Contra Costa County Office of Education

TEACHER INDUCTION

Program Handbook
2019-2020

CONTRA COSTA COUNTY Office of Education
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Contra Costa County Office of Education

Teacher Induction Program

HANDBOOK

This handbook belongs to:

_____

Name

_____

District

_____

School Site

Teacher Induction Program Coordinators

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Welcome

Welcome to the Contra Costa County Office of Education Teacher Induction Program. Whether you are a participating teacher, mentor, school administrator or district coordinator, you are part of a very special program.

The research on student achievement shows that the quality of the teacher is the most important factor in student learning. Becoming a highly skilled teacher is a very challenging and ongoing learning process. The Induction Program was created to provide support for new teachers as they begin this learning process to become an effective practitioner. The goal of the Induction Program is to create an environment in which participating teachers can learn from their experience rather than be overwhelmed by it. The best part of the Induction Program is that everyone involved learns and grows professionally, the mentors and school administrators, as well as the participating teachers. Whatever your role, the more actively engaged you are with the Induction Program the more you will gain from it.

We wish all of you an exciting year of learning together in the CCCOE Teacher Induction Program.

Lynn Mackey
Superintendent
Contra Costa County Office of Education

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Vision Statement

Building upon their prior experience in their Teacher Preparation Program, participating teachers will engage in a robust, thoughtful, and individualized induction process to enhance their professional growth and development.

The participating teachers will engage in reflective conversations with a skilled mentor about the delivery of effective practice with the goal of increasing student learning.

The participating teacher and mentor work collaboratively to document growth through the development of an Individualized Learning Plan which includes a continuum of skills based upon the *California Standards for the Teaching Profession*, California Content Standards, and Teacher Induction Program Standards.

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Induction Program Description

The Contra Costa County Office of Education Teacher Induction Program (CCCOE TIP) is accredited by the California Commission on Teacher Credentialing as a pathway for teachers to clear their teaching credentials. It is a partnership of 16 school districts: Acalanes, John Swett, Lafayette, Martinez, Moraga, Orinda, Pittsburg, and Walnut Creek in Contra Costa County; Alameda, Albany, Berkeley, Emery, Piedmont, and San Lorenzo in Alameda County; Benicia in Solano County; and the Contra Costa County Office of Education Student Services Programs. **In 2018-2019 the program served 375 participating teachers (PTs): 326 general education teachers, and 49 special education teachers; who were supported by 199 mentors.** The program also collaborates with several charter and private schools to support their teachers needing to clear their credentials. Program mentors are full time classroom teachers, partial or full release teachers, or retired teachers.

The CCCOE Teacher Induction Program is a collaborative model with a coordinator and/or liaison from each of the participating districts functioning as a Leadership Team. The Leadership Team members include curriculum directors, assistant superintendents, human resource personnel, special education directors, and mentors, along with a representative from Saint Mary's College (SMC). The Leadership Team meets monthly to examine program goals, needs, and evaluates data to inform program improvement decisions.

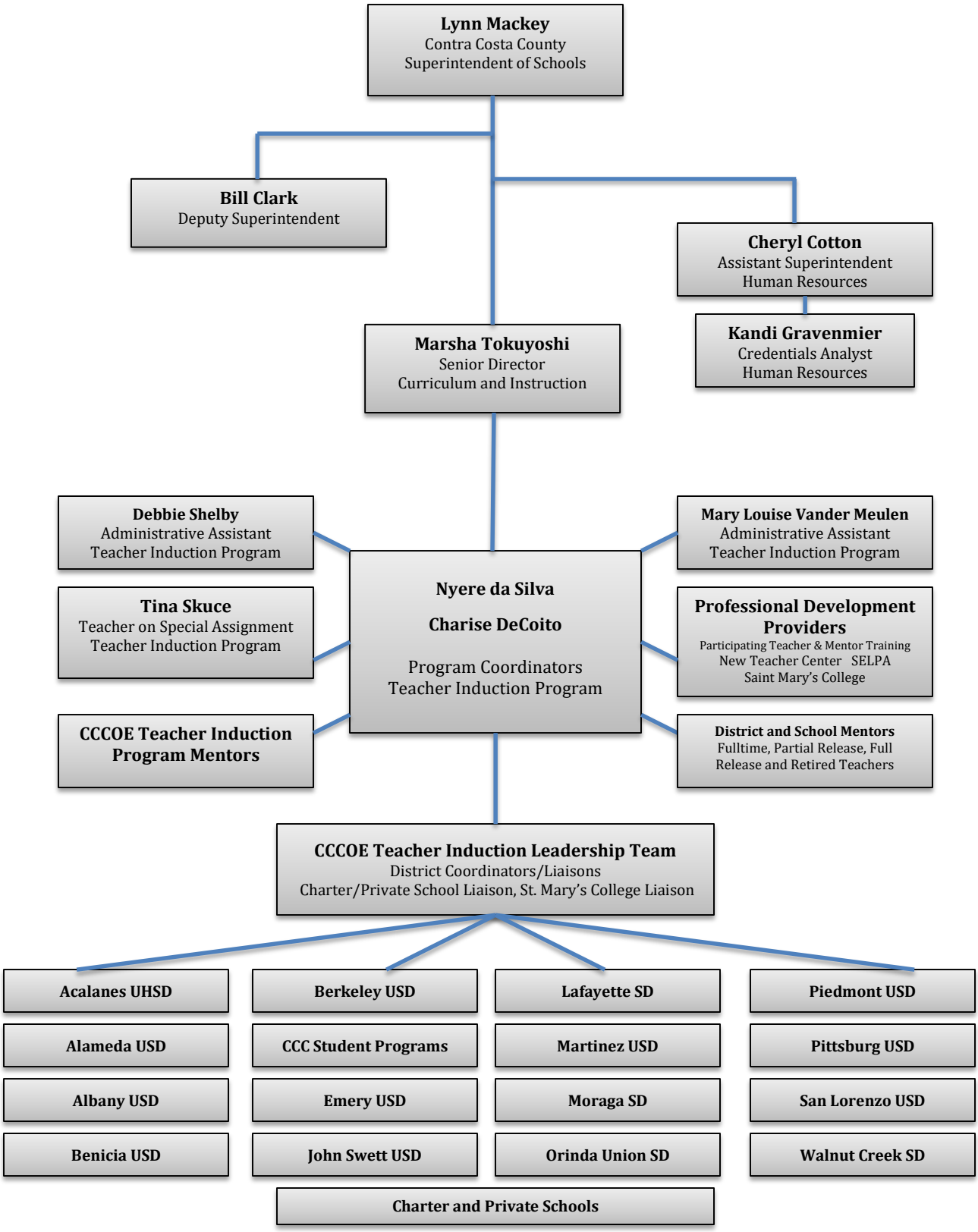
SMC has been an integral partner in the Teacher Induction consortium since its beginning in 1993. The college supports professional development for our program's teachers and mentors. SMC Kalmanovitz School of Education provides professional development opportunities, aligned with Teacher Induction Standards for both teachers and mentors. Some of these professional development opportunities may lead to a Master of Arts in Teacher Leadership.

The Induction Program also partners with the New Teacher Center (NTC) in planning professional development for mentors and participating teachers. Mentors receive training in the use of formative assessment processes for collaboration, lesson planning, classroom observations, analyzing student work, goal setting, and reflection. Their work together focuses on the *California Standards for the Teaching Profession*, state academic content standards, and California Teacher Induction Standards with the goal to improve teacher quality and student achievement.

Our partnership with the Contra Costa County SELPA and other content specialists provides professional development opportunities for participating teachers and mentors. SELPA shares their expertise and guidance to our program in the field of special education.

Participating teachers in the consortium experience enhanced professional growth and development through a robust and thoughtful induction process based on local context, individual needs and program requirements. **The program provides an effective transition into teaching for each of the participating teachers.**

CCCOE Teacher Induction Organizational Structure



Participating Districts

Contra Costa County

Acalanes Union High School District
Contra Costa County Office of Education Student Programs
John Swett Unified School District
Lafayette School District
Martinez Unified School District
Moraga School District
Orinda Union School District
Pittsburg Unified School District
Walnut Creek School District

Alameda County

Alameda Unified School District
Albany Unified School District
Berkeley Unified School District
Emery Unified School District
Piedmont Unified School District
San Lorenzo Unified School District

Solano County

Benicia Unified School District

Charter and Private Schools

Amethod Public Schools
Clayton Valley Charter High School
Contra Costa School of Performing Arts
Eagle Peak Montessori School
East Bay Innovation Academy
Francophone Charter School of Oakland
Making Waves Academy
Richmond College Preparatory Charter

All Saints Catholic School
Carondelet High School
Meher School
Spectrum Center Schools & Programs
St. Cornelius Catholic School
St. Leo the Great School
St. Paul School
St. Perpetua
Tabernacle School

CCCOE Teacher Induction Program Leadership Team Contacts

NAME	DISTRICT TITLE	PHONE	EMAIL
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California Induction Goals

- Provide a pathway for the California Professional Clear Credential
- Build on the knowledge gained during the candidate's preliminary preparation program
- Provide an effective transition into teaching for participating teachers
- Improve the educational performance of students through improved training and assistance for teachers
- Ensure professional success and retention of capable new teachers
- Ensure intensive individualized support and assistance for each participating teacher
- Ensure that an Individualized Learning Plan (ILP) for each participating teacher is based on an ongoing assessment of the participating teacher's professional growth goals and development
- Provide a robust mentoring program that supports and guides new teachers in implementing the teaching standards in their classroom practice with students
- Establish an effective, coherent system of assessing candidate progress toward mastery of the *California Standards for the Teaching Profession*

	California Standards for the Teaching Profession (CSTP)
Standard 1	Engaging & Supporting All Students in Learning
Standard 2	Creating & Maintaining Effective Learning Environments
Standard 3	Understanding & Organizing Subject Matter for Student Learning
Standard 4	Planning Instruction & Designing Learning Experiences
Standard 5	Assessing Student Learning
Standard 6	Developing as a Professional Educator

California Standards for the Teaching Profession (CSTP)

STANDARD ONE:

ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

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

STANDARD THREE:

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

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

STANDARD FIVE:

ASSESSING STUDENTS FOR LEARNING

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

STANDARD TWO:

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

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

STANDARD FOUR:

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

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

STANDARD SIX

DEVELOPING AS A PROFESSIONAL EDUCATOR

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

Teacher Eligibility Criteria

A teacher may be eligible to participate in the Induction Program if the teacher possesses a valid California Preliminary single subject, multiple subject, and/or education specialist credential by October 1st of the participating year.

Enrollment Process

1. District HR/Credential Analyst gives participating teacher (PT) **Credential Information** form to be completed and returned with employment packet and credential.

2. District HR/Credential Analyst evaluates the **Credential Information** form and reviews the credential renewal requirements listed on the credential to determine if eligible for induction.

3. PT receives notification from District/HR that the teacher is **eligible for Teacher Induction Program.**

4. District HR receives signed **Notice of Eligibility** from PT.

5. District HR gives **Credential Information** form and **Notice of Eligibility** to the CCCOE Teacher Induction Program.

6. PT attends District Orientation and completes **PT Agreement** form to enroll in the CCCOE Teacher Induction Program.

Participating Teacher Requirements

- Participation in at least one hour per week of individual support/mentoring.

- Development of an Individualized Learning Plan (ILP) in collaboration with your mentor.

- Submission of a completed ILP each year, including evidence required for induction completion.

- Participation in Individualized Learning Plan processes that include:
  - Setting and reflecting on growth goals based on the *California Standards for the Teaching Profession*
  - Lesson planning and analysis of student work
  - Informal and formal classroom observations by mentor
  - Developing and completing an Inquiry Action Plan in collaboration with mentor
  - Reflecting on classroom practice

- Teachers will participate in professional learning and support opportunities that align with their Individualized Learning Plan (ILP) and the *California Standards for the Teaching Profession.*

- Attendance and full participation each year in a district Orientation, Mid-Year Review, and End of Year Colloquium.

- Completion of the program online surveys each year.

- Completion of the induction requirements within two years. <u>There may be a cost for the participating teacher if program requirements are not completed.</u>

- Should questions arise about the pairing of a participating teacher and mentor, it is the responsibility of the participating teacher to contact the district coordinator and/or liaison to request a mentor reassignment. (see page 32)

California Prepared Level I Education Specialist Requirements

These competency requirements are specific to the California prepared Level I Education Specialist's credential authorization. In addition to the CCCOE participating teacher induction requirements, Level I Education Specialists complete the competency requirements which is work comparable to what was completed in prior Level II Education Specialist university programs.

California Prepared Level I Education Specialist requirements:

- Competency requirements are documented by submitting evidence of classroom practices and a written reflection for each piece of evidence. Items/documents used as evidence can include assessments, behavior plans, schedules, communications, and resources used.

- All competency requirements must be approved and signed by the district Special Education Director and mentor.

- The participant demonstrates in writing that they are a consumer of research; (i.e., current issues, trends, journal articles, evidence based in the field, current legal issues) and capable of advanced level data driven instruction.

- Attend a Level I Education Specialist Advisement meeting. At this meeting, the Level I Education Specialist designs an Individual Induction Plan (IIP) for professional development and advanced study in their area of authorization.

- Complete a minimum of 12 hours of advanced professional development in areas such as case management, advocacy, consultation and collaboration, co-teaching, professional learning community participation, and school-wide positive behavior support.

Contra Costa Office of Education Teacher Induction Program

Individualized Learning Plan Transcript 2019-2020

Participating Teacher:_____ District:_____ Credential:_____

Year in Teacher Induction:_____ Year 1 Completed in:_____

Individualized Learning Plan Format: ☐ Flash Drive ☐ Paper ☐ Online

Mentor:_____ ILP Reviewer:_____ Date:_____

	YEAR 1	YEAR 2	ECO
INDIVIDUALIZED LEARNING PLAN			
ILP Review Preference	☐	☐	☐
Participating Teacher Letter to Reviewer	☐	☐	☐
Site Administrator Consultation	☐	☐	☐
CSTP Pre-Assessment	☐	☐	☐
Fall Continuum Co-Assessment	☐	☐	☐
ILP Growth Goals: Created	☐	☐	☐
ILP Growth Goals: Mid-Year Review	☐	☐	☐
Spring Continuum Co-Assessment	☐	☐	☐
ILP Growth Goals: End of Year Reflection	☐	☐	☐
Lesson Plan	☐	☐	☐
Analysis of Student Work	☐	☐	☐
Classroom Observation	☐	☐	☐
Inquiry Action Plan	☐	☐	☐
Inquiry Action Plan Reflection #8	☐	☐	☐
Inquiry Action Plan Evidence	☐	☐	☐
Collaborative Assessment Logs	☐	☐	☐
California Standards for the Teaching Profession Evidence	☐	☐	☐
CALIFORNIA PREPARED LEVEL I EDUCATION SPECIALISTS			
Education Specialist Advisement Meeting	☐	☐	☐
Education Specialist Individual Induction Plan	☐	☐	☐
Current Research Log	☐	☐	☐
Competency Requirements Met		☐	☐
CCCOE TEACHER INDUCTION DOCUMENTS			
Credential Information Form/Notice of Eligibilty	☐		☐
Participating Teacher Agreement	☐	☐	☐
Teacher Induction Program Mid-Year Survey	☐	☐	☐
Teacher Induction Program End of Year Survey	☐	☐	☐

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Participating Mentor/Teacher Ratio Guidelines

The recommended ratio of participating teachers to mentors stated below is based on knowledge:

- about the learning to teach system and
- of the level of support necessary to successfully assist participating teachers in maximizing successful teaching and meeting the induction standards.

Guidelines	
Full time classroom teacher mentors	Support 1-2 participating teachers
Partial release classroom teacher mentors	Support 3-12 participating teachers, depending on the amount of release time from the classroom provided by the district, for example: • 20% release supports 3 teachers • 40% release supports 6 teachers • 60% release supports 9 teachers • 80% release supports 12 teachers
Full release mentors	Support 15 participating teachers
Retired teachers	Support 1-9 participating teachers

Confidentiality Policy

One of the basic principles underlying the CCCOE Teacher Induction Program is confidentiality. Participating teachers (PTs) must clearly understand that their mentors are not evaluators; rather the mentor is a colleague whose goal is to assist the PT in applying "best practices" when creating their Individualized Learning Plan (ILP) and working toward receiving a Professional Clear Teaching Credential while teaching in their current district. **Communication between the mentor and PT is strictly confidential.**

It should be noted, however, that mentors and teachers collaborate on the Individualized Learning Plan's goals in consultation with the site administrator in order to align ILP goals with district/school site goals. A "triad of communication" between the PT, mentor and site administrator helps to ensure optimum support.

The ILP and other documents are the property of the PT for the purpose of completing credential requirements, not for evaluation. However, the PT **may choose** to share accumulated documents with their site administrator.

Participation, however, such as attendance at professional development seminars and meetings, and completion of Teacher Induction requirements are **not** confidential. They are documented within the CCCOE Teacher Induction Program database and can be made available for PTs, mentors, site administrators, district coordinators, and district liaisons.

Guidelines for Confidentiality

Site Administrators

- Work together toward the common goal of successful teaching and learning by developing effective relationships with mentors and PTs in the following ways:

    - Provide input on incorporating district/school goals into the Individualized Learning Plan (ILP) and goals
    - Participate in "triads" with mentors and PTs to discuss PTs participation in the teacher induction process
    - Inform mentors about school needs, procedures, policies and practices, and how best to navigate the school context
    - Schedule meetings with mentors as necessary regarding the support PTs are receiving and what help can be offered to mentors
    - Share concerns about PTs with mentors that have already been discussed with PTs
    - Encourage PTs to share written evaluations and/or evaluation debriefs with mentors

- Respect the confidentiality between mentors and PTs and understand how it builds a community of trust

Site Administrators should not:

- Discuss the performance of one teacher with another
- Use mentors as liaisons between administration and PTs
- Ask mentors for details regarding interactions with PTs
- Ask mentors about strengths or weaknesses of PTs
- Ask mentors whether PTs should be rehired

Guidelines for Confidentiality

Mentors

- Work together toward the common goal of successful teaching and learning by developing effective relationships with site administrator and PTs in the following ways:

    - Collaborate with site administrators to help PTs incorporate district/school goals into the teacher's Individualized Learning Plan and Inquiry Action Plan
    - Schedule a meeting with site administrators at the beginning of work with PTs to talk about the work that will be completed with PTs
        - Introduce self, explain the mentor role, and talk about the general scope of teacher induction work but not particulars of the mentor/PT interactions
        - Explain the rationale for confidentiality and support to site administrators in the importance of this relationship
        - Provide schedules of PT meeting times, training dates, etc., to site administrators and office staff as necessary
    - Schedule meetings as necessary with site administrators to check in regarding PTs support and invite comments from site administrators regarding areas for focus in work with PTs
    - Coach PTs to build strong relationships with their site administrators
    - Assist PTs in seeking out resources from departments chairs, team leaders, curriculum specialists without discussing details of PTs performance
    - Discuss concerns about PTs with site administrators when students' well-being or physical safety is at risk, laws are being broken, or if actions would negatively impact the school

- Respect the confidentiality between mentors and PTs and understand how it builds a community of trust

Mentors should not:

- Offer confidential information about PTs to site administrators
- Discuss the performance of one teacher with another
- Advocate with site administrators for PTs employment status
- Participate in the evaluation process

CCCOE Teacher Induction Program Coordinator Responsibilities

The CCCOE Teacher Induction Program Coordinator:

- Manages and delivers support and professional development activities to participating teachers that result in the completion of induction requirements for the Professional Clear Teaching Credential
- Obtains and disseminates information from state and local induction programs and teacher preparation programs
- Facilitates the sharing of best teaching and assessment practices among participating districts
- Collaborates with superintendents, site administrators, and other district administrators
- Supervises district/charter-private school Memorandum of Understanding and service fee invoicing
- Plans and maintains the CCCOE Teacher Induction budget based on funding from district/charter-private school fee for service
- Establishes and meets monthly with the program's Leadership Team
- Actively participates and shares in ongoing professional development, research, and related technical support activities
- Reviews the letters of commitment of the leadership team, site administrators, mentors, and participating teachers
- Coordinates with districts regarding the Teacher Induction Program
- Designs and conducts periodic program evaluations; and collaborates with the CCCOE Teacher Induction Program leadership team to develop recommendations for program modification
- Collaborates with other Institutes of Higher Education (IHE) locally and statewide
- Revises and reviews program goals and outcomes based on program survey data
- Meets regularly with regional induction coordinators to share best practices in induction implementation
- Reviews participating teachers' Individualized Learning Plans for induction program requirements

District Coordinator Responsibilities

The district coordinator is knowledgeable and understands what is necessary to effectively implement the induction program. The district coordinator is knowledgeable about the state-adopted academic content standards, performance levels for students, CSTPs, preliminary teacher preparation, induction, and ongoing professional development.

The District Coordinator:

- Implements induction program goals and objectives at the district level
- Plans/schedules mentor and participating teacher meetings sponsored by the district: Orientation, Mid-Year Review, End of the Year Colloquium
- Supervises the identification and selection process of mentor and PT matches, and maintains awareness of the success of this match
- Participates in induction program Leadership Team meetings
- Coordinates program training activities for liaisons, mentors, and participating teachers as appropriate
- Assists the district in the process of signing and returning the CCCOE Memorandum of Understanding
- Monitors completion of Teacher Induction Program requirements
- Serves as link with superintendent, board of education, site administrators, district administration, district liaisons, and program coordinator
- Reviews participating teachers' Individualized Learning Plans for induction program requirements
- Assists in the implementation of the induction standards
- Revises and reviews the program goals and outcomes based on program survey data
- Meets regularly with program induction coordinator and/or program liaison to share best practices in induction implementation
- Meets individually with each mentor at the end of the year to assess program effectiveness

District/Program Liaison Responsibilities

The district/program liaison is knowledgeable and understands what is necessary to implement the induction program. The district/program liaison is knowledgeable about the state-adopted academic content standards, performance levels for students, CSTPs, preliminary teacher preparation, induction, and ongoing professional development.

The District/Program Liaison:

- Supports induction program goals and objectives at the district level
- Plans/schedules mentor and participating teacher meetings sponsored by the district: Orientation, Mid-Year Review, End of the Year Colloquium
- Participates in the identification and selection process of participating mentors/teachers
- Participates in induction program Leadership Team meetings
- Supports mentor training activities
- Maintains records and reports for verification of induction activities
- Supports induction program evaluation requirements
- Communicates as link between participating teachers, mentors, induction program district coordinators, and program coordinators
- Assists in the implementation of the induction standards
- Reviews participating teachers' Individualized Learning Plans for induction program requirements
- Meets individually with each mentor at the end of the year to assess program effectiveness

Site Administrator Responsibilities

The site administrator is knowledgeable about, understands, and is able to implement the induction process. The site administrator is knowledgeable about the state-adopted academic content standards and performance levels for students, CSTPs, preliminary teacher preparation, and ongoing professional development.

The Site Administrator:

- Become familiar with the CCCOE Teacher Induction Program components, including the development of the Individualized Learning Plan (ILP) and Inquiry Action Plan (IAP). The CCCOE Teacher Induction Program sponsors a breakfast for site administrators to help provide updated Teacher Induction Program information.

- Within the first 60 days of enrollment of the program, consult with the mentor individually and/or with the mentor and participating teacher in a triad regarding the teacher's ILP goals for the year.

- Meet in a triad with the mentor and participating teacher as needed throughout the year.

- Provide support to the Teacher Induction Program by assisting in selecting mentors and pairing teachers with mentors (in accordance with their own district's policies for mentor selection).

- Check in with mentors and their participating teachers about site resources, personnel, procedures, and policies as a way to connect them with the school's learning community.

- Facilitate a supportive environment that allows mentors and their participating teachers access to curricular resources and time to collaborate with colleagues on site and across the district, including possibilities for veteran teacher observations.

- Complete the CCCOE Teacher Induction End of the Year survey in May to provide the program with valuable insight and feedback for future program design.

Mentor Responsibilities

The Mentor:

- Develop a trusting and reflective partnership with PT(s) honoring confidentiality
- Provide and/or coordinate an average of at least one hour per week of individualized support/mentoring including both "just in time" and longer term analysis of teaching practice
- Within the first 60 days of enrollment of the program, support PT(s) to collaboratively develop an Individualized Learning Plan based on the *California Standards of the Teaching Profession*, to be used to meet the requirements for the Professional Clear Credential Recommendation
- Support PT(s) in completion of the following Individualized Learning Plan processes:
  - Developing professional growth goals in consultation with site administrator
  - Documenting progress in meeting professional growth goals
  - Developing and documenting an Inquiry Action Plan based on one or more professional growth goals
  - Documenting progress towards mastery of the *California Standards for the Teaching Profession*
  - Assist PT(s) in choosing professional development to support growth goals
- Complete a minimum of three (3) observations of your PT within the year
- Meet with site administrator at the beginning of working with PT(s) to introduce yourself and share CCCOE Induction Program information
- Meet in a triad with site administrator and PT throughout the year, as needed
- Communicate with site and district administrators and district coordinator/liaison regarding program effectiveness
- Complete program surveys
- Attend your district's orientation, Mid-Year Review and End of Year Colloquium
- Complete the CCCOE Mentor Trainings/Seminars:
  - Year 1 Mentors = 3 full days of new mentor training;
    2 half days of mentor seminars (January and March)
  - Year 2 Mentors = 1 half day of training;
    3 half days of mentor seminars (September, January and March)
  - Year 3+ Mentors = 3 half days of mentor seminars (September, January and March)

Mentor Selection Criteria

- Minimum of **three years effective teaching** experience
- Possession of **Clear Teaching Credential**
- Knowledge of the context and content area of the PT's teaching assignment
- Knowledge of the state-adopted academic content standards and performance levels for students, state-adopted curriculum frameworks, and the CSTPs
- Willingness to participate in professional training to acquire the knowledge and skills needed to be an effective mentor
- Ability, willingness, and flexibility to meet PT's needs for support
- Willingness to share instructional strategies and work with PTs
- Effective interpersonal and communication skills
- Demonstrated commitment to professional learning and collaboration
- Ability and willingness to be an excellent professional role model

Partnership Responsibilities

Saint Mary's College:

- Provides professional development that aligns with the *California Standards for the Teaching Profession* and supports the participating teacher's Individualized Learning Plan
- Provides continuity for participating teachers between professional teacher preparation and their subsequent induction program
- Facilitates the sharing of research and new information about exemplary teaching and assessment practices
- Facilitates the identification, selection, and training of hybrid model faculty

New Teacher Center:

- Delivers research based professional development for mentor teachers to develop and refine their mentoring skills
- Delivers support and professional development activities to mentors to assist them in helping participating teachers complete the induction requirements for the Professional Clear Teaching Credential
- Provides leadership support for the CCCOE Teacher Induction Program to help in the facilitation of formative assessment processes, in the building of broad programmatic leadership capacity, and in sustaining a high quality research based induction model

Contra Costa County SELPA:

- Partners with CCCOE Teacher Induction Program to provide professional development opportunities for participating mentors and teachers
- Provides expertise in the special education field
- Provides resources to the program in the area of mentoring and current research

The Individualized Learning Plan

Key Processes of the Individualized Learning Plan

The Individualized Learning Plan (ILP) addresses the *California Standards for the Teaching Profession* (CSTP) and provides a roadmap for the candidate's induction work. Within the first 60 days of enrollment of the program, the plan is collaboratively developed by the mentor and PT, in consultation with the site administrator, and guided by the preliminary program transition plan. The ILP is intended to be a living document with opportunities to reflect on progress and modified as needed in response to the changing needs of the participating teacher. The ILP includes these processes:

Collaborative Assessment Logs

Mentors and PTs check-in weekly for an average of an hour regarding successes and challenges. By the end of the meeting summaries and next steps are recorded with references to the CSTP.

Growth Goal Setting and Reflection

At the beginning of the year, mentors collaborate with PTs to set and reflect on their ILP growth goals using the following processes:

- Site Administrator Consultation: begins the goal setting process based on needs of the teacher
- CSTP Pre-Assessment: used in determining areas for growth and selecting two focus standards
- Fall Continuum Co-Assessment: using one element in each of the two focus standards
- ILP Growth Goals: using the two chosen elements from the Continuum
- Mid-Year Review: reflect on ILP Growth Goals and modify if needed
- Spring Continuum Co-Assessment: on same elements chosen in the Fall
- End of Year Reflection on ILP Growth Goals

Inquiry Action Plan

Mentors guide PTs in developing an Inquiry Action Plan (IAP). The IAP investigates specific strategies to help meet the ILP growth goal(s) and demonstrate evidence of implementing the CSTPs. Upon implementation of the IAP, PTs reflect on the effectiveness of their plan and their next steps.

Analysis of Student Work

Mentors and PTs analyze student work in relation to appropriate content standards and their ILP focus. The results of this analysis are used to differentiate instruction for all students.

Lesson Planning

Mentors and PTs plan lessons that address both content standards and students' varied learning needs. Mentors guide PTs through a carefully sequenced lesson planning process addressing all learning needs.

Observations

Mentors conduct a minimum of three observations each year. The focus for observations is selected collaboratively by mentors and PTs. Mentors collect data using a variety of observation tools and facilitate reflecting conferences to analyze and set next steps.

Contra Costa County Office of Education
TEACHER INDUCTION

Individualized Learning Plan

ILP Goal Setting

Site Administrator Consult

CSTP Pre-Assessment

Fall Continuum

Growth Goals

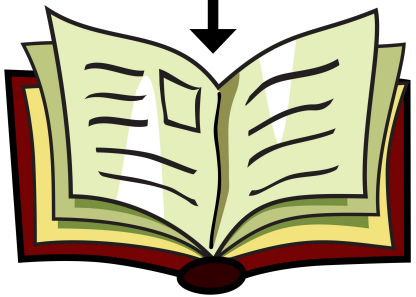
Goals- Review Mid Year

Spring Continuum

Goals-Reflect End of Year

Inquiry Action Plan

Inquiry Action Plan Evidence



CSTP Evidence

Resulting from weekly meetings

1 2 3

4 5 6

The Teacher's Story

Contra Costa County Office of Education
TEACHER INDUCTION

Name: Pat PT	Mentor: Marty Mentor	District: *USD School: *Elem	Grade Level/Subject: Kindergarten *Year 1* X *Year 2*

The CCCOE Teacher Induction Individualized Learning Plan (ILP) addresses the California Standards for the Teaching Profession (CSTP) and provides a road map for the candidate's induction work. The plan is collaboratively developed at the beginning of Induction by the teacher and mentor, in consultation with the site administrator, and guided by the preliminary program Transition Plan. The Consultation with Site Administrator and California Standards for the Teaching Profession Pre-Assessment begins the process of setting the Individualized Learning Plan growth goals based on the current needs of the teacher.

Consultation with Site Administrator

Site Administrator:	**List Site/District Goals:**
• Pat Principal	• Using Thinking Strategies in Math, Using Math Talk
Site Administrator Consultation Date(s):	**List Site/District Resources Available to Support Goals:**
• October 15, 2017	• Math Coach, District PD Day

Consultation Method (Choose one or more):
Mentor/PT/Administrator Triad ☒ PT/Administrator Mtg. ☐ Mentor/Administrator Mtg. ☐ Other ☐ Describe:

EXAMPLE

Contra Costa County Office of Education
TEACHER INDUCTION

California Standards for the Teaching Profession Pre-Assessment

- Discuss past and current teaching practice, (ie Pre-Service PACT/CalTPA, other Teacher Performance Assessments, and prior teaching experiences).
- Record your discussion in the Description of Practice column.
- After pre-assessing on **six standards**, choose **two** standards for focus this year. Put an * next to your two (2) focus standards.

California Standards for the Teaching Profession	Description of Practice
CSTP 1 Engaging and Supporting All Students in Learning	Using learning stations for math and writing, using math manipulatives*
CSTP 2 Creating and Maintaining Effective Environments for Student Learning	Have established routines like morning message, knee to knee-eye to eye for partner discussion, attention signals *
CSTP 3 Understanding and Organizing Subject Matter for Student Learning	Teaching whole class lessons in math using manipulation
CSTP 4 Planning Instruction and Designing Learning Experiences for All Students	Beginning to use Lucy Calkins for writing. Planning math stations and Reader's Workshop mini lessons
CSTP 5 Assessing Students for Learning	Gave all the beginning assessments: Dibels, Emergent Lit. Starting to group students for instruction
CSTP 6 Developing as a Professional Educator	Working with district literacy coach and math coach, planning writing units with grade level team

Pick <u>one element from each of your two standards</u> for co-assessment, goal setting, and reflection this year. Use your Mentor's CSTP Growth Goal Library for choosing CSTP growth goal templates.

EXAMPLE

Name: Pat PT Mentor: Marty Mentor School: *USD District: *District Grade Level/Subject: Kindergarten

Standard 1: Engaging and Supporting All Students in Learning Content Area Focus: Math

Element 1.4: Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs

Evidence of Practice: *When looking at this element, which level of practice applies to your current teaching practice within your content area of focus? What examples from your Preliminary Credential Program/teaching practice inform your assessment? 1) Date 2) List level of practice 3) List evidence 4) Develop goal based on areas of growth and in consultation with site administrator.*

EMERGING	EXPLORING	APPLYING	INTEGRATING	INNOVATING
Uses instructional strategies, resources, and technologies as provided by school and/or district.	Explores additional instructional strategies, resources, and technologies in single lessons or sequence of lessons to meet students' diverse learning needs.	Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs.	Creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs.	Refines the flexible use of an extensive repertoire of strategies, resources, and technologies to meet students' diverse learning needs.

Fall Continuum Co-Assessment Date: 10/12/17	Level of Practice: ☐ Emerging ☒ Exploring ☐ Applying ☐ Integrating ☐ Innovating	**Evidence of Practice:** Using math manipulatives in math stations, Farm unit

My CSTP 1 *Engaging and Supporting All Students in Learning* Goal: Differentiate math lessons based on my students prior math knowledge, interest and backgrounds.	What resources or professional development will support this goal? Math Talks book, math coach, math talks videos, collaboration with K team

Mid-Year Review: Reflect on your goal and modify as needed:

MYR Date: 2-5-18	Progress towards goal: : At least one station a week is differentiated, either as an extension or by math problem	Challenges: When to move on, how to know they really have it?	Next Steps: Use ten frames with students who show they know the five frames.

Spring Continuum Co-assessment Date: 4-25-18	Level of Practice: ☐ Emerging ☐ Exploring ☐ Applying ☒ Integrating ☐ Innovating	**Evidence of Practice:** Used iPad and math talks to differentiate lessons

End of Year Reflection on your CSTP 1 Goal:

What were your successes and challenges? Using iPads were a great way to check for understanding and allowed students to quickly erase answers to try again. They also could show the answer two different ways easily. Math talks helped me to assess my students' understanding of the how, instead of just seeing the answer in written work. What are your next steps? Start differentiated math stations earlier in the year, continue using ten frames and iPads

EXAMPLE

Name: Pat PT Mentor: Marty Mentor School: *USD District: *Elem Grade Level/Subject: Kindergarten

Standard 2: Creating and Maintaining Effective Environments for Student Learning Content Area Focus: math

Element 2.6: Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn

Evidence of Practice: *When looking at this element, which level of practice applies to your current teaching practice within your content area of focus? What examples from your Preliminary Credential Program/teaching practice inform your assessment? 1) Date 2) List level of practice 3) List evidence 4) Develop goal based on areas of growth and in consultation with site administrator.*

EMERGING	EXPLORING	APPLYING	INTEGRATING	INNOVATING
Establishes procedures, routines, or norms for single lessons to support student learning. Responds to disruptive behavior.	Develops routines, procedures, and norms in single lessons or sequence of lessons with some student involvement. Seeks to promote positive behaviors and responds to disruptive behavior.	Maintains regular use of routines and procedures that are culturally responsive and engage students in the development and monitoring of norms. Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning climate.	Engages students in monitoring and reflecting on routines, procedures, and norms in ways that are culturally responsive. Maintains a quality learning climate that builds on student strengths. Promotes positive behaviors and consistently prevents or refocuses behaviors disruptive to the learning climate.	Facilitates student participating in developing, monitoring, and adjusting routines and procedures focuses on maximizing learning. Classroom climate integrates school standards and culturally relevant norms. Promotes positive behaviors and establishes preventions and a positive classroom climate that eliminate most disruptive behavior.

Fall Continuum Co-Assessment Date: 9-30-17	Level of Practice: ☐ Emerging ☒ Exploring ☐ Applying ☐ Integrating ☐ Innovating	**Evidence of Practice:** Established rules for physical safety, consequences

My CSTP 2 *Creating and Maintaining Effective Environments for Student Learning* Goal: Establish a class climate in which students feel safe to share their math thinking. Procedures such as turn and talk will be used to encourage students to share their math thinking.	What resources or professional development will support this goal? Math Talks book and video, math coach, collaboration with K. team

Mid-Year Review: Reflect on your goal and modify as needed:

MYR Date: 2-5-18	Progress towards goal: procedures for math workshop established, students turn and talk about math thinking	Challenges: a student who is copying work, will not take a risk and ask for help	Next Steps: continue implementing math workshop, observe vet. teacher

Spring Continuum Co-assessment Date: 4-25-18	Level of Practice: ☐ Emerging ☐ Exploring ☒ Applying ☐ Integrating ☐ Innovating	**Evidence of Practice:** Math workshop protocols strong, students sharing their thinking in small group and whole group instruction

End of Year Reflection on your CSTP 2 Goal:

What were your successes and challenges? Using iPads to help students talk about math concepts What are your next steps? Schedule volunteer helpers so that math workshop can happen twice a week.

EXAMPLE

FORMATIVE ASSESSMENT TOOL

Inquiry Action Plan

Example

Teacher: Pat PT Mentor: Marty Mentor

Grade Level/Subject Area: Kindergarten School: *Elem Date: Jan. 10, 2018

Content Area Focus: Math

An inquiry question has five (5) parts. Think about each part, and then combine into an inquiry question. Plan your professional development and identify possible evidence that demonstrates implementation of your inquiry action plan.

California Standards for the Teaching Profession (CSTP)

Check all that apply:

X 1. Engaging and Supporting All Students in Learning
X 2. Creating and Maintaining Effective Environments for Student Learning
X 3. Understanding and Organizing Subject Matter for Student Learning
X 4. Planning Instruction and Designing Learning Experiences for All Students
X 5. Assessing Students for Learning
X 6. Developing as a Professional Educator

Outcomes

1. Content Standard Focus:
Math-Addition

2. Identify Desired Results:
What are the learning outcomes? What do you want students to know and be able to do?

Students will show understanding of the five, ten, and double ten frame math tool.
Students will understand the concept of combining amounts.

3. Case Study Students:
Select **two** students from within your target population. What are their specific learning abilities and needs?

Student 1: K: EL student who is capable but distracted by peers

Student 2:A: Academically low, easily distracted

Inquiry Design

Inquiry Question:

Frame a student-focused inquiry question related to your desired outcomes, content area focus and planned actions. What are you curious about/ what do you want to investigate? What will you try? *(I'm wondering… I'm curious about… What would happen if…? How might…?)*
Write your inquiry question here or use the IAP scaffold below.

IAP Scaffold:
Will I improve my Kindergarten students' ability to use number sense in addition through the use of math workshop as evidenced by informal formative assessment and math workshop student work?

4. Actions:
What will you try? How will you reach your goals?
What is your plan of action?
Introduce concept of addition using ten frame. Students will demonstrate understanding during whole class instruction, math talks, independently and in small groups. Students will use manipulatives and iPads to show understanding.

5. Professional Development:
What Professional Development activities will support your learning? What resources (staff, books, websites, technology, colleagues, research articles) do you intend to use?

Work with district math coach, math district trainings Ten Frame resource book, Number Talks resource book

Evidence

6. What formative and summative assessments might show student growth?
Whole group formative assessment
Small group check ins
Ten Frame written work
Anecdotal records of check ins (success and struggle)
Math workshop student work results

7. What formative assessment tools might show evidence of your professional practice and growth within this inquiry cycle?

☒ Lesson Plans
☐ Instructional Groupings
☒ Classroom Observation Data + Pre- and Post-Conversations on Collaborative Logs
☒ Analysis of Student Work + Case Study Student Samples
☐ Family and/or Resource Personnel Communication
☐ Class Profile or district data sheet
☒ Collaborative Assessment Logs
☒ Other: photos of math workshop

8. Inquiry Action Plan End of Year Reflection: I was not sure whether my students would be able to use iPads effectively to explain their math thinking, but it worked very well.

Next Steps: Continue with math workshop, utilizing more one on one math conferences with students.

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Individualized Learning Plan Workshops

Mentors and PTs may choose to attend an Individualized Learning Plan (ILP) Workshop **together** to assist in the creation and implementation of the PT's ILP. The workshop includes a short presentation on the featured ILP process and requirements, followed by time for mentor and PT to ask questions, work together, and receive individual assistance from induction program leadership team members if needed. Attendance at workshop will count for your weekly meeting.

Growth Goals Workshop Dates			
Date	**Day**	**Location**	**Time**
10/21/19	Mon.	Berkeley USD	4:00-6:00 p.m.
10/22/19	Tues.	CCCOE (Briones Room)	4:00-6:00 p.m.
10/24/19	Thurs.	San Lorenzo (TIS Room)	4:00-6:00 p.m.
10/30/19	Wed.	Alameda (Marina Room)	3:45-5:45 p.m.

Inquiry Action Plan (IAP) Workshop Dates			
Date	**Day**	**Location**	**Time**
12/10/19	Tues.	CCCOE (Board Room)	4:00-6:00 p.m.
1/13/20	Mon.	Berkeley USD	4:00-6:00 p.m.
1/16/20	Thurs.	San Lorenzo (TIS Room)	4:00-6:00 p.m.

Wrapping Up ILP Workshop Dates			
Date	**Day**	**Location**	**Time**
4/21/20	Tues.	CCCOE (Briones Room)	4:00-6:00 p.m.
4/30/20	Thurs.	San Lorenzo (TIS Room)	4:00-6:00 p.m.

Attendance at these workshops is voluntary. The mentor and PT must **attend together** as a team. Please register as early as possible as seating is limited in each session.

To register, contact: Debbie Shelby (925) 942-3434 dshelby@cccoe.k12.ca.us

Early Completion Option (ECO)

Purpose
Senate Bill 57 (Scott) allows eligible individuals to complete a Commission-approved professional teacher induction program at a faster pace than the full two years generally required to complete all the requirements. Completion of the ECO option allows individuals the opportunity to earn their Professional Clear Credential in 12, 14, or 18 months.

Eligibility
You must hold a preliminary multiple/single subject or Education Specialist credential. The intent of the law is to serve experienced and exceptional candidates. If, upon review of the requirements, you feel you meet the criteria, you may submit an application to request ECO status. Applications may be obtained from your district coordinator. You will need to include a timeline request (12, 14, of 18 months).

Application Process (Due September 27)
1. Contact your district induction coordinator and the CCCOE Teacher Induction Program Coordinator of your intention to apply for this option.
2. Submit an application packet including:
   - Documentation of a minimum of two (2) years prior teaching experience as the teacher of record in a K-12 teaching assignment.
   - Authenticated performance evaluations from two (2) prior years of teaching, demonstrating exceptional teaching practices.
   - Two recommendations attesting to your success in teaching and appropriateness for ECO; one must be from your current principal.
3. Be prepared to submit a documentation of work, if requested, that substantiates your experience and exceptionality. The documentation may include a resume, certificates or completion from professional development courses, assignments, and adjunct duty descriptions.

All of the above criteria must be met as determined by the CCCOE Teacher Induction Program and the employing district. In addition, the CCCOE Teacher Induction Program and employing district retain the right to request any additional evidence that may be necessary to determine a candidate's appropriateness for the ECO. An ECO candidate will be paired with an exceptional mentor.

Progress Monitoring
Upon ECO approval by the CCCOE TIP Coordinator, you will confer with your mentor and your site administrator to develop an Individualized Learning Plan for early completion.

The Individualized Learning Plan will take into account previous experience, evidence, and evaluation to focus the program support on your documented needs. ECO candidates goal set, assess, and reflect on all six CSTPs throughout the year. The Individualized Learning Plan will specify which formative assessment and professional development activities will be completed, dates for periodic review of your work, and due dates for completion.

The program coordinator, your mentor, and you will participate in the calendared periodic reviews. Progress towards completion will be documented in the CCCOE Teacher Induction Program database.

You will need to understand that missing deadlines may be cause for the withdrawal of the ECO option approval. You must continue to demonstrate that the ECO is appropriate for you, and you must retain the continuing recommendation of your site administrator. If you are unable to continue to demonstrate appropriate placement in the ECO, or if you elect to enter the full program, you will be responsible for completing the full-length Teacher Induction Program.

Completion
You must demonstrate that you have the knowledge, skills, abilities, and competencies required of all teacher candidates who complete the full-length program. The CCCOE Teacher Induction Program Coordinator and/or their designee will verify completion.

CCCOE Teacher Induction Coordinators
Nyere da Silva (925) 942-3470
ndasilva@cccoe.k12.ca.us

Charise DeCoito (925) 942-3438
cdecoito@cccoe.k12.ca.us

Administrative Assistants
Debbie Shelby (925) 942-3434
dshelby@cccoe.k12.ca.us

Mary Louise Vander Meulen (925) 942-3471
mvandermeulen@cccoe.k12.ca.us

CCCOE Teacher Induction Program

Early Completion Option Application
(To Be Completed by September 27th of PTs First Year in Teacher Induction)

Name: _____ School: _____

District: _____ Grade/Subject: _____

Mentor: _____

Out of State Teacher: _____ Private School Teacher: _____ Other: _____

Prior K-12 Teaching Experience

School Name: _____

Address: _____

Yrs. Employed: _____ Grade Level / Subject: _____

Evaluator's Name and Phone #: _____ (____) _____

Evaluator's Name and Phone #: _____ (____) _____

School Name: _____

Address: _____

Yrs. Employed: _____ Grade Level / Subject: _____

Evaluator's Name and Phone #: _____ (____) _____

Evaluator's Name and Phone #: _____ (____) _____

I have attached a packet with the following information to verify my qualifications to complete the CCCOE Teacher Induction Program within 12-18 months instead of two years:

☐ ECO Application

☐ Two Performance Evaluations

☐ Letters of Recommendation (Use program Letter of Recommendation Form)

I understand that the CCCOE Teacher Induction District Coordinator will review my application and document packet to determine if I qualify for the Early Completion Option.

Participant Signature: _____ ***Date:*** _____

District Teacher Induction Coordinator Signature: _____ ***Date:*** _____

Office Use Only:

☐ This participant has been approved to participate in the Early Completion Induction Program option.

☐ This participant has not been approved to participate in the Early Completion Induction Program option due to the following reason(s):

CCCOE Teacher Induction Program Coordinator: _____ ***Date:*** _____

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Early Completion Option Application

Letter of Recommendation

Name of Candidate: _____

District: _____ Date: _____

The above teacher has applied for the Early Completion Option (ECO) pathway with the Contra Costa County Office of Education's Teacher Induction Program. You have been selected as an administrator who has knowledge of the candidate's teaching abilities and suitability for the Early Completion Option.

Purpose of the Early Completion Option:

Senate Bill 57 (Scott) allows eligible teachers to complete a Commission-approved professional teacher induction program at a faster pace than the full two years generally required to complete all the requirements. Completion of the Early Completion Option allows teachers the opportunity to earn their Professional Clear Credential in 12, 14, or 18 months.

Eligibility:

- The ECO candidate must hold a Preliminary Multiple or Single Subject or Education Specialist credential and be employed in a California school. The intent of the law is to serve **experienced and exceptional candidates**.
- The ECO candidate must provide documentation of a minimum of two years prior teaching experience as the teacher of record in a K-12 teaching assignment by submitting:
  - Authenticated performance evaluations from two prior years of teaching, demonstrating exceptional teaching practices.
  - Two recommendations attesting to the candidate's success in teaching and appropriateness for ECO (one must be from the candidate's current principal).

Please check **one** of the two boxes below along with your signature:

☐ The above ECO candidate **is recommended** to participate in the CCCOE Teacher Induction Early Completion Option. I attest that the above candidate has the knowledge, skills, abilities, and competencies required to complete a two-year Teacher Induction Program in one year.

☐ This participant would benefit from two years of Teacher Induction and **is not recommended** to participate in the Contra Costa County Office of Education's Teacher Induction Early Completion Option.

Signature: _____ Date: _____

Administrative Position: _____ District: _____

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Participating Teacher/Mentor Request for Change

The CCCOE Teacher Induction Program strives to provide quality support for all induction candidates. If, for any reason, a PT or mentor wants to change the PT/mentor match, the following procedure should be followed:

- PT or mentor communicates a request for a change in PT/mentor match to district coordinator or liaison
- District coordinator or liaison communicates the request to the Teacher Induction Program coordinator
- District coordinator or liaison investigates the effectiveness of the existing PT/mentor match
- If change is determined to be in the best interest of the PT and/or mentor, the district coordinator or liaison will work with those involved to provide a smooth transition
- District coordinator will notify, in writing, the program coordinator, district liaison, PT, departing mentor, newly assigned mentor, and site administrator of the change in PT/mentor match
- District coordinator or liaison will meet with the departing mentor prior to meeting with the newly assigned PT and mentor

Written Appeal Process

CCCOE has a candidate appeal policy through which candidates may formally submit specific issue(s) that may arise related to program participation.

- It is the responsibility of the participating teacher/mentor to inform the district coordinator and liaison of the specific concern related to program participation as soon as possible to discuss the situation and collaboratively work to reach a resolution.
- If a resolution is not satisfactory, the participating teacher/mentor may formally submit a written Letter of Appeal including: name, date, explanation of issues(s), and signature to a CCCOE Program Induction Coordinator.
- Upon receipt of the Letter of Appeal, a CCCOE Program Induction Coordinator secures confidential information from all parties. Efforts will be made to maintain respect and dignity for all those involved and to collaboratively determine a solution to the presented issue(s).
- All appeals will be handled in a timely manner and final resolutions will be documented in writing within 30 days of written submission.

Request for Extension in Program Completion

Name: _____ Date: _____

District: _____ School: _____

Grade/Subject Area: _____ Mentor: _____

I request additional time to complete the CCCOE Teacher Induction Program for the following reason(s):
(Please initial at least one of the following and explain, if necessary.)

_____ I have severe personal health issues and am under a doctor's care and unable to work.

_____ There are severe personal health problems being experienced by an immediate family member or household member who is under a doctor's care, which precipitate my stopping work to care for this person.

_____ I am on approved leave of absence from my district.

_____ Other: _____

Read and please initial:

I understand that if I am required to complete an approved Induction Program to clear my credential, my failure to do so will result in my not receiving a recommendation for the Professional Clear Teaching Credential. **_____ Initial**

I understand that if I do not complete the Induction Program by the date approved on this extension, there may be a cost to me to complete the program. **_____ Initial**

I acknowledge a copy of this form will be placed in my personnel file in my district. **_____ Initial**

_____ _____
Participating Teacher's Signature Date

_____ _____
District Coordinator's Signature Date

_____ _____
District Human Resources Officer Signature Date

Office Use Only

☐ This participant has been approved for an extension in program completion.

Approved through Date: _____

☐ This participant has not been approved for extension in program completion due to the following reason(s):

_____

Denied Date: _____

_____ _____
CCCOE Teacher Induction Program Coordinator's Signature Date

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Professional Learning and Support Opportunities

Throughout the year, teachers will participate in professional learning and support opportunities that align with their Individualized Learning Plan and the *California Standards for the Teaching Profession.*

Professional learning and support opportunities are documented through collaborative and reflective conversations with the mentor throughout the year using the following Individualized Learning Plan tools: Site Administrator Consultation, CSTP Growth Goals, Inquiry Action Plan and on Collaborative Assessment Logs.

CCCOE Teacher Induction Program assures the availability of resources necessary to accomplish the Individualized Learning Plan. These professional learning and support opportunities allow the participating teacher to practice and refine effective teaching practices for all students:

- ❑ CCCOE Professional Development Seminars*
- ❑ Saint Mary's College Hybrid Online Course*
- ❑ Observe a veteran colleague for a specific instructional focus
- ❑ Participate in a Professional Learning Community (PLC) that addresses your Individualized Learning Plan growth goals and/or Inquiry Action Plan
- ❑ Collaborate with a content expert about a topic related to your instruction
- ❑ Attend a conference or seminar
- ❑ Be enrolled in a college or university master's program
- ❑ Attend Professional Development days offered in your district
- ❑ Meet with colleagues, resource or ELD center personnel for support with special population students and/or English Learners
- ❑ Use technology resources to plan, deliver and/or assess instruction
- ❑ Participate in a book study to advance your professional practice
- ❑ Participate in a lesson study and/or learning walks to advance your professional skills
- ❑ Create your own professional learning that supports your Individualized Learning Plan

*Graduate academic semester units for participation may be earned in these professional learning and support opportunities. See page 37 for more information.

CCCOE Professional Development Seminars

Location: Contra Costa County Office of Education
77 Santa Barbara Road, Pleasant Hill, CA 94523
Time: 4:00-6:30 p.m. (unless otherwise noted)

October 15, 2019: Using Positive Behavior Supports (CSTP 1, 2) (LCAP 4, 6)

- Creating a positive learning environment for student achievement
- Implementing Positive Behavior Intervention and Supports (PBIS)
- Collaboration between general education and special education regarding behavior management

October 17, 2019: Building an Equitable Classroom Environment for Student Empowerment (CSTP 1, 2)

- Learn about classroom systems to improve student engagement
- Explore an array of classroom management strategies

November 19, 2019: Writing IEP Goals Based on Common Core Standards (CSTP 4, 5) (LCAP 4, 7)

- Using assessment data to establish measurable goals
- Developing academic goals for students to meet educational needs

November 21, 2019: Universal Design for Learning (CSTP 3, 5) (LCAP 1, 4, 7)

- Overview of Universal Design for Learning (UDL)
- Using and adapting resources, technologies and instructional materials to make subject matter accessible to all students
- Using instructional strategies to assist students in accessing curriculum

January 23, 2020: IEPs: Facilitating Meetings, Drafting IEPs and SEIS (CSTP 4, 6) (LCAP 3, 5)

- Understanding components of compliant IEPs
- Managing web based IEPs
- Sharing and discussing IEP components with parents

February 18, 2020: Foster a Classroom of Critical Thinkers Through Academic Discourse (CSTP 1, 2, 5)

- Explore "Accountable Talk" as a foundation to foster a climate where all voices are heard
- Experience critical thinking skills as an adult learner
- Practice "Listening In" as a way to formatively assess student learning
- Discover online resources that promote student learning

February 20, 2020: Assistive Technology (AT) for Students with Disabilities (CSTP 3, 4) (LCAP 1, 7)

- Ideas and strategies with AT for the school setting
- Documenting AT in the IEP/504
- AT solutions for learning and behavior challenges

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CCCOE Professional Development Seminars

March 24, 2020: Ensuring Access to Core Content for English Learners (CSTP 3, 4)

- Legal and ethical requirements
- Plan and differentiate content instructions for English Learners
- ELD instruction

March 26, 2020: Consultation, Collaboration, and Case Management (CSTP 6) (LCAP 2, 3, 4)

- Collaborative instruction and service delivery models
- Collaborating with general education teachers, paraprofessionals, and service providers to support student learning
- Communicating with families to support student learning

April 28, 2020: Integrating EdTech into Daily Teaching and Learning (CSTP 1, 2, 3, 4)

- A hands-on training on how to use EdTech to transform the student learning experience
- Explore EdTech tools, lesson designs, and classroom management strategies
- The agenda will include EdTech pedagogy theory, a model lesson and break out groups focusing on digital resources and tools

April 30, 2020: Transitions and Transition Planning (CSTP 4, 6) (LCAP 1)

- Planning and preparing for transition(s) from infant/toddler to preschool, elementary school to middle, and high school to Community Based Instruction for 18-22 year olds
- IDEA transition service language in the IEP, specifically Individual Transition Plans

May 7, 2020: Health Education (CSTP 2) Note: 4:00-7:00 p.m.

- What are the physiological and sociological effects of substance abuse?
- How does proper nutrition affect learning?

Location: Contra Costa County Office of Education
77 Santa Barbara Road, Pleasant Hill, CA 94523

Time: 4:00-6:30 p.m. (unless otherwise noted)

$10 per seminar for CCCOE Teacher Induction participants
$50 per seminar for Non-CCCOE Teacher Induction participants

To register, visit the CCCOE Teacher Induction website:
http://www.cocoschools.org/TeacherInductionPD

Note: Registration priority is given to CCCOE Teacher Induction participants. You may register for all desired seminars at one time; however, please note the **new refund policy** stated below. Notification of confirmed registration will be sent prior to seminar date.

New Refund Policy: Refunds for cancellations will be issued if CCCOE Teacher Induction is notified **within 7 days of initial registration**. After the 7 days, registered participants may transfer their registration to another available seminar. Be sure to notify CCCOE Teacher Induction, Mary Louise Vander Meulen, mvandermeulen@cccoe.k12.ca.us, (925) 942-3471 of your request to transfer ***prior*** to the seminar, otherwise you will be charged fully for the seminar.

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Graduate Academic Semester Units and Graduate Professional Development Semester Units

Saint Mary's College (SMC)

Graduate Academic Semester Units: These units are designed for salary advancement and applied towards attainment of an advanced degree.

Year One	Year Two
EDTL 600 ***Developing Teaching & Learning Practice*** Choose either: Hybrid Online **OR** CCCOE Professional Development Seminars 3 graduate semester units	**EDTL 700** ***Exploring Teaching & Learning Leadership*** Choose either: Hybrid Online **OR** CCCOE Professional Development Seminars 3 graduate semester units
EDTL 610 ***Connecting Teaching & Learning Practice*** At SMC Moraga Campus 3 graduate semester units	**EDTL 710** ***Investigating Reflective Learning*** At SMC Moraga Campus 3 graduate semester units

- Earn Academic Credit at SMC for your Teacher Induction while meeting initial coursework requirements for the Masters of Arts in Teaching Leadership
- Hybrid Online: online modules facilitated by SMC School of Ed faculty
  - Register before November 22nd @ https://www.stmarys-ca.edu/Teacher-Induction
- CCCOE Professional Development Seminars: must attend six seminars
  - Register before November 22nd @ https://forms.gle/ZiP8YaVxqMSwCJSd6
- Affordable tuition priced for teachers at $195 per graduate semester unit
- For more information, contact Dr. Heidimarie Rambo at hrambo@stmarys-ca.edu

Courses4Teachers

Graduate Professional Development Semester Units: These units are designed for salary advancement and to renew credentials. They are not designed to be applied towards attainment of an advanced degree.

- Upon completion of each year of CCCOE Teacher Induction program for participating teachers and mentors may register for units
- Earn 4 Graduate Professional Development Seminar units per year for $200.
- Retroactive credits are available until May 31st of the year following program completion.
- **NOTE:** This is only available for districts/private-charter schools who accept professional development units. ***Please contact your district/private-charter school policy regarding Courses4Teachers units, as some schools do not honor them.***
- For more information, contact (925) 837-3817 or courses4teachers@courses4teachers.net
- Register @ https://courses4teachers.net/contra-costa-county-office-of-education-cccoe/

CCCOE Teacher Induction Program
Mid-Year Review Schedule 2019-2020

Date	District	Time	Location
Thurs. January 23	Piedmont USD	3:30 – 4:30 p.m.	Piedmont District Office
Tues. January 28	Pittsburg USD	3:30 – 4:30 p.m.	Pittsburg High School Library
Tues. January 28	Acalanes UHSD	3:45 – 4:45 p.m.	Acalanes District Office
Wed. January 29	Martinez USD	3:30 – 4:30 p.m.	Martinez District Office Board Room
Wed. January 29	Benicia USD	3:30 – 4:30 p.m.	Benicia District Office
Wed. January 29	Orinda Union SD	3:30 – 5:00 p.m.	Orinda District Office
Thurs. January 30	Moraga SD	3:30 – 4:30 p.m.	Camino Pablo Elementary
Tues. February 4	Lafayette SD	3:30 – 4:30 p.m.	Lafayette District Office
Tues. February 4	Emery USD	3:45 – 4:45 p.m.	Emery Secondary ELD Classroom
Thurs. February 6	San Lorenzo USD	4:00 – 5:00 p.m. Yr 1 5:00 – 6:00 p.m. Yr 2	Bohannon MS (Science Lab)
Thurs. February 6	Berkeley USD	Individual Meetings	Berkeley District Office
Thurs. February 6	Walnut Creek SD	3:30 – 4:30 p.m.	Walnut Creek District Office
Thurs. February 6	Albany USD	4:00 – 5:00 p.m.	Albany Middle School
Tues. February 11	CCCSP	Individual Meetings	CCCOE
Tues. February 11	Private/Charter – Central County	4:00 – 5:00 p.m.	CCCOE (Briones Room)
Wed. February 12	Private/Charter – West County	4:00 – 5:00 p.m.	Making Waves Academy
Wed. February 26	Alameda USD	3:45 – 4:45 p.m.	Alameda Marina Conference Room
Thurs. February 27	John Swett USD	3:30 – 4:30 p.m.	Rodeo Hills Elementary

CCCOE Teacher Induction Program Colloquium Schedule 2019-2020

Date	District	Time	Location
Tues. May 5	Benicia USD	3:30 – 4:30 p.m.	Benicia District Office
Tues. May 5	Private/Charter – Central County	4:00 – 5:00 p.m.	CCCOE (Board Room)
Wed. May 6	Private/Charter – West County	4:00 – 5:00 p.m.	Making Waves Academy
Wed. May 6	Orinda Union SD	3:30 – 5:00 p.m.	Orinda District Office
Thurs. May 7	Walnut Creek SD	3:30 – 4:30 p.m.	Walnut Creek District Office
Thurs. May 7	Moraga SD	3:30 – 4:30 p.m.	Pennini's Pizza
Tues. May 12	Berkeley USD	4:00 – 5:00 p.m.	King Middle School (Commons)
Tues. May 12	CCCSP	3:30 – 5:00 p.m.	CCCOE (Board Room)
Tues. May 12	Pittsburg USD	3:30 – 4:30 p.m.	Pittsburg High School Library
Tues. May 12	Lafayette SD	3:30 – 4:30 p.m.	Lafayette District Office
Tues. May 12	Emery USD	3:45 – 4:45 p.m.	Emery Secondary ELD Classroom
Tues. May 12	Acalanes UHSD	3:45 – 4:45 p.m.	Acalanes District Office
Wed. May 13	San Lorenzo USD	4:00 – 5:00 p.m.	Bohannon MS (Multi-Purpose Room)
Wed. May 13	Martinez USD	3:30 – 4:30 p.m.	Martinez District Office Board Room
Thurs. May 14	Piedmont USD	3:45 – 5:00 p.m.	TBD
Thurs. May 14	Alameda USD	3:45 – 4:45 p.m.	Alameda Marina Conference Room
Thurs. May 14	John Swett USD	3:30 – 4:30 p.m.	Rodeo Hills Elementary
Friday, May 15	Albany USD	4:00-5:00 p.m.	TBD

Glossary

Assessment: In the induction program, assessment is formative and standards-based. Individual teaching performance is assessed through pre-assessment of the teacher's prior teaching practice based on the *California Standards for the Teaching Profession* (CSTP), the examination of evidence of teaching practice in two or more of the CSTPs per year, and an end of year assessment of growth in the CSTPs. Evidence includes formal classroom observations, selected teaching products, student work, journals and logs. Formative assessment data is used by the participating teacher to create an Individualized Learning Plan and by the mentor to provide individualized support to that teacher.

California Commission on Teacher Credentialing (CCTC): Issues Professional Clear Credentials ensuring that those who educate the children of California are academically and professionally prepared.

California Department of Education (CDE): The CDE and the State Superintendent of Public Instruction are responsible for enforcing education law and regulations, and for continuing to reform and improve public elementary school programs, secondary school programs, adult education, some preschool programs, and child care programs. The CDE works collaboratively with the California Commission on Teacher Credentialing to support new teachers.

California Standards for the Teaching Profession (CSTP): Adopted January 2009 by the California Commission on Teacher Credentialing and the California Department of Education. These standards are based on current research and expert advice pertaining to best teaching practices. The CSTPs are organized around six related domains of teaching practice. Following are the six standards:

- Standard 1 Engaging and Supporting All Students in Learning
- Standard 2 Creating and Maintaining Effective Environments for Student Learning
- Standard 3 Understanding and Organizing Subject Matter for Student Learning
- Standard 4 Planning Instruction and Designing Learning Experiences for All Students
- Standard 5 Assessing Students for Learning
- Standard 6 Developing as a Professional Educator

Each standard is organized into a set of elements that identify key areas within that particular domain of teaching. Please refer to page 6 for the complete list of CSTP standards and elements.

Continuum of Teaching Practice (CTP): The CTP is a tool for self-reflection, goal setting, and inquiry into practice.

Contra Costa County Office of Education (CCCOE)

Contra Costa County Student Programs (CCCSP)

Glossary

Inquiry Action Plan (IAP): A plan, based on the participating teacher's ILP, to help the participating teacher investigate specific strategies to help them meet their over-arching ILP goals; and demonstrate evidence of implementing induction standards into their classroom practice.

Individual Induction Plan (IIP): A process designed for California prepared Level I Education Specialists to assist them in selecting professional development to expand their skills as a Level I Education Specialist.

Individualized Learning Plan (ILP): The ILP addresses the *California Standards for the Teacher Profession* (CSTP) and provides a roadmap for the candidate's induction work. The plan is collaboratively developed at the beginning of induction by the mentor and teacher, in consultation with the site administrator, and guided by the preliminary program transition plan. The ILP is intended to be a living document, with opportunities to reflect on progress, and modified as needed in response to the changing needs of the participating teacher.

Institution of Higher Education (IHE): An institution that grants diplomas or degrees to those who have completed an advanced course of study after high school, generally a college or university.

Mentor: An experienced teacher who works with a participating teacher (PT) guiding that teacher in reflecting on their teaching practice as it relates to student achievement. Mentors are selected on the basis of their outstanding professional practice. They collaborate with participating teachers in the development of an Individualized Learning Plan for professional growth, attend professional development events with their participating teachers, assess progress in teaching by using the CSTP as a guide, and provide ongoing support.

New Teacher Center (NTC)

Participating Teacher (PT): A term used for a teacher who is participating in the CCCOE Teacher Induction Program.

Saint Mary's College (SMC)

Special Education Local Plan Area (SELPA)

Contra Costa County Office of Education
TEACHER INDUCTION

2019-2020 Induction Program Timeline

	Individualized Learning Plan (ILP) Processes/Requirements	Program Events
August - June	Collaborative Assessment Logs (on-going throughout the year) CSTP Evidence (compiled throughout the year)	Weekly Meetings with Mentor
August – Sept.	Site Administrator Consultation, CSTP Pre-Assessment, Fall Continuum Co-Assessment, Create ILP Growth Goals	District Teacher Induction Orientation Meeting for mentors and teachers
Sept. - October		CA Prepared Level I Ed Specialists only: Individual Advisement Meetings – Dates TBD
September 27	**Early Completion Option completed application due to CCCOE Teacher Induction Office**	
October 31	**Individualized Learning Plan documentation due to the CCCOE Teacher Induction Office:** • Site Administrator Consultation • CSTP Pre-Assessment • Fall Continuum Co-Assessment • Create Two ILP Growth Goals (Note: Early Completion Option does six goals)	
October		Growth Goal Workshop: Optional for teachers and mentors *Berkeley 10/21, CCCOE 10/22, San Lorenzo 10/24, Alameda 10/30*
November-May	Planning/Implementing Inquiry Action Plan (IAP) -Lesson Plan -Analysis of Student Work -Observations	
Dec. - January		IAP Workshop: Optional for teachers and mentors *CCCOE 12/10, Berkeley 1/13, San Lorenzo 1/16*
January 31	**Inquiry Action Plan due to CCCOE Teacher Induction Office**	
Jan. – Feb.	Mid-Year Reflection on ILP Growth Goals	District Teacher Induction Mid-Year Review Meeting for mentors and teachers **Program Mid-Year Survey Due Jan. 24th**
March 31	**CA Prepared LEVEL I Ed Specialists** only: Competency requirements **due** to CCCOE	
April - May		Wrapping Up ILP Workshop: Optional for teachers and mentors *CCCOE 4/21, San Lorenzo 4/30*
May	**Submit the following Individualized Learning Plan documentation to your district coordinator at your District Teacher Induction End of Year Colloquium:** • ILP Preference Page and Letter to Reviewer • Collaborative Logs • Inquiry Action Plan implementation • Spring Continuum Co-Assessment • Mid-Year and End of Year Reflections on ILP Growth Goals • CSTP Evidence: includes at least one of each of the following: Lesson Plan Analysis of Student Work Classroom Observation	District Teacher Induction End of Year Colloquium Meeting for mentors and teachers **Program End of Year Survey Due May 1st** Individualized Learning Plan Reviewed at CCCOE office on May 20-21

Contra Costa County Office of Education
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Lynn Mackey
County Superintendent of Schools
Contra Costa County Office of Education

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