program Transition Plan, current candidate needs, and developed collaboratively with the mentor and site administrator, and are then delineated on each candidate’s [Individualized Learning Plan](#).

Mentoring support is provided at a minimum of one hour per week, recorded on the [Mentor Logs](#) and [Program Tools](#), and uses the ILP as a guideline to provide longer term analysis and reflection of teaching practice to help candidates develop enduring professional skills; however, “just in time” support is also provided on an “as needed” basis.

Qualifications, Selection, and Training of Mentors



The Chino Valley Teacher Induction Program assigns [qualified mentors](#) and provides guidance and clear expectations for the mentoring experience, based on the initial training and ongoing mentor support that is embedded in the program’s design.

Mentor training is based on best coaching, research based, models, and is provided at the onset of the mentor’s coaching experience, and then augmented with ongoing monthly mentor for / meetings that are designed to provide both developmentally appropriate mentor support and “just in time” mentor support in the form of extended learning opportunities. Mentor training is designed to incorporate adult learning theory as well as guidance on how to use the appropriate mentoring instruments in the form of local program tools designed to support candidate growth and reflectiveness.

Lead Mentors

[Lead Mentors](#) collaborate with the Induction Coordinator and Year 1 and Year 2 Mentors to build instructional capacity as a community of learners and provide another layer of support for the candidates. Lead Mentors collaborate with the coordinator to determine the content for the Monthly Mentor Meetings.

2023-2024 Monthly Mentor Meetings – Extended opportunities for Mentor Support

+ 23-24 Mentor Schedule and Meetings

Chino Valley Teacher Induction Program 2023-2024: Mentor Schedule					
Date	Day	Time	Target Group	Topic	Location
10/16/23	Monday	4-5:30	All Elementary Mentors	Supporting new teachers as they develop personal teaching styles and time management strategies	PDC II
8/14/23	Monday	4-5	All Mentors	Beginning of year - Reminders and Revisions	http://bit.ly/ShockMtgRm
8/26/23	Saturday	9-12	New Mentors Only	Mentor's Role and Responsibilities: Program Structure; Program Mentor Requirements	District Office Room 506
8/28/23	Monday	4-5:00	Lead Mentors Only	Yearly - Meeting Planning	http://bit.ly/ShockMtgRm
9/11/23	Monday	4-5:30	All Mentors	Supporting new teachers as they set goals and to develop strategies to support their goals and site administrator triad: set parallel mentoring goals, form mentor buddy partnerships.	http://bit.ly/ShockMtgRm
9/16/23	Saturday	9-12	New Mentors Only	Choosing the best strategies for supporting new teachers - tool selection and mentoring conversation practice. Pacing meetings and planning ahead.	District Office Room 506
10/9/23	Monday	4-5:00	Lead Mentors Only	Meeting Planning	http://bit.ly/ShockMtgRm
10/23/23	Monday	4-5:30	All Secondary Mentors	Supporting new teachers as they develop personal teaching styles and time management strategies	PDC II
11/6/23	Monday	4-5:30	New Mentors Only	Questions and Answers: for supporting new teachers - tool selection and mentoring conversation practice. Pacing meetings and planning ahead. Choosing the best strategies	District Office Room 506
12/4/23	Monday	4-5:00	Lead Mentors Only	Meeting Planning	http://bit.ly/ShockMtgRm
12/11/23	Monday	4-5:30	All Elementary Mentors	Supporting new teachers as they develop positive relationships with parents and community. Discuss how the mentoring process is working with candidates, how are goals and inquiry question/action plans developing?	PDC II
12/12/23	Tuesday	4-5:30	All Secondary Mentors	Supporting new teachers as they develop positive relationships with parents and community. Discuss how the mentoring process is working with candidates, how are goals and inquiry question/action plans developing?	PDC II
1/8/24	Monday	4-5:00	Lead Mentors Only	Meeting Planning	http://bit.ly/ShockMtgRm
1/22/24	Monday	4-5:30	All Elementary Mentors	Review first semester experiences, and evaluate current success of program, identify any modifications needed. Reflect on mentoring goals with buddy mentor.	PDC II
1/29/24	Monday	4-5:30	All Secondary Mentors	Review first semester experiences, and evaluate current success of program, identify any modifications needed. Reflect on mentoring goals with buddy mentor.	PDC II
2/26/24	Monday	4-5:30	New Mentors Only	Mid-Year Reflection	Zoom
3/4/24	Monday	4-5:00	Lead Mentors Only	Meeting Planning	http://bit.ly/ShockMtgRm
3/11/24	Monday	4-5:30	All Elementary Mentors	Supporting new teachers as they prepare for spring testing and finishing up the school year. What to do between testing and the end of the year, what to do if teachers are not returning for Year 2.	PDC II
3/18/24	Monday	4-5:30	All Secondary Mentors	Supporting new teachers as they set goals and to develop strategies to support their goals and site administrator triad.	PDC II
4/8/24	Monday	4-5:00	Lead Mentors Only	Meeting Planning	http://bit.ly/ShockMtgRm
			All Elementary		

The Administrator's Role in Induction

The site administrator receives district direction that these meetings and work are solely for the professional growth and development of the candidate and not for evaluation or employment.

The positive impact of a leader who creates a caring learning community focused on student success is evident to all, including beginning teachers. Research reveals that inadequate support from school administration is one of the three most often reported causes of a new teacher's

Chino Teacher Induction Program



decision to leave the profession (Richard Ingersoll). Susan M. Johnson's and Sarah Birkeland's study "Project on the Next Generation of Teachers" reports: "If given the choice between a school where they could earn a significantly higher salary and one with better working conditions, teachers would choose the school with better working conditions by a margin of 3 to 1." Principals who are knowledgeable about the issues affecting new teachers, proactive in supporting them, and committed to professional growth do make a significant difference.¹

Site Administrators can be aware of the challenges that new teachers face, remind the staff that the new teacher is still learning, value and articulate the vitality that new teachers bring to their school, understand the components of an effective induction program, and understand the role of the mentor. Principals need to understand the rationale for and support the confidentiality between a beginning teacher and mentor. In order for beginning teachers to take the necessary risks to grow, they must feel safe. Thus, they must trust that the relationship between themselves and their mentor is confidential. In addition, although the state Induction Standards require that site administrators provide input toward a new teacher's professional growth goals,

The Chino Valley Teacher Induction Program requires that the mentor and candidate meet with the site administrator twice over the course of the school year, once in the fall and once during the winter inquiry cycle, to share and discuss the candidate's goals and progress. This meeting may be as short as 15 minutes, but should not exceed 30.

¹ Based on the work of Anne Watkins, Senior Director, Teacher Induction, New Teacher Center
Chino Teacher Induction Program



The Advisory Team

The Advisory Team is composed of representatives of various induction stakeholder groups and meets three times per academic year to advise and make recommendations to the Program Coordinator. They oversee the ongoing development of the Chino Valley Teacher Induction Program by reviewing program survey data and providing specialized expertise and making recommendations to support the induction program's goals based on the data. In addition to hearing any grievances that are brought forth, they also serve as an oversight committee should any questions arise regarding the program leaders' practices.

Induction Program Coordinator	Teresa Shockley
District Administration	Joe Durkin/Jaime Ortega
Site Administrator	Lisa Madera
Program Completer	
Year 2 Candidate	
Year 1 Candidate	
Mentor	Carri Hunter-Buffington
University Representative	Erika Gonazlez, Grand Canyon University
University Representative	Sara Juarez, Cal Poly Pomona
University Representatives	Christina Ybarra, Rosa Rosas, Whittier College

Program Responsibility for Assuring Quality of Program Services

The Chino Teacher Induction Program regularly assesses the quality of services provided by mentors to candidates using criteria that includes candidate feedback, including the perceived effectiveness of mentor support provided to candidates in implementing their Individualized Learning Plan. The program requests program feedback from each candidate at the end of each inquiry cycle. This information is used to provide general and specific feedback to mentors as well as program improvements and/or revisions. If the pairing of the candidate and mentor is not



deemed to be effective, then the candidate may use the grievance/appeal process to appeal for a changed assignment.

Grievance/Appeal Process

The Chino Induction Program seeks to resolve all candidate issues in a timely manner. Therefore, the Chino Induction Program has implemented procedures for grievances and appeals by the candidates with the intent of assuring fairness and objectivity. The procedures are not designed for all of the due process safeguards that our courts of law require. The purpose is to provide a system that will represent “fairness and the absence of arbitrariness”.

A candidate with a complaint has recourse through the complaint procedure process. In most cases grievances/appeals can be resolved by expressing the concern with the program coordinator. If the issue is not resolved in this manner, then the candidate may file a formal grievance/appeal using the [Formal Grievance/Appeal form](#), which then triggers the following process:

1. Upon receipt of the Formal Grievance/Appeal form, the coordinator will convene a panel composed of the Advisory Board Members to review grievance/appeal documents.
2. The Advisory Board may, as necessary, call upon the candidate, the mentor, or the program coordinator regarding the complaint. A decision regarding the resolution for the grievance/appeal must be made by majority vote.
3. The Advisory Board shall issue a written decision within 30 calendar days to the candidate and shall include a statement summarizing the Advisory Board’s final disposition of the grievance/appeal.
4. The Advisory Board’s decision shall be final, and all remedies shall be considered to have been exhausted.
5. The Advisory Board’s written decision shall be placed in the candidate’s file.

Teach Out Plan

In the event that the Chino Teacher Induction Program is unable to continue providing an approved teacher induction program, we will teach-out second-year candidates in Teacher Induction and transition first-year candidates to another local program for completion of their induction requirements. We will reach out to and work closely with local induction providers to



ensure a smooth transition to another program capable of completing the teachers' induction requirements.

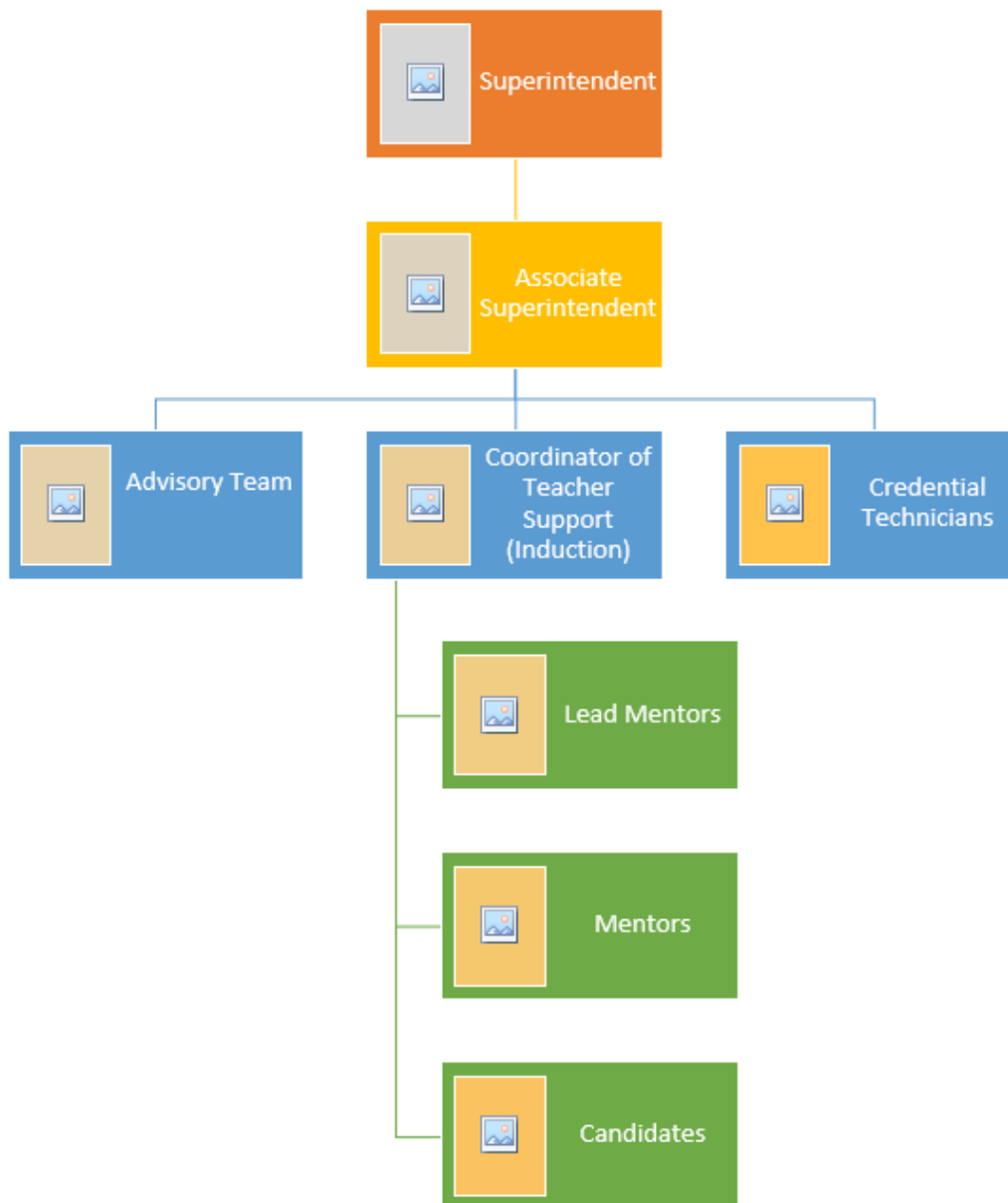
Additional regional accredited institutions within a thirty-mile radius that we will partner with and transition to are listed by program below:

- Foothill Induction Consortium
- Riverside County Office of Education: Center for Teacher Innovation
- Claremont Graduate University
- California State University Fullerton

The CVTIP would provide a transportability document, in the form of the Completion Letter and Google Classroom Grade Report to the new program, upon request, indicating induction support provided and program components completed during the candidate's tenure in the program.

The Human Resources Office Staff would have access to electronic as well as hard-copy records and be able to provide this if the Coordinator of Teacher Support was no longer available. In addition, [lead mentors](#) will be able to offer program assistance should the need arise.

Program Responsibility Organization



The [Associate Superintendent](#) of Human Resources, who reports directly to the district superintendent, is primarily responsible for ongoing oversight of any/all educator preparation programs offered in the Chino Valley Unified School District. The [Coordinator of Teacher Support](#) reports directly to the assistant superintendent of Human Resource and is primarily Chino Teacher Induction Program



responsible for the coordination of the Chino Teacher Induction Program. [Lead mentors](#) provide support by acting as an additional layer of support for mentors. Credential recommendations are made by the Coordinator of Teacher Support, and occasionally (on an as needed basis) by the [Credential Technician](#).

The Chino Valley Unified School District is committed to equal opportunity for all individuals in education and employment. The District prohibits discrimination, intimidation, harassment (including sexual and discriminatory), or bullying based on a person's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, immigration status, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics in its programs, activities, and provides equal access to the Boy Scouts and other designated youth groups. (CVUSD BP [410](#), [1312.3](#), [5131.2](#), [5145.3](#), [5145.7](#), [5145.9](#), [5131.2](#), [5145.3](#), [5145.7](#), [5145.9](#)).

Appendix

Program Flyer



Chino Valley Teacher Induction Program

CVTIP is a state approved induction program for eligible general education and special education teachers who need to complete teacher induction for their professional clear credential.



Research-based and designed especially for newly credentialed teachers.

- Weekly meetings with an assigned mentor
- Attend three Focus Group meetings per year
- Complete three mini-inquiries per year



For more information please contact
Teresa Shockley at teresa_shockley@chino.k12.ca.us



21-22 Candidate Memorandum of Understanding

23-24 Master: Candidate Memorandum of Understanding

2023-2024 Chino Valley Teacher Induction Program Candidate Memorandum of Understanding Clear Credential Requirements	
Full Name:	School Site:
<p>The Chino Valley Unified School District's Teacher Induction Program is a state-approved Induction Program for eligible general education and special education teachers who need to complete teacher Induction for the Professional Clear Credential. It is a two-year, job embedded system of mentoring, support, and professional learning that begins in the teacher's first year of teaching and builds on the knowledge and skills acquired in the preliminary preparation program.</p> <p>This Memorandum of Understanding (MOU) specifies the roles and responsibilities of the program and the candidate.</p> <p>The candidate must agree to:</p> <p>Complete all required professional learning activities as outlined in the program guidebook, including, but not limited to:</p> <ol style="list-style-type: none">1. Attending program advisement, either virtually or in-person;2. Beginning working with the assigned mentor within the first 30 days of enrollment in the program, either virtually or in-person;3. Developing an Individualized Learning Plan (ILP) with the guidance of the mentor and site administrator, that is based on the teacher's needs and interests, and aligned with the California Standards for the Teaching Profession (CSTPs), and in coherence with the district/school and site goals, within 60 days of enrollment in the program;4. Completing three cycles of inquiry, based on the above goals, with the mentor, that is documented through local induction tools, including the Continuum of Teaching Practice, on the ILP;5. Engaging in reflective conversations with the mentor for an average of one hour per week, over the course of the school year, focusing on individualized support/mentoring, coordinated and/or provided by the mentor, and must include both "just in time" and longer term analysis of teaching practice to help candidates develop enduring professional skills;6. Uploading completed program documents to the program learning management system (Google Classroom);7. Participating in professional development sessions/activities that lead to the achievement of the ILP goals;8. Completing program surveys;9. Communicating with coordinator promptly to:<ol style="list-style-type: none">a. Update contact/employment information, program status, or extension of deadlinesb. Respond to emails, phone calls, verbal and written program requestsc. Identify support issues;10. Contacting the program coordinator regarding Induction issues that arise in a timely manner, as indicated in the program Grievance/Appeal Policy: https://goo.gl/forms/24yKFLwnwKDRY28j2 <p>The program agrees to provide:</p> <ol style="list-style-type: none">1. A mentor trained in mentoring skills and induction processes - every attempt will be made to match the Candidate and Mentor by grade level/content area, and school;2. Guidance in completing the Induction requirements and opportunities for professional development and collaboration with colleagues;3. Assessments showing progress toward mastery of the CSTPs to support the recommendation for the clear credential;4. An Early Completion Option (ECO) that provides a structure for eligible individuals to complete the Induction Program in one school year - to be considered for the ECO program, the candidate must meet the eligibility requirements and receive program approval;5. A method of feedback from the candidate assessing the quality of services provided by mentors on effectiveness of support provided, and a grievance process where all candidate issues are resolved in a timely and effective manner.6. A method of program completion, should the institution no longer be able to provide induction services.	
By signing, I affirm that I understand my commitment to the Chino Valley Teacher Induction Program	Date

22-23 Individual Learning Plan

Master Individual Learning Plan (ILP)

Individual Learning Plan - ILP		
Goals and Evidence of Practice		
Induction Standards, California Standards for the Teaching Profession, Content Standards		
Candidate Name	Date Enrolled	Mentor
		Date Assigned
		Date Initiated:
		Date Reviewed
Teaching Assignment	Content Area	School
<p>Note: Before developing your Individual Learning Plan, review the candidate's <u>Preliminary Program Individual Development Plan</u> to look for teacher strengths and commonalities between the district goal, the school goal, and your own induction requirements. The Individual Learning Plan is solely for the professional growth and development of the candidate and not for evaluation for employment purposes.</p>		
<input type="checkbox"/> Preliminary Program Individual Development Plan discussion:		
District Goals: <ol style="list-style-type: none"> 1. All students receive skilled instruction based on the common core standards, which will lead to graduation and success in college and career. 2. Students, parents, families and staff are connected and engaged to their school to ensure student success. 3. All students are prepared for college and career beyond graduation. 		
Year 1: Site SMART Goal:		
Year 1: Induction Overarching SMART Goal:		Date
Unfinished Preliminary Requirements:		
Evidence of Practice		
Fall Inquiry Cycle 1: Triad CSTP Focus: Elements (2): Co-Assessment Levels: Pre/Post Inquiry Question: Instructional Action Plan:	Winter Inquiry Cycle 2 CSTP Focus: Elements (2): Co-Assessment Levels: Pre/Post Inquiry Question:	Spring Inquiry Cycle 3 CSTP Focus: Elements (2): Co-Assessment Levels: Pre/Post Inquiry Question: Instructional Action Plan:
Professional Learning Opportunities: Evidence/Tool/Activity: Week 1: Week 2: Week 3: Week 4: Week 5: Week 6: Week 7: Week 8:		
Instructional Action Plan: Professional Learning Opportunities: Evidence/Tool/Activity: Week 1: Week 2: Week 3: Week 4: Week 5: Week 6: Week 7: Week 8:		
Professional Learning Opportunities: Evidence/Tool/Activity: Week 1: Week 2: Week 3: Week 4: Week 5: Week 6: Week 7: Week 8:		
Reflective Survey Date	Reflective Survey Date	Reflective Survey Date
		Post-Co-Assessment Date



Program Withdrawal Form

<http://bit.ly/2rNOpbu>

Chino Teacher Induction Program Candidate Withdrawal Form

Submission of this form indicates an official withdrawal from the Chino Induction Program.

* Required

Email address *

Your email

Last Name, First Name *

Your answer

Date *

Date

mm/dd/yyyy

I have decided not to complete the induction process through the Chino Teacher Induction Program due to: *

Your answer

Therefore I am officially opting out of the Chino Teacher Induction Program. Please provide a copy of any records I will need for a future induction program and send to this address: *

Your answer

I understand that the Chino Teacher Induction Program is not responsible for my recommendation for the clear credential. *


☐ Yes

A copy of your responses will be emailed to the address you provided.



Program Dismissal Form

<http://bit.ly/2QF19Tb>

	
Candidate Dismissal Notification Teacher Induction Program	
To:	
Due to persistent neglect to complete program requirements as are established in the signed Memorandum of Understanding, despite several warnings, you are hereby dismissed from the Chino Teacher Induction Program.	
You may request a copy of any records you will need for a future induction program. If you wish to contend this decision, please file a formal grievance.	
<u>Candidate Confirmation</u>	
I understand that the Chino Valley Teacher Induction Program is not responsible for my recommendation for the Clear credential after my dismissal.	
_____ Print Candidate Name	_____ Candidate Signature
_____ Date	
Please submit form to: Chino Valley Teacher Induction Program 5130 Riverside Drive Chino, CA 91710	
Or teresa_shockley@chino.k12.ca.us	
Rev. 12/18 ts	



Grievance/Appeal Form

<http://bit.ly/2AgD2hh>

Formal Grievance/Appeal Form

Form description

Email address *

Valid email address

This form is collecting email addresses. [Change settings](#)

Last Name *

Short answer text

First Name *

Short answer text

Phone Number *

Short answer text

Have you attempted to solve this issue through an "informal" process prior to completing this form? *

1. Yes

2. No

Briefly describe the event or circumstance about which you wish to file a grievance or appeal. *

Long answer text

Grievance/Appeal Form, pg. 2

Have you attempted to solve this issue through an "informal" process prior to completing this form?

1. Yes

2. No

3. Add option

Dropdown

Required

Briefly describe the event or circumstance about which you wish to file a grievance or appeal. *

Long answer text

If you answered "Yes" to the question above, please describe what you have done informally to address your concerns. *

Long answer text

Briefly describe the remedy you are seeking. *

Long answer text

Is there anything else you would like to add?

Short answer text



Lead Mentor Job Description

<http://bit.ly/2UxhdC9>

Description of Position:	<p>This position is for experienced mentors who provide differentiated support for other mentors to help increase their effectiveness as mentors, increase candidate program satisfaction, as well as assist the program coordinator in various programmatic processes.</p>
Major Duties and Responsibilities:	<p>The Chino Teacher Induction Program provides an additional layer of candidate and mentor support by identifying experienced mentors as Lead Mentors, who work with small groups of mentors.</p> <p>Duties and responsibilities include:</p> <ul style="list-style-type: none"> ● Modeling a positive attitude; ● Practicing and encouraging reflective practices; ● Being trained in all aspects of the program; ● Assisting with mentor training; ● Assisting with candidate and mentor matching; ● Attending candidate focus group meetings and facilitating trainings as needed; ● Monitoring candidate progress.
Education and Experience:	<ul style="list-style-type: none"> ● Previous mentoring experience; ● Possession of a California clear teaching credential; ● Minimum of three years teaching experience with positive evaluations and/or recommendations; ● Knowledge of new teacher development; ● Knowledge of the state-adopted academic content standards and performance levels for students, state-adopted curriculum frameworks, and the California Standards for the Teaching Profession; ● The ability to model best teaching practices; ● Willingness to participate in professional training to acquire the knowledge and skills needed to be an effective leader; ● The ability and the willingness to work and mentor with the program's digital platform and technology tools; ● Demonstrate professional integrity and the ability to respect the confidentiality required in the mentor's work



	<p>with the candidate; effective interpersonal and communication skills and willingness to provide both professional and emotional support to new teachers;</p> <ul style="list-style-type: none">● Demonstrate commitment to professional growth and learning.
Supervision:	For induction purposes, reports directly to the Coordinator of Teacher Support.
Working Conditions:	<ul style="list-style-type: none">● May require flexibility in scheduling based on candidate(s)' and mentors' schedules;● May require driving to other school sites and District locations.
Physical Demands:	<ul style="list-style-type: none">● Bending at the waist, kneeling or crouching, and reaching to retrieve and maintain files and records;● Reaching overhead, above the shoulders and horizontally;● Dexterity of hands and fingers to operate standard office equipment, computer keyboard, and other equipment necessary to complete the required duties;● Hearing and speaking to exchange information in person and over the telephone;● Visual ability to read, and to prepare/process documents;● Sitting, standing, and speaking for extended periods.
Hazards:	<ul style="list-style-type: none">● Extended viewing of computer monitor;● Working around and with office equipment having moving parts;● Working with reluctant mentors and teachers.
Funding Source:	



Mentor Job Description

<http://bit.ly/2EFGgyi>

Description of Position:	<p>This position is for experienced educators who facilitate and advance the professional learning of their new teacher candidates by utilizing their own knowledge of standards, pedagogy, and research, to advance student learning through a series of inquiry cycles. In addition, the mentors create and facilitate collaborative, professional, and confidential partnerships with their candidates as well as use data to advance their candidate's teaching practice. Mentors will develop as professional leaders to advance mentoring and the teaching profession. The mentor position is a support position and does not include the evaluation of teachers</p>
Major Duties and Responsibilities:	<p>The Chino Valley Teacher Induction Program will provide highly trained induction candidate mentors who facilitate the development and implementation of candidate goal-based inquiries into their (the candidate's) practice and continuously pursue purposeful learning opportunities themselves by reflecting on mentoring practices and program effectiveness to accelerate teacher effectiveness and student learning.</p> <p>Duties and responsibilities include:</p> <ul style="list-style-type: none">● Complete two days of new mentor training;● Participate in <i>Mentor Forums</i> monthly;● Provide or coordinate individualized support/mentoring for induction candidates for no less than one hour per week, over the course of the school year;● Observe each candidate in his / her classroom at least twice yearly;● Engage in reflective conversations with each candidate to develop an <i>Overarching SMART Goal</i> and an <i>Individualized Learning Plan (ILP)</i>, based on needs determined by the teacher and in consultation with the site administrator and in alignment with the site and district's goals;● Complete program tools and reflections with the Candidate to document conversations regarding practice;● Provide "just-in-time" support for candidates, in accordance with the candidate's ILP, along with longer-term guidance to promote enduring professional skills;● Attend program teacher learning communities (TLCs) with

	<p>teacher candidates three times per year;</p> <ul style="list-style-type: none"> ● Mentor and communicate the candidate's progress toward completing personal / professional goals throughout the year, including facilitation of candidate's growth through modeling, guided reflection on practice, and feedback on classroom instruction; ● Be open to formative feedback on mentoring practice.
Education and Experience:	<ul style="list-style-type: none"> ● Possession of a California clear teaching credential; ● Minimum of three years teaching experience with positive evaluations and/or recommendations; ● Knowledge of new teacher development; ● Knowledge of the state-adopted academic content standards and performance levels for students, state-adopted curriculum frameworks, and the California Standards for the Teaching Profession; ● The ability to model best teaching practices; ● Willingness to participate in professional training to acquire the knowledge and skills needed to be an effective mentor; ● The ability and the willingness to work and mentor with the program's digital platform and technology tools; ● Demonstrate professional integrity and the ability to respect the confidentiality required in the mentor's work with the candidate; effective interpersonal and communication skills and willingness to provide both professional and emotional support to new teachers; ● Demonstrate commitment to professional growth and learning.
Supervision:	For induction purposes, reports directly to the Coordinator of Teacher Support.
Working Conditions:	<ul style="list-style-type: none"> ● May require flexibility in scheduling based on candidate(s)' schedule; ● May require driving to other school sites and District locations.
Physical Demands:	<ul style="list-style-type: none"> ● Bending at the waist, kneeling or crouching, and reaching to retrieve and maintain files and records; ● Reaching overhead, above the shoulders and horizontally; ● Dexterity of hands and fingers to operate standard office equipment, computer keyboard, and other equipment necessary to complete the required duties;



	<ul style="list-style-type: none">● Hearing and speaking to exchange information in person and over the telephone;● Visual ability to read, and to prepare/process documents;● Sitting, standing, and speaking for extended periods.
Hazards:	<ul style="list-style-type: none">● Extended viewing of computer monitor;● Working around and with office equipment having moving parts;● Working with reluctant teachers.
Funding Source and Stipend:	<p>Local Control Funding Formula (LCAP) \$1600 for first induction candidate mentored, per year \$1400 for every additional induction candidate thereafter, per year The stipend is prorated over 8 months and will be included in paychecks beginning with the November pay warrant **The stipend will be adjusted accordingly for partial work, ie., only mentoring for part of the school year.</p>

The Chino Valley Unified School District is committed to providing a working and learning environment free from discrimination, harassment, intimidation and bullying. The District prohibits discrimination, harassment, intimidation and bullying based on actual or perceived race or ethnicity, gender/sex (including gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy-related medical conditions) sexual orientation, religion, color, national origin, ancestry, physical or mental status, marital status, registered domestic partner status, age (40 and above), genetic information, political belief or affiliation (not union related), a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state or local law, ordinance, or regulation in any program or activity it conducts or to which it provides significant assistance.

Mentor Activity Log

Directions/Description

After meeting each week, Mentors must complete online logs to verify collaborative reflection meetings and conversations. Working through induction requirements, classroom information, site issues, and classroom observations are appropriate uses of time. A minimum of one hour per week must be verified through the candidate submission of at least one induction tool or artifact documenting the meeting.

After each meeting, the mentor will:

1. Log on to: <https://forms.gle/4iUeEnE7nneSFpKz7>
2. Complete the Google form, noting the time and date you met, the type of interaction, tools used, and click “Submit”. A copy of the form will be sent to the email address you provided.
3. Mentor logs are reviewed monthly by Induction leadership.
4. If you do not meet that week, please submit a log and in the notes section, tell why you did not meet and what arrangements were made to make up the time.



“In order to be a mentor, and an effective one, one must care. You must care. You don’t have to know how many square miles are in Idaho, you don’t need to know what is the chemical makeup of chemistry, or of blood or water. Know what you know and care




about the person, care about what you know and care about the person you're sharing with." — *Maya Angelou*

Mentor Activity Log

<http://bit.ly/2BvpvC2>

QUESTIONS	RESPONSES
<h3>Chino Teacher Induction Program Mentor Activity Log</h3> <p>Please complete one mentor log after each weekly meeting and record the date and length of time you met (i.e. 60 min, 90 min, etc.). Note one or more of the activities you and your candidate participated in at the meeting and which tools you completed.</p> <p>Email address *</p> <p>Valid email address</p> <p>This form is collecting email addresses. Change settings</p> <p>Last Name, First Name *</p> <p>Short answer text</p> <p>Candidate Last Name, First Name *</p> <p>Short answer text</p> <p>School *</p> <ol style="list-style-type: none">1. Butterfield Ranch2. Cal Aero Preserve Academy3. Cattle Elementary4. Chaparral Elementary5. Cortez Elementary6. Country Springs Elementary7. Dickey Elementary8. Dickson Elementary9. Eagle Canyon Elementary10. Glenmeade Elementary11. Hidden Trails Elementary	

Chino Teacher Induction Program

Month, day, year


Length of Interaction - in minutes *

1. 30
2. 60
3. 90
4. 120

Type of Interaction *

☐ In-person
☐ Video chat
☐ Phone conversation
☐ Group Meeting (2 or more candidates together)
☐ Veteran Teacher Observation - together
☐ Attended Professional Development together

Focus of the Interaction *

☐ Goal Setting
☐ Triad Meeting (Fall/Winter)
☐ Co-Assessment
☐ Analysis of Student Work
☐ Lesson Planning
☐ Observation
☐ Class Profiles
☐ Professional Development Reflection
☐ Triad

Notes



Electronic Portfolio Rubric

Completion Rubric (Master)

Your portfolio will be read and scored by the Program Coordinator at the end of each Inquiry Cycle. The criterion by which your electronic portfolio is scored is based upon a preponderance of evidence of teacher competence, reflective practices, and personal and professional growth. This is the rubric the Coordinator, or trained mentor, will use to score the portfolio:

Name _____
Date _____
Year _____

I Rubric: Induction Requirements Met or Exceeded Program Standards

Exceeds	Meets	Approaches	Below
Induction Standard 1: Candidate development and growth is supported by building on the knowledge and skills gained during the Preliminary Preparation program			
Candidate and mentor explicitly develop goals and activities based on the transition plan from the preliminary Year 1 program.	Candidate and mentor develop goals based on the transition plan from the preliminary Year 1 program.	Candidate and mentor may include some of the transition plan from the preliminary Program Year 1 program when developing goals.	Candidate and mentor do not include the transition plan from preliminary program when developing goals.
*Induction Standards 2 & 3: Meet weekly with an assigned Mentor: Mentoring support for candidates must include both "just in time" and longer term analysis of teaching practice to help candidates develop enduring professional skills.			
Mentor collaboration is evident. Reflection represents the Candidate's in-depth thinking and clearly illustrates the connection between his/her instructional practice, SMART goal, and topic addressed.	Some collaboration with Mentor is evident. Reflection represents the Candidate's thinking and illustrates an adequate connection between his / her instructional practice, SMART goal, and topic addressed.	Minimal collaboration with Mentor is evident. Reflection represents the Candidate's thinking with limited connections between his / her instructional practice, SMART Goal, and topic addressed.	No collaboration with mentor is evident. Reflection represents the Candidate's thinking and connection is insufficient between his / her instructional practice, SMART Goal, and identified student needs.
Induction Standards 2 & 3: Meet yearly with Site Administrator and Mentor at Triad Meeting to solicit input from the site administrator: Candidate, Mentor, and Site Administrator meet once yearly to discuss 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.			
Identification and in-depth discussion of candidate's assignment and goals addressed.	Identification and adequate discussion of candidate's assignment and goals addressed.	Identification and limited discussion of candidate's assignment and goals addressed.	Identification and insufficient discussion candidate's assignment and goals addressed. No Triad tool submitted.



Communication Matrix

<http://bit.ly/2SXL2dF>

The Chino Teacher Induction program provides an overall system of support through the collaboration, communication, and coordination between candidates, mentors, school and district administrators, and all members of the local Induction system as delineated on this Communication Matrix.

Stakeholder Group	Candidate Advise. and Orientation (1x per year)	Weekly Meetings (30x per year)	Triad Meeting (1x yearly)	Candidate Focus Meetings (3x per year)	District Principal Meetings (Monthly)	New Ment or Trainings (2 Days)	Mentor Forums (Monthly)	Advisory Meeting Represent . (3x per year)
District Administration	X				X			X
Program Coordinator	X			X	X	X	X	X
Candidate	X	X	X	X				X
Lead Mentors				X		X	X	X
Mentor		X	X			X	X	X
Site Administrator			X		X			X
Advisory Group								X

Candidate Inquiry Cycle Survey

<http://bit.ly/2T2khoF>

Inquiry Cycle 1/4 Survey

* Required

Name: Last Name, First Name

Your answer

School Site *

Choose

Grade level/Content Taught *

Choose

What was the CSTP Focus for this inquiry cycle? *

- ☐ Engaging and Supporting All Students in Learning
- ☐ Creating and Maintaining Effective Environments for Student Learning
- ☐ Understanding and Organizing Subject Matter for Student Learning
- ☐ Planning Instruction and Designing Learning Experiences for All Students
- ☐ Assessing Students for Learning
- ☐ Developing as a Professional Educator

Have you seen growth in your teaching practices this inquiry cycle?

- ☐ Yes
- ☐ No

Which tool was most helpful in improving your teaching practice this inquiry cycle?

- ☐ Option 1

Mentor support is central to the Induction experience. On a scale of 1 (Very Poor) - 5 (Excellent), how do you rate your experience so far?

	1	2	3	4	5	
Very Poor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Excellent

My mentor is able to answer my questions and support my professional growth. On a scale of 1 (No help at all) - 5 (Very helpful), how do you rate your support so far?

	1	2	3	4	5	
No help at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very helpful

How comfortable are you with using the online LMS? On a scale of 1 (Very uncomfortable) - 5 (Very comfortable), how do you rate your comfort level so far?

	1	2	3	4	5	
Very uncomfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very comfortable

Were your questions answered in a timely manner? On a scale of 1 (Never) - 5 (Always), how do you rate the timeliness of response so far?

	1	2	3	4	5	
Never	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Always

Comments/questions/concerns

Short answer text