

Program Handbook

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Whom Should I Contact If I Have Questions?

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Canvas

Online service for seminar/event information, uploading assignments, and downloading materials, articles and documents

Yolo-Solano Teacher Induction Office

4632 2nd Street, Suite 120, Davis, CA 95618

Our office is located across the street from the Target and TJ Maxx shopping center, near Mace Blvd. Drop in visitors are always welcome. However, since our office hours vary, you may prefer contacting us prior to an office visit.

Teacher Induction District / County Office Liaisons

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The Yolo-Solano CTC Teacher Induction Program is a regional consortium comprised of eight (8) TK-12 educational institutions, a number of private and charter schools, and our University partners.

In the Yolo-Solano Teacher Induction Program our Candidate Teachers and Mentors are always at the core of our program. All program decisions and resources are focused on providing an exemplary support and formative assessment system for teachers in alignment with state induction program standards.

Commission on Teacher Credentialing Approved Programs

- Multiple Subject Clear Credential Program
- Single Subject Clear Credential Program
- Education Specialist Clear Credential Programs, six authorization areas
- Designated Subjects: Career Technical Education, Preliminary and Clear Credential Programs

The Yolo-Solano Teacher Induction Program Design Includes:

- Weekly learning-focused conversations between Candidate Teachers and Mentors
- 3 Professional Development Workshops for Candidate Teachers and Mentors
- Yolo-Solano formative assessment materials
- Mentor coaching training
- Advisory Board Meetings to review and inform program implementation
- Regular training meetings for Seminar Facilitators
- Clear Credential Completion Requirements
- Opportunity to purchase University of California, Davis Extension Units

The Administrative Structure includes a Program Director, a Program Manager, and Administrative assistants. Davis Joint Unified School District is the Local Educational Agency (LEA) which oversees the program. The Consortium office is located in the city of Davis at 4632 Second Street, an office building conveniently located near I-80 and Mace Boulevard. Each district and private school has at least one Advisory Board Member who acts as a liaison between their schools, district and the Yolo-Solano Teacher Induction Program. The Advisory Board provides input on implementation and direction for program improvement. In addition, the Program Director is a member of two regional collaborative organizations with other Induction programs, Intern programs and local universities to encourage thoughtful implementation of the continuum of services for the Candidate Teacher and the smooth transition to Induction within the Learning to Teach System.

Candidate Districts:

Benicia USD (CTE)	
Davis JUSD	Fairfield-Suisun USD (CTE)
Dixon USD	Lake COE (CTE)
Solano COE	Napa COE (CTE)
Vacaville USD	Placer COE (CTE)
Winters JUSD	Placer Union HSD (CTE)
Woodland JUSD	Sacramento COE (CTE)
Yolo COE	Sacramento City USD (CTE)
	San Juan USD (CTE)
	Washington USD (CTE)

Professional Partnerships:

Capital Region Induction Network (IHE collaborative)
University of California, Davis
Sacramento State University
Yolo-Solano Center for Teacher Credentialing, Intern Program
Teacher Induction/IHE Collaborative (Bay Area)
Local Formative Assessment Programs Network
Yolo County CISC

Our Mission

The mission of the Yolo-Solano Center for Teacher Credentialing is to prepare, support and sustain educators in an evolving educational environment through structured systems of support in order to prepare students for success in a global environment.

Induction:

- Our mission is to increase student achievement by improving the classroom instruction of beginning teachers as they participate in an induction program that ultimately results in a clear credential

The Yolo-Solano Teacher Induction program is committed to providing intensive, individualized support and assistance to each Candidate Teacher during the induction period. Candidate teachers will apply skills and abilities learned in teacher preparation and build habits of mind as they examine and reflect on activities within their own classrooms. **Demonstration and application of knowledge acquired during teacher preparation is a key characteristic of Induction.**

The Yolo-Solano Teacher Induction Program uses an inquiry-based professional development model to help teachers demonstrate their skills and develop their practice. By combining reflective self-assessment and support, Candidate Teachers will:

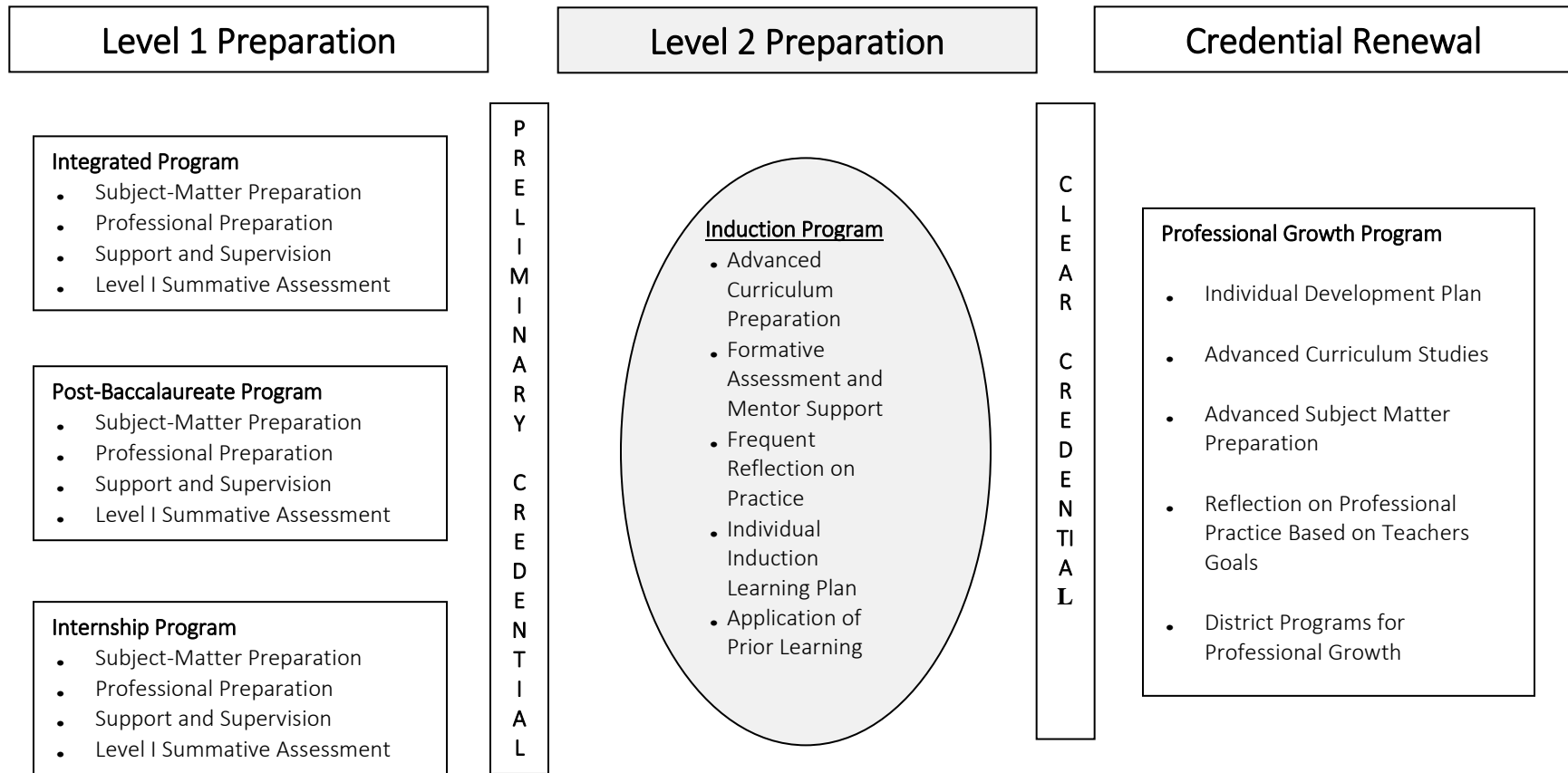
1. Effectively transition into the teaching profession in California by actively participating in a professional learning community with teachers throughout the partner organizations
2. Improve the effectiveness of instruction for all students, including those who are culturally, linguistically, and academically diverse
3. Establish an effective practice of professional growth based on the California Standards for the Teaching Profession (CSTP)
4. Earn the California Clear Credential

Core Learning Outcomes

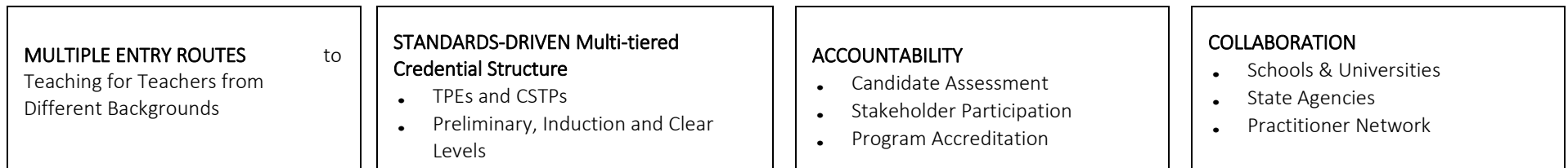
At the Yolo-Solano Center for teacher Credentialing, Educators:

1. **Hold** a commitment to eliminating bias and inequity in education.
2. **Understand** and provide culturally relevant, rigorous, and innovative instruction to all students.
3. **Have** a firm grasp of research and data analysis and use data to inform current and future practice.
4. **Believe** in growth mindset and use an asset-based approach to educating all students.
5. **Are** reflective practitioners who deeply examine their teaching practice and engage in cycles of inquiry, collaboration, research, and discourse.
6. **Seek** to continuously develop their teaching practice, participate in professional learning networks, and collaborate with colleagues.

California's Learning to Teach System



System Qualities



College/University
2042 Preliminary
Credential



YOLO-SOLANO TEACHER INDUCTION

To clear this credential the holder must consent to and complete a commission approved **Induction Program**

YEAR

Year One Induction Professional Development Opportunities

Program Orientation

Overview of Teacher Induction Program
Develop Learning Plan

5 Seminars

Collaborative discussions of ILP Goals, CSTP and Induction topics.
Mentor support (2 HR each)

Teaching English Learners Creating Effective and Equitable Learning Environments

District Activities

Weekly meetings with Mentor
Triad Meetings with Mentor and Site Administrator
District Professional Development

Colloquium

Tying it all together (2HR)

Yolo-Solano Local Formative Assessment Inquiry completed with Support Provider—One Cycle

Foundations

Context of Teaching
Discuss Class Profile Select Focus Students
English Learner Information Special Education Profiles
Introduction to Inquiry

Initial Assessment
Evidence of current CSTP practice
Descriptions of Practice (CTP)

Individual Induction Learning Plan
Problem Identification
Develop Inquiry question(s)
Information Gathering

Action Plan
Plan of Action
Evidence Collection plan for analysis
Credential Required Evidence

End of Inquiry Assessment
Evidence of current CSTP practice
Inquiry Focus outcomes

Analysis of Growth
Data Analysis
Plan for the Future

Reflect on and Revise Professional Goals

Inquiry Based Professional Development Activities

Participating Teacher may choose to pay and earn units through UC Davis Extension by successfully completing these components

YEAR

Year Two Induction Professional Development Opportunities

Second Year Induction Candidates focus on Special Populations Students and Advanced Learners rather than English Learners throughout 5 Seminars and district led professional development. District Activities and weekly meetings with Mentor continue. The Colloquium is where learning from Action Research Inquiries are shared.

Yolo-Solano Local Formative Assessment Inquiry Cycles

Second Year Induction Candidates follow the same Inquiry cycle as year one for their fall activities on teacher identified topics aligned to CSTPs and supporting their Learning Plan. The winter cycle is a teacher led Action Research Inquiry Project. (See FAS cycle below)

End of Inquiry Triad Meeting with Site Administrator and Mentor

Credential paperwork processed by Yolo-Solano Center for Teacher Credentialing Induction Program Office

Begin 5 Year Renewal Cycle

*SB 2042 required universities to implement an assessment for all preliminary credential candidates. In response, preliminary credential candidates now complete the Teacher Performance Assessment (TPA). The TPA is based on a set of standards called the Teacher Performance Expectations (TPE). The TPEs are very similar to the standards used by districts and induction programs called the California Standards for the Teaching Profession (CSTP). Induction Candidate Teachers will use TPE assessment information in the development of their Induction Individualized Learning Plan. In order to assist our program participants in developing familiarity with both sets of standards, we provide the comparison of the General Education TPEs and the CSTPs below. The numbering and order of the six TPEs and CSTPs do not indicate relative importance or value; all TPEs and CSTPs are considered equally important and valuable. ***Please note, Education Specialist TPEs are different****

<u>TPE Domain</u>		<u>Similar CSTP Standard</u>
TPE 1: Engaging and Supporting All Students in Learning	→	CSTP Standard 1: Engaging and Supporting All Students in Learning
TPE 2: Creating and Maintaining Effective Environments for Student Learning	→	CSTP Standard 2: Creating and Maintaining Effective Environments for Student Learning
TPE 3: Understanding and Organizing Subject Matter for Student Learning Content Specific Pedagogy	→	CSTP Standard 3: Understanding and Organizing Subject Matter for Student Learning
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	→	CSTP Standard 4: Planning Instruction and Designing Learning Experiences for All Students
TPE 5: Assessing Student Learning	→	CSTP Standard 5: Assessing Students for Learning
TPE 6: Developing as a Professional Educator	→	CSTP Standard 6: Developing as a Professional Educator

Teacher Inquiry Defined

Nancy Fichtman Dana & Diane Yenol-Silva

Excerpts from The Reflective Educator's Guide to Classroom Research

The following excerpts describe two important aspects of the Yolo-Solano CTC Teacher Induction Program.

WHAT IS TEACHER INQUIRY?

“... a third research tradition emerges highlighting the role classroom teachers play as knowledge-generators. This tradition is often referred to as “*teacher research*”, “*teacher inquiry*”, or “*action research*”. In general, the teacher inquiry movement focuses on the concerns of teachers (not outside researchers) and engages teachers in the design, data collection, and interpretation of data around their question. Termed “*action research*” by CARR and Kemmis (1986), this approach to educational research has many benefits: (1) theories and knowledge are generated from research grounded in the realities of educational practice; (2) teachers become collaborators in educational research by investigating their own problems; and (3) teachers play a part in the research process, which makes them more likely to facilitate change based on the knowledge they create.

Elliot (1988) describes action research as a continual set of spirals consisting of reflection and action. Each spiral involves: (1) clarifying and diagnosing a practical situation that needs to be improved or a practical problem that needs to be resolved; (2) formulating action strategies to improve the situation or resolve the problem; (3) implementing the action strategies and evaluating their effectiveness; and (4) clarifying the situation, resulting in new definitions of problems or areas for improvement, and so on, to the next spiral of reflection and action.”

“Given today’s political context, where much of the decision making and discussion regarding teachers occur outside the walls of the classroom (Darling-Hammond, 1994), the time seems ripe to create a movement where teachers are armed with the tools of inquiry and committed to educational change. If that is our goal, we now need to understand how teacher inquiry can serve as a tool for professional growth and educational reform. We believe that the simplest and most eloquently stated definitions of teacher research come from the work of two teacher-inquirers with whom we have collaborated. Here are excerpts from their own journals:

Teacher research enables me to investigate one of my wonderings in a deliberate fashion. I used the tools of a researcher to investigate my own environment. Teacher research provides the impetus for teachers to find various solutions to their own question. By definition, it is relevant inquiry. (Borst, 1999)

Teacher research is a method of gaining insight from hindsight. It is a way of formalizing the questioning and reflecting we, as teachers, engage in every day in an attempt to improve student learning. (Brown, 1999)”

How Is Teacher Inquiry Different From What I Already Do As A Reflective Teacher?

Nancy Fichtman Dana and Diane Yendol-Silva

“All teachers reflect. They reflect on what happened during previously taught lessons as they plan lessons for the future. They reflect on their students’ performance as they assess their work. They reflect on the content and the best pedagogy available to teach that content to their learners. They reflect about interactions they observed students having, as well as their own interactions with students and the ways these interactions contribute to learning. Teachers reflect all day, every day, while *in* the act of teaching and long after the school day is over *on* the act of teaching.

Reflection is important and critical to good teaching (Schon, 1987; Zeichner & Liston, 1996). In addition, reflection is a key component of teacher inquiry. Yet teacher inquiry is different from daily reflection in and on practice in two important ways.

First, teacher inquiry is less happenstance. The very definition of teacher inquiry includes the word *intentional*. We do not mean to suggest that reflection is never intentional, but in the busy, complex life of teaching, reflection is something that occurs most often in an unplanned way -- on the way to the teachers’ room for lunch, during a chat with a colleague during a social, when the students are engaged in an independent activity, on the drive home, in the shower, or during dinner, wherever and whenever a moment arises. Unfortunately, few teachers have a planned “reflection” time. Teacher inquiry invites intentional, planned reflection heightening the focus on problem posing.

Second, teacher inquiry is more visible. The daily reflection teachers engage in is not observable by others unless it is given some form (perhaps through talk or journaling). As teachers engage in the process of inquiry, their thinking and reflection are made public for discussion, sharing, debate and purposeful educative conversation. As inquiry raises the visibility of teachers’ thinking, the profession garners a new respect for the complexity of teaching.”



Yolo-Solano CTC Teacher Induction Program

Professional Growth Through Classroom – Based Inquiry

Professional Growth in the Yolo-Solano Teacher Induction Program is based upon a classroom-based inquiry model. In this model, Candidate Teachers examine their own classroom practice – that is their own classroom environment, students and school – and explore relevant and important questions for their professional development. This exploration is done with the intent that the research will inform and change the Candidate Teacher’s future practice. While using this model, it is the expectation of the Induction program that the questions and topics of inquiry will be authentic to each Candidate Teacher’s situation and will provide opportunity for significant growth on the part of the Candidate Teacher. As such, the selection of the Inquiry focus and question becomes central to the professional growth experience.

Participation in Classroom-Based Inquiry is based on the following assumptions:

- Teacher growth should be based on problems they have identified for themselves
- Teachers grow when they examine and assess their own work and then consider ways of working differently
- Working collaboratively in search of solutions to everyday real problems produces effective teacher growth

Each Candidate Teacher will systematically examine his or her practice against specified criteria, based on the California Standards for the Teaching Profession (CSTPs). The teacher will identify current areas of strength and possible areas for growth. Next, the Candidate Teacher will develop a professional growth question that has significance to his or her practice and the educational matters at hand. Research will guide the professional development around the question selected. The Candidate Teacher experiments with new ideas and the development of new skills to improve student learning. Once comfortable with the changes made to his or her practice, the Candidate Teacher plans a lesson that showcases the new skills. The Mentor will observe the lesson and the pair will then have a learning-focused conversation to identify the new successes of the Candidate Teacher. Finally, the Candidate Teacher is ready to reflect on the learning during the inquiry, to integrate the new skills into routine professional practice, and to explore the impact of the instruction on student achievement.

The Inquiry process for professional growth is diagramed in the graphic organizer entitled “Classroom-Based Inquiry Process”, (Item 10.) As you review the process, note any questions you might have about how to best use the process for your own professional growth. Be sure to discuss these questions with your Mentor.

Initial Assessment Descriptions of Practice (CTP)

- Assess current levels of practice, discuss evidence
- Criteria for assessment are the elements of the CSTP and CTP

Individualized Inquiry Plan

- Phase 1 - Problem Identification
- Identify the desired outcomes
- Develop the inquiry question(s)

Action Plan

- Phase 2 – Plan of Action
- Create an implementation plan of action steps
- Develop a relevant evidence plan (baseline, progress monitoring and summative data)
- Note activities on Learning Plan and collaborator log
- Gather information and multiple, potential solutions

End of Inquiry Assessment Examination of Evidence of Practice

- Record additional evidence of current practice in response to the focus standards elements
- Re-assess the Participating Teacher's practice using the CTP
- Incorporate data results collected from the inquiry activities

Analysis of Growth

- Phase 4 – Analysis of Data
- Analyze impact of the inquiry on students' learning & teacher's growth
- Record the data in chart or graph format, link to Learning Plan
- Phase 5 – Plan for Future Action
- Narrative of Outcomes and next steps

YEAR 1	<p>Foundations of Teaching <i>Creating Effective, Safe, and Inclusive Learning Environments</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Creating & Maintaining Effective Environments for Student Learning</i> <ul style="list-style-type: none"> ○ <i>Providing Equity and Recognizing Bias</i> <input type="checkbox"/> <i>Developing as a Professional Educator</i> <ul style="list-style-type: none"> ○ <i>Mandated Reporter</i> 	<p>Inquiry 1 <i>Planning Effective Learning Experiences that Engage All Students</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Engaging & Supporting All Students in Learning</i> <input type="checkbox"/> <i>Planning Instruction & Designing Learning Experiences for All Students</i> <ul style="list-style-type: none"> ○ <i>English Learners</i> ○ <i>Special Populations</i> <input type="checkbox"/> <i>Developing as a Professional Educator</i>
	UNIVERSAL ACCESS TEACHING STRATEGIES	
	SUBJECT SPECIFIC PEDAGOGY NETWORKING	

YEAR 2	<p>Inquiry 2 <i>Designing Standards-Based Curriculum</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Understanding & Organizing Subject Matter for Student Learning</i> <input type="checkbox"/> <i>Assessing Students for Learning</i> <ul style="list-style-type: none"> ○ <i>English Learners</i> ○ <i>Special Populations</i> <input type="checkbox"/> <i>Developing as a Professional Educator</i> 	<p>Inquiry 3 <i>Teacher Action Research</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Engaging & Supporting All Students in Learning</i> <input type="checkbox"/> <i>Assessing Students for Learning</i> <ul style="list-style-type: none"> ○ <i>English Learners</i> ○ <i>Special Populations</i> <input type="checkbox"/> <i>Developing as a Professional Educator</i>
	UNIVERSAL ACCESS TEACHING STRATEGIES	
	SUBJECT SPECIFIC PEDAGOGY NETWORKING	

Supportive
Professional
Relationships



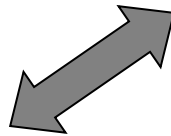
Candidate Teachers and Mentors will collaborate with experienced Mentors and facilitators, as well as network with other colleagues

Professional
Development for
ALL Participants

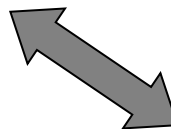


The professional growth of Candidate Teachers and Mentors will be facilitated as they embed the inquiry process into their professional practice

Improve Student
Learning



Universal access to the curriculum will be supported through strategic planning and specific strategies that respond to the needs of diverse learners



Subject-specific pedagogy will be supported by embedding current research, resources and sharing of best practices with the academic content standards, frameworks, and the California Standards of the Teaching Profession

Successful
Completion of
Credential
Requirements



Candidate Teachers and Mentors will be guided and supported throughout the induction experience by trained facilitators

Embarking on Action Research

(Excerpted from Educational Leadership/February 2009)

Janice Templeton, a 6th grade math teacher at Marshall Middle School, is worried about her students. Marshall's students come from a wide range of ethnic and economic backgrounds and present highly varied academic needs. Some of Janice's learners readily engage with math content, but others are singularly uninterested in studying math and aren't mastering basic concepts. These disengaged students are predominantly female, black, or English language learners.

Janice worries that this pattern of disengagement fits in with the underrepresentation of females and minority groups in high-level math at the high school and college levels. She's been reflecting on reasons for this problem and the steps she, as a middle-grade teacher, could take to stem the attrition of underrepresented students from math classes. But she feels unclear on what steps or changes will be most productive.

It might seem that this teacher is in an unenviable position because she's unsure what to do next. In fact, as a teacher who has identified a specific area of classroom practice that warrants additional inquiry, Janice is in an excellent position to embark on an action research study.

Step 1: Identify a Focus

Identify an area of teaching or learning that you are concerned about. You should then become more familiar with this topic, focus on a specific issue that is causing problems with your practice, and specify the research question that will guide the study.

Janice's focus emerged over several months as she watched specific groups of students disengage. She notices many girls hesitating to answer questions aloud during discussions and avoiding exploration and risk taking in independent assignments. She notices that many students who had attended Eastside Elementary – many of whom were black, Hispanic, or from low-income families – seemed to completely tune out each day's lesson. She watched the pattern of decreasing homework completion, increasing apathy toward class activities, and escalating off-task behaviors spread in segments of her classes.

To gain more insight into the concept of math disengagement, Janice read articles from education journals, spoke with other middle school math teachers, and joined online discussion groups. She attended an institute on differentiating instruction in mixed-ability classrooms, which gave her practical ideas for how to set up a classroom more focused on authentic tasks. She enlisted the help of other math teachers within her district.

Through this information gathering, Janice gained a wider view of the issue and formulated her inquiry question: What are some instructional strategies I can use in my 6th grade math class that will increase the engagement (1) and academic success (2) of all students?

Step 2: Develop a Plan of Action

The teacher formulates a plan, laying out what actions and measurements to take and what data to gather at various points – and who will do which tasks. Because the lineup of specific tasks may change as any project gains traction, this plan should include both tasks tied to specific classroom practices and goals connected to examining the issue in general.

Janice created a timeline detailing when – over the course of a five-week unit on probability and statistics – she planned to collect information about students’ perceptions of math (1) and mastery of math concepts (2) and when she anticipated that students with differing readiness levels would need to have guidance and support embedded in lessons. She knew that some students easily transferred data from numerical to graphical representations, for example, whereas other struggled mightily. So she planned lessons for both groups.

Janice used the same overarching learning goals to create differentiated lessons that she hoped would increase student engagement and understanding of math. Her team discussed how to begin the unit in an authentic manner....identify skills within the unit for which students’ readiness levels varied widely, so that some would need more support and others would need opportunities to extend their learning... and design a pre-assessment that enabled Janice to gather data on her students’ attitudes, experiences, and familiarity with the skills she was about to teach. To make the assessment non-threatening, they designed it as a puzzle and gave it to students to complete well in advance of beginning the unit.

The first differentiated lesson Janice developed focused on understanding, creating, and using tree diagram. The lesson involved group work and offered students a choice of participating in one of three groups connected to their reported interests. One activity situated the question within the context of race cars. Another posed a scenario from the fashion industry and a third tapped into students’ interests in pets. Members of the team were committed to observing Janice teach the newly designed lessons and help her determine how to assess what students had learned.

Step 3: Collect Data

At key points in the project, the teacher gathers the data identified in the action plan. As with other types of research, the findings will be stronger if the researcher examines multiple types of data.

Janice collected student artifacts from all her learners (2), including pre-assessments of students (2); math skills (2), interest inventories (1), and work samples (2). Other artifacts included exit cards (2), and student products (2) created as part of an end-of-unit performance assessment. As the unit progressed, she discussed these artifacts with her team. Her colleagues helped her use insights she gained from examining student work to shape how she embedded students’ interests within subsequent lessons. (1)

Janice also used her personal reflections as data. While she planned and taught the new lessons, she kept a reflective journal noting which students showed increasing engagement (1) and skill (2) (and which strategies fed such improvement) and which learners still languished. Janice noticed patterns in content and activities that students preferred (1). She found herself brainstorming additional ways she could tap into these preferences throughout the year.

Step 4: Organize the Data

This organizational system must be efficient, practical, and protective of sensitive or confidential information about specific students.

Janice created a spread-sheet with cells such as pre-test score, interest areas, proficiency level, exit card score, and post-test score to reveal patterns across students and class sections. She calculated average scores for classroom tasks and plotted them on a chart, noting where clusters of students formed to inform her flexible group configurations.

Step 5: Analyze the Data and Draw Conclusions

Janice and her team analyzed individual data components to discern a pattern across data sources. This closer look at the data indicated that tapping into students' interests increased their willingness to engage in math activities and consequently their achievement on the probability and statistics unit's post-test.

Engaging students was the first step: Once a tie-in to their interests got learners actually attending to what Janice was teaching, they followed a series of steps that led to the end result of more solid learning. Students who were more actively involved in lessons during the unit were more willing to ask questions of one another and the teachers when they encountered difficulty, and those who asked such questions and posed alternative answers showed greater understanding of content. Also, students who had the chance to work in small groups on a shared task were more willing to discuss their mathematical thinking.

Step 6: Disseminate Findings

Janice and her team shared their preliminary findings, discussed the overarching principles of tapping into students' interests to boost their zeal for math and punctuated these insights with anecdotes from Janice's journal and peer observations. To put a human face on the project they described Jose, one of her students, and his experience.

Step 7: Develop a New Plan of Action

Janice and her team elected to revise additional math units to incorporate more avenues for students' interests.



Yolo-Solano CTC Teacher Induction Program
MEMORANDUM OF UNDERSTANDING
TEACHER MENTOR

As a Mentor with the Teacher Induction Program, I agree to assist Candidate Teachers as assigned. I agree to meet the following expectations as a Mentor:

1. Maintain confidentiality and discretion about Candidate Teachers. Establishing trust is a primary requirement.
2. Attend all orientations, seminars and celebrations with my Candidate Teacher. I understand that the seminars are designed around the needs of the Candidate Teacher and that my role is to: facilitate transfer of strategies that are modeled; facilitate transfer using content specific examples; model positive, productive, and active participation; participate in a learning community by sharing insights and experience.
3. Participate in all required Yolo-Solano Formative Assessment System Mentor trainings and any district network meetings.
4. Demonstrate growth in my role as a mentor by completing the Mentor Inquiry and written reflections.
5. Hold weekly meetings with my Candidate Teacher; complete at least two formal non-evaluative classroom observations in each inquiry, as well as other informal observations as needed; facilitate classroom observation opportunities for the Candidate Teacher.
6. Provide appropriate assistance in the classroom of the Candidate Teacher which supports the goals of the Individual Induction Plans (IIP), including "just-in-time" support.
7. Provide information, materials, resources, reflective conversations, and emotional support requisite for new teacher success.
8. Collaborate and communicate with Program Administrators, District Coordinators, other Teacher Mentors, Site Administrators, and Seminar Facilitators as requested.
9. Be a positive role model by demonstrating a commitment to ongoing professional growth and a positive professional attitude.
10. Participate in program evaluation and complete record keeping (including mentor logs) in a prompt manner.
11. I understand that my assignment as a Mentor is for the current year only and no promise of continued service is given or implied. Based on program need, should my services not be needed for the full length of the current year my stipend will be prorated for the time served.

The Yolo-Solano Teacher Induction Program, in conjunction with each District, agrees to provide:

1. A stipend for each Candidate Teacher served will be provided by each district. Adjustments may be made based on Mentor completion of this MOU. Districts may deduct the employer/employee STRS contribution and regular mandated deductions.
2. Two release days per Candidate Teacher for observations (substitute cost provided by your district)
3. Formative Assessment training.
4. Assistance from Program Director, Program Coordinators, Program Manager, other Support Providers and Seminar Facilitators.
5. Professional development opportunities with UC Davis units (available in the first two years only) upon meeting specified requirements.

Mentor Name _____
(Please Print)

District _____

Mentor Signature _____

Date _____



Yolo-Solano CTC Teacher Induction Program
MEMORANDUM OF UNDERSTANDING
CANDIDATE TEACHER

I agree to participate in the Yolo-Solano Teacher Induction Program as a Candidate Teacher. I understand that the program expectation is that I will address meaningful issues related to my classroom in order to show professional growth and skill development beyond that which was demonstrated for my preliminary credential. This work will increase my effectiveness in the classroom and, ultimately, enhance student achievement. I am responsible for the collection of evidence required to meet credential completion requirements and may also be requested to share that evidence for program evaluation. While induction experiences are transferable between programs, I understand that it is to my advantage to complete my induction program in the program in which I begin, when possible.

I agree to meet the following expectations as a Candidate Teacher:

1. Maintain confidentiality and discretion between my Mentor and my fellow new teacher participants.
2. **(Please initial)** Attend all required orientation and seminars in order to be eligible for the available UC Davis Extension units.
3. Set meaningful Individual Induction Plan (IIP) goals within the context of my teaching assignment and in alignment with the California Standards for the Teaching Profession.
4. Complete assigned Formative Assessment Inquiries and collect appropriate evidence as guided by the Induction program to demonstrate growth beyond that required for preliminary credential.
5. Meet with my Mentor at least one hour per week to receive appropriate assistance in the classroom in support of the goals of my Individual Induction Plan (IIP), the Formative Assessment Inquiries, and the Induction program.
6. Allow non-evaluative observations by my Mentor in support of my Induction program.
7. Collaborate and communicate with the Induction Program Director, Program Coordinators, Support Providers, Site Administrators, and Seminar Facilitators.
8. Complete a district-sponsored English Language Learner Workshop (Year 1).
9. Complete district-sponsored Special Education Workshop (Year 2).
10. Participate in Triad Meetings (Candidate, Mentor and Site Administrator) in both Year 1 and Year 2.
11. Participate in program evaluation and record keeping in a prompt professional manner.

The Yolo-Solano Teacher Induction Program, in conjunction with each District, agrees to provide:

1. An electronic copy of the YSCTC Induction Program Handbook and can access it through the Canvas courses.
2. A trained, district provided, Mentor
3. One release day for colleague observations per year, (substitute cost provided by your district)
4. Formative Assessment training and materials
5. Access to Induction Library of professional books
6. Assistance from Program Directors, Program Coordinators, Seminar Facilitators, and Program Manager.
7. Opportunity to purchase nine quarter (six semester) units through UC Davis Extension upon meeting requirements
8. Credential completion verification and clear credential application upon program completion

Candidate Name _____ District _____
(Please Print)

Signature _____ Date _____

Yolo-Solano CTC Teacher Induction Program

Program Completion Requirements

Induction Program completion requires the following:

- **Professional growth and increased skills beyond what was demonstrated** for the preliminary credential and within areas defined by the *California Standards for the Teaching Profession* (CSTP)
- Completion of the **Focused Cycles of Inquiry** (two or more each semester of Year 1 and Year 2) in the Yolo-Solano Formative Assessment System, including the completion of required documentation and the collection of evidence of individual professional growth
- Each year, document a **minimum of 40 hours** in regular, one-on-one Mentor/Candidate Teacher support meetings and conversations with other resource people or professional development
- Attendance at the employing district's **English Learners workshop** in year 1 and **Special Populations workshop** in year 2
- Submission of **Triad Meeting** Verification Forms each year
- Submission of **Site Orientation Verification Form**
- **Attendance** at all Orientations and Professional Development Seminars

It is the responsibility of the Yolo–Solano Teacher Induction Program Director to verify completion of program requirements and recommend Candidate Teachers seeking a clear credential. The Program Director will review uploaded assignments in Canvas, Collaborative Support Logs, attendance records, Inquiry Portfolio Review results, and Professional Growth Triad Presentation notes for each participant and verify completion of each required element.

Should you have any questions concerning your individual credential, requirements, or progress toward completion, please make an advisement appointment with the Teacher Induction Consortium Office.

Upon completion of the program, the candidate will work with the Program Manager to complete the application for the clear credential. The program will submit the clear credential application to the Commission on Teacher Credentialing within 30 business days of verification of candidate's completion of all program requirements and receipt of application information from the candidate. At that time, a letter will also be sent to the candidate's district confirming completion of the program.

Please keep in mind that the Induction experience is planned as a two-year experience. Induction Standards are common throughout the State; however, experiences, and implementation of the standards differ between Induction Programs. While it is understood that the circumstances of the Induction candidate may require changes in program enrollment, it is to the candidate's advantage to complete the Induction experience with the Teacher Induction program in which he or she begins and within the two-year period.

Education Specialist teacher candidates:

Please see the following document: Education Specialist Program Completion.

Career Technical Education teacher candidates:

Because the CTE candidates are completing both the preliminary and clear level credentials there may be additional coursework required that is not met through the Induction Program. All CTE candidates are required to have an annual credential advisement appointment with the Program Director to discuss these requirements. Please make an appointment as early as possible each year.

Special Note to Teachers Transferring from another Teacher Induction Program:

Because each Teacher Induction program is designed to meet local needs, program requirements may differ from program to program. It is essential, that as a transfer candidate, you contact the Teacher Induction office immediately with the program name and contact information of the program director from which you are transferring. Once the Yolo-Solano Teacher Induction program has received transfer information from your previous program, you will be contacted for an advisement appointment. It is extremely important that you keep this appointment to ensure that your credential completion is not jeopardized. Please bring any Induction materials from your previous program to the appointment.

Special Note to Teachers Coming From Out-of-State or Out-of-Country:

Because Clear Credential requirements for teachers coming from out-of-state or out-of-country may include items not met through the Induction Program, all teachers coming from out-of-state or out-of-country are required to have an annual credential advisement appointment with the Program Director to discuss these requirements. Please make an appointment as early as possible each year.

Educational Specialist Clear Credential Program Completion Requirements

Induction Program completion requires the following:

- **Professional growth and increased skills beyond what was demonstrated** for the preliminary credential and within areas defined by the *California Standards for the Teaching Profession* (CSTP)
- Completion of the **Focused Cycles of Inquiry** (two or more each semester of Year 1 and Year 2) in the Yolo-Solano Formative Assessment System, including the completion of required documentation and the collection of evidence of individual professional growth
- Each year, document a **minimum of 40 hours** in regular, one-on-one Mentor/Candidate Teacher support meetings and conversations with other resource people or professional development
- Attendance at the employing district's **English Learners workshop**
- Submission of **Triad Meeting** Verification Forms each year
- Submission of **Site Orientation Verification Form**
- **Attendance** at all Orientations and Professional Growth Workshops

In **addition** to the induction requirements listed above, the following additional credential requirements may be required to be completed. (Requirements vary based on the initial credential earned):

- A candidate with a **Level 1 Education Specialist Credential** needs to fulfill the requirements listed below to be recommended for the Clear Credential:
 - ☐ Collaborative ILP meeting with the candidate, district Special Education leader, mentor, and Yolo-Solano Teacher Induction Program leader
 - ☐ Level 2 Portfolio – demonstrating the Level 2 standards for the appropriate credential(s) to be cleared (Mild/Moderate, Moderate/Severe, or Early Childhood)
 - ☐ Health Course (may have been included in the Level 1 Program)
 - ☐ Advanced Technology Course (may have been included in the Level 1 Program)
 - ☐ Infant, Child, Adult CPR
- A candidate with a **Preliminary Education Specialist Credential** must fulfill the requirements listed below to be recommended for the Clear Credential:
 - ☐ Successful completion of the approved induction program for Education Specialists (as listed at the top).
 - ☐ Collaborative ILP meeting with the candidate, district Special Education leader, and mentor

It is the responsibility of the Yolo–Solano Teacher Induction Program Director to verify completion of program requirements and recommend Candidate Teachers seeking a clear credential. The Program Director will review uploaded assignments in Canvas, Collaborative Support Logs, attendance records, Inquiry Portfolio Review results, and Professional Growth Triad Presentation notes for each participant and verify completion of each required element.

Should you have any questions concerning your individual credential, requirements, or progress toward completion, please make an advisement appointment with the Teacher Induction Consortium Office.

Upon completion of the program, the candidate will work with the Program Manager to complete the application for the credential application. The program will submit the clear credential application to the Commission on Teacher Credentialing within 30 days of completion of all program requirements and receipt of application information from the candidate. At that time, a letter will also be sent to the candidate's district confirming completion of the program.

Please keep in mind that the Induction experience is planned as a two-year experience. Induction Standards are common throughout the State; however, experiences, and implementation of the standards differ between Induction Programs. While it is understood that the circumstances of the Induction candidate may require changes in program enrollment, it is to the candidate's advantage to complete the Induction experience with the Teacher Induction program in which he or she begins and within the two-year period.

Special Note to Teachers Coming From Out-of-State or Out-of-Country:

Because Clear Credential requirements for teachers coming from out-of-state or out-of-country may include items not met through the Induction Program, all teachers coming from out-of-state or out-of-country are required to have an annual credential advisement appointment with the Program Director to discuss these requirements. Please make an appointment as early as possible each year.

Special Note to Teachers Transferring from another Teacher Induction Program:

Because each Teacher Induction program is designed to meet local needs, program requirements may differ from program to program. It is essential, that as a transfer candidate, you contact the Teacher Induction office immediately with the program name and contact information of the program director from which you are transferring. Once the Yolo-Solano Teacher Induction program has received transfer information from your previous program, you will be contacted for an advisement appointment. It is extremely important that you keep this appointment to ensure that your credential completion is not jeopardized. Please bring any Induction materials from your previous program to the appointment.



Yolo-Solano CTC Teacher Induction Program Completion of Teacher Support Logs

The Collaborative Support Log will function to track Mentor and Candidate Teacher one-on-one meeting time, just-in-time support, and Mentor observations of the Candidate Teacher. The Collaborative Support Log is a Google Doc and may be accessed at the following link:
<https://goo.gl/xXuCsA>.

Program completion policy states that a Candidate Teacher receive support from trained mentors in one-on-one meetings or other guidance, not less than an average of one hour per week for total a minimum of 40 hours per year. A Mentor/Candidate Teacher pair may count up to 2 hours of each seminar time as one-on-one meeting time. While the Mentor may create the initial on-line log with the Candidate Teacher confirming entries, the evidence submission of documentation for the 40 hours of one-on-one time for completion is the responsibility of the Candidate Teacher. The Log is intended to be a shared collaborative task. The Candidate Teacher will also enter informational notes regarding support received from other professional colleagues and meetings. Hyper-links to other support evidence or documents may also be included to demonstrate a Candidate Teacher's growth, although are not required.

The Logs function will also track the Mentor observations of the Candidate Teacher. This data will be used to support program review and provide feedback and information for both program staff and Mentor training. It is expected at least two observations will be completed in each inquiry; one prior to learning goal setting and at least one to observe progress toward learning goal completion.

Should documentation of Teacher Induction Program work be needed by any individual for purposes other than those needed for the Teacher Induction Program as described above, the responsibility for tracking the information will rest with that individual.

Should the Candidate Teacher become concerned that the hours are not being documented in an accurate and timely fashion, it is the responsibility of the Candidate Teacher to contact the Teacher Induction Program office for assistance in completing the documentation. Should a Candidate Teacher or Mentor have concerns regarding the creation or accuracy of log entries, please contact the Teacher Induction Program in a timely manner.



Yolo-Solano CTC Teacher Induction Program Mentor Assignment and Reassignment Policy

The Teacher Induction Program leadership works with district liaisons to facilitate matching Candidate Teachers with an appropriate Mentor in a thoughtful manner. The following information is taken into consideration:

- **The Mentor must be credentialed with the same authorizations as the Candidate Teacher** (if an appropriately credentialed Mentor is not available, the program will ensure that the Candidate Teacher has regular access to the appropriate specialized support in addition to the assigned Mentor)
- Same school site when possible
- Same grade level, subject matter and/or handicapping condition assignment
- Grade level, subject matter, or handicapping condition assignment with which the Mentor is familiar but not currently teaching, including consideration of credentials held
- Same orientation to learning and other interpersonal considerations as known
- Program constraints or considerations, including the availability of Mentors
- Requests from the Candidate Teacher or the Mentor

Our intention is that these assignments are made in a timely manner, allowing the pair to begin working together as soon as possible. Whenever possible, matches are made prior to the beginning of school or within 1 - 2 weeks of hire.

***Please note,** Education Specialists must be same credential match whenever possible.*

Reassignment:

In the event that a match is not successful for any reason, the match may be revised. If difficulties arise, participants are urged to contact the District Liaison or the Program Director as soon as possible.

All conversations will be kept strictly confidential. The following procedures will be followed:

1. It is the responsibility of the participants to inform the program of a mismatch.
2. Upon receipt of the information regarding a mismatch, the program leader secures confidential information from both the Candidate Teacher and Mentor. Efforts will be made to maintain the respect and dignity of all involved and to collaboratively determine a solution to the presented issue(s).
3. Any solutions agreed to will be monitored for success.
4. Should it be determined that a new match is desirable, the District will make such assignments and the District and Program will monitor the success of the new match.
5. A Candidate Teacher or a Mentor may make a request for a new match at any time during the Induction program experience.

Note: There are times when the Mentor has provided partial services. The reassignment of the Mentor will include a prorated compensation for both the original Mentor and the newly assigned Mentor. The Yolo-Solano Teacher Induction Program will work within the context of the local district and any agreements they hold to ensure district policy is implemented.

Release days are required by the Yolo-Solano Teacher Induction Program for observation. All participants have district provided access to specified substitute time for these program purposes. Participants should work with their District Induction Coordinator on specific district procedures for accessing substitute time and for internal accounting procedures for such usage. Districts are responsible for authorizing, tracking and reporting substitute days that are used and may request supporting documentation.

Mentor:

Mentors are allocated a maximum of two substitute days per Candidate Teacher served for the specific purpose of observing the Candidate Teacher as required for completion of Induction and Inquiry activities or to accompany Candidate Teachers as they observe other colleagues. Any substitute time not needed for these purposes remains banked for other program participant uses and is not intended to be available to the Mentor for other uses.

If additional substitute time is needed to complete program activities, contact the district teacher Induction leader.

Candidate Teachers:

Candidate Teachers may use substitute time to observe experienced and exceptional colleagues. It is expected that Candidate Teachers schedule observations at least **twice** each year for information gathering to support their Learning Goals and/or Inquiry. Candidate Teachers are allocated six hours of substitute time (two half days) for this purpose. Because of the effectiveness of observation as a learning activity, it is the intention of the Yolo-Solano Teacher Induction Program that each candidate use the full six hours for observations. Any substitute time not needed or utilized for this purpose remains banked for other program participant uses and is not intended to be available to the Participating Teacher for other uses.

If additional substitute time is needed to complete program activities, contact the district Teacher Induction leader.

What is Canvas?

Canvas is a cloud-based learning management systems that makes teaching and learning easier. It provides online services such as Formative Assessment System materials and forms and assignment uploading.

How do I begin?

First, you will be emailed by the Induction office with a link to self-register for your Lab class. After you enter your name and email address, you will be emailed a link to complete the final step of the registration process. Once you have registered, you will use the following site to login for future use.

<https://djusd.instructure.com/> (Please bookmark this page)

When you register, you'll create your own username and password, which you'll use to return to the site. We suggest you log in at least weekly, if only to see what's new. There will be news items, new events, assessments, and other information of interest on the site.

It is a program expectation that you read all program communications. All of your Induction Program communications will be sent in Canvas and will arrive in both your Canvas inbox and the email account you provided.

REGISTRATION TIPS:

E-Mail Address:

Check that your contact email is confirmed. *You may use any e-mail address that you check frequently. It is your responsibility to ensure that your mailbox doesn't reject mail because it's full. You need to get messages in a timely manner.*

To verify your email has been confirmed, follow these steps: Login to Canvas→Click "Account"→Click "Settings"

- If your email address shows as a **black** text link: Your email has been confirmed and you should be receiving course notifications.
- If your email address shows as a **blue** text link: You need to confirm your email address.
 - Click on your email address→Click "Re-Send Confirmation"→Click "Ok, Thanks"
 - Go to your email account and locate the confirmation email.
 - In the body of your email, click on "Click here to confirm your email,"
 - This will take you back to Canvas. Notice that your email address is now in **black** text, indicating that it is confirmed.

Using Canvas

After you enter your username and password, you'll be on your HOME PAGE. At the bottom of this page, you will see a Course Summary that lists all current and upcoming assignments. There is a left side menu bar where you access course materials.

Assignments:

Assignment notifications are posted on your home page under "Course Summary" on the bottom of the page. To access your assignments, you can either click on the assignment name under course summary on your home page, or click on "Assignments" on the left side menu bar from your home screen. Click the Assignment link, and you'll be presented with a list of assignments that you have yet to complete. Click on the assignment name, and then click the "Submit Assignment" button to upload your file.

Collaborative Teacher Support Log:

Use these logs to document the time that the Candidate Teacher and/or Mentor spend engaged in one-on-one learning focused activities, conversations and Mentor Observations. Mentor will fill them out, review with their Candidate Teachers and both will sign the log. The Candidate Teacher will upload the log as their assignment.

Grades:

As items are reviewed, you can check whether your assignment was accepted and marked complete or whether further revisions are necessary.

Modules:

This area contains Formative Assessment System materials for Inquiry work to be downloaded for use. There are also links to helpful resources and useful files/documents for download. You will be asked to download necessary articles or other files from the Resources section for use in seminars.

Questions and Problem Solving

If you're having problems **REGISTERING**:

1. Please be sure you are selecting the appropriate URL for the course you wish to enroll in.
2. Have you filled in ALL of the fields?
3. Did you complete the registration process using the confirmation link sent to the email address you provided?
4. If you're still having problems, please contact Canvas by selecting the "Help" tab on the bottom of the login page, fully describing the problem that you're experiencing, including any error messages (if applicable) and what you were doing at the time the problem occurred.

If you **can't reach Canvas** at all:

1. There are always those little hiccups in every network. Usually, trying again in 10 minutes or so solves the problem. If it doesn't, please click the "Help" button the login page and select, "Report a Problem."

If you're having problems **LOGGING IN** (UserName/Password):

1. Click the link on the Canvas home page that says: "Forgot Password?" If you still cannot log in, please call Canvas directly at 833.267.4790. **PLEASE DO NOT REGISTER AGAIN.**

If you are having **ANY OTHER PROBLEM**:

Please contact Canvas either by selecting "Report a Problem" from the "Help" tab.

SUGGESTIONS, COMMENTS OR OBSERVATIONS

This site was built and continues to improve due to suggestions from teachers and administrators like you. We would very much like to know what you think (both areas of strength and areas for improvement). If you wish Canvas had a different feature, please submit your suggestion by selecting "Submit a Feature Idea" under their "Help" tab. Alternatively, if you wish you had additional program information provided within your Canvas course, please send your e-mail to us at ttyrell@yscenter.org

Senate Bill 57 (Scott, Chapter 269, Statute of 2001) and **Ed Code 44468** was designed to allow eligible individuals to complete a Commission-approved induction program at a faster pace than the full two years designated to complete all program requirements. The intent of the law is to serve experienced and exceptional candidates. In order for a Commission-approved induction program to verify completion of the program for any candidate enrolled in the early completion option, the candidate must have demonstrated that he or she has the knowledge, skills, abilities, and competencies required for the Clear Credential.

Am I a candidate for an Early Completion Option (ECO)?

- I. Possible prior experience that *may* qualify a teacher for the Early Completion Option:
 - o Private school classroom experience
 - o Out-of-State classroom experience
 - o Teacher leadership experience
 - o Intern experience
 - o Other educational experience that has prepared the teacher for the classroom
- II. Required evidence of exceptional practice during prior professional experiences:
 - o Exceeds expectations on standards-based evaluation from previous teaching assignment. The evaluation speaks to elements of the *California Standards of the Teaching Profession (CSTP)* and *Universal Access*.
 - o Letter of recommendation from the current principal addressing the teacher's application for the ECO and their exceptional practice in the CSTP and Universal Access.
 - o Professional portfolio that demonstrates professional development beyond the courses required for teacher preparation and/or preliminary credential.
- III. Personal assurances:
 - o I understand that although I am entitled to two years of mentor support, I am choosing less than two years of support to complete the Induction Inquiry processes and Credential Evidence Documentation required for Induction Program completion.
 - o I understand that I will only qualify to earn UC Davis Extension units for one year (9 quarter units / 6 semester units) instead of units for two years of participation (18 quarter units / 12 semester units)
 - o I understand that I will have an individually designed Induction Completion Plan based on evidence presented in my ECO Application and that I will be responsible for the execution of my Individual Induction Completion Plan. **If I fail to meet the requirements of my Individual Induction Completion Plan in a timely fashion, I will be responsible to meet the standard requirements of the full two-year Teacher Induction Program.**
 - o I understand that it is my responsibility to understand my Individual Induction Completion Plan requirements, to gather evidence and provide documentation of completion through use of the Individualized Induction Learning Plan, Collaborative Support Log, activity logs, credential evidence requirements, and other documentation as needed.
 - o I understand that I will participate in periodic reviews and that progress toward completion of my plan will be monitored by the Teacher Induction Program. I am responsible to contact the Teacher Induction Program office should I have questions or concerns regarding my program completion.

Application and Selection Process for the Early Completion Option

1. Email your **interest** in the Early Completion Option to Taryn Tyrell, Teacher Induction Program Manager, at ttyrell@yscenter.org **no later than September 30th**.
2. Complete the Early Completion Option Application and gather evidence of experience and exceptionality. Evidence for experience must include a resume and may include other employment documentation. Evidence of exceptionality must include past and current evaluations, a letter of recommendation for the ECO, certificates, or other evidence of participation in professional development.
3. Submit the **application and evidence** to the Teacher Induction Office **no later than November 15th**.
4. **Adjustments to the due dates and timelines are made on a case-by-case basis.**
5. Once your application and Fall Semester Learning Plan, including inquiry information, observations and log, have been reviewed, the Teacher Induction Program Office will contact you with a status update. This is usually done by February 15th.
6. If Eligible for Early Completion, The Teacher Induction Program Office will contact you to schedule an appointment for advisement and development of your Individualized Induction Learning Plan.
7. All Early Completion Option Candidates will be notified of the selection panel's decision regarding their application and completion by June 30th after the review of your second Inquiry due at the end of May.

Early Completion Option Application Contents received by November 15th

Early Completion Option Application packet must contain the following:

- Professional Resume
- Letter of Recommendation for ECO from current site administrator
- Employment Evaluations, current and past to document a minimum of 2-3 years exceptional practice
- Evidence of Professional Development following issuance of preliminary credential

Early Completion Option Final Review Contents received by the end of May.

Submitted and/or uploaded documents must include the following:

- Initial Application documents
- Initial Site Administrator Triad Meeting
- Fall Inquiry: Foundations Submission (Learning Plan, Observations, Log, Reflections)
- Mid-year Triad with site administrator
- Spring Inquiry: Inquiry 1 Submission (Learning Plan, Observations, Log, Reflections)
- Individualized Induction Completion Plan
- Final Triad Meeting with site administrator

Optional items may include:

- Spring Observation and Evaluation by site administrator
- Additional Professional Development evidence
- etc.



Yolo-Solano CTC Teacher Induction Program Early Completion Option Application – **Due Nov. 15th**

The Yolo-Solano Teacher Induction Program provides the Early Completion Option (ECO) to all qualifying program participants in accordance with Senate Bill 57 (Scott, Chapter 269, Statute of 2001) and Ed Code 44468. This option serves **experienced and exceptional candidates**, and all Candidate Teachers are apprised of the opportunity to apply for this option at program orientations and in written program materials.

Name _____

District / School Site _____
(Please Print)

Please attach the following:

1. Professional Resume
2. Letter of Recommendation for ECO from current site administrator
3. Employment Evaluations, current and previous years
4. Evidence of Professional Development following issuance of preliminary credential

Personal Assurances:

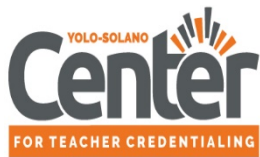
- I understand that although I am entitled to two years of mentoring support, I am choosing less than two years of support to complete the Teacher Inquiry processes and Credential Evidence Documentation required for Induction Program completion.
- I understand that I will only qualify to earn UC Davis Extension units for one year (9 quarter units / 6 semester units) instead of units for two years of participation (18 quarter units / 12 semester units)
- I understand that I will have an individually designed Induction Completion Plan based on evidence presented in my ECO Application and that I will be responsible for the execution of my Individual Induction Completion Plan. If I fail to meet the requirements of my Individual Induction Completion Plan in a timely fashion, I will be responsible to meet the standard requirements of the full two-year Teacher Induction Program.
- I understand that it is my responsibility to understand my Individual Induction Completion Plan requirements, to gather evidence and provide documentation of completion through use of the Individualized Induction Learning Plan, Collaborative Support Log, activity logs, credential evidence requirements, and other documentation as needed.
- I understand that I will participate in periodic reviews and that progress toward completion of my plan will be monitored by the Teacher Induction Program. I am responsible to contact the Teacher Induction Program office should I have questions or concerns regarding my program completion.

Signature of Applicant

Date

Signature of District Induction Liaison

Date



Yolo-Solano CTC Teacher Induction Program Request for Program Extension

If a Candidate Teacher has not completed the annual induction program requirements during a given year of enrollment, an extension of the program may be requested. The Candidate may request either financially-supported participation or a non-supported extension. The request must be submitted to the Program Executive Director using the “Application for Induction Program Extension” form. The Teacher Induction Program will contact the Candidate to schedule a meeting to finalize approval of the timeline, the plan, and details upon receipt of the application. The Program Director will then work with the candidate to complete a signed extension plan and program completion timeline. Once all parties sign the extension plan and its accompanying timeline and financial support agreement, they become the program documents that outline completion requirements for the candidate.

Funding:

The Candidate Teacher may request continued financial support from the district or consortium for participation if:

- The teacher has had an interruption of the year of service and supported eligibility due to severe medical or health reasons affecting the Candidate Teacher. (Severe health issue is defined as under a doctor’s care, and precluded from working.)
- The Candidate Teacher must stop working during the year to care for an immediate family member who is under a doctor’s care. (Immediate family is defined by the Candidate Teacher’s district of employment.)
- The Candidate Teacher can verify that sincere effort was made but, through no fault of his or her own, extreme and unforeseen circumstances prevented the completion of program requirements during the service year.

If the Candidate Teacher is not eligible for financial support from the district or consortium, a request may be made for an extension of program participation at the Candidate Teacher’s own expense. Details of the financial obligation on the part of the candidate will be added to the signed plan for completion with the approval of the candidate and the Program Director. Financial obligations will be determined by reviewing actual program costs of the activities, including mentor time, and timeline for the individual candidate. The program will continue to send progress reports and professional development information to the Candidate Teacher until program completion is finalized.

Appeal:

A Candidate Teacher may present evidence and documentation that would support an appeal of the fees charged under the extension agreement for circumstances of severe hardship. Appeals are made in writing to the Program Executive Director. Upon receipt, the Program Director and the sponsoring District’s Administrator will meet to review the evidence and documentation. The Candidate Teacher will work with the Program Director and staff to determine if an alternative solution is warranted. Any appeal will be reviewed by Yolo-Solano Teacher Induction Program Advisory Board, whose decision will be final.



Yolo-Solano CTC Teacher Induction Program

Extension Application

After carefully reviewing the program extension requirements, please provide a written response with this form as the cover sheet to the Consortium Program Executive Director. The form must be signed by yourself, your Site Administrator, and your district's Teacher Induction Liaison or Coordinator. Upon receipt of this request, the Consortium Program will contact you with an appointment to outline the agreements for your program extension.

Your written request must include, but is not limited to, responses to the following criteria:

1. Extension Request: Please thoroughly explain your need to extend your induction program and describe the qualifying circumstances that fit your application.
2. Funding Request: Please describe the following: (1) the qualifying condition(s) that support your request for continued district / consortium funding, (2) other sources of funding requested, (3) your appeal, if necessary. Your District may be able to provide you with additional information to assist in this process.

Candidate Teacher Name: _____
(Please Print)

Candidate Teacher Signature: _____ Date: _____

Site Administrator Name: _____ School: _____
(Please Print)

Site Administrator Signature: _____ Date: _____

District Teacher Induction Liaison Name: _____ District: _____
(Please Print)

District Liaison Signature: _____ Date: _____

In Late May, the Teacher Induction office will provide each **eligible** Candidate Teacher and Mentor online registration and payment information about the UC Davis Extension units. Please note, the Yolo-Solano Teacher Induction Program has no control over the cost per unit or any increase or changes not reflected on this page. The dates to register are June 1 – June 16.

Candidate Teachers \$ 290 - can earn 9 quarter (6 semester) units for each of the two Teacher Induction years (a total of 18 quarter units or 12 semester units in a two year period).

Candidate Teachers who are working on an Early Completion Option plan will only qualify to earn units for one year of participation.

Minimum Qualifications for Candidate Teachers:

1. Minimum of **40** hours of regular Mentor/Candidate Teacher meetings and conversation time and **must** be logged on the Collaborative Teacher Support Log uploaded to [Canvas](#) each semester.
2. **Completion** of Foundations and Inquiry 1 in the first year
3. **Completion** of Inquiry 2 and the Teacher Action Research/Inquiry 3 in the second year.
4. Attendance at **all** required Orientations and Professional Development Workshops
5. End-of-Year Triad meeting for Year 2 Candidate Teachers.

Mentors \$ 270- can receive 8 quarter (5.33 semester) units for each of the two years in which they are first trained in the formative assessment system and mentoring skills (a total of 16 quarter or 10.66 semester units for two years of participation). Trainings must be for both Year 1 and Year 2 Candidate Teacher Support.

Minimum Qualifications for Mentors:

1. Minimum of **40** hours of regular Mentor /Candidate Teacher meeting and conversation time and **must** be logged on Collaborative Teacher Support Log uploaded to [Canvas](#) each semester (per Candidate Teacher)
2. Attendance at **all** required Seminars
3. Completion of **all** required Mentor trainings and assignments

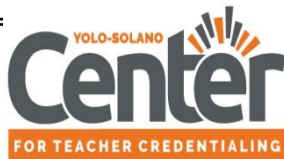
Transcripts \$15 – are available from UCD Extension and highly recommended

Online Registration for Units – June 1-June 16.

The online registration window for UC Davis Extension units will be only available during this timeframe. Be sure you have completed all Induction requirements as listed above. Once you have met the requirements, the link for purchase will be emailed to you in late May.

If you register in the wrong course, there will be a \$30 charge assessed by UCD Extension to change you to the correct course.

Do not share your information on units qualification with others. Each person who qualifies will be contacted directly by the Induction Office in late May.



Yolo-Solano Center for Teacher Credentialing Teacher Induction Program Career Technical Education Program Transfer Policy and Teach-Out Plan



Candidates are enrolled in YSCTC programs according to eligibility for credential type, within 30 days of first contract year of hire in service area. Candidates are continuously enrolled until they withdraw, are dropped according to criteria, transfer to another approved program, complete the program or the program(s) close(s).

Transfer Policy

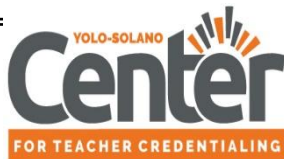
In the event a YSCTC enrolled candidate withdraws from the YSCTC program, the candidate will provide contact information and a signed records request granting YSCTC permission to share progress toward completion with the receiving program. Requests will be granted per Records Request Policy and using the [Records Request Form](#). The candidate will receive a copy of the information sent.

YSCTC will provide each candidate transferring to another approved program to complete requirements, a transition plan which will include, but not limited to, their Individualized Learning Plan, a letter of current progress, and a statement of outstanding requirements based on credential renewal requirements.

Teach-Out Plan

In the event one or more YSCTC educator preparation programs closes, the following unit Teach-Out Plan will be implemented:

1. YSCTC will provide enrolled candidates a transition plan as detailed in the above transfer policy.
2. YSCTC will provide enrolled candidates a list of local CCTC approved educator preparation programs appropriate for their credential type and will support the transition into the program selected by the candidate. These programs may include, but are not limited to:
 - a. Fairfield-Suisun USD (Induction)
 - b. Marin COE (Induction)
 - c. Orange COE (CTE)
 - d. Placer COE (Induction)
 - e. Sacramento COE (Induction)
 - f. Tehama COE (Induction, CTE)
 - g. Tri-County, Sutter COE (Induction, CTE)
 - h. Washington USD (Induction)
3. In the event of closure, the YSCTC Leadership, Davis JUSD will assume responsibility for the continued maintenance and access to candidate records. Continued access to records will be available upon request for all candidates per [Records Request Policy and Records Request Form](#).



Yolo-Solano Center for Teacher Credentialing
Teacher Induction Program
Career Technical Education Program
Records Request



Records Request Policy: Candidates are enrolled in YSCTC programs according to eligibility for credential type, within 30 days of first contract year of hire in service area. Candidates are continuously enrolled until they withdraw, are dropped, transfer, complete the program or the program(s) close(s). Candidates and completers have access to and will be provided documents of progress toward completion for the purpose of verifying progress or completion. Candidates have the right to request progress toward completion records to be transferred to next program. Candidates must provide signed permission for release of records.

Records Request Form:

Candidate:(include former names)_____

Dates Attended Program: _____ to _____

District during enrollment: _____

For Transfers:

District/Program to receive records: _____

Contact Person: _____

Contact email: _____ Telephone: _____

Candidate Current Contact Information:

email: _____

Mailing address: _____

Telephone: _____

Method of receiving records: _____email _____postal _____both

Signature: _____ Date: _____

*******For YSCTC Office Use*******

____ Current Progress Letter

____ Completion Letter

Request completed by: _____ **Date:** _____

YSCTC Staff only

YSCTC Policies of Practice

Academic Integrity

Plagiarism - For the purposes of YSCTC, the definition of plagiarism is adopted from the American Psychological Association Ethics Code Standard 8.11 (APA, 2010). Candidates who "...present the work of another as if it were their own work are guilty of plagiarism. Whether paraphrasing, quoting an author directly, or describing an idea that influenced the work, students must credit the source." (p. 170). *More information on avoiding plagiarism can be found at www.plagiarism.org and in the APA 6th Edition Guidebook.*

- All members of this learning community agree to maintain personal and academic integrity including refraining from plagiarism.
- Candidates must acknowledge (cite) all sources of assistance, whether published or unpublished, that are used.

Grievance Policy

The purpose of this Grievance Policy is to establish guidelines for responding to and resolving grievances in such a way that the rights of YSCTC clients and staff and the standards and rules governing the approved YSCTC educator preparation programs are protected. It is the intention of the program to support all YSCTC educator preparation program stakeholders in completing a successful teacher preparation process. To that end, concerns should be attempted to be resolved at the lowest possible level, starting with the person or process the complaint is concerning. The following policy shall apply.

Completion of the YSCTC Teacher Induction and/or CTE program is based on showing growth toward mastery of the California Standards for the Teaching Profession demonstrated on the reflection and evidence recorded on the Individualized Learning Plan (ILP) and in the Final Triad: Professional Growth Presentation. Candidate Teachers (CT) who do not complete all of the Program requirements will not be recommended for a Clear California Teaching Credential from the California Commission on Teacher Credentialing.

If the Candidate Teacher has not satisfactorily completed the requirements of the program, the CT will:

- Meet with the Director to review program requirements and a detailed action plan
- Review the feedback offered to identify additional evidence of growth.
- Gather and prepare additional evidence of growth to resubmit the ILP and/or conduct a second Final Triad.

If the Participating Teacher has still not completed the program requirements, two options are available:

Option One - Complete an additional semester of the Induction Program

The Candidate Teacher may choose to continue in the Induction Program for an additional Semester, during which time, the CT must demonstrate growth in CSTPs components found lacking in the originally submitted ILP or Final Triad. The CT may choose to remain with the same Mentor Teacher or request a new Mentor Teacher for this process. Upon completion of the semester, the PT must demonstrate growth as evidenced by the ILP and Final Triad. This option requires a detailed Action Plan collaboratively developed by the Director, the Candidate and District Coordinator.

Option Two - Formal Challenge Process

Step One: The Participating Teacher and/or Consulting Teacher discuss the issue with the Director of Induction, District Coordinator, and YSCTC Advisory Board. If the issue is not resolved move to the Davis JUSD Uniform Complaint procedure.

Uniform Complaints

The Yolo-Solano Center for Teacher Credentialing is part of the Davis Joint Unified School District and the policies and procedures of DJUSD are followed.

Any staff member, parent, student, community member or applicant who has a complaint regarding an employee, a district policy, or other condition of the Davis Joint Unified School District may submit the complaint by completing a complaint form and filing it with the school principal or appropriate District administrator.

If any candidate perceives an issue to be interfering with their success in any YSCTC Program, the candidate should work directly with the Director to resolve the issue. If the issue cannot be resolved at this informal level, a formal complaint may be filed. More information can be found [here](#).

Nondiscrimination

Davis Joint Unified School District is committed to making the schools free from unlawful discrimination and providing equal opportunities for all individuals in education. The District prohibits discriminatory practices whose purpose or effect has a negative impact on the student's (*candidate's*) academic performance, or of creating an intimidating, hostile or offensive educational environment. The District promotes programs that ensure that discriminatory practices are eliminated in all district activities. Any student (*candidate*) who engages in discrimination of another student (*candidate*) or anyone from the district may be subject to disciplinary action up to and including expulsion (*dismissal from program*).

Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal. A student (*candidate*) or parent/guardian who believes that discrimination has occurred may contact the principal (*or director*) for immediate resolution at the site. A student (*candidate*) or parent/guardian is not required to attempt resolution through the school (*program*) site before contacting the District Title IX Coordinator.

Davis Joint Unified School District desires to provide a safe school environment that allows all students (*candidates*) equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board of Education prohibits, at any district school (*program site*), or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student (*candidate*) by anyone, based on the student's (*candidate's*) actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, ethnicity, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

If you believe you have experienced unlawful discrimination, harassment, intimidation or bullying immediately contact the school principal (*program director*) of the involved site and/or the Director
Program Handbook: Item 31 - Policies

of Student Support Services at (530) 757-5300 x140 to report the incident and/or to file a complaint. View the Davis Joint Unified School District's [Board Policy regarding Nondiscrimination](#) and school district information about Title IX, which is a federal law that protects against sex discrimination.

Title IX Sexual Harassment Complaint

Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et. Seq. (Title IX) prohibits discrimination on the basis of sex in education programs and activities that receive or benefit from Federal financial assistance. Generally, a school district may not excuse, deny or provide different or lesser services to applicants or beneficiaries on the basis of sex. Sex discrimination includes a hostile environment created by sexual harassment or sexual violence in the education setting. Title IX complaints can be filed by completing a complaint form and returning it to the Director of Student Support Services in Davis Joint Unified. More information can be found [here](#).

Technology Policy -Acceptable Use for Students and Employees

The Yolo Solano Center for Teacher Credentialing as part of the Davis Joint Unified School District authorizes students (*candidates*) to use technology owned or otherwise provided by the district as necessary for instructional purposes. The use of district technology is a privilege permitted at the district's (*program's*) discretion and is subject to the conditions and restrictions set forth in applicable Board policies, administrative regulations, and this Acceptable Use Agreement. The district reserves the right to suspend access at any time, without notice, for any reason. The district expects all students (*candidates*) to use technology responsibly in order to avoid potential problems and liability. The district may place reasonable restrictions on the sites, material, and/or information that students (*candidates*) may access through the system. Each student (*candidate*) who is authorized to use district technology shall sign this Acceptable Use Agreement as an indication that they have read and understand the agreement. [The Acceptable Use of Technology Agreement can be found here.](#)

The Davis Joint Unified School District authorizes district employees to use technology owned or otherwise provided by the district as necessary to fulfill the requirements of their position. The use of district technology is a privilege permitted at the district's discretion and is subject to the conditions and restrictions set forth in applicable Board policies, administrative regulations, and this Acceptable Use Agreement. The district reserves the right to suspend access at any time, without notice, for any reason. The district expects all employees to use technology responsibly in order to avoid potential problems and liability. The district may place reasonable restrictions on the sites, material, and/or information that employees may access through the system. The district makes no guarantee that the functions or services provided by or through the district will be without defect. In addition, the district is not responsible for financial obligations arising from unauthorized use of the system. Each employee who is authorized to use district technology shall sign this Acceptable Use Agreement as an indication that he/she has read and understands the agreement. [The Acceptable Use of Technology Agreement can be found here.](#)

Media Candidate Testimony Release

The Yolo-Solano Center for Teacher Credentialing may use a candidate's/employee's name, photograph, brief biographical information and testimonial in connection with publicizing and promoting the Programs. Candidates will be asked to sign a media release form to authorize and grant the Yolo-Solano Center for Teacher Credentialing, its representatives and employees the right to use their name, photograph, brief biographical information and the testimonial in various

marketing initiatives. Candidates understand that this information may be used in various mediums for such purposes as publicity, illustration, advertising and Web content. Candidates may opt in/opt out of the Media Testimony Release.

Health and Safety

The Davis Joint Unified School District Board prohibits the use of tobacco products at any time in district-owned or leased buildings, on district property and in district vehicles. ([Health and Safety Code 104420](#); [Labor Code 6404.5](#); [20 USC 6083](#)). This prohibition applies to all employees, students and visitors at any school sponsored instructional program, activity, or athletic event held on or off district property.

The products prohibited include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products.

This policy does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as nicotine patch or gum. Smoking or use of any tobacco-related products and disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited. ([Health and Safety Code 104495](#))

The Board of Education believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Board desires to keep district schools free of alcohol and other drugs in order to help prevent violence, promote school safety and create a well-disciplined environment conducive to learning.

Teacher Induction Glossary

Terms to help you understand program components and responsibilities

Action Research	Research into one's own classroom and teaching practices using evidence, data, and reflection. The purpose is to increase teacher effectiveness and student achievement.
CCTC	<i>California Commission on Teacher Credentialing</i> – state agency that establishes policies and regulations for teacher education and credentialing; monitors the accreditation of Teacher Induction programs. www.ctc.ca.gov
CDE	<i>California Department of Education</i> – state agency that coordinates the work of public schools in California and co-administers Teacher Induction programs. Online at www.cde.ca.gov
CSTP – Teaching Standards	<i>California Standards for the Teaching Profession</i> – based on current research and expert advice pertaining to best teaching practices; organized around six categories of teaching practice and represents a holistic, developmental view of teaching. Current Standards adopted October 2009.
Continuum of Teaching Practice - CTP	The <i>Continuum of Teaching Practice</i> is a multi-level tool for self-reflection, goal setting, and inquiry into practice. It is aligned with the <i>California Standards for the Teaching Profession</i> . Self-assessment data can support teachers in making informed decisions about their ongoing development as professionals.
Consortium	A group of partner districts, county offices and universities who join together to provide induction support to teachers employed by the partners.
CCCS Standards	<i>California Common Core State Standards</i> - Documents produced by CDE stating what students should be able to know and do in particular content areas, by grade level. (www.cde.ca.gov/re/cc/)
Evidence	Any information produced by Candidate Teachers, Mentors, or students that document a performance and can be linked directly to one or more of the elements of the CSTP or Induction Standards; evidence can also be a method of measuring the success of an inquiry.
Formative Assessment	A process of professional feedback used to inform a teacher about level of performance in a particular area based on evidence, standards, and criteria. Formative assessment is used for professional growth and not employment evaluation.
Framework	Curriculum frameworks describe and define the content and instructional program teachers are expected to deliver in a subject matter at each grade level. State Curriculum Frameworks provide guidance for implementing the content standards adopted by the State Board of Education.
Individual Induction Learning Plan (IILP)	An organizer created by the Candidate Teacher in collaboration with a Mentor to focus and guide professional development and improve educational practice; based on formative assessment information and feedback from the Mentor and Site Administrator/Employer.
Teacher Induction Program	A two-year program of support beginning in the first year of teaching, whose goals are to assist all teachers in becoming effective and reflective practitioners and which, when completed, fulfills the requirements for a Clear Credential.
Induction Program Standards	<i>Standards of Program Quality and Effectiveness for Professional Teacher Induction Programs</i> – used to plan and implement a local Teacher Induction program and for accreditation by the CA Commission for Teacher Credentialing
Induction Standards	Demonstration standards that describe application of teaching skills that must be demonstrated to receive recommendation for the Clear Credential. Pedagogy and Universal Access are the two areas where teachers should collect evidence of their practice.

Teacher Induction Glossary

Terms to help you understand program components and responsibilities

Inquiry	A structured series of activities in which Candidate Teachers thoroughly explore a particular aspect of practice. Teachers will gather information from a variety of sources, create an action plan, implement the plan and collect data about the plan's impact on student learning to inform future practice.
Level II Portfolio	Education Specialists who have a Level I Preliminary Credential must complete a demonstration portfolio based on the appropriate Level II standards in order to clear the credential. This portfolio is in addition to the inquiries completed during the normal Teacher Induction activities.
Logs	On-line collaborative record of Mentor/ Candidate Teacher meeting and observation times. Logs are created by the Mentor and the Candidate Teacher as evidence of the support provided or received throughout the two years.
Observation	A cycle in which the Mentor observes the Candidate Teacher teaching an agreed upon lesson. The Mentor records what the students and teacher say and do, and afterwards the Mentor and CT engage in a learning-focused conversation around the observed teacher's practice. CT's are asked to observe at least one other colleague during the information gathering phase.
Online CTE Modules	Coursework required by Career Technical Education teachers and completed online. Certification of Completion provided and submitted to Induction office
CT 1	Candidate Teacher in first year of participation
CT 2	Candidate Teacher in second year of participation
Reflection	The act of stepping back and taking a fresh look at one's practice and how it is affecting student learning; a thoughtful and candid self-analysis.
SA	Site Administrator – Principal or Vice Principal
Seminar	Monthly meeting with both Mentor and Candidate Teacher where program support, content and instruction is received from trained program facilitators. A portion of time is dedicated to supporting Mentor/ Candidate Teacher inquiry goals and work.
SP 1	Support Provider or Mentor, new to Teacher Induction – This is important in distinguishing type of training required.
SP 2	Support Provider or Mentor, second year of service
SP 3+	Support Provider or Mentor, third year or more of service
Support Provider / Mentor	A trained, experienced teacher who works with a Candidate Teacher as a growth agent.
TPE	Teaching Performance Expectations are a set of standards reflected in the Teacher Performance Assessment (TPA) completed by teacher candidates to receive their Preliminary credential. They are very similar to the CSTPs. Each Career Technical Education (CTE) teacher is required to self-assess their practice on the TPE.
Triad Meeting	A candidate led conference that involves the Candidate Teacher, the Mentor, and the Site Administrator. The Candidate Teacher shares his or her work and seeks guidance, suggestions, and advice from the Site Administrator to guide the future work of the Candidate Teacher and Mentor.