

Contra Costa County Office of Education

TEACHER INDUCTION

DISTRICT ORIENTATION

Program Coordinators

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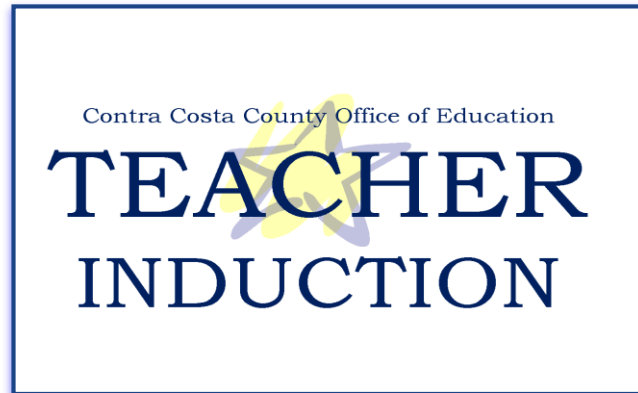
Program Liaison

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What is Teacher Induction?

- ★ Clear California Teaching Credential Pathway
- ★ Weekly individualized, job-embedded **mentor support**
- ★ An opportunity to reflect upon your development as a teacher and increase student learning
- ★ Development of an Individualized Learning Plan
- ★ Focused on the California Standards for the Teaching Profession (CSTPs)



Click this [link](#) to view:

The Power of Teacher Induction: A Mentor and Teacher Share Their Story

After viewing the video:

Turn and Talk



What ideas about Teacher Induction resonated with you?



What did you notice about the relationship between the mentor and the teacher?



CCCOE Teacher Induction Program

- ★ Consortium of 16 participating Contra Costa, Solano and Alameda public school districts

- ★ Charter and Private schools in Central and West Contra Costa

- ★ Last year our program included:
 - *333 teachers (276 Gen. Ed. and 57 Sp. Ed.)*
 - *169 mentors*



CCCOE Teacher Induction Program Participating Districts



Contra Costa County

Acalanes USD
CCCOE Student Programs
John Swett USD
Lafayette School District
Martinez USD
Moraga School District
Orinda Union School District
Pittsburg USD
Walnut Creek School District

Alameda County

Alameda USD
Albany USD
Berkeley USD
Emery USD
Piedmont USD
San Lorenzo USD

Solano County

Benicia USD

Charter/Private Schools

Clayton Valley Charter HS
Contra Costa School of Performing Arts
Eagle Peak Montessori
Ecole Bilingue de Berkeley
Invictus Academy of Richmond
Making Waves Academy
Palmer School
REALM Charter School
Richmond College Preparatory Charter
Spectrum Center
St. Catherine of Siena
St. Cornelius Catholic School
St. Joseph Elementary School
St. Leo the Great
St. Paul School



CCCOE Teacher Induction Program

★Partnerships:

- *Saint Mary's College (SMC)*
- *New Teacher Center (NTC)*
- *Contra Costa Special Education Local Plan Area (SELPA)*

What is the *Individualized Learning Plan?*

- ★ Supports telling your story of your year in teaching
- ★ Provides a roadmap for the teacher's induction work
- ★ CSTP evidence-based
- ★ Developed collaboratively by the teacher and mentor, in consultation with the site administrator
- ★ Intended to be a living document, with opportunities to reflect on progress, and modified as needed



What processes are included in the *Individualized Learning Plan*?

- Collaborative Assessment Logs: summarize weekly discussions with mentor
- Goal Setting and Reflection
- Inquiry Action Plan
- Lesson plan, observation, analysis of student work (at least one of each)
- Collecting evidence of your growth in CSTPs



Copy sent to CCCOE by Oct. 31

Name: Pat PT	Mentor: Marty Mentor	District: *USD School: *Elem	Grade Level/Subject: Kindergarten Year 1 <input checked="" type="checkbox"/> Year 2
<p>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.</p>			
Consultation with Site Administrator			
Site Administrator: <ul style="list-style-type: none"> Pat Principal 		List Site/District Goals: <ul style="list-style-type: none"> Using Thinking Strategies in Math, Using Math Talk 	
Site Administrator Consultation Date(s): <ul style="list-style-type: none"> October 15, 2017 		List Site/District Resources Available to Support Goals: <ul style="list-style-type: none"> Math Coach, District PD Day 	
Consultation Method (Choose one or more): Mentor/PT/Administrator Triad <input checked="" type="checkbox"/> PT/Administrator Mtg. <input type="checkbox"/> Mentor/Administrator Mtg. <input type="checkbox"/> Other <input type="checkbox"/> Describe:			

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

Two Growth Goals (ECO does Six goals) Copies sent to CCCOE by Oct. 31

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: <input type="checkbox"/> Emerging <input checked="" type="checkbox"/> Exploring <input type="checkbox"/> Applying <input type="checkbox"/> Integrating <input type="checkbox"/> 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
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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.
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Spring Continuum Co-assessment Date: 4-25-18	Level of Practice: <input type="checkbox"/> Emerging <input type="checkbox"/> Exploring <input type="checkbox"/> Applying <input checked="" type="checkbox"/> Integrating <input type="checkbox"/> Innovating	Evidence of Practice: Used iPad and math talks to differentiate lessons
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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
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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

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

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.

**Inquiry Action Plan (IAP):
Copy sent to CCCOE by January 31**

Outcomes	Inquiry Design	
<p>1. Content Standard Focus: <u>Math-Addition</u></p> <p>2. Identify Desired Results: What are the learning outcomes? What do you want students to know and be able to do?</p> <p><u>Students will show understanding of the five, ten, and double ten frame math tool. Students will understand the concept of combining amounts.</u></p> <p>3. Case Study Students: Select two students from within your target population. What are their specific learning abilities and needs?</p> <p>Student 1: K: <u>EL student who is capable but distracted by peers</u></p> <p>Student 2:A: <u>Academically low, easily distracted</u></p>	<p>Inquiry Question:</p> <p>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>I'm wondering... I'm curious about... What would happen if...? How might...?</i>)</p> <p>Write your inquiry question here <input type="checkbox"/> or use the IAP scaffold below.</p> <p>IAP Scaffold: <u>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?</u></p> <p>4. Actions: What will you try? How will you reach your goals? What is your plan of action? <u>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.</u></p> <p>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?</p> <p><u>Work with district math coach, math district trainings Ten Frame resource book, Number Talks resource book</u></p>	<p>6. What formative and summative assessments might show student growth? <u>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</u></p> <p>7. What formative assessment tools might show evidence of your professional practice and growth within this inquiry cycle?</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Lesson Plans <input type="checkbox"/> Instructional Groupings <input checked="" type="checkbox"/> Classroom Observation Data + Pre- and Post-Conversations on Collaborative Logs <input checked="" type="checkbox"/> Analysis of Student Work + Case Study Student Samples <input type="checkbox"/> Family and/or Resource Personnel Communication <input type="checkbox"/> Class Profile or district data sheet <input checked="" type="checkbox"/> Collaborative Assessment Logs <input checked="" type="checkbox"/> Other: <u>photos of math workshop</u> <p>8. Inquiry Action Plan End of Year Reflection: <u>I was not sure whether my students would be able to use iPads effectively to explain their math thinking, but it worked very well.</u></p> <p>Next Steps: <u>Continue with math workshop, utilizing more one on one math conferences with students.</u></p>

Individualized Learning Plan Transcript

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	Option:	Option:	Option:
ILP Review Preference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating Teacher Letter to Reviewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Site Administrator Consultation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CSTP Pre-Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fall Continuum Co-Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILP Growth Goals: Created	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILP Growth Goals: Mid-Year Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ILP Growth Goals: End of Year Reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spring Continuum Co-Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysis of Student Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom Observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inquiry Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inquiry Action Plan Evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative Assessment Logs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
California Standards for the Teaching Profession Evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Level I Education Specialists			
Education Specialist Advisement Meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education Specialist Individual Induction Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current Research Log	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Competency Requirements Met		<input type="checkbox"/>	<input type="checkbox"/>
CCCOE TEACHER INDUCTION DOCUMENTS			
Credential Information Form/Letter of Commitment	<input type="checkbox"/>		<input type="checkbox"/>
Participating Teacher Agreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development Option (online)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Induction Program Mid-Year Survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Induction Program End of Year Survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Individualized Learning Plan

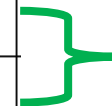
ILP Review Preference	
Participating Teacher Letter to Reviewer	
Site Administrator Consultation	
CSTP Pre-Assessment	
Fall Continuum Co-Assessment	
ILP Growth Goals: Created	
ILP Growth Goals: Mid-Year Review	
ILP Growth Goals: End of Year Reflection	
Spring Continuum Co-Assessment	
Analysis of Student Work	
Lesson Plan	
Classroom Observation	
Inquiry Action Plan	Submit by Jan. 31 to CCCOE
Inquiry Action Plan Evidence	
Collaborative Assessment Logs	
California Standards for the Teaching Profession Evidence	

Submit at District End of Year Colloquium

Submit by Oct. 31 to CCCOE

Submit at District End of Year Colloquium

At least one of each



Individualized Learning Plan **Workshops** for Mentors and Teachers

- Mentors and teachers attend to work together on the teacher's ILP.
- Short presentation on timely ILP processes, then time for mentor and teacher to work together
- Induction program leaders provide assistance.
- Attendance counts for your weekly meeting.
- Attendance is **optional**, not required. Choose one or more of interest.

Workshop Topics:

- ★ Creating ILP Growth Goals
- ★ Developing an Inquiry Action Plan
- ★ Wrapping Up the ILP

Individualized Learning Plan

Inquiry Action Plan



CSTP Evidence

Resulting from weekly meetings



ILP Goal Setting

Site Administrator Consult
CSTP Pre-Assessment
Fall Continuum
Growth Goals
Goals- Review Mid Year
Spring Continuum
Goals-Reflect End of Year



The Teacher's Story

The Individualized Learning Plan

Turn and Talk

How well do you understand the Individualized Learning Plan?

Use an emoji to rate your understanding:



I've GOT IT!!!



I THINK I've got it!!



I still have some questions about this...

Discuss your understandings/questions with a partner...

What Are the Requirements?

Weekly meetings with Mentor

- *Participate in at least one hour of individual support or mentoring*

Develop an ***Individualized Learning Plan (ILP)***

- *In collaboration with your mentor, submitted each year*

Three District Meetings

Mentor and teachers, after school

Orientation (Blue) **Midyear Review (Green)** **Colloquium (Yellow)**

Program Surveys

- *Mentors, Teacher, Administrators*
- *Midyear and End of Year*

Professional Development

- *Multiple/Single Subjects and Preliminary Education Specialists: **6 hrs.***
- ***Level I Education Specialists: 12 hrs.***

Level I Education Specialists Requirements

- Complete Teacher Induction
- Meet with program coordinator for a Level I Education Specialist Advisement
- Design an Individual Induction Plan (IIP) for professional development and advanced study in area of authorization
- Submit evidence of documentation of the Competency Requirements specific for the Credential's authorization
- Complete a minimum of 12 hours of advanced professional development

Professional Development Options...

Individualized to best meet your needs and goals

Option 1:

Saint Mary's College Hybrid Course

Option 2:

Contra Costa County Office of Education Professional Development

Option 3:

Other Professional Development Options

Option 1:

St. Mary's College Hybrid Program

In Person Meetings & Online Modules



- Topics and content aligned to the California Standards for the Teaching Profession
- Courses include reflection on teaching/learning practices, participation in content/grade-alike online discussion forums and more
- Graduate academic credit units OR graduate level professional development units available
- GAC units may be applied towards Master of Arts in Teaching Leadership

“The online modules were impactful and practical. I utilized a lot of the strategies and theories into my class the next day. Further, the flexible schedule allowed for meaningful professional development while living the life of a busy teacher.”

-2016 Cohort Member

Registration: <http://bit.ly/teacher-induction-courses>

Option 2:

CCCOE Professional Development Seminars

4:00-6:30

General Education **and** Special Education

\$10.00 per seminar for CCCOE Teacher Induction Teachers

- *Use discount code **cccoetip** when registering*

General Ed. and Preliminary Education Specialists:

- *Attend three seminars for the required 6 hours.*

Level I Education Specialists:

- *Attend six seminars for the required 12 hours.*

Graduate academic credit units **OR** graduate level professional development units

Registration: www.cocoschools.org/teacherinductionPD

Option 3: Other Professional Development

- ★ Attend a conference/seminar

- *Description*
- *Registration form*

- ★ University Master's Program

- *Description*
- *Syllabus and registration*

- ★ District Professional Development Days

- *Description of the training*
- *District Professional Development Verification Form*

Professional Development Option Choice

- ★ Informs CCCOE Teacher Induction of your PD choice (s) for the year
- ★ A link to a PD Option Form will be emailed to teachers
- ★ PD Option Form **submitted online** to district coordinator for approval
- ★ If you choose Option 3, you will be asked to provide documentation through the online PD Option form.
- ★ **Online** submission by **January 31st**

Continuing Education Units (CEUs) for Teacher Induction



- Teacher Induction and professional development hours beyond instructional day
- Meetings with Teacher Induction mentors count.
- Use log sheet to record hours and outcomes
- 10 hours = ONE (1) graduate CEU unit from St. Mary's College
- Only \$28.00/CEU unit
- Submit registration form and signed log sheet(s) to SMC in June
- CEU units may be used for salary increments in many districts – check with your personnel department for policy



Important to Know...

- Confidentiality Policy (Handbook pp. 11-13)
- Request for Change in Mentor (Handbook pg. 14)
- Request of Extension (Handbook pg. 15)
- Early Completion Option (Handbook pp. 16-18)
- Website: www.cocoschools.org/teacherinduction

2018-2019 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		Level I Ed Specialists only: Individual Advisement Meetings – Dates TBD
September 28	Early Completion Option form due to CCCOE Teacher Induction Office	
October 31	Individualized Learning Plan documentation due to the CCCOE Teacher Induction Office: <ul style="list-style-type: none"> • Site Administrator Consultation • CSTP Pre-assessment • Fall Continuum Co-Assessment • Create Two ILP Growth Goals (note: Early Completion Option does six goals) 	<p style="font-size: 1.2em; margin: 0;">Timeline is located in back of binder.</p>
October		Growth Goal Workshop: <u>Optional</u> for teachers and mentors CCCOE 10/1, 10/3, 10/16 Alameda USD 10/17 San Lorenzo USD 10/18
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 12/11, 12/13 Berkeley 1/14
January 31	Inquiry Action Plan due to CCCOE Teacher Induction Office Professional Development Online Option Form due (submitted online)	
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 Feb. 1st
March 31	LEVEL 1 Ed Specialists <u>only</u>: Competency requirements due to CCCOE	
April - May		Wrapping Up ILP Workshop: Optional for teachers and mentors CCCOE 4/30, 5/2
May	Submit the following Individualized Learning Plan documentation to your district coordinator at your District Teacher Induction End of Year Colloquium: <ul style="list-style-type: none"> • ILP Preference Page and Letter to Reader • Collaborative Logs • Inquiry Action Plan implementation • Spring Continuum Co-Assessment • Mid-Year and End of Year Reflections on ILP Growth Goals • CSTP Evidence: includes <u>at least one</u> 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 10th Individualized Learning Plan Reviewed at CCCOE office on May 23-24



Things to Do ...

**Thank you for attending the orientation today.
Before you leave, please complete and submit:**

- Participating Teacher Agreement
- Mentor Letter of Commitment
- Participating Teacher Letter of Commitment/Credential Information Form (Year 1 or new)
 - If you have not yet completed one.