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Program Contacts

Alison Beech  
Director I, Induction Director  
209-238-1338  
abeech@stancoe.org

Suzanne Lazar  
Credentials Analyst  
209-238-1611  
slazar@stancoe.org

Aurora Trejo  
Professional Development Supervisor  
209-238-1309  
atrejo@stancoe.org

Teresa Ussery  
Credentials Analyst  
209-238-1626  
tussery@stancoe.org

Gina Smith  
Program Coordinator  
209-238-1303  
gsmith@stancoe.org

Lisa McKee  
Credentialing Events Specialist  
209-238-1311  
lmckee@stancoe.org

Tricia Stewart  
Credentialing Events Specialist  
209-238-1323  
tstewart@stancoe.org

Office Location/Mailing Address:  
Stanislaus County Office of Education  
1100 H Street  
Modesto, CA 95354

Fax Number: 209-238-4239  
General Email: induction@stancoe.org
Mission Statement

ISS (Instructional Support Services)

LTLC (Learning to Teach and Lead Continuum) Unit:

Administrator Induction, General Education (GenEd) Induction & Education Specialist (SpEd) Induction

Learning Goals & Outcomes: Together with the support of program leadership and assigned mentors, credential candidates will acquire and demonstrate the following professional competencies:

- **COLLABORATION & COMMUNICATION:** the ability to work productively, promote interaction and demonstrate presence to achieve shared goals within a professional network.

- **CROSS CULTURAL EFFICIENCIES:** understanding of and ability to engage effectively in a variety of cultural settings.

- **REFLECTION & APPLICATION:** participation in inquiry-based learning with a focus on continual professional growth.
Keys to Success

- Please place technology in BUSINESS mode.

- ENJOY and make the most of this protected time.

- ASK for what you need.

- Be a TENACIOUS learner.

- Be ON TIME and STAY the whole time.

- Remember CONFIDENTIALITY!
Induction Program Design

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
**Program Specifics**

**Rationale**
Teaching is a complex task that requires a wide body of knowledge and integrates many skills. This rigorous endeavor is made even more complicated by the incredible diversity of California’s students. While teacher preparation programs begin the process of developing new teachers for the profession, purposeful and logically sequenced structures of extended preparation and professional development are needed to induct them into the profession in California. This extended preparation expands their skills, and consequently their effectiveness. The ultimate purpose of our induction program is student acquisition of academic content standards and increased performance levels. The program purports to accomplish that through the support, instruction, and assessment of teachers new to California’s classrooms.

**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.
Teaching is both science and art, and a teacher can spend a lengthy career making continuous professional improvement. However, the first few years as a teacher are critical, for it is during these impressionable years that teaching habits are formed. In order to support and inform candidates about their professional growth, as they reflect and improve upon their teaching as a part of a continuous improvement cycle, our induction program utilizes: 1) a two-year, individualized, job-embedded system of “just in time” mentoring, support for longer term analysis of teaching practice and professional learning, 2) an Individualized Learning Plan (ILP) for candidates based on needs determined by the teacher, site administrator, and mentor, 3) relevant instruction on issues critical to education, and 4) an opportunity to verify that effective skills and strategies are used for standards-based instruction and that an effective and supportive environment has been established for students. Stanislaus County Office of Education Induction Program recognizes that teachers have individual needs, as do their employing schools and districts. The open-ended nature of the Competence and Growth Evidence (CGE), the wide range of ability captured in scaled continuums of practice, and the opportunity to create Individual Learning Plans ensure that the program can respond to local contexts and individual teachers. The program is structured so that the early years of teaching under a preliminary license will be supported, reflective, and robust with the opportunity to learn for both the candidate and their students.

**Outcomes**
Candidates will demonstrate their increased ability to:

- **Engage All Students**
  - using knowledge about students’ backgrounds and cultures
  - including students who are English learners and students from special populations
- **Create and Maintain Effective Environments for Student Learning**
  - providing social, academic, physical, and emotional safety
  - demonstrating and expecting from students a respect for the diverse students of California
- **Understand and Organize Subject Matter for Student Learning**
  - providing effective standards-based instruction
- **Plan Instruction and Design Learning Experiences for All Students**
  - providing access to the core curriculum for all students
  - integrating the use of technology
- **Assess Student Learning**
  - utilizing knowledge of student performance levels to appropriately plan and set goals for students
- **Develop as a Professional Educator**
  - utilizing the plan, teach, reflect and apply (PTRA) cycle within an Individualized Learning Plan to set professional goals
  - moving toward mastery of the *California Standards for the Teaching Profession*
Program Goals

The Stanislaus County Office of Education Induction Program will:

• provide an effective transition from teacher preparation into teacher induction and from induction to ongoing and individual professional development via a robust mentoring system

• improve the educational performance of students through providing training, information, and assistance for candidates

• support candidates and mentors as they work together to effectively teach and provide a healthy environment for students who are diverse due to culture, their status as English language learners, academic skills, socio-economic status, special needs, personal preferences, physical features, and other issues of diversity

• support collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the induction system

• encourage and support professional success and retention of candidates

• ensure intensive individualized just in time support and longer term analysis of teaching practice to help the candidate develop enduring professional skills

• assist candidates in progress toward mastery in the California Standards for the Teaching Profession and successful completion of the activities outlined in the Individual Learning Plan (ILP)

• ensure that an Individual Learning Plan (ILP) is based on the context specific needs determined by the candidate and mentor in consultation with the site administrator and guided by the preliminary program transition plan

• ensure continuous program improvement through ongoing research, development, and evaluation

• provide a cohesive, articulated program that will enable candidates to earn a recommendation for a clear credential

Program Eligibility and Admissions

The Stanislaus County Office of Education acknowledges its responsibility to ensure that each candidate is in fact eligible to participate in induction to clear their General Education and/or Education Specialist credential(s). There are several levels of accountability to ensure that
the eligibility criteria are met by all candidates. The following steps are taken to ensure eligibility criteria are met:

- The employing district is responsible for the initial identification of its candidates.
- The SCOE Induction Program conducts Orientation meetings with both the candidates and their mentors. During this Orientation, individuals are informed of the eligibility requirements and are provided with opportunity to ask questions about their own context and credentials. Each candidate may be asked to supply a copy of the preliminary credential to the program leadership.
- Accessing the Commission website for information, the induction director and support staff confirm the eligibility of each candidate.
- Candidates must complete the online enrollment and information forms as directed by their hiring district and/or program staff.
- Candidates will not be allowed to attend SCOE Induction events until online enrollment has been completed.
- Out-of-consortium candidates must meet individually with induction staff to plan a course of action for induction and payment of tuition.

**Design Overview**

The California Commission on Teacher Credentialing (CCTC) issues a preliminary credential that requires its holder to complete an approved induction program. The Stanislaus County Induction Program director will recommend a candidate for his or her clear credential upon successful completion of the program requirements. The Stanislaus County Induction Program is designed such that a candidate may complete the requirements in the first two years of teaching under the preliminary credential.

**Year One and Year Two of the Induction Program**

Candidates will be assigned a trained mentor. Together, they will complete the two-year, locally designed program based on several cycles on inquiry (Individual Learning Plans – ILP) and submit evidence of professional growth and movement toward mastery of the California Standards for the Teaching Profession (Competence and Growth Evidence, or CGE). It is the candidate’s responsibility to complete the cycles of inquiry and build a body of evidence for the ILP(s) in both year one and two of the induction program. The candidate, with the assistance of a trained mentor, builds this as each year progresses. The ILP(s), cycles of inquiry and CGE are intended to be a collection of evidence/reflection and should not be perceived as a showcase that requires attention to packaging. They require completeness and reflectiveness, not aesthetics.

During both years of the program, candidates will draft at least one Individual Learning Plan (ILP). The ILP is a goal drafted from the results of administrative input, mentor collaboration, and individual candidate interests/goals (Triad Conversation) as well as incorporating preliminary program feedback. The ILP includes an action plan for how to pursue growth in
relation to the goal. A different ILP can be drafted each cycle, depending on the candidate’s needs. The nature of this goal allows the program to be flexible and support candidates as their needs dictate. Each compilation within the CGE contains a reflective narrative written by the candidate.

Each candidate will submit his or her evidence at the end of each year in the induction program. It will be checked for professional growth and movement toward mastery of the *California Standards for the Teaching Profession* by either program staff or a volunteer reader from another district during the program’s annual Read event. A rubric will be returned to the candidate with feedback that includes the results of the Read evaluation. By having readers from other districts, the program guarantees that results from the Read cannot be used for evaluation or employment decisions. Candidates who do not complete all requirements will be provided with additional support to finish, even if that requires continued work into the third or fourth year.

Over the course of the two years, the program provides the candidate with an opportunity to interact with each of the *California Standards for the Teaching Profession* (*CSTP*). Each cycle of inquiry is a collection of evidence illustrating movement toward mastery in the CSTP, reflection about that evidence, identification of the description of current practice on a rubric (entitled Continuum of Teacher Practice) and commitments based on the evidence that will improve teaching practice. The evidence can include (but is not limited to) the mentor’s observations of the candidate, student work, teacher lesson plans, teacher observation of colleagues, demographic data about students and other artifacts from the candidate’s teaching.

**Induction Requirements for the Candidate**

Candidates participate in a two-year, individualized, job embedded system of mentoring, support and professional learning that begins in the candidate’s first year of teaching. Each candidate will be evaluated on competence and growth towards mastery of the California Standards for the Teaching Profession (*CSTP*). The candidate is required to work collaboratively with an assigned mentor in order to complete all requirements. Early Completion Option for “experienced and exceptional” candidates who meet the program’s established criteria is available.

Each year of induction consists of:

- 1 full day event (Orientation) to draft the ILP and begin the first inquiry cycle, occurring within 60 days of enrollment in induction
- 3 three-hour events (Inquiry 1, Inquiry 2 and Finale) to revisit the various cycles of inquiry (reflecting, reviewing, revising and drafting)
- 1 hour per week support of the candidate by the mentor (outside of induction events)
- 2 observations (minimum) – 1 observation of candidate by mentor and 1 observation of another educator by the candidate
• At least 1 triad conversation (mentor, administrator and candidate). More triad conversations may be needed to garner the input on the various inquiry cycles.

The SCOE Induction Program reserves the right to conduct a formal observation of any candidate if deemed necessary.

**Document Review**

Candidate documents are reviewed at intervals throughout the year and at the candidate’s request by program staff. Additionally, educators from across the consortium come together at a Read event to calibrate, review and evaluate the final submission of the ILP and Competence & Growth Evidence. If a candidate’s work does not meet expectations, it is reviewed a second time by program staff. Program staff will continue to work with the candidate on any incomplete pieces or portions that may need to be repeated. If further review is needed, then program staff will contact the candidate to schedule a formal observation.

**Appeals**

A candidate can file an appeal at any time during the final document review process. At the time of the appeal, the work would be submitted for review to the LTLC Steering Committee. The candidate will have an opportunity to elaborate on their submission and answer any questions that the committee may have. Advice and assistance will be given to candidates throughout the process.

In order to initiate the appeals process, candidates should follow the steps below.

1. Email induction@stancoe.org with the subject line APPEAL.
   a. Name (first and last)
   b. District
   c. Contact phone
   d. Rationale for appeal
2. Program staff will contact the candidate within 5 business days to set an appointment to appear before the LTLC Steering Committee Review Board.
3. Appear before the review board.
4. Both program and candidate agree to abide by the review board’s decision.
5. Program staff will work with the candidate to repeat or finish portions of the program as deemed necessary by the review board.

**Early Completion Option**

Underlying Philosophy: Some experienced teachers in California must enroll in a Commission approved induction program to move from a preliminary credential to a clear credential. Some of these teachers have years of successful teaching experience outside of California; some have earned their credential through participation in various programs associated with the Learning
to Teach and Lead Continuum and have garnered years of experience while serving under intern certificates. Participation in intern programs ensures that candidates have had support in the early years of teaching through coaching and professional development. Please note that emergency permit holders, although experienced, may have had no support in the early years and therefore are not included in the criteria for eligibility. These teachers’ needs differ from those of a true beginning teacher. The Stanislaus County Induction Program, therefore, offers the following to better serve experienced, exceptional teachers who are required to complete an Induction program. Candidates who qualify for the Early Completion Option will need to show professional growth within their ILP and movement towards mastery in all of the California Standards for the Teaching Profession.

Senate Bill 57 (Scott) allows eligible individuals to complete a Commission-approved professional teacher induction program at a faster pace than the full two years generally needed to complete all the requirements. The SCOE Early Completion Option (ECO) allows individuals that opportunity.

The intent of the law is to serve experienced and exceptional candidates. If you review and feel you meet the criteria, you may request your employing district, along with the SCOE Learning to Teach and Lead Continuum Steering Committee, to consider you as a candidate for the ECO.

Criteria

1. Hold a Preliminary General Education Multiple or Single Subject credential or a Level 1 or Preliminary Education Specialist credential and be currently employed as the teacher of record.
2. Five years of classroom experience as a full-time Teacher of Record.
3. After reviewing the selection guidelines, describe how you meet the criteria for the Early Completion Option. In your application, give a clear, one page justification as to why your application should be considered (letter of intent). Your rationale should reflect your exemplary practices, attitudes, professionalism, and commitment to the teaching profession.
4. Proof of ongoing, direct support by a mentor, coach, colleagues, or site administration during that time.
5. Evidence of exceptional teaching practice must be observable and based on components of effective instruction (CSTP). The LTLC Steering Committee will evaluate a classroom lesson via video submission experience as measured against the California Standards for the Teaching Profession (CSTP). On the attached rubric, exceptional would be defined as integrating or innovating.
6. Evidence of exceptional teaching practice during prior professional experience as measured against the CSTP. On the attached rubric, exceptional would be defined as integrating or innovating.
7. Approval from employing District Coordinator for induction.
8. Participate in an interview if initial screening requirements are determined to be met.
ECO progress monitoring and completion

ECO candidates must continue to demonstrate that the ECO is appropriate for them. The ECO candidates’ progress will be monitored throughout the year. If the year-end evaluation rubric from READ does not show the candidate at integrating or innovating, then the candidate may be recommended for a second year of induction rather than a clear credential.

Application completion & submission

1. Complete the application
   a. Five years of classroom experience
   b. Rationale
   c. Documentation of past support
   d. A live link to a 30-45 minute video of your teaching in the classroom
   e. Two pieces of evidence per CSTP
      i. Evidence could include but is not limited to photographs with explanations/descriptions, detailed lesson plans, evidence of data-driven instruction, student work with explanations/descriptions, etc.

2. Submit, to your District Coordinator, for approval by the date specified by your district

3. Once approved, combine application and all supporting documentation into one file and upload to your IS.com ECO Application milestone

Clear Credential Recommendation

Candidates earn the induction program’s recommendation for a clear credential by submitting documentation to verify completion of the program’s requirements. To do so, a candidate has the responsibility of:

- building a collection of Competence and Growth Evidence which illustrates professional growth in the Individual Learning Plan and movement toward mastery of the California Standards for the Teaching Profession
  o The evaluation rubric is the CSTP Continuum of Teacher Practice
  o Candidates are given evaluation criteria at the beginning of the first inquiry cycle
- ensuring the final collection of the CGE reflects the learning and professional growth goals indicated within the ILP and evidence of the candidate’s successful completion of the activities outlined in the ILP
- submitting the CGE at the end of year one and two
- completing and submitting any additional requirements as outlined in the renewal requirements listed on the credential
- providing the SCOE Induction Program with up-to-date information regarding current address, phone number, teaching assignment, and any changes in surname. Please complete the Change of Personal Information form on the
Once a candidate has completed all of the requirements for the SCOE Induction Program, program staff will collect completed clear credential applications from all Year 2 and ECO candidates. An online recommendation will be made on behalf of the teacher by the induction staff to the California Commission on Teacher Credentialing (CCTC) for the clear credential once there has been verification that all induction requirements and financial responsibilities (if applicable) have been met. Until a candidate has successfully cleared a credential, they may be held accountable for any additional requirements the CCTC adds.

The program keeps a record of milestones for candidate completion and updates it regularly. The program will communicate with candidates about their completion status in person and via InductionSupport.com.

The State of California has many induction programs, each of which addresses the completion requirements in a unique way by taking advantage of its local resources and professional development opportunities. Should a teacher who has not yet completed induction take a teaching position in a district outside the scope of the SCOE Induction Program services, he or she may encounter different and/or additional completion requirements. SCOE Induction Programs will provide verification of the requirements completed with this program upon request by 1) either the candidate or 2) the current induction program. This verification will guide the personnel of the receiving induction program in regards to determining which of its completion requirements may already be met through participation in this program. However, it should be noted that the receiving induction program will be responsible for recommending a candidate for his or her clear credential and, therefore, determines the requirements for completion for the transferring teacher candidate.

**Important Reminders**

**One:** Completion of the SCOE Induction Program is the responsibility of the candidate.

**Two:** The candidate who does not complete the SCOE Induction Program as required by the language on the face of his/her preliminary credential, cannot be recommended for a clear credential.

**Three:** The requirements outlined in this document to complete the SCOE Induction Program are specific to this program. The candidate who transfers to another induction program may find other, and perhaps additional, program requirements specific to that program which must be completed in order for the leadership of that program to recommend a candidate for a clear credential.

**Leave of Absence from SCOE Induction**

Taking a leave of absence (maternity, medical, etc.) from your induction experience requires
the candidate to contact your Lead Mentor and/or District Coordinator, contact induction staff and complete the Medical/Maternity Leave Form. Based upon what point this occurs in the year and the duration of the leave, program staff can then best determine whether makeup would be allowed, or if completing all or part of the induction year in the next fiscal year would be most appropriate. The form can be found on the website at www.stancoe.org/induction.

**Withdrawal from SCOE Induction**

A candidate’s district should complete and submit the Official Request for Withdrawal from Program form to SCOE Induction Program staff, should a candidate need to withdraw from the SCOE Induction Program.

Out of consortium candidates are responsible for notifying the program of their withdrawal via email to Induction@stancoe.org.

Withdrawal from the SCOE Induction Program prior to December 1st will result in the candidate being charged a fee amounting to 15% of the current year’s tuition. After December 1st, the candidate is responsible for the full tuition.

**Drop from SCOE Induction**

If a candidate is not responsive to program communications regarding the timely completion of the induction experience, the program reserves the right to terminate the candidate’s enrollment and participation. The candidate will be informed via certified letter of this action. The candidate’s district will also be notified of the action taken. The candidate and/or employing district are responsible for all fees incurred during the academic year of participation.

**The Promise of Confidentiality**

The work between the mentor and the candidate is held as confidential. The mentor will not report to anyone the quality of the teaching practice seen or heard in the candidate’s classroom. The only exception to this rule is if students’ health/safety is in danger. Nor will the mentor share with others the nature of the conversations held. The mentors will only be able to share the focus of the ILP and the action plan associated with it. They will NOT share the progress of the candidate nor the quality of the instruction. The mentor is a colleague not an evaluator, a teacher not an administrator.
We ask site principals to direct any comments or concerns directly to the candidate. The candidate then is encouraged to share that information with the mentor to better focus or direct their work.

The program does share information with the district about:

- attendance of participants (candidates and mentors)
- calendar of program events
- completion of induction (complete vs. incomplete)
- submission of the ILP and action plan (complete vs. incomplete)
- submission of candidate’s ILP evidence at end of year
## California Standards for the Teaching Profession (CSTP)

### Standard One:
**Engaging and Supporting All Students in Learning**

- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful real-life contexts
- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6 Monitoring student learning and adjusting instruction while teaching

### Standard Two:
**Creating and Maintaining Effective Environments for Student Learning**

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

### Standard Three:
**Understanding and Organizing Subject Matter for Student Learning**

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

### Standard Four:
**Planning Instruction and Designing Learning Experiences for All Students**

- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4 Planning instruction that incorporates appropriate strategies to meeting the learning needs of all students
- 4.5 Adapting instructional plans and curriculum materials to meet the assessed learning needs of all students

### Standard Five:
**Assessing Students for Learning**

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

### Standard Six:
**Developing as a Professional Educator**

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

Year at a Glance Candidate

Teacher Induction Year at a Glance Candidates

Orientation (full day)

Inquiry Day 1 (3 hours)

Inquiry Day 2 (3 hours)

Finale (3 hours)

approx. 2 months

approx. 2 months

approx. 2 months

Before attending Orientation:
- Complete enrollment
- Meet assigned mentor
- Be observed by mentor
- Hold Trial Conversation

Orientation (full day):
- Attend with mentor
- Induction Basics
- Draft ILP #1

Inquiry Day 1 (3 hours):
- Attend with mentor
- Reflect on ILP #1
- Draft ILP #2

Inquiry Day 2 (3 hours):
- Attend with mentor
- Reflect on ILP #2
- Draft ILP #3

Finale (3 hours):
- Attend with mentor
- Reflect on ILP #3
- ILP Submission
- Credentialing Paperwork
Year at a Glance Mentor

Teacher Induction Year at a Glance

Mentor

- Mentor Collaboration 1 (full day)
- Mentorpalooza (full day)
- Mentor Collaboration 2 (full day)
- Read (full day)

Year-long, ongoing just in time support and induction work

- Orientation (full day)
- Inquiry Day 1 (3 hours)
- Inquiry Day 2 (3 hours)
- Finale (3 hours)

Approx. 2 months

Teacher Induction Year at a Glance

Mentor

Mentors attend all of the following events:

Mentor Collaboration 1 (full day):
- Complete Enrollment
- All mentors attend without candidate
- Differentiation for veteran & new mentors

Before attending Orientation:
- Meet assigned candidate(s)
- First observation of candidate(s)*
- Hold Initial Conversation

Orientation (full day):
- Attend with candidate(s)
- Induction Basics
- Draft LP #1

Mentorpalooza (full day):
- All mentors attend without candidate

Inquiry Day 1 (3 hours):
- Attend with candidate(s)
- Reflect on LP #1
- Draft LP #2

Inquiry Day 2 (3 hours):
- Attend with candidate(s)
- Reflect on LP #2
- Draft LP #3

Mentor Collaboration 2 (full day):
- All mentors attend without candidate

Finale (3 hours):
- Attend with candidate(s)
- Reflect on LP #3
- ILP Submission
- Credentialing Paperwork

Read (full day):
- All mentors attend without candidate

*Second observation scheduled in accordance with candidate(s) needs
**Triad Conversation**

The Individualized Induction Plan (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 candidate and mentor will set an appointment to meet with the evaluating supervisor to get this input. The triad conversation will be completed before attending Orientation where the ILP will be drafted. The conversation will include, but not be limited to, the following:

- What are the district and site goals/initiatives for this academic school year? What is the action plan for meeting these goals?
- Considering the context of your specific teaching assignment and the students in your classroom this year, what strategies do the three of you feel would be beneficial? What instructional best practices might improve student achievement?
- What does your principal/supervisor want to see when (s)he walks into your classroom?
- Discuss any additional goals or interests you might have as an educator. What are those goals/interests? Might they fit into your Individual Learning Plans for the year?

More triad conversations may be needed to garner the input on the various inquiry cycles.

**Observations**

The program requires 2 observations (minimum):

- 1 observation by the candidate of other educators
- 1 observation by the mentor of the candidate while teaching

At least two observations (minimum) must be conducted within each induction year. It is encouraged that the mentor observes the candidate at least once per inquiry cycle.
Induction Events

Candidates attend 4 mandatory events within the year (plus an additional 2 if you are a SpEd Level II Transition candidate). The mentor MUST accompany the candidate to all events. If the mentor cannot attend, (s)he is to arrange for a substitute mentor to attend the event with the candidate.

Event Make-ups:

- It is highly unlikely that make-up events will be needed when multiple opportunities for each event are offered
- All make-ups must be pre-approved by program staff and/or require a doctor’s note or appropriate evidence
- All make-ups require sign-in paperwork
- If a make-up is required, no professional growth units may be purchased
- Program staff reserves the right to meet with the candidate regarding the issue of make-ups
- The candidate may incur a fee for the make-up session

Petersen Event Center:

The majority of events are held in the Petersen Event Center located at 720 12th Street (across 12th street from the SCOE main building). Make sure to check the calendar, as a few events are held in various rooms of the SCOE main building (1100 H Street).

Parking:

Parking for all full-day, WEEKDAY events is available at the 12th Street Garage (across H Street from the Event Center, caddy-corner from SCOE). Let the security guard know which SCOE Induction event you are here for and park ONLY on the 7th floor (top floor). Parking on all other floors is reserved for other city agencies. If you park elsewhere your car may be ticketed or towed. Though we reserve as many spaces in the garage as we can for these events, we cannot guarantee you a spot. As always, allow time to find alternative parking should it be needed.

Parking in the 12th Street Garage is NOT AVAILABLE for Saturday events. Please use the SCOE parking lots.

The parking garage closes and locks down for the night at 6 p.m. If an event you are attending finishes after that time, please park elsewhere.
You may use the SCOE parking lots whenever the guard arms are up (after 2:30 pm on weekdays). There is also a small SCOE parking lot directly behind the event center. You are allowed to park in these lots without a permit.

Parking on the streets around SCOE: We would discourage this as much as possible because most of this parking is on a time limit which is STRICTLY enforced. If you run over your time, you will be ticketed. Parking in nearby city lots is available at your own expense.

Food:

Coffee/tea is available at all full-day events until lunchtime.

For all full-day events, lunch will be on your own. You may bring your lunch or there are many restaurants downtown.

Candy will be available in the afternoon for full-day events.

Maintaining Professional Behavior:

Because induction events (including Saturdays) are district supported, all rules of conduct for district events also apply. Please do not show up to events, or return to an event from lunch, under the influence of alcohol or any other substances. Incidents at induction events are not covered under confidentiality agreements; they can and will be discussed with your district.

Please do not bring children or guests to induction events. This is a liability issue. You will be asked to leave and re-register for another date.

At every event you will be expected to:

- Show up between registration start time and beginning of event.
- Sign in to receive attendance credit.
- Stay until the end of the event.
- Bring your own fully charged device for getting on the internet and working online.
- Maintain professional behavior.
Calendars:

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Time</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCOE Induction 2018-2019 Event Schedule</strong></td>
<td></td>
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<tr>
<td><strong>Orientation (Mentors + Candidates)</strong></td>
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<tr>
<td>Tuesday, September 04, 2018</td>
<td>8:30a-4:00p</td>
<td>EC All</td>
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<tr>
<td>Wednesday, September 05, 2018</td>
<td>8:30a-4:00p</td>
<td>EC All</td>
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<tr>
<td>Thursday, September 06, 2018</td>
<td>8:30a-4:00p</td>
<td>EC All</td>
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<tr>
<td>Thursday, September 20, 2018</td>
<td>8:30a-4:00p</td>
<td>EC All</td>
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<tr>
<td>Saturday, September 22, 2018</td>
<td>8:30a-4:00p</td>
<td>EC All</td>
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<tr>
<td>Saturday, October 06, 2018</td>
<td>8:30a-4:00p</td>
<td>EC All</td>
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<tr>
<td>Thursday, October 25, 2018 (late hires)*</td>
<td>8:30a-4:00p</td>
<td>EC All</td>
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<tr>
<td><strong>Mentorpalooza (Mentors Only)</strong></td>
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<tr>
<td>Wednesday, October 10, 2018</td>
<td>8:30a-4:30p</td>
<td>EC All</td>
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<tr>
<td><strong>Inquiry Day 1 (Mentors + Candidates)</strong></td>
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<tr>
<td>Thursday, November 01, 2018</td>
<td>4p-7p</td>
<td>EC All</td>
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<tr>
<td>Saturday, November 03, 2018</td>
<td>8:30a-11:30a</td>
<td>EC All</td>
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<tr>
<td>Thursday, November 08, 2018</td>
<td>4p-7p</td>
<td>EC All</td>
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<tr>
<td>Wednesday, November 14, 2018 (early)</td>
<td>1p - 4p</td>
<td>EC All</td>
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<tr>
<td>Wednesday, November 14, 2018 (late)</td>
<td>4p-7p</td>
<td>EC All</td>
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<tr>
<td>Thursday, November 29, 2018</td>
<td>4p-7p</td>
<td>EC All</td>
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<tr>
<td>Saturday, December 01, 2018</td>
<td>8:30a-11:30a</td>
<td>EC All</td>
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</table>

[Event Schedule Continued on Back]

ONLINE Enrollment for 18-19 will be open from July 1, 2018 – October 25, 2018.
https://www.stancoe.org/induction

*Late hires Orientation (Oct. 25) will not open for registration until late September.
<table>
<thead>
<tr>
<th>Event Name</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td><strong>Inquiry Day 2 (Mentors + Candidates)</strong></td>
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<tr>
<td>Tuesday, January 15, 2019</td>
<td>4p-7p</td>
<td>EC All</td>
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<tr>
<td>Wednesday, January 16, 2019 (early)</td>
<td>1p-4p</td>
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<tr>
<td>Wednesday, January 16, 2019 (late)</td>
<td>4p-7p</td>
<td>EC All</td>
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<tr>
<td>Saturday, February 02, 2019</td>
<td>8:30a-11:30a</td>
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<tr>
<td>Tuesday, February 05, 2019</td>
<td>4p-7p</td>
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<td>Wednesday, February 06, 2019</td>
<td>4p-7p</td>
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<tr>
<td>Saturday, February 09, 2019</td>
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<tr>
<td><strong>Mentor Collaboration Day 2 (Mentors Only)</strong></td>
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<tr>
<td>Thursday, March 07, 2019</td>
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<td>Tuesday, March 12, 2019</td>
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<tr>
<td>Wednesday, March 13, 2019</td>
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<tr>
<td>Saturday, March 16, 2019</td>
<td>8:30a-4:30p</td>
<td>EC All</td>
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<tr>
<td>Saturday, March 30, 2019</td>
<td>8:30a-4:30p</td>
<td>EC All</td>
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<tr>
<td><strong>Finale (Mentors + Candidates)</strong></td>
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<tr>
<td>Saturday, April 13, 2019</td>
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<tr>
<td>Tuesday, April 16, 2019</td>
<td>4p-7p</td>
<td>EC All</td>
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<tr>
<td>Wednesday, April 17, 2019</td>
<td>1p-4p</td>
<td>EC All</td>
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<tr>
<td>Wednesday, April 17, 2019</td>
<td>4p-7p</td>
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<tr>
<td>Tuesday, April 30, 2019</td>
<td>4p-7p</td>
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<tr>
<td>Wednesday, May 08, 2019</td>
<td>4p-7p</td>
<td>EC All</td>
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<tr>
<td>Saturday, May 11, 2019</td>
<td>8:30a-11:30a</td>
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<tr>
<td><strong>Read (Mentors Only)</strong></td>
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<tr>
<td>Wednesday, May 01, 2019</td>
<td>8:30a-3:30p</td>
<td>EC All</td>
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<tr>
<td>Wednesday, May 08, 2019</td>
<td>8:30a-3:30p</td>
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<tr>
<td>Tuesday, May 14, 2019</td>
<td>8:30a-3:30p</td>
<td>Patterson Rm.</td>
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<tr>
<td>Wednesday, May 15, 2019</td>
<td>8:30a-3:30p</td>
<td>Patterson Rm.</td>
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</tr>
<tr>
<td>Saturday, May 18, 2019</td>
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</tbody>
</table>
InductionSupport.com

For user tips, mentor logs and information change forms, please see the RESOURCES link within your account in InductionSupport.com

**Changes of Information:**

Thanks to the new InductionSupport.com system, you will now be able to change much of your own information within the system. You will be able to keep the induction office updated on your mailing address, preferred email address, and phone number. [Please click here to fill out the form.](https://www.inductionsupport.com) At certain times of the year, you will also be requested to go check your account to be sure that we have the most current information available.

**NAME CHANGES:** Please do not change your name on InductionSupport.com. For the sake of making sure you receive credit for all the requirements in the program, we ask that you choose one name to go by for your time with us. Once you are recommended for your clear credential, any name changes can be made with the CTC. If you have a special circumstance, please call the induction office.

**SCHOOL/DISTRICT CHANGES:** Sometimes your place of employment changes midway through your induction experience. You can change your school and/or district in InductionSupport.com but we do ask that you please FIRST complete this [form](https://www.inductionsupport.com). There are other considerations beyond the pertinent information that will need to change within our program in order for your induction experience to proceed uninterrupted.

**PASSWORD CHANGES:**

1. Log on.
2. Click on the "My Profile" link on the left side menu.
3. Click on the little blue "Edit" button on the right side.
4. In the field that says password, change whatever is there to your new password.
5. When you're done, click the blue "Update" button on the right side at the bottom.

**Event Cancellation:**

InductionSupport.com allows you to cancel your own registration out of an event up to the actual event day. Unless it is a case of emergency, we would request that you cancel your registration 3 days prior to event so that it opens the seat to anyone who does need to come on that day.
Once you cancel out of a date, a restore button will appear next to your cancelled event. This will allow you to sign back up for that date up to 3 days prior to the event (unless you are signed up for another date).

Professional Development Opportunities

The SCOE Induction Program offers some professional development in conjunction with the program for both candidates and mentors. Professional development opportunities are optional and are intended to allow choice and individualization. These opportunities can be found at the bottom of the “Teacher Induction” website (www.stancoe.org/induction) or on the “Events” page of the Stanislaus County Office of Education website (www.stancoe.org). These opportunities vary in cost, from free to $175. Program staff is committed to bringing these opportunities forth to mentors and candidates.
Roles & Responsibilities

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:

- Possession of a Clear Teaching Credential
  - matching the candidate’s credentials held, grade level and/or subject area, as appropriate to the participant’s employment.
- Experience with and knowledge of the context and the content area of the candidate’s teaching assignment
- Knowledge of the state-adopted content and standards and performance levels for students and state-adopted curriculum frameworks
- Demonstrate commitment to professional learning and collaboration, and possession of effective interpersonal and communication skills
- Ability, willingness, and flexibility to meet candidate needs for support, including sharing instructional materials and ideas, continually engaging in the reflective teaching process, and utilizing the inquiry process as a means for professional growth
- Ability to critically examine and reflect on own mentoring practices
- Minimum of three years of effective teaching experience

Mentor teacher responsibilities and requirements 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

• Willingness to participate in professional training for the role of mentor, including deepening and understanding of cultural, ethnic, cognitive, linguistic, and gender diversity, and utilizing a formative assessment system

• Arrange, conduct, and debrief a minimum of two observations for each candidate in a non-evaluative and reflective manner
  
  o 1 observation of candidate by mentor
  
  o 1 observation of another educator by the candidate

• Assist and support with each individual candidate for at least one hour each week during the school year, outside of program events

• Enter contact time in InductionSupport.com via the logs link. All entries must be made prior to the 5th of each month

• Attend district held mentor support meetings

• Model professional behavior at induction events (in regards to punctuality, intention to participate, attentiveness, etc.) and be a professional role model in general

• Model the appropriate teaching behaviors in line with the CSTPs

• Participate in triad conversations with the participating teacher and the administrator

The program will provide ongoing training and support for mentors which will include, but is not limited to:

• California Standards for the Teaching Profession

• Coaching and mentoring

• Goal setting

• Use of appropriate mentoring instruments

• Best practices in adult learning

• Support for individual mentoring challenges, reflection/feedback on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks

• Program processes designed to support candidate growth and effectiveness
• Knowledge of beginning teacher development

• An opportunity to grow as a professional and present to an audience of teachers during a Grade-Alike session (late afternoon/early evening)

<table>
<thead>
<tr>
<th>Attend on own:</th>
<th>Attend the following events with candidates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Collaboration 1 (full day)</td>
<td>Orientation (full-day)</td>
</tr>
<tr>
<td>Mentorpalooza (full day)</td>
<td>Inquiry Day 1 (3 hours)</td>
</tr>
<tr>
<td>Mentor Collaboration 2 (full day)</td>
<td>Inquiry Day 2 (3 hours)</td>
</tr>
<tr>
<td>Read (full day)</td>
<td>Finale (3 hours)</td>
</tr>
</tbody>
</table>

Mentors are required to observe their candidate(s) and arrange for their candidate(s) to observe others. (minimum of 1 each)

If your education specialist (SpEd) candidate is clearing a Level I credential, you will also need to attend:

• Level II Transition Day (half-day)
• Level II Transition Progress Check (afternoon)
Stanislaus County Induction Program

Lead Mentor Responsibilities

The District Coordinator should recruit a Lead Mentor from within the ranks of the district’s mentors.

**Desirable qualifications:**

A Lead Mentor should:

- have at least two years of experience as a mentor
- be organized and responsible
- be respected by the other mentors
- have access to the District Coordinator

**Responsibilities:**

- Meet all requirements of a mentor as stated in the SCOE Induction Program’s Mentor Qualifications and Requirements document.

- Attend all Advisory Council meetings. *If you cannot attend, please contact the Induction office and arrange for another representative to attend.*

- Act as the conduit of information, collaboration and communication between the district, the induction program and the candidates/mentors.

- Check with district’s candidates in the fall to ensure that their partnerships with mentors are productive and satisfactory, and inform the District Coordinator if that is not the case.

- Disseminate program information and requirements to mentors and candidates participating in induction in order to create a cohesive system of support.

- Check the Advisory Council website monthly for updated reports for attendance and mentor contact logs.

- Share contact log information with District Coordinator.

- Gather information from district participants for informal program evaluation.

- Serve as a local resource to candidates and mentors who may need additional assistance with “just in time” support and the ILP work.
• Serve as a local resource for the district system of support.

• Participate in a Read event in the spring.

• Be available to assist in completion of the ILP and induction work for those candidates who are not able to complete the requirements in the two years during which a mentor is assigned.
Stanislaus County Learning to Teach Continuum Program

District Coordinator Responsibilities

The SCOE Induction Program is designed to be a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher’s first year of teaching. As stated in the Preconditions and Standards for Teacher Induction Programs, or as required by program design, the District Coordinator will:

- **IDENTIFY and INFORM** (at the point of hire) those eligible teachers of their responsibility to enter (within 30 calendar days of the start of the initial teaching contract) a professional teacher induction program.

- **FORWARD** the names of participating teachers to program staff

- **DESIGNATE** a Lead Mentor from among veteran mentors (if that is possible) and provide the name to program staff.

- **SELECT** and compensate veteran teachers to serve as mentors using, as a minimum, the selection criteria supplied by the program.

- **PAIR** candidates with mentors within 30 calendar days of enrollment in induction, taking into consideration:
  
  1. Timing so that, if at all possible, the candidates and mentors may begin work before the candidate starts the school year as an observation and triad conversation must be completed prior to attending Orientation
  2. Issues of grade level, subject expertise, site location, teaching context
  3. Matching the candidate’s credentials held, grade level and/or subject area, as appropriate to the participant’s employment
  4. Maintaining a ratio of no more than 3:1 for full-time classroom teacher mentor, or 25:1 for full-time release (from classroom) mentors
  5. Input from candidates who are entering the second year of the program
  6. Re-pairing a candidate with another mentor should the original arrangement prove unproductive or unsatisfactory

- **PROVIDE** substitutes for mentors and candidates as needed/required by program design.

- **ENSURE** that mentors assist and support each individual candidate for at least one hour each week during the school year outside of program events.
• **SHARE** with the candidates and mentors initial event dates and **REPORT** numbers to the induction director and/or staff.

• **INFORM** candidates (or ensure that they are informed) about the district’s **system of supports**, which may include: instructional resources (coaches, materials, staff), resources/staff/support available for special populations, the school’s crisis response plan, procedures for responding to emergency health situations, state and federal reporting requirements relating to child abuse and neglect, state and local permitted health topics, state and federal requirements and local policy regarding family life and sex education (including procedures for notifying parents), local guidelines for accessing and using outside speakers, the process for referring students for special education services, and the resources/staff/support for and goals/content of the adopted instructional program for effective teaching and support for English learners.

• **CHECK** with the candidates assigned to the mentors to ensure that the partnership is productive and acceptable to the both parties.

• **PREPARE** a business office contact to create in-house procedures for:
  1. Complete the Learning to Teach Continuum section of the SCOE Master Agreement and submitting an amendment when requested.
  2. Acknowledging the appropriate number of candidates at the designated time.
  3. Paying invoices for candidates not covered by the Master Agreement (out of consortium districts)
  4. Inform candidates and mentors about district policy and forms for the acquisition of units

• **OFFER**, with Lead Mentor, local meetings for the support of local support providers, when districts hire more than one mentor.

• **ATTEND**, with Lead Mentor, designated Advisory Council meetings and share district issues (per Master Agreement within consortium, per MOU outside of consortium).

• **COMPLETE** evaluations of program from the local program and the state level.

• **DISTRIBUTE** and collect program evaluations or information about how to access evaluations to constituents in a timely way.

• **COMMUNICATE** with district and site administrators that the Individual Learning Plan (ILP) must be designed and implemented solely for the professional growth and development of the candidate and not for evaluation for employment purposes.
• **RECOMMEND** the Early Completion Option (ECO) to candidates who qualify under the requirements set forth in the Early Completion Option application.
Professional developers and presenters for the SCOE Induction program must:

**Possess**

- Specific knowledge or skills to address the need(s) for which the professional development is being created or brokered
- Effective interpersonal communication skills
- Willingness to work with others to create a collegial learning community
- Commitment to personal professional growth and learning
- Knowledge of adult learning theory

**Have experience in**

- Training facilitation and presentation that demonstrates a knowledge of and ability to utilize group process strategies and the elements of high quality professional development

The Stanislaus Induction Program has established the following process for the selection of professional development providers:

1. The program identifies the need for staff development.
2. The program evaluates the expertise and availability of current program trainers to ascertain if they could provide the staff development.
3. The program contacts current trainers to extend an offer and to verify expertise and interest.
4. If needed, the program looks outside the cadre of its trainers for other possible providers or available training should a cadre member indicate interest in acquiring new expertise.
5. If the program seeks outside trainers, the program solicits recommendations from program sponsors and county office colleagues.
6. The program initiates conversation with possible trainers and applies the selection criteria noted above.
7. When a suitable trainer is identified through the selection criteria and available, the program provides background, if necessary, about the Stanislaus Induction Program and the specific needs of the professional development it is seeking.
8. By mutual agreement, a contract is generated from the program specifying the role and responsibilities in general and specifically referencing additional responsibilities according to the training being provided.
SCOE Induction Program Coordinators and professional developer must also have:

**Knowledge of**

- Appropriate state-adopted academic content standards and state-adopted curriculum frameworks (or the national equivalent should the provider be from out of State), performance levels for students, and the *California Standards for the Teaching Profession*
- Research about teacher development that informs appropriate induction content and practices
- Cultural, ethnic, language/linguistic, cognitive and gender diversity

In general, the responsibilities of the provider of professional development include the commitment to:

- Plan for, develop/choose materials for, and provide the appointed professional development on the day and at the time agreed upon.
- Incorporate the *California Standards for the Teaching Profession*, student academic content standards, and references to student performance levels when possible in the flyer and materials for, and the actual training.
- Communicate in a timely way with program staff about the purchase and/or printing of support materials for the training, and technology needs for the presentation.
- Assist with the creation of or provide an appropriate evaluation incorporating the induction program standards
- Gather evaluations and provide a summary of the participants’ responses to that evaluation and any additional forms of feedback.
- Sign and return contractual forms, and prepare and submit invoices and/or receipts to program staff.

More specific language may be added to the individual provider’s contract based upon the nature of the identified need of program participants and the nature of the professional development being provided.
Stanislaus Induction Program
Director Responsibilities

The director will ensure the program provides 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. (Induction Standard 6)

The Director will:

- Implement and continually revise a teacher induction program based on the Teacher Induction Program Preconditions and Program Standards approved by the California Commission on Teacher Credentialing in October of 2016.

- Routinely communicate with District Coordinators, Lead Mentors, mentors, and candidates about program issues.

- Call, plan for and conduct Advisory Council meetings to inform and involve District Coordinators and Lead Mentors.

- Maintain affiliations with local teacher preparation programs through regular meetings and sharing of information.

- Maintain affiliations with local credential analysts in partnering districts and county offices to ensure adequate and accurate communication with eligible candidates.

- Maintain affiliations with county office personnel, to ensure candidates have the opportunity to access resources to complete the induction program requirements.

- Implement and continually revise an assessment system based on the California Standards for the Teaching Profession (CSTP), which includes soliciting input from experienced mentors, creating/designing and revising mentor tools, etc.

- Provide training for candidates and mentors so that the induction system will be appropriately implemented.
• Seek out and plan for voluntary and appropriate staff development opportunities for mentors/candidates and contract with appropriate trainers to deliver said staff development when necessary.

• Plan for and offer Administrators’ Academy training or its equivalent annually.

• Assemble facilitation teams for induction collaborative events, Grade-Alike sessions, etc. and maintain communication with them.

• Schedule trainings and locations for trainings.

• Attend State Directors’ meetings.

• Attend regional teacher induction meetings, including Cluster 3 meetings and North Valley Collaborative meetings (association of local induction programs).

• Attend additional meetings, such as focus groups, state-level informational meetings, local assessment user meetings, etc., as appropriate.

• Serve as a member of the BIR (Board of Institutional Review) teams to participate in the statewide evaluation of induction programs.

• Stay current about legislation affecting the programs and their implementation.

• Meet with district staff developers upon request to assist with the use of the CSTP in the staff development opportunities, evaluation issues, etc.

• Develop, monitor, and maintain the project budget.

• Arrange for and oversee the evaluation of the program, both state-mandated

• Components and locally-designed efforts both intermittently and in summation including the annual program review, either informal or formal.

• Collect and arrange for feedback for candidates’ ILP through the Read event.

• Respond to state requests for proposals, budget worksheets, etc.
• Coordinate the services of program support staff, trainers, and unit Steering Committee.

• Oversee the collection and maintenance of participant data and records, including current participant database, retention study data, etc.

• Ensure that candidates are informed of their status in regards to completion of the induction program.

• Train and oversee the cadre of the personnel conducting the formal observations (as needed) for candidates, including the scheduling.

• Serve as a resource for mentors and candidates who might need additional assistance.

• Respond to requests to present about or explain teacher induction programs to interested parties.

**Advisory Council**

The Advisory Council is comprised of Lead Mentors and/or District Coordinators from each consortium district. This council is an integral part of the SCOE Induction Program infrastructure. This council disseminates program information, coordinates the program components within their district, and contributes to program evaluation and improvement.

**Steering Committee**

The Learning to Teach and Lead Steering Committee is a unit oversight committee which contributes to program improvements and decision making on a larger scale. It is also the committee that hears/evaluates all appeals.
INDUCTION REMINDERS FOR A
WORRY FREE SUMMER

YEAR I CANDIDATES

CGEs are read in random order and
Reads are ongoing through the month of May

Scored rubrics will be placed in the
Information Documents folder of your CGE

Any candidate who submits a CGE requiring
clarification or additional information will be
contacted by program staff

Units application are accepted only until the
June deadline
• Units are verified by SCOE and then submitted to
  CSUS as a batch at the end of June
• Do not submit your application directly to CSUS
• Late or retroactive units will not be granted
• Transcript requests are the responsibility of the
candidate and made by contacting the Extended Ed
office at CSUS (209) 667-3111

Ready for Year 2?
• Event registration opens in
  InductionSupport.com on July 1
• Update your email in your CTC account
• Continue working on any additional
  requirements (listed on CROC form), if applicable
• Continue making payments on your
  account, if applicable

Questions?
Contact: induction@stancoe.org
INDUCTION REMINDERS FOR A
WORRY FREE SUMMER

YEAR 2/ECO CANDIDATES

CGEs are read in random order and
Reads are ongoing through the month of May

Scored rubrics will be placed in the
Information Documents folder of your CGE

Any candidate who submits a CGE requiring
clarification or additional information will be
contacted by program staff

Want your Credential?

• Wait for your Rubric to appear in your
  Induction Google folder (if it is not there,
  it may not have been read yet)
• If you have received an email requesting
  corrections to the CGE in order to pass,
  respond PROMPTLY
• If applicable, have you completed, and
  submitted to the induction office, all
  additional requirements (listed on CROC
  form)?
• If applicable, have you completed all
  payments on your Induction account?
• Update your email in your CTC account
• When you receive the recommendation
  email from the CTC, follow the directions
  to go online and pay (recommendations
  expire in 90 days and you may be
  charged a re-recommendation fee)

Unit applications are accepted only until
the June deadline

• Units are verified by SCOE and then submitted to
  CSUS as a batch
• Do not submit your application directly to CSUS
• Late or retroactive units can not be granted
• Transcript requests are the responsibility of the
  candidate and made by contacting the Extended
  Ed office at CSUS (209) 667-3111

Questions?
Contact: induction@stancoe.org
Sample Memorandums of Understanding

Stanislaus County Office of Education Induction Program

Candidate Memorandum of Understanding (MOU)

To be recommended for your professional clear teaching credential through the SCOE Induction Program, you have specific responsibilities and options outlined below. Candidate is to initial each item.

_____ 1. Fill out and submit the candidate enrollment form.
_____ 2. Fully attend, participate in and complete all required Collaborative events. (1 full day + 3 afternoon trainings per year.)
_____ 3. Meet regularly with your mentor (one hour per week on average) to work on your Individual Learning Plan (ILP), your curriculum, and other teacher support issues while maintaining a positive, productive and thoughtful relationship.
_____ 4. Commit to the on-going/progressive collection of evidence to prove competence and professional growth within the ILP and cycles of inquiry over the course of the academic school year.
_____ 5. Submit your Individual Learning Plan (ILP)/action plan, Competence & Growth Evidence (CGE) and end of year Reflection.
_____ 6. Submit the electronic program surveys & evaluations throughout the year.
_____ 7. Submit evidence to prove professional growth in your ILP and movement toward mastery of the California Standards for the Teaching Profession (CSTP).
_____ 8. Submit the application for your professional clear teaching credential to the induction office. (The payment will be made online after recommendation.)
_____ 9. If you have any questions or concerns, ask your mentor or contact the SCOE Induction office.
_____10. The purpose of SCOE provided internet/equipment is to support research, continued professional development and best practices in education. The use thereof is a privilege, not a right, and inappropriate use can result in a cancellation of those privileges.
_____11. I authorize the SCOE Learning to Teach & Lead continuum to use photographs or videos of me for promotional/program purposes in any type of media including its website.
_____12. I understand that units can be purchased through CSU Stanislaus Extended Education at the end of each induction year and that these units cannot be purchased retroactively.
_____13. Today I received notice of the requirements for completing the Stanislaus County Induction Program and acknowledge that I must complete them in order to be recommended for a clear credential.
_____14. I acknowledge that it is my responsibility to keep the Stanislaus County Induction staff apprised of any changes in my surname, employer, or address, via my account in InductionSupport.com, in order to receive information about the program, updates of my progress, flyers for required professional development, etc.
_____15. I have received information in regard to the Early Completion Option which requires completion of the given criteria, application & approval from my district. This completed and approved application (along with supporting documentation) must be submitted to InductionSupport.com, prior to September 30th.
Mentor Memorandum of Understanding (MOU)

As a mentor, you have specific responsibilities outlined below. **Mentors initial each item.**

1. Fill out and submit the applicable mentor documents. Complete all milestones as posted in InductionSupport.com.

2. Attend 4 all-day Mentor events.

3. Fully attend, participate in and complete all required collaborative events with your candidate(s). (1 full day + 3 afternoon trainings per year.)

4. Meet regularly with each candidate (one hour per week on average) to work on the Individual Learning Plan (ILP), curriculum, and other teacher support issues (just in time support) while maintaining a **confidential**, positive, productive and thoughtful relationship.

5. Arrange for, conduct, and debrief at least two observations for each candidate in a timely manner. (1 observation by candidate of another educator and 1 observation by the mentor of the candidate while teaching)

6. Commit to the on-going support of the candidate and their induction work over the course of the academic school year.

7. Assist each candidate as they complete a progressive collection of evidence to prove competence and professional growth within the ILP and cycles of inquiry over the course of the academic school year.

8. Submit the electronic program surveys & evaluations throughout the year.

9. Update the log of contact (in InductionSupport.com) by the 5th of each month.

10. If you have any questions or concerns, ask your Lead Mentor or contact the SCOE Induction Office.

11. Attend regular mentor meetings hosted by your district’s Lead Mentor or District Coordinator.

12. Model professional behavior at all collaborative events.

13. Be willing to deepen understanding of cultural, ethnic, cognitive, linguistic and gender diversity.

14. The purpose of SCOE provided internet/equipment is to support research, continued professional development and best practices in education. The use thereof is a privilege, not a right, and in inappropriate use can result in a cancellation of those privileges.

15. I authorize the SCOE Learning to Teach & Lead continuum to use photographs or videos of me for promotional/program purposes in any type of media including its website.

16. I acknowledge that it is my responsibility to keep the Stanislaus County Induction Program staff apprised of any changes in my surname, employer, e-mail or mailing address by updating my account in InductionSupport.com.

17. Today I received notice of the requirements for supporting candidates in the Stanislaus County Induction Programs.
Lead Mentor Responsibilities

The District Coordinator should recruit a Lead Mentor from within the ranks of the district’s mentors.

Desirable Qualifications:
A Lead Mentor should:

- have at least two years of experience as a support provider
- be organized and responsible
- be respected by the other support providers
- have access to the District Coordinator

Responsibilities:
(please initial each item)

1. ____Meet all requirements of a mentor as stated in the SCOE Induction Program’s Mentor Qualifications and Requirements document.

2. ____Attend all Induction Council meetings. **If you cannot attend, please contact the Induction office and arrange for another representative to attend.**

3. ____Act as the conduit of information, collaboration and communication between the district, the induction program and the candidates/mentors.

4. ____Check with district’s candidates in the fall to ensure that their partnerships with mentors are productive and satisfactory, and inform the District Coordinator if that is not the case.

5. ____Disseminate program information and requirements to mentors and candidates participating in induction in order to create a cohesive system of support.

6. ____Check the Advisory Council website monthly for updated reports for attendance and mentor contact logs.

7. ____Share contact log information with District Coordinator.

8. ____Gather information from district participants for informal program evaluation.

9. ____Serve as a local resource to candidates and mentors who may need additional assistance with “just in time” support and the ILP work.

10. ____Serve as a local resource for the district system of support.

11. ____Participate in a Read event in the spring.

12. ____Be available to assist in completion of the ILP and induction work for those candidates who are not able to complete the requirements in the two years during which a mentor is assigned.
Districts utilizing the Stanislaus COE Learning to Teach Continuum Program (GenEd Induction and SpEd Induction) are co-sponsors of the programs and, as such, have certain responsibilities in regards to the effective implementation of this program and their ability to recommend candidates for the appropriate professional clear credential.

**District responsibilities include:**

1) Designating a primary contact person from the district to the program to serve as a District Coordinator (DC) and designating a Lead Mentor according to specified program criteria. One person may hold both titles or a consortium of small districts may designate one District Coordinator and Lead Mentor to serve several small districts.

2) Pairing candidates with qualified mentors according to program-specified ratios (no more than three for a full-time teacher mentor, no more than twenty-three for a full-time released mentor with commensurate ratios for part-time teacher mentors) taking into consideration like credential, grade or content expertise, geographic proximity, and school schedules. The pairing will be completed within 30 days of the start of the teaching contract. Please see document titled Mentor Responsibilities for detailed mentor qualifications.

3) Identifying eligible candidates to the program leadership prior to their participation in induction.

4) Providing representation at all Advisory Council meetings to receive pertinent program information.

5) Communicating with eligible candidates at point of hire that they must enroll in an approved induction program within 30 days of the start of the teaching contract and that they must complete a two-year induction program to be recommended for a professional clear credential.

6) Informing candidate(s) of any financial responsibility at point of hire.

7) Informing eligible candidates in writing of the completion requirements of the Stanislaus COE Induction Program.

8) Providing eligible candidates with information regarding dates of induction events.

9) Selecting and providing stipends to suitable mentors from within or without of district for candidates according to specified criteria. Contact program staff for names of suitable out of district mentors if needed.

10) Ensuring candidates teach in a context using state adopted academic standards.

11) Sending site administrators (who have candidates on site) to attend one half day Administrators’ Academy Breakfast.

12) Support candidates and mentors in scheduling and holding a TRIAD CONVERSATION with site administration BEFORE attending an Orientation.

13) Ensuring candidate attendance at an Orientation in order to develop the ILP within 60 days of the start of school. If a candidate is a late hire and cannot attend the last Orientation date, the district
must provide “just in time” support for that teacher until enrollment in induction the following school year.

14) providing substitute release time for:
   - candidates to attend required events and ensure that they have the opportunity to complete the induction program’s requirements for the recommendation for a professional clear credential.
   - mentors to attend required events, complete observations and complete the plan, teach, reflect, apply cycle with candidates.
   - both mentors and candidates to observe colleagues and peers.

ensuring that every candidate in his or her first year, on site or in the district, is provided with an orientation for new teachers that includes policies, procedures, and site resources. Candidates must be provided information regarding:

   - accident prevention strategies on site
   - school’s crisis response plan (including procedures for responding to emergency health situations, procedures for contacting staff identified as first aid and CPR certified, and any conflict resolution strategies or techniques for defusing potentially violent situations)
   - school policies regarding accessing health and mental health resources
   - adopted health curriculum
   - state and local policy regarding permitted health topics, family life and sex education, and procedures for notifying parents, and parents’ rights regarding instruction in health
   - state and federal reporting requirements relating to child abuse and neglect
   - guidelines for accessing and using outside speakers
   - adopted instructional program for the teaching and support of English language learners
   - referring students for special education services
   - district retention and promotion policies

15) providing candidates with student data from various sources to be used for the plan, teach, reflect, apply cycle.

16) recognizing that work done in induction, including the ILP and CGE, is for professional growth and development of the candidate and not for evaluation for employment purposes.

17) providing support to mentors so that they may provide both “just in time” support and longer term analysis of teaching practice to help candidates develop enduring professional skills.

18) ensuring dedicated time for regular mentor and candidate interactions; no less than 1 hour per week on average of individualized support/mentoring as required by program standards.

19) assessing or responding to information about the success of the pairing and having a plan for reassignment, if necessary. Candidates will have input regarding the pairing and the district will retain only those mentors who are successful. Districts will need to reassign candidates to a new mentor if requested by the program.

20) ensuring district representation accreditation interviews (every seven years), and responding to surveys and questionnaires for the purpose of determining program effectiveness.

21) ensuring district representation at the Read event:
   - districts are responsible for providing one reader for every four candidates enrolled in the program.
• districts that have less than four candidates in the program must provide at least one reader.

The district will choose one option below regarding the establishment of tuition protocols for SCOE’s Induction Programs.

☐ Our district will be paying the SCOE Induction tuition for all candidates.
☐ Our district will be paying the SCOE Induction tuition for all candidates, and will be seeking full or partial reimbursement from the candidates.

SCOE Teacher Induction Tuition: $3,000 per candidate per year.

Financial responsibilities for candidates who drop or withdrawal will be handled on a case by case basis.

The signatures below indicate that the district has agreed to the conditions of the MOU and will act as co-sponsors until such time as either the district or the programs terminate the agreement in writing.
Level II Education Specialist Requirements

If a candidate holds a Level I Education Specialist credential, then there are requirements in addition to induction which must be fulfilled. This transition from a Level I credential to a clear credential entails:

- Addressing Level II Standards for Mild/Moderate or Moderate/Severe
- Meeting statutory requirements which may include, but are not limited to, the following:
  - **Health** - Complete a post baccalaureate course in health education, including but not limited to, nutrition; the physiological and sociological effects of alcohol, narcotic and drug abuse; and the use of tobacco. This requirement must include training in cardiopulmonary resuscitation (CPR) that covers infant, child, and adult CPR skills.
  - **Technology** - Complete a post baccalaureate course in computer education, including instruction in general and specialized skills in the use of computers in educational settings.
  - **CPR** – Must be valid at time of recommendation for clear credential
  - Attending all induction events
  - Completing the CGE (Google Docs)
  - Completing the Competencies binder
  - Any additional requirements indicated in the credential renewal codes

The candidate is required to attend the SpEd Level II Transition Day to meet the above listed requirements. All requirements must be met before the Level I credential expires in order to be recommended for a Clear Education Specialist Credential.
SpEd Level II Transition Day
Stanislaus County Learning to Teach Induction Programs

This day is designed to outline specific requirements needed to address competencies for a Clear Ed Specialist Credential from a Level I Education Specialist Credential.

Tuesday, November 27, 2018
4:00-7:00 pm
OR
Saturday, December 8, 2018
8:30-11:30 am

Candidate Cost: $1,000
Stanislaus County Office of Education
1100 H Street | Modesto, CA 95354

One Unit of Extended Education Available for $40.00

Target Audience:
SCOE Induction Candidates who are clearing a Level I Education Specialist Credential and their mentors (mandatory).

Facilitated by:
Alison Beech
abeech@stancoed.org

Questions:
Tricia Stewart
tstewart@stancoed.org
209-236-1323

Online OMS Registration is available at the following web address(s):

November 27, 2018 (TUE)
http://stanislaus.k12oms.org/446-153027

December 8, 2018 (SAT)
http://stanislaus.k12oms.org/446-153028

ACCESS CODE: SCOEL2718
You will need this code in order to register for the November offering—deadline 11/25/2018

ACCESS CODE: SCOEL2818
You will need this code in order to register for the December offering—deadline 12/06/2018

Payment options:
Money Order (in full) made out to SCSSF on the day of the event or Payment Plan arranged with
Aurora Trejo (209) 238-1309 or atrejo@stancoed.org
EARLY COMPLETION OPTION
STANISLAUS COUNTY OFFICE OF EDUCATION – INDUCTION PROGRAM

PURPOSE

Senate Bill 57 (Scott) allows eligible individuals to complete a Commission-approved professional teacher induction program at a faster pace than the full two years generally needed to complete all the requirements. The SCOE Early Completion Option (ECO) allows individuals that opportunity.

The intent of the law is to serve experienced and exceptional candidates. If you review and feel you meet the criteria, you may request your employing district, along with the SCOE Learning To Teach and Lead Continuum Steering Committee, to consider you as a candidate for the ECO.

PRIOR TO APPLICATION: Email tstewart@stancoe.org with your intent to apply for ECO in order for the upload window to be made available to you.

CRITERIA

1. Hold a Preliminary General Education Multiple or Single Subject credential or a Level 1 or Preliminary Education Specialist credential and be currently employed as the teacher of record.
2. Five years of classroom experience as a full-time Teacher of Record.
3. After reviewing the selection guidelines, describe how you meet the criteria for the Early Completion Option. In your application, give a clear, one page justification as to why your application should be considered (letter of intent). Your rationale should reflect your exemplary practices, attitudes, professionalism, and commitment to the teaching profession.
4. Proof of ongoing, direct support by a mentor, coach, colleagues, or site administration during that time.
5. Evidence of exceptional teaching practice must be observable and based on components of effective instruction (CSTP). The LTE Steering Committee will evaluate a classroom lesson via video submission experience as measured against the California Standards for the Teaching Profession (CSTP). On the attached rubric, exceptional would be defined as integrating or innovating.
6. Evidence of exceptional teaching practice during prior professional experience as measured against the CSTP.
   On the attached rubric, exceptional would be defined as integrating or innovating.
7. Approval from employing District Coordinator for Induction.
8. Participate in an interview if initial screening requirements are determined to be met.

PROGRESS MONITORING AND COMPLETION

ECO candidates must continue to demonstrate that the ECO is appropriate for them. The ECO candidates’ progress will be monitored throughout the year. If the year-end evaluation rubric from READ does not show the candidate at integrating or innovating, then the candidate may be recommended for a second year of induction rather than a clear credential.

APPLICATION COMPLETION & SUBMISSION

1. Complete the application (included).
   a. Five years of classroom experience
   b. Rationale
   c. Documentation of past support
   d. A live link to a 30-45 minute video of your teaching in the classroom
   e. Two pieces of evidence per CSTP
      i. Evidence could include but is not limited to photographs with explanations/descriptions, detailed lesson plans, evidence of data-driven instruction, student work with explanations/descriptions, etc.
2. Submit, to your District Coordinator, for approval by the date specified by your district
3. Once approved, combine application and all supporting documentation into one file and upload to your IS.com
   ECO Application milestone
## Evaluation Rubric:
**CSTP 1-3**

### CSTP 1: Engaging and Supporting All Students in Learning

<table>
<thead>
<tr>
<th>Level</th>
<th>Emerging</th>
<th>Exploring</th>
<th>Applying</th>
<th>Integrating</th>
<th>Innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging</td>
<td>Expands awareness of curriculum and instructional practices to support understanding and engage students in learning, uses knowledge of students to engage them in learning.</td>
<td>Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement, while connecting students' prior knowledge, life experiences, and interests to learning.</td>
<td>Implements curriculum using a variety of instructional practices &amp; supplemental resources to improve understanding &amp; engagement, connects learning to meaningful real-life contexts.</td>
<td>Integrates extensive knowledge of curriculum, instructional practices, &amp; resources to enhance &amp; deepen student understanding &amp; engagement, promotes critical thinking.</td>
<td>Designs &amp; implements comprehensive curriculum with varied instructional strategies &amp; resources to promote high levels of student achievement, adjusts instruction while teaching.</td>
</tr>
</tbody>
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### CSTP 2: Creating and Maintaining Effective Environments for Student Learning

<table>
<thead>
<tr>
<th>Level</th>
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<th>Applying</th>
<th>Integrating</th>
<th>Innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging</td>
<td>Recognizes the importance of building a positive learning environment that is focused on achievement.</td>
<td>Guides the development of a respectful learning environment focused on achievement.</td>
<td>Maintains a supportive learning environment in which all students can achieve, employs classroom routines.</td>
<td>Provides a rigorous learning environment that supports &amp; challenges all students to achieve, optimizes instructional time.</td>
<td>Facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement.</td>
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### CSTP 3: Understanding and Organizing Subject Matter for Student Learning

<table>
<thead>
<tr>
<th>Level</th>
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<th>Applying</th>
<th>Integrating</th>
<th>Innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging</td>
<td>Demonstrates knowledge of teaching as discrete skills, organizes curriculum to facilitate student understanding of the subject matter.</td>
<td>Expands knowledge of related elements of effective instruction, learning goals, assessments, and content, while considering the needs of ELLs and students with special needs.</td>
<td>Makes connections between elements of effective instruction, learning goals, assessments, and content standards, adapts resources to make subject matter accessible for all students.</td>
<td>Articulates knowledge of the inter-relationships between elements of effective instruction, learning goals, assessments, and content while applying knowledge of student development to ensure understanding.</td>
<td>Interconnects effective instruction, learning goals, and assessment, while using effective instructional strategies appropriate to the subject matter.</td>
</tr>
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</table>
### CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

<table>
<thead>
<tr>
<th>Emerging</th>
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<th>Innovating</th>
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</thead>
<tbody>
<tr>
<td>Plans lessons using available curriculum and resources, while considering students' academic readiness, language proficiency, cultural background, and individual development.</td>
<td>Plans lessons using expanded understanding of curriculum, related materials, resources, &amp; assessments, incorporates strategies appropriate to meeting the learning needs of all students.</td>
<td>Plans differentiated instruction using a variety of adjustments and adaptations in lessons, develops long- and short-term instructional plans.</td>
<td>Plans lessons using a broad range of strategies to differentiate instruction as informed by assessments, establishes goals for student learning.</td>
<td>Plans instruction utilizing a repertoire of instructional practices to differentiate instruction as informed by ongoing assessments, articulates goals for student learning.</td>
</tr>
</tbody>
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### CSTP 5: Assessing Students for Learning

<table>
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<tr>
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<th>Integrating</th>
<th>Innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops understanding of required assessments and uses of data to inform student progress.</td>
<td>Explores the use of different types of assessments to expand understanding of student learning needs and support planning.</td>
<td>Utilizes a variety of assessments that provide targeted data on student learning to guide planning, collaborates and reflects regularly with colleagues to improve teaching practice and student success.</td>
<td>Develops, adapts, and integrates assessments into instruction that provide ongoing data to guide planning differentiated instruction matched to assessed needs of students.</td>
<td>Utilizes a wide range of assessments strategically, systematically, and flexibly throughout instruction to identify student learning needs and guide ongoing adjustments in instruction that maximize student learning.</td>
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</table>

### CSTP 6: Developing as a Professional Educator

<table>
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<tr>
<th>Emerging</th>
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<th>Applying</th>
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<th>Innovating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works collaboratively with assigned colleagues to reflect on and improve teaching practice and student success.</td>
<td>Seeks collaboration with colleagues, resource personnel, and families to reflect on ways to improve teaching practice and student success.</td>
<td>Collaborates and reflects regularly with colleagues to improve teaching practice and student success, sets professional goals, and communicates with families.</td>
<td>Integrates information from a range of sources to expand skills of collaboration &amp; reflection, engages in goal setting as a habit of practice, communicates consistently with families.</td>
<td>Engages in &amp; facilitates collaboration focused on providing quality instruction and optimal learning for the full range of students, reflects on and refines goals, works with families on a regular basis.</td>
</tr>
</tbody>
</table>
**EARLY COMPLETION APPLICATION**

**STANISLAUS COUNTY OFFICE OF EDUCATION INDUCTION PROGRAM**

The Early Completion Option (ECO) application must be submitted, via IS.com milestone, by September 30th @5pm for consideration. If application is not received by the due date, participants will be automatically enrolled in the full two-year program.

Name: 

District:  School:  

Placement:  □ General Education  □ Special Education

1) COMPLETE THE FOLLOWING:

a) Prior teaching experience as a Teacher of Record. Please list below (Insert additional rows as needed):

<table>
<thead>
<tr>
<th>District Name</th>
<th>School Name</th>
<th>Years as Teacher of Record</th>
<th>City</th>
<th>State</th>
<th>Private, Charter, Public or Non-Public</th>
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b) Rationale (as you type the space provided will expand):

c) Proof of ongoing, direct support. Please list below (Insert additional rows as needed):

<table>
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<tr>
<th>Type of Support: Mentoring/PLC/Lesson Study, etc.</th>
<th>Name &amp; Job Title of Person Providing Support</th>
<th>Contact Email for the Person Providing Support</th>
<th>Duration of Support</th>
<th>Brief Description of Support</th>
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d) Live link for Video Evidence (paste here):

e) Evidence of exceptional teaching practice as measured against the CSTP. 2 pieces of evidence per CSTP (Type in space provided, insert pictures/links as needed. As you type the space provided will expand):

CSTP 1:
CSTP 2:

CSTP 3:

CSTP 4:

CSTP 5:

CSTP 6:

<table>
<thead>
<tr>
<th>Applicant's Signature</th>
<th>Date</th>
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2) FOR DISTRICT USE ONLY: (Electronic Signature is Acceptable)
As a representative of ___________________________(district) I recommend this candidate for ECO based on the evidence provided. ________________________________________________________________________

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<tr>
<th>District Coordinator Signature (Name)</th>
<th>Email</th>
<th>Date</th>
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3) FOR PROGRAM USE ONLY:
☐ This candidate qualifies for the Early Completion Option and will be contacted for an interview per Steering Committee recommendation.
☐ This candidate DOES NOT qualify for the Early Completion Option per Steering Committee recommendation.

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<thead>
<tr>
<th>Program Director Signature</th>
<th>Date</th>
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</table>
Stanislaus County Office of Education
Induction Programs
CSU Stanislaus Unit Information

The SCOE Induction programs offer several different opportunities for purchasing units from CSU Stanislaus Extended Education for $40.00 per unit. Please keep in mind that candidates are not required to purchase units to earn a clear credential.

Please confirm with your district as to their approval process and requirements in regard to using the purchased SCOE Induction units for an increase in salary on their salary schedule prior to submitting them.

- **Induction Participation** (Per Year)
  - **Year 1 Course Number**: EDU 6402
  - **Year 2/ECO Course Number**: EDU 6403
  - One Unit - candidate attends all four events (Orientation, Inquiry 1, Inquiry 2 and Finale) on time and stays the full time. (equivalent to 15 hours)
  - **OR**
    - One Unit - candidate completes all induction requirements including a “passing” evaluation rubric. (equivalent to 15 hours)
    - Two Units - candidate attends all four events (Orientation, Inquiry 1, Inquiry 2 and Finale) on time and stays the full time **AND** candidate completes all induction requirements including a “passing” evaluation rubric. (equivalent to 30 hours)
    - Payment for Units – candidate will complete the necessary paperwork and submit payment at the end of year Induction Finale.

- **Grade-Alike** (Per Year) **Course Number available in Spring**
  - One Unit - candidate must attend all five sessions and complete 4 reflection sheets.
  - Payment for Units – candidate will have the opportunity to complete the necessary paperwork and submit payment at the last Grade-Alike meeting.

- **SpEd Level II Transition** (Per Year) **Course Number**: EDU 6927
  - One Unit - candidate must attend the Level II Transition Day and all follow up on additional requirements as indicated by the credential renewal codes.
  - Payment for Units – candidate will have the opportunity to complete the necessary paperwork and submit payment at the end of year Induction Finale.

**Quick Reminders:**
- All requests for units must be submitted to the SCOE Induction Office. Please **DO NOT** send this paperwork directly to the university, as it may cause a delay in the processing of your unit(s).
- The SCOE Induction Office does not issue transcripts. Transcripts must be purchased from CSU Stanislaus to provide proof of unit(s) to your district office. CSU Extended Education Office: 209-667-3111
- All checks must be made payable to CSU Stanislaus.