

Application for Initial Institutional Approval

Common Standards

Ceres Unified School District
General Education (Multiple and Single Subject) Induction

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Ceres Unified School District

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**Initial Institutional Review Program Proposal
General Education Multiple Subject/Single Subject Induction Program
Ceres Unified School District
Common Standards**

Standard 1: Educational Leadership

The *institution* and education *unit* create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks.

Ceres Induction Vision Statement: Through job-embedded, collegial, interactive, practical, and results-oriented professional learning connected to classroom practice, teachers inducted into the profession will actively analyze their practices, reflect on their teaching, collaborate with colleagues, and gain the knowledge and skills needed to continuously improve teaching and student learning; they will become long-term professional learners and educators.

The Ceres Induction vision is founded on the research-based belief that the retention of teachers in the education profession can be directly attributed to the support and professional learning they receive in their first years of teaching (Darling-Hammond, 2005; Paliokas & Killion, 2013; Rogers et al., 2004; Smith & Ingersoll, 2004; Strong, 2005; Whisnant, Elliott, & Pynchon, 2005; Wiebke & Bardin, 2009).

Committed to Excellence and Responsive to Every Student, the Ceres Unified School District mission is to ensure our students achieve mastery of academic standards in a safe and supportive learning environment. We provide a quality, balanced education that results in academic excellence and career preparation with attitudes and skills necessary to produce self-directed, productive citizens.

Essential to achieving this mission is a cadre of highly qualified, exceptional teachers dedicated to serving our diverse population of students.

The Ceres Unified Board of Trustees and educational leaders recognize that initial and ongoing high-quality, research-based professional learning is imperative if we are to recruit and retain teachers in the profession. Ingersoll and Strong (2011) found that intentional and thoughtful research-based support of teachers entering the profession positively impacts instructional practices, student achievement, and teacher commitment to and retention in the profession. Teachers who are supported in Induction and as ongoing learners remain in the education profession and are instrumental in the continuous improvement in students' academic proficiency and in closing the achievement gap (Brown, Benkovitz, Muttillio, & Urban, 2011; Darling-Hammond, 2000; McKenzie, Santiago, Sliwka & Hiroyuki, 2005; Paliokas & Killion, 2013; Wong, 2004).

Ceres Unified is a district with established systems for providing high-quality professional learning and supporting teachers as they enter and remain in the teaching profession. Expanding these systems to include a General Education Induction Program for Multiple Subject and Single Subject Credential holders will strengthen the connections the beginning teachers make between their daily practice with students and learning related to the California Standards for the Teaching Profession, academic standards, curriculum frameworks, and the Induction Program Standards.

Based on research on effective Induction programs, meaningful professional learning, and adult learning, the Ceres Unified Induction Program will provide a planned program of support and assistance to teachers in their first years of teaching and will provide a foundation for ongoing, job-embedded professional learning throughout their careers (Carroll, 2005; Croft, Coggshall, & Powers, 2010; Drago-Severson, 2009; Fogarty & Pete, 2009; Knowles, 1973; McKenzie et al, 2005; Moir, 2005; Paliokas & Killion, 2013; Wong, 2004; Zemke & Zemke, 1981).

<p>The vision provides direction for <i>programs, courses, teaching, candidate performance</i> and experiences, <i>scholarship, service, collaboration, and unit</i> accountability.</p>	<p>Characterized by scholarship, collaboration, and reflection based on professional and academic standards as well as analysis of formative and summative data, the Ceres Induction program will support beginning teachers and integrate Induction learning with district professional learning initiatives and instructional practices.</p> <p>Essential to supporting beginning teachers is a district commitment to being a learning community in which all adults engage in ongoing learning, reflection, and dedication to improving instructional practices (Emerling & Gallimore, 2013; Garmston & Zimmerman, 2013; Learning Forward, 2011; Little, 2006). Within the context of collaboration and effective adult learning practices, the district Educational Services division has used the report of the California Task Force on Educational Excellence (2012), <i>Greatness by Design</i>, as a resource in creating multi-tiered professional learning supports to engage adults and support learning, beginning with Induction.</p> <p>Induction program goals have been developed by an Induction Advisory committee which includes the Assistant Superintendent of Educational Services, a Program Specialist with extensive experience as an Induction Support Provider, Instructional Coaches working directly with teachers in their first two years in the profession, the district Credential Analyst, a district Budget analyst, active Support Providers, teacher-facilitators of Grade Alike professional learning for Induction teachers, and teachers currently completing their Induction program through the Stanislaus County Office of Education Program. Over the last year, this Induction Advisory group has researched effective Induction programs and examined existing structures for district professional learning programs (see Reference list).</p> <p>The Induction Advisory group has developed the following program goals for the Ceres Induction program:</p> <p>With the support of quality mentoring and support as well as structured participation in scholarship, service, collaboration, and accountability systems, the Ceres Induction program will:</p> <ul style="list-style-type: none"> • retain beginning teachers through job-embedded, collegial, interactive, practical, and results-oriented professional learning connected to classroom practice. • utilize the Formative Assessment for California Teachers (FACT) system to provide performance-based, job embedded scholarship and activities to support Participating Teachers
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	<p>as they plan and provide instruction, reflect on evidence of student learning, and make informed adjustments to instruction.</p> <ul style="list-style-type: none"> • develop teachers who participate in scholarship related to effective instructional practices, academic content standards and frameworks, and effective differentiation to meet the needs of diverse learners. • integrate Induction learning into district professional learning systems, welcoming and supporting the beginning teachers in becoming part of a learning community in which all adults engage in ongoing learning, reflection, and dedication to improving instructional practices. • support beginning teachers in developing critical analysis of practice and reflection to make changes in their instructional practices, leading to visible evidence of increased student achievement. • support beginning teachers in reflection on progress toward Induction goals through feedback and coaching on teaching and professional practice. • recommend eligible teachers for a California Clear credential. <p>The Ceres Induction program includes formative and summative evaluation based on the California Standards for the Teaching Profession. Critical to this system is a focus on evidence of visible teaching and learning practices, constructive feedback, reflection, and opportunities for shared and distributed leadership (Bowman, 2013; Hattie, 2009; Yager, Pedersen, Yager, & Noppe, 2011). Induction is essential for supporting and retaining beginning teachers. In addition, as Wei, Darling-Hammond, and Adamson (2010) note in their report for the National Staff Development Council and Stanford University’s Center for Opportunity Policy In Education, sustained, high-quality professional learning is essential to ongoing effective teaching and learning. After Induction, teacher participation in professional learning is important to ensure fully-credentialed teachers update their knowledge of subject matter, pedagogy, curricula and collaboration. This ensures experienced teachers have the ongoing professional learning needed to be responsive to changes in education. In addition, it provides systems of support to help less-effective teachers become more effective (Darling-Hammond, 2005).</p> <p>To support ongoing professional learning, the Educational Services division builds on the Induction program through professional learning for all staff, responsive to State Standards and curriculum</p>
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frameworks. The division is charged with creating systems of collaboration, scholarship, service, and accountability to ensure the district mission of a quality education is provided to all students.

Support and accountability to the district mission and Induction program vision is grounded in provision of quality professional learning as well as the expectation teachers use the Ceres Unified Instructional Norms to structure and deliver effectively planned lessons which engage all learners. The Instructional Norms provide clear and consistent lesson design and delivery expectations for instruction of California's adopted standards and frameworks (Appendix A1). All teachers are expected to use these instructional practices and the district is committed to providing all staff professional learning and support to assist them in meeting this expectation.

Accountability to this expectation is monitored through regular classroom visits by site and district administration followed by reflection and provision of feedback regarding evidence of teaching and learning. In addition, all sites participate in Instructional Norms Site Visits by a team comprised of district and site administration as well as teachers and classified staff from across the district. After visiting classrooms, the team collaborates on what was observed and then develops feedback to the site which includes visible evidence of implementation of each of the instructional norms as well as reflective questions which acknowledge strengths and provide recommendations for next steps in deepening implementation. Principals use the site visit feedback and reflective questions to guide the site's focus on achievement and teacher professional learning needs.

Knowing beginning teachers are often overwhelmed by new learning in the first years of teaching, the Ceres Induction program is committed to integration of the Induction program within existing professional learning systems and expectations for all Ceres teachers as much as possible. Below is a description of scholarship, service, collaboration, and accountability systems which support the vision of the Ceres Induction program as well as the Ceres professional learning programs designed to provide ongoing scholarship and learning for all teachers relative to standards and instructional practice. Professional Learning which specifically supports Induction learning is labeled as such.

Induction Program:

With the support of trained providers and staff, Induction participants will complete all components of the Induction Program as delineated on the Syllabus (Appendix A2) including:

- required program workshops, professional learning sessions, and meetings

- FACT Module A: Context for Teaching and Learning
- FACT Module B: Assessment of Teaching and Learning
- FACT Module C: Inquiry into Teaching and Learning and Individual Induction Plan
- FACT Module D: Summary of Teaching and Learning

Ceres Learning:

*Note: All teachers are held accountable for implementing scholarship and learning provided by the district, including the lesson design and delivery Instructional Norms. To support teachers in this expectation, professional learning is provided to all teachers. Teachers may request to participate or will participate as a result of feedback, encouragement and/or by requirement of the site administrator. Professional Learning which specifically supports Induction learning is labeled as (Induction).

- **Ceres Summer Institute (CSI):** Job-embedded, sustainable, collegial, teacher-centered, interactive, and engaging professional learning that provides teachers with the research-based expectations and tools they need to meet the diverse needs of students in their classrooms, utilizing the California Standards for the Teaching Profession (Appendix A3).

Induction: Scholarship relative to the district culture, previous professional learning provided to all teachers, and the Instructional Norms is provided to all newly hired certificated staff through the Ceres Summer Institute, a week-long professional development facilitated by a cadre of highly trained and skilled Instructional Coaches and Teacher Leaders. The focus in this Induction learning is developing the habits of mind, California Standards for the Teaching Profession, and elements of instructional lesson design and delivery at the core of Ceres' focus on instruction and teacher success (Appendix A3). Teachers will implement and build upon this learning throughout the year with the guidance of the Support Provider. For example, during FACT Module B activities, Support Providers will include feedback related to the district Instructional Norms. In addition, because all teachers are accountable for utilizing these norms, it is essential new to district employees have professional learning on the effective practices upon which administrators will be providing feedback during formal observations throughout the year.

- **Ceres Summer Academies:** Opportunities to collaborate within and across grade and subject

areas relative to academic content, standards, lesson planning, and lesson delivery is provided to all teachers on a voluntary basis. Areas of study have included: Elementary Common Core Math, Secondary Common Core Math, California English Language Development Standards, Next Generation Science Standards, Common Core Literacy, and Special Education Alternate Assessments (Appendix A4). In response to requests from teachers and Ceres' implementation of One to World educational technology (providing every student with an Internet-enabled device on which they will access instructional materials and through which they will apply and demonstrate learning, the 2015-2016 Summer Academy will include a particular focus on effective use of educational technology within the CUSD Instructional Norms.

- **Ceres Certification of Direct Instruction (CCDI)**: In this job-embedded, sustainable, Instructional Coach supported learning, participants learn to connect all of the components of an engaging, standards-based lesson plan. Teachers are prepared to be drivers of effective, purposeful instruction, ensuring strong first time learning with multiple opportunities to monitor and adjust instruction based on effective checking for understanding. Teachers earn certification after completing specified actions (Appendix A5). The certification is active for five (5) years; during that time, teachers begin the process for recertification (Appendix A6). In addition, teachers may pursue CCDI Coach Certification (Appendix A7).

Induction: In addition to work with their Support Provider, Induction teachers work with Instructional Coaches to plan, implement, analyze and reflect upon instructional practices within their own classrooms. Instructional coaches personally contact each Induction teacher, offering to demonstrate, co-teach, and/or observe beginning teachers to help them implement and refine their instructional practices. Teachers may work with the coach on the CCDI process and may choose whether they pursue certification. All notes during observations are left with the teacher, who may use this documentation as evidence of work on the FACT activities. The coaching relationship is confidential, but the Induction teacher is encouraged to invite the Support Provider and Coach to work with him/her to integrate the coaches' instructional support with the work the teacher and Support Provider are doing on the FACT module evidence and reflection activities.

- **Lesson Study:** An opportunity for teachers to work through a standards-based two day Lesson

Study Cycle of Study—Plan—Teach—Reflect with the support of the district’s Instructional Coaches. The first day teachers collaborate with their colleagues to design a standards-based lesson. The second day teachers implement the lesson, reflect upon and revise the lesson based on observation of students and data collection, and then implement the revised lesson (Appendix A8). All teachers participate in lesson study at least once every two years.

Induction: The activities within the Lesson Study experience provide Induction teachers with the opportunity to collaborate with peers and to gather evidence for use within FACT Module C activities.

- **Grade Level and Vertical Grade Level Collaboration:** Grade Level and Vertical Grade Level Collaboration is a systematic process in which teachers work together within and across school sites to plan and reflect upon lesson design and delivery as well as best instructional practices. The focus of these sessions held at least one to two times per month is supporting ongoing teacher learning and analysis of data to improve individual and collective results.

Induction: Of particular relevance to the Induction teacher is the time spent in Grade Level collaboration focused on formative assessment of student learning. These data-based collaborative sessions include reflection upon lesson design and delivery and samples of student work. This provides Induction teachers with job-embedded, ongoing practice of a critical component in Induction – critical analysis of practice and reflection.

- **Grade Alike:** Designed originally for Induction teachers, Grade-Alike is now a professional learning opportunity open to all instructional staff because it provides an opportunity for new and experienced teachers to collaborate and share best instructional practices, reinforcing the district’s culture of ongoing learning. It consists of five sessions of collaborative events for teachers and is divided by grade level for grades K-6 and by content area focus for grades 7-12. The participants determine the topics of the sessions and facilitators are Teacher Leaders and Support Providers within the Ceres Unified School District.

Induction: Grade Alike meetings are an Induction requirement for all Induction teachers.

They provide opportunities for beginning teachers to expand content and instructional knowledge. Experienced teachers share what they have learned through instructional experience in the classroom. In turn, questions and ideas from Induction teachers enrich and extend the thinking of experienced teachers.

- **Instructional Coaching:** A cadre of highly trained, effective instructional coaches is provided to all district instructional staff. These coaches provide professional learning focused on the district's vision for implementation of effective, standards-based lessons. Teachers have multiple opportunities to participate in confidential, individually-designed coaching to meet their individual instructional needs. Coaches provide specific feedback for teachers and support for their implementation of the CUSD lesson design and delivery norms. Administrators encourage all teachers to utilize Instructional Coaching services. The relationship between teacher and coach is confidential. An administrator may share concerns or areas of focus for a particular teacher with the Instructional Coach, but the Coach never reveals to the Administrator what occurs during coaching sessions. For any teacher who struggles in meeting expectations for instructional effectiveness, the Administrator will require the teacher work with an Instructional Coach and provide release time or other supports to ensure this happens.

Induction: In addition to Support Providers, Instructional Coaches provide an important source of support and encouragement for Induction teachers. Because the coaching relationship is confidential, the Induction teacher feels comfortable being vulnerable and taking risks, knowing the Coach is available to support, guide, and provide feedback that assists the teacher in monitoring and adjusting instruction. For example, during an interactive coaching session, the coach provides immediate and specific feedback within the lesson, allowing the teacher to adjust instruction in the moment. Afterward, the coach facilitates reflection, guiding the teacher to focus in particular on how the instructional strategy impacted the learning for students. These sessions provide evidence the Induction teacher may use within the activities for the FACT modules as well as reinforcing the critical analysis of practice which is so important in Induction.

- **Leadership Academy:** An opportunity for all Ceres staff to participate in professional learning facilitated by the Deputy Superintendent for Personnel Services. Participants participate in a

book study on *Monday Morning Leadership* and all of the CUSD Cabinet Members present on leadership topics communicating and reinforcing the district's vision for and focus on instruction (Appendix A9).

Induction: Induction teachers may participate in Leadership Academy. Information from the Academy may be used in FACT Module A, particularly the District Information/Resources activity.

- **Administrative Learning:** Site and district level administrators are integral to the communication of the district's vision and support for teacher learning. Administrators participate in weekly professional learning sessions, facilitated by the Assistant Superintendent of Educational Services and other leaders within the Educational Services Division, in which they learn, collaborate, and share best instructional practices based on California's adopted standards and curriculum frameworks. All district-provided and site-based professional learning utilizes the same Instructional Norms, including lesson design and delivery, through which scholarship is provided. Modeling and utilizing the California Standards for the teaching Profession is an expectation for all Administrators as well as teachers. A focus on ongoing scholarship and service is also an expectation and part of the Ceres culture. Through this relentless focus, Administrators are empowered to lead and facilitate site and division-based professional learning for staff.
- **Classroom-level Implementation and Coaching:** Site administrators are supported in their work to communicate the district focus on instruction through regular classroom visits from principal partners, Educational Services administrators, and the superintendent. At least once per month, each principal partner and district-level administrator walks through classrooms with the site administration, focusing on effective implementation of the California Standards for Teaching Profession and the CUSD lesson design and delivery norms. An accountability system, these visits provide opportunities to coach the site administrators in providing timely, abundant, and specific feedback to teachers, helping to shape and reinforce their practice, while also providing feedback to district-level administrators regarding site-based needs for professional learning.

<p>The <i>faculty, instructional personnel, and relevant stakeholders</i> are actively involved in the organization, coordination, and <i>governance</i> of all professional preparation programs.</p>	<p>The Ceres Unified School District demonstrates commitment to the program through clear and appropriate allocation of authority, initiative, and resources to support program implementation.</p> <p>Facilitators (instructors) for Induction and ongoing professional learning include the following:</p> <ul style="list-style-type: none"> • Assistant Superintendent of Educational Services • Director of Curriculum and Instruction • Coordinator of Educational Services • Program Specialists – Administrators who were skilled teachers, leaders, and Instructional Coaches and now serve as leaders in developing and facilitating Induction, data analysis, and curriculum and instruction initiatives • Instructional Coaches -- experienced and highly effective teachers and leaders. Coaches participate in extensive and ongoing training related to the art and science of coaching, mentoring, Induction standards, effective professional learning practices, and the needs of adult learners • Support Providers – experienced and highly effective classroom teachers and leaders. Support Providers participate in initial and ongoing training related to the art and science of coaching, mentoring, Induction standards, effective professional learning practices, and the needs of adult learners. Support Providers also facilitate Grade-Alike sessions for Induction participants, focused on content and application of learning within the classroom setting. • Teacher Leaders – experienced and highly effective classroom teachers. Teachers who exhibit exemplary practice are invited to develop and deliver professional learning in their areas of expertise. These teachers facilitate professional learning during the Ceres Summer Institute, through committee presentations, during Grade Alike, and as demonstration teachers who open their classrooms to provide fellow teachers an opportunity to observe effective instruction. • Administrators – experienced and highly effective teachers and leaders. All Ceres administrators are held accountable for being instructional leaders rather than just managers of a school site. The primary focus of every administrator is high quality instruction in every classroom, every day. All administrators are expected to filter decision making based on our mantra to <i>Keep the Main Thing, the Main Thing</i>. The Ceres <i>Main Thing</i> is instruction. Site administrators are essential in this process, and they model the professional learning and instructional practices to which we hold all teachers accountable. Administrators participate in and facilitate site-based professional learning designed to support ongoing learning for all staff.
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The Assistant Superintendent of Educational Services, Coordinator, and Program Specialists provide continuing administrative leadership of all professional preparation programs. Educational Services Division staff meet weekly to research, plan, implement, and evaluate each professional preparation program.

For the Induction program in particular, active input from the Induction Advisory Committee, Instructional Coaches, Teacher Leaders, Support Providers, and Administrators regarding the professional learning needs of beginning staff is sought and considered in the development, evaluation, revision, and implementation of Induction professional learning programs. This input is gathered systemically through regular meetings with each stakeholder group:

- **Induction Advisory Committee:** Comprised of the Assistant Superintendent of Educational Services, a Program Specialist with extensive experience as an Induction Support Provider, Instructional Coaches working directly with teachers in their first two years in the profession, the district Credential Analyst, a district Budget analyst, Support Providers, teacher-facilitators of Grade Alike professional learning for Induction teachers, and teachers currently completing the Induction program through the Stanislaus County Office of Education program, this committee meets monthly to research and plan the Ceres Induction program. In addition to research on professional learning and effective Induction programs, the committee reflects upon information shared from the current participants in the Stanislaus County Office of Education Program, which is serving Ceres teachers. Their input has been instrumental in choosing the FACT system and integration of Induction and other Ceres professional learning expectations. Teachers and Support Providers have shared they are excited about the opportunity to complete Induction scholarship, service, collaboration and accountability requirements in a system that supports cohesive integration, supporting beginning teacher learning and experiences.
- **Instructional Coaches:** Instructional Coaches meet weekly to participate in specific professional learning to advance their skills in content, facilitation of learning, and coaching practices. Once per month a segment of their learning time is devoted to reflection on the strengths and areas of need being evidenced by beginning teachers. While careful to protect confidentiality of teachers, coaches have shared examples of learning and support that have benefited or are needed for the teachers they are coaching. This input is then shared with the

	<p>Induction Advisory Committee, who uses this data to inform design and refinement of the Induction program.</p> <ul style="list-style-type: none"> • Support Providers: Support providers meet monthly with a Lead Support Provider and an Educational Services Program Specialist. Similar to the input provided by Instructional Coaches, Support Providers offer insight into areas of strength and need for Participating Teachers. In addition, they provide input regarding the areas of success and frustration with the activities and evidence required by the current Induction program. This data reinforced the Induction Advisory Committee’s decision to use the FACT system as part of the Induction program. • Site Administration: The Assistant Superintendent of Educational Services participates in classroom visits with principals at each site monthly. They visit classrooms, observe instruction, note and analyze evidence of effective teaching and learning, and discuss the professional learning needs of the teachers, particularly those of beginning teachers. The Assistant Superintendent analyzes trends within and across sites and compares these findings to those of other district administrators (Superintendent, Deputy Superintendent, Educational Services administrators) who also visit each site monthly. This collective district information is data used to inform development and refinement of professional learning programs as well as identification of potential Support Providers, Instructional Coaches, and Teacher Leaders. <p>Upon approval of the Ceres Induction application, in addition to a systemic division-based focus on professional preparation, the Induction Program Specialist will be specifically devoted to development, implementation, and evaluation of the Ceres Induction program.</p>
<p><i>Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution.</i></p>	<p>Under the supervision of the Assistant Superintendent for Educational Services, the Induction Program Specialist is dedicated to oversee the Ceres Unified Induction program and will ensure implementation of program design at the highest level. Supported by members of the Educational Services Division, the Induction Advisory Committee, the Credential Analyst, and the Budget Analyst, the Induction Program Specialist is provided dedicated resources, including fiscal, technological, and human capital resources to support candidates. With the support of the Assistant Superintendent of Educational Services, the Induction Program Specialist has the authority and backing to lead the Induction program effectively so all program goals are attained.</p> <p>The Induction Program Specialist will direct the ongoing work of the Induction program and has the</p>

	<p>authority and support from Ceres Unified School District needed to create effective strategies to achieve the needs and represent the interests of the Induction program. The Induction Program Specialist supports program leadership through communication and correspondence between Ceres Unified departments, school sites, supporting agencies, Support Providers, and Participating Teachers and will develop and carry out professional learning for Support Providers and site administration. Division staff will also attend all State-sponsored meetings and trainings and are directly responsible for the reporting requirements.</p>
<p>The education <i>unit</i> implements and monitors a credential recommendation process that ensures that <i>candidates</i> recommended for a credential have met all requirements.</p>	<p>Ceres Unified Personnel Services staff and the Credential Analyst are an integral part of the Induction program. In addition to ongoing collaboration and participation in the Induction Advisory Committee, meetings between Ceres Induction program leaders and the district’s Credential Analyst will be held at least twice a year, in the fall and spring, to review the eligibility forms, to discuss identification of eligible teachers, to understand the program and credential requirements, and to evaluate system effectiveness and program data.</p> <p>Ceres Induction eligibility criteria include the requirement that candidates hold a California Preliminary Multiple or Single Subject credential, which excludes Intern (pre SB2042) teachers. Candidates from out-of-state must meet the preliminary credential requirement before being eligible for the Induction program. Upon employment, intern and out-of-state candidates receive advisement regarding avenues for completing requirements for a Preliminary California Multiple or Single Subject credential from the district Credential Analyst. Those out-of-state candidates who have obtained a California Preliminary Multiple or Single Subject credential are eligible for the Ceres Induction program and may be eligible to participate in the Early Completion Option if they provide verification of two or more years of teaching experience and provide documentation of rigorous positive evaluations from former supervisors as well as the recommendation of their Ceres administrator.</p> <p>Upon admission to the Induction program, each candidate will be provided a checklist that outlines program scholarship, service, collaboration, and accountability requirements (Appendix A10). With the assistance of Support Providers, each candidate will complete and submit evidence of scholarship, service, and collaboration through FACT activities in September, November, April, and May. The Induction Program Specialist will maintain and monitor progress on a database, documenting program participation and progress. The database will include completion and verification information for each</p>

	<p>module within the Formative Assessment for California Teachers (FACT). In addition, candidates' evidence of scholarship through the FACT system will be submitted in a portfolio at the end of each Module. The portfolio will be scored using the FACT Module rubrics (Appendix A11). Upon successful completion of the Induction program, each Participating Teacher will complete an exit survey (Appendix A12). Data from the database and survey will be used to assess trends, areas of program effectiveness as well as areas for refinement.</p>
<p>Standard 2: Unit and Program Assessment and Evaluation</p>	
<p>The education <i>unit</i> implements an <i>assessment and evaluation system</i> for ongoing <i>program</i> and <i>unit evaluation</i> and improvement.</p>	<p>Integral to the Ceres Induction program is a comprehensive system of formative program development and evaluation that addresses all standards, involves program participants and other stakeholders, and is the foundation for improvement efforts. The Induction program includes an assessment and evaluation process for ongoing program and unit evaluation and improvement. Data sources include the Formative Assessment for California Teachers (FACT) assessment, evaluation system data from the Induction database, and input from stakeholders providing service to Induction participants</p> <p>Housed within the Educational Services division, the Ceres Induction Program staff collaborates closely with the Personnel and Business Services divisions, and the Induction Advisory Committee, providing internal and external sources to evaluate program operations and performance. The program provides structured opportunities for participants to be involved in program development, evaluation, and revision activities.</p> <p>Ongoing evaluation of program effectiveness is an important component of the Ceres Induction program. Program evaluation data is collected and analyzed by the Induction Program Specialist who presents data to the Induction Advisory Committee monthly. Data includes: program participation data; Support Provider effectiveness; attendance at required Induction meetings; Participating Teacher progress toward completing program goals; results from participant feedback and evaluations of professional learning sessions; feedback from site administrators during classroom walkthroughs, weekly administrative meetings, and individual interactions regarding needs of Participating Teachers; feedback from Instructional Coaches, Support Providers, and Ed Services administrative team members at meetings during which Induction program activities and Participating Teacher needs are reviewed,</p>

	<p>The Induction Advisory Committee is comprised of the Assistant Superintendent of Educational Services, the Induction Program Specialist, Instructional Coaches working directly with teachers in their first two years in the profession, the district Credential Analyst, a district Budget analyst, Support Providers, Grade Alike Teacher Leaders, and site administrators. The Induction Advisory Committee meets monthly to review program evaluation data and to provide input and make recommendations for changes and improvements to the Induction program, including suggested additional supports and services for Participating Teachers who are not making adequate progress. Stakeholders are then informed of the changes, improvements and supports through meetings with each group.</p>
<p>The system collects, analyzes, and utilizes data on candidate and <i>program completer</i> performance and <i>unit</i> operations.</p>	<p>The Ceres Unified Induction program includes continuous improvement based on an evaluation design which includes ongoing collection and analysis of data related to Induction Program candidate and completer performance as well as effectiveness of unit operations.</p> <p>Information and evidence obtained through formal and informal evaluations are analyzed by the Induction Program Specialist, the Induction Advisory Committee, and other stakeholders (Participating Teachers, Support Providers, Instructional Coaches, Teacher Leaders, and Administrators), and used to improve the Induction program and to assess candidate performance.</p> <p>Data is collected and analyzed to identify patterns and trends that inform program modifications to ensure the Induction experience is applicable to needs of both Participating Teachers and Support Providers.</p> <p>Program evaluation measures and methods include :</p> <p>Professional Learning Experience Survey (Appendix A13): completed by Participating Teachers at the end of each of the four FACT Module Professional Learning Workshops; Reflections on Learning and Practice Workshop; each of the five Grade Alike sessions. This feedback provides Program staff with valuable information about the quality of professional learning and areas for improvement.</p> <p>The Mid-Year Survey (Appendix A14): completed by Participating Teachers in December. The intent of this survey is to ensure Participating Teachers are receiving Induction Program services and to gather their feedback regarding those services. Data is presented to the Induction Advisory Committee for analysis and discussion. Based on these results, the Induction Program staff monitor and adjust</p>

program services to better serve Participating Teachers. Data is also used to provide constructive feedback to Support Providers.

The Teacher Year End of Year Survey (Appendix A15): completed by Participating Teachers in May. The intent of this survey is to measure if Year One Participating Teachers received Induction Program services and to gather their feedback regarding those services. Data is presented to the Induction Advisory Committee for analysis and discussion. Based on these results, the Induction Program staff monitor and adjust program services to better serve Participating Teachers. Data is also used to provide constructive feedback to Support Providers and to make decisions regarding Support Provider assignments for the following year.

Participating Teacher Exit Survey (Appendix A12): completed by Participating Teachers in May of the year they complete Induction. The intent of this survey is to measure if Participating Teachers received Induction Program services and to gather their feedback regarding the quality of those services. Data is presented to the Induction Advisory Committee for analysis and discussion. Based on these results, the Induction Program staff monitor and adjust program services to better serve Participating Teachers. Data is also used to provide constructive feedback to Support Providers and to make decisions regarding Support Provider assignments for the following year.

State End of Year Survey: The state-provided survey is completed online in May by Participating Teachers, Support Providers, Administrators, and Program personnel. Individuals are required to respond to a series of questions ranging from program specific questions to professional growth and alignment of sessions to Induction standards.

Candidate and program completer evaluation measures and methods include :

Formative Assessment for California Teachers (FACT): Within the FACT system, participating teachers complete and submit FACT activities to provide evidence of their progress toward meeting competency requirements, as specified in the program standards. Through the FACT work, Participating Teachers (with the guidance of Support Providers) reflect upon and assess growth relative to the California Standards for the Teaching Profession, state adopted content standards, and the performance of students. Participating Teachers develop one Individual Induction Plan in Year 1 and

two Individual Induction Plans in Year 2. Participating Teachers within the Early Completion Option complete two Individual Induction Plans.

Participants engage in scholarship in a workshop for each of the FACT Modules, work with their Support Providers to complete activities and reflections, and submit a Portfolio of FACT work for each Module:

- Module A: Context for Teaching and Learning (September)
- Module B: Assessment of Teaching and Learning (November)
- Module C: Inquiry into Teaching and Learning (April)
- Module D: Summary of Teaching and Learning (May)

The Induction Program Specialist facilitates a Portfolio Evaluation session with Support Providers four times per year. Induction staff review the expectations and components of the FACT Module Rubrics (Appendix A11) and calibrate reviews of portfolios. Each Participating Teacher's portfolio is evaluated by two Program staff members. If there is a discrepancy between two reviewers, the Induction Program Specialist provides a third review and facilitates a discussion leading to consensus. Copies of the completed Rubrics are retained as evidence by the Induction Program Specialist.

The completed rubric is returned to Participating Teachers who provide *Competent* or *Exemplary* application of the Quality Criteria.

For Participating Teachers whose portfolio does not provide evidence of *Competent* application of the Quality Criteria, a meeting between the Participating Teacher, Induction Program Specialist and the Participating Teacher's Support Provider is scheduled. At this meeting, the Induction Program Specialist facilitates a conversation in which the Participating Teacher, with guidance and support, reviews the rubric feedback and the evidence provided in the portfolio, analyzing and identifying areas of need. The team develops a plan and timeline for revising and resubmitting Module evidence. This process continues until the Candidate provides evidence of *Competent* or *Exemplary* application of the Quality Criteria.

In addition to the support above, the Induction Program Specialist also meets with the Support Provider separately to address any areas of need in terms of supporting the Participating Teacher. Adjustments to Support Provider assignments are made should there be a concern regarding the level of support

provided to the Participating Teacher.

Contact Logs (Appendix A16): Support Providers meet with Participating Teachers at least once per week for reflection and support on FACT activities. At the end of each session, the Support Provider completes the Contact Log, documenting the time, date, and nature of the session. The Contact Log is then reviewed and initialed by the Participating Teacher. These logs are submitted to the Induction Program Specialist, with a copy retained by the Support Provider and provided to the Participating Teacher, once per month.

The Induction Program Specialist reviews the logs monthly and contacts the Support Provider and Participating Teacher should the expectation that weekly meetings and the necessary level of support for the Participating Teacher is not occurring. The Contact Logs are retained to provide evidence of the Participating Teacher's and Support Provider's level of participation in the Induction program.

The Induction Program utilizes data on program completion and program operations that ensures Participating Teachers are receiving a quality Induction experience. Completion requirements are communicated to the participating teachers at the mandatory Orientation meeting and on the Induction Program Checklist (Appendix A10).

The Induction Program Specialist maintains a database to verify each participating teachers' completion of program requirements and documentation. The database includes a record of the Participating Teachers' completion of attendance at required meetings, Professional Learning Workshops, Grade Alike Professional Learning, and completion of Professional Learning Experience Surveys, Mid and End of Year Surveys, the State End of Year Survey, and FACT Rubric scores for each of the FACT Module portfolios.

Feedback relative to individual Participating Teachers is provided by the Induction Program Specialist to the Participating Teacher and the Support Provider, providing information regarding areas of concern, recommendations for changes, additional support services to be provided, and an opportunity to remediate areas of concern in a timely manner.

The database is updated and analyzed monthly throughout the year. Data is shared with the Induction Advisory Committee which recommends modifications to the program or additional support services

	<p>based on analysis of the data.</p> <p>Participating Teachers are provided a copy of their completion data at the end of their first year and at the completion of the program. When all Induction requirements are met, the Induction Program Specialist works with the Credential Analyst to submit the Participating Teacher's name to the California Commission on Teacher Credentialing. In addition, Participating Teachers receive a copy of the submission to the Commission.</p>
<p><i>Assessment</i> in all <i>programs</i> includes ongoing and comprehensive data collection related to <i>candidate</i> qualifications, proficiencies, and <i>competence</i>, as well as <i>program</i> effectiveness, and is used for improvement purposes.</p>	<p>The Ceres Unified Induction Program includes assessment of candidate qualifications, proficiencies and competence as well as program effectiveness through the Formative Assessment for California Teachers (FACT) assessment program. FACT is a structured series of analytical and reflective tasks based on the California Standards for the Teaching Profession (CSTP). Use of FACT encourages and supports teacher growth through the ongoing collection and reflection upon multiple sources of evidence related to teaching and learning. These activities and requirements are delineated in the Syllabus (Appendix A2) and the Program Checklist (Appendix 10).</p> <p>In the FACT system, reflection is aimed at action by using the information gathered with a Support Provider, through the formative assessment process, to help Participating Teachers identify areas of strength and areas of study or focus. The purpose of formative assessment is to improve teaching as measured by each standard of the California Standards for the Teaching Profession and in relation to the adopted California Standards and Curriculum Frameworks. Formative assessment is an ongoing learning process that uses the plan, teach, reflect, apply cycle to assist Participating Teachers in gathering, analyzing, and applying evidence of teaching and learning to improve practice. FACT is designed to assist Participating Teachers in meeting the learning needs of students while growing as professionals.</p> <p>The program's inquiry-based formative assessment cycle has three essential components: standards, evidence of practice, and criteria. An assessment tool, the Continuum of Teaching Practice Assessment tool (Appendix A22), guides teachers through identification and reflection on multiple levels of teaching performance. This Continuum (Appendix A23) is used as a measure of teaching practice and is included in the evidence required in the Module B portfolio. Reflection on evidence of practice is a collaborative process with a trained Support Provider guiding and supporting the formative assessment</p>

process with the Participating Teacher.

To provide evidence of qualifications, competence, and proficiency in the California Standards for the Teaching Profession and Induction Program Standards, as well as state-adopted content standards for students, Participating Teachers complete four performance-based, job-embedded FACT modules, with the support and guidance of their Support Provider and scholarship within FACT Module Professional Learning sessions. Activities within each Module guide Participating Teachers in implementation of activities, collection of evidence, and ongoing self-assessment. Participating Teachers submit a portfolio for each Module, which is evaluated using a FACT rubric to assess data related to candidate qualifications, proficiencies and competencies. The FACT Modules and dates when portfolios are submitted are:

Module A: Context for Teaching and Learning (September)

Module B: Assessment of Teaching and Learning (November)

Module C: Inquiry into Teaching and Learning (April)

Module D: Summary of Teaching and Learning (May)

With the support and guidance of the Support Provider, Participating Teachers develop and refine the Individual Induction Plan (IIP) once in Year 1 and twice in Year 2 between the months of December and March, when they complete activities during Module C. Participating Teachers and Support Providers collaborate to develop professional goals based on the teacher's assignment, identified developmental needs, and prior preparation and experiences, including the Teaching Performance Assessment (TPA) results. The Individual Induction Plan (IIP) guides the activities to support growth and improvement of professional practice in at least one content area of focus. This Induction Plan is submitted as part of the Module C portfolio.

The Induction Program Specialist facilitates a Portfolio Evaluation session with Support Providers four times per year. Induction staff review the expectations and components of the FACT Module Rubrics (Appendix A11) and calibrate reviews of common portfolios. Each Participating Teacher's portfolio is evaluated by two Program staff members. If there is a discrepancy between two reviewers, the Induction Program Specialist provides a third review and facilitates a discussion leading to consensus. Copies of the completed Rubrics are retained as evidence by the Induction Program Specialist.

The completed rubric is returned to Participating Teachers who provide *Competent* or *Exemplary*

	<p>application of the Quality Criteria.</p> <p>For Participating Teachers whose portfolio does <u>not</u> provide evidence of Competent application of the Quality Criteria, a meeting between the Participating Teacher, Induction Program Specialist, and the Participating Teacher’s Support Provider is scheduled. At this meeting, the Induction Program Specialist facilitates a conversation in which the Participating Teacher, with guidance and support, reviews the rubric feedback and the evidence provided in the portfolio. The team develops a plan and timeline for revising and resubmitting Module evidence. This process continues until the Candidate provides evidence of <i>Competent</i> or <i>Exemplary</i> application of the Quality Criteria.</p> <p>In addition to the support above, the Induction Program Specialist also meets with the Support Provider to address any areas of need in terms of supporting the Participating Teacher. Adjustments to Support Provider assignments are made should there be a concern regarding the level of support provided to the Participating Teacher.</p> <p>As part of the program evaluation process, the Induction Program Specialist analyzes and reviews data from the portfolio evaluation sessions and trends within the rubric feedback to identify areas of strength and needs for improvement in the Induction Program. This data is reviewed with the Induction Advisory Committee, and modifications are made to improve services for Participating Teachers and Support Providers.</p>
Standard 3: Resources	
<p>The <i>institution</i> provides the <i>unit</i> with the necessary budget, <i>qualified personnel</i>, adequate facilities and other <i>resources</i> to prepare <i>candidates</i> effectively to meet the state-adopted standards for educator</p>	<p>Ceres Unified allocates fiscal, physical, and human capital resources to support professional learning through the Induction program. These resources include qualified program personnel (as listed below) as well as fiscal resources to support professional learning opportunities for each program participant.</p> <p><u>Program Personnel:</u></p> <ul style="list-style-type: none"> • Assistant Superintendent of Educational Services, Debra Bukko, Ed.D. Dr. Bukko has been a long-time educator in Ceres Unified, serving as a secondary English teacher, mentor teacher, Support Provider, assistant principal, associate principal, principal, and Director of Curriculum and Instruction (Appendix A24)

<p>preparation.</p>	<ul style="list-style-type: none"> • Program Specialist, Kirsten Saint. Mrs. Saint holds a Master’s degree in School Administration. She has served as an elementary teacher, district staff developer and Instructional Coach, Program Specialist, and elementary school principal. Mrs. Saint will work with the Assistant Superintendent of Education Services in the 14-15 school year to prepare for full implementation of the Ceres Induction program. Once approved, an additional Program Specialist will be hired to lead the Induction program (Appendix A25). • Credential Analyst, Kim Webster. Mrs. Webster works within the Ceres Unified Personnel Services Division. As the Credential Analyst, Mrs. Webster reviews all employee credential documentation and refers teachers to the Educational Services’ division for services within the Induction program. A job description for the Credential Analyst is provided in Appendix A26. • Support Providers. Each Participating Teacher is paired with a highly trained Support Provider, taking into consideration credentials held, subject matter knowledge, relevant experience, current assignments, and geographic proximity. Support Providers develop a confidential relationship of support and assistance with the Participating Teachers they serve. Support includes, but is not limited to, visits to observe teaching practice and provide feedback, demonstration lessons, assistance with planning lessons and assessing student learning, and release time to observe others. The District participates in the selection of the Support Providers. The Support Providers assist in the presentation and organization of professional learning for both first and second year Induction program participants. Periodically, they make presentations to the school board and meet with site and district administrators to increase awareness and facilitate communication about the program. The Support Providers have access to district facilities used for professional learning, as well as facilities that allow Support Providers to meet privately with Participating Teachers. • Instructional Coaches. In addition to the Induction specific support provided by the Support Providers, Participating Teachers have full access to a cadre of highly trained and skilled Instructional Coaches. These coaches develop a confidential relationship of support and assistance for Participating Teachers. Support provided includes, but is not limited to, district and site-based professional learning related to California adopted standards and curriculum frameworks, Ceres Instructional Norms, observations, and feedback related to professional practice.
<p>Sufficient <i>resources</i> are consistently allocated for</p>	<p>Ceres Unified allocates fiscal, physical and human capital resources to fully support the Induction program. The Superintendent is committed to supporting ongoing and new program costs to ensure</p>

<p>effective operation of each credential or <i>certificate</i> program for coordination, admission, advisement, curriculum and <i>professional development</i>, instruction, <i>field-based supervision and/or clinical experiences</i>, and <i>assessment</i> management.</p>	<p>beginning teachers have the support needed to develop and improve their practice while also completing requirements for earning the California Clear teaching credential.</p> <p>Ceres Unified Director of Fiscal Services and the district Budget Analyst provide oversight of all allocated funds, including Induction funds and allocations from the Local Control Funding Formula. This funding priority has been included within the Ceres Local Control Accountability Plan.</p> <p>Ceres Unified will provide:</p> <ul style="list-style-type: none"> • Administrative leadership and overall program administration • Written and oral presentations and reports to local and state agencies • Evaluation data on program components • Development and provision of program materials • Mileage reimbursement for Support Providers • Support for district and outside of district professional learning costs • Accommodations and transportation to Induction State-sponsored meetings and trainings • Facilities to support program activities, including office space for program staff, equipment, database development, conference, and meeting rooms for professional learning <p>Benefits to Participating Teachers include:</p> <ul style="list-style-type: none"> • Initial and ongoing professional learning from Support Providers • Initial and ongoing professional learning from Instructional Coaches • Release time for Support Providers and Participating Teachers to conduct observation and feedback sessions • Release and/or paid time to participate in professional learning, including Induction specific professional learning • Registration and materials costs for grade-alike meetings that will be open to all teachers and required for Induction Year 1 and 2 teachers
<p>Sufficient <i>information resources</i> and related personnel are available to</p>	<p>Sufficient information resources and personnel are allocated for program coordination, admission, advisement, curriculum, and instructional professional development. The program staff are well educated in the area of teacher credentialing and provide candidates with a rich knowledge base leading</p>

<p>meet <i>program</i> and <i>candidate</i> needs.</p>	<p>to successful completion of the program. Program staff participate in training and research related to current trends, initiatives, and research-based information needed to best support Participating Teachers and Support Providers.</p> <p>Sufficient technology resources are available to meet the program and candidate needs. Upon program approval, Ceres Unified will provide an Induction website as a communication resource for all divisions and personnel. Through this website, teachers and Support Providers will have access to credential requirements, professional learning activities, and Induction resources needed for completion of the induction program. Training in the use of the web-based information will be provided to all Participating Teachers, Support Providers, Administrators, and Instructional Coaches working with Participating Teachers.</p> <p>Program personnel are screened and monitored to ensure those working with Induction Participating Teachers have the expertise and training to meet participant needs. Criteria and training include expertise related to:</p> <ul style="list-style-type: none"> • California Standards for the Teaching Profession • Continuum of Teaching Practice • Adult Learning Theory • Academic Content Standards/Career Technical Standards • Teaching Performance Expectations and Assessments • Formative Assessment Processes • Diversity • Observations of Teaching and Provision of Effective Feedback • Pedagogical Practices Appropriate to the Credential/Certificate Program • Professional Development Facilitation and/or Training • Knowledge and Skills Appropriate to Support New Teacher Development • Effective Cognitive Coaching and Interpersonal Skills, including non-evaluative, reflective conversations
<p>A process that is inclusive of all <i>programs</i> is in</p>	<p>The Ceres Unified Administrative Cabinet, including the Superintendent, Deputy Superintendent, and Assistant Superintendents for each district division, administrative leadership team, and Induction</p>

<p>place to determine resource needs.</p>	<p>Advisory Committee meet regularly to analyze program information and needs and determine how to maximize use of district resources for all programs, including Induction.</p> <p>Feedback from Participating Teachers and Support Providers is gathered at every training and at intervals throughout the year. Program personnel collaborate to reflect upon and assess feedback and to identify needs and appropriate resources to meet the specific needs of program participants.</p>
<p>Standard 4: Faculty and Instructional Personnel</p>	
<p><i>Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service.</i></p>	<p>The Induction Program Specialist coordinating the Ceres Induction program is primarily responsible for coordination and implementation of the program, coordination and collaboration with site administrators and the Induction Joint Panel on selection of Support Providers, scheduling of meetings and professional learning sessions, fostering communication and collaboration with all program stakeholders, and attending state sponsored Induction meetings. The Induction Program Specialist job description is provided in Appendix A27.</p> <p>In addition, coordination and implementation of the Ceres Induction program is a collaborative process involving Administrators, Instructional Coaches, and teachers. Program Specialists, Instructional Coaches, and Support Providers are all qualified to teach courses, provide professional learning, and supervise field based and/or clinical experiences based on their job descriptions, education, and qualifications. The job description for Instructional Coaches is provided in Appendix A28. The minimum qualifications for Support Providers is available in Appendix A17. (Upon approval of the Ceres Induction application, this document will be updated to remove BTSA and to align with the proposed Induction program. It is a document developed in conjunction with the Ceres Unified Teachers' Association.)</p> <p>The Superintendent, Deputy Superintendent, and Assistant Superintendent for Educational Services have completed doctoral programs in Educational Leadership, and based on their high level of scholarship provide expertise to persons teaching courses and providing professional learning. These Cabinet members also serve as instructors at local universities (California State University, Stanislaus and University of the Pacific) and are actively involved in teacher development programs at these Institutes for Higher Education. In addition, they actively participate on Master's and Dissertation</p>

	<p>committees, staying current with educational research and providing a P-12 perspective to the members of the Institute of Higher Education on the committee and working with educators.</p> <p>Support Providers are hired after a rigorous interview process, including recommendations from site administrators, an interview, and an observation in an instructional setting. Once selected, Formative Assessment and Coaching Training is provided to all Support Providers. Providers new to the position receive intensive FACT training as well as training on Induction requirements. All Support Providers receive training on the FACT modules, coaching skills, developing supportive relationships, observations skills, and providing effective feedback each year. Support Providers are matched with Participating Teachers, taking into consideration credentials held, subject matter knowledge, relevant experience, current assignments, and geographic proximity.</p>
<p>They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity.</p>	<p>Program administrators, Support Providers, and all providers of professional learning are reflective of Ceres' diverse community. The Program ensures all Induction program personnel are knowledgeable of cultural, ethnic, linguistic, cognitive, and gender diversity. Ceres Unified adheres to federal and state nondiscriminatory hiring practices.</p> <p>In addition, the Ceres Unified Diversity Committee meets regularly to research and discuss topics related to the education of diverse populations and plans professional learning opportunities for administrators and instructional staff related to the needs of diverse student populations.</p>
<p>They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.</p>	<p>The District leaders work together to develop, coordinate, and provide professional learning resources to support Participating Teachers. Ceres is a district focused on professional learning, with ongoing opportunities for meaningful collaboration among instructional staff, using research-based lesson design and delivery norms, and data analysis to inform and drive instruction.</p> <p>The Participating Teachers' professional learning plans are aligned with the California Standards for Teaching Practice (CSTP) and the district and school goals to achieve student success. Ceres teachers access quality professional learning through:</p> <ul style="list-style-type: none"> • Ceres Summer Institute • Ceres Certification of Direct Instruction

	<ul style="list-style-type: none"> • Ceres Summer Academies • Lesson Study • Access to Individualized Instructional Coaching • Grade Alike • Using Educational Technology to Enhance Instruction • Observations and Interactive Coaching <p>Providers of professional learning must be highly skilled and engaging when working with adult learners. Providers are selected based on their knowledge of academic standards, curriculum frameworks, educational technology, needs of English Learners and Special Populations, as well as the California Standards for the Teaching Profession.</p> <p>Each professional learning experience is concluded with a written evaluation by participants (Appendix A13). The Induction Program Specialist and Support Providers assess the needs for the Participating Teachers through their professional learning plans and written evaluations of professional learning; they use this data to develop and coordinate access to continued professional learning for Participating Teachers.</p> <p>To support ongoing professional learning, the district ensures all instructional staff attend professional learning sessions so they are provided with current information and strategies on academic standards, frameworks, and accountability systems. District and site administrators and Ceres Instructional Coaches are instrumental in providing an ongoing, consistent focus on Common Core State Standards, the Ceres Unified School District Instructional Norms, and the effective use of educational technology within the classroom. Additionally, instructional staff participate in other professional learning through conferences, professional organizations, and university course work.</p>
<p>They collaborate regularly and systematically with colleagues in <i>P-12</i> settings/college/university <i>units</i> and members of the</p>	<p>District collaboration with the After School Program, Teacher Intern program, Parent Advisory Council, Healthy Families, Community Stakeholders, Community Business Partners, including local daycare and preschool providers, and community service clubs such as the Masons, Rotary, and Soroptomist occur regularly.</p> <p>Collaboration with California State University, Stanislaus includes ongoing collaboration with</p>

<p>broader, professional community to improve teaching, candidate learning, and educator preparation.</p>	<p>professors from the CSU Stanislaus mathematics department who work with Ceres Instructional Coaches and program administrators to plan, implement, and reflect upon mathematics Summer Academies and lesson study professional learning. This rich resource provides deep levels of content and pedagogical learning opportunities for participants in the Induction program as well as those continuing to build their professional practice once they have earned the Clear Credential.</p> <p>In addition, the Deputy Superintendent for Personnel and the Assistant Superintendent for Educational Services collaborate with professors from the Teacher Education department at California State University, Stanislaus. Collaboration has included Ceres staff participation in interview panels for candidates to the student teaching program, mock interviews for student teachers preparing to complete the credential program, and site visits of Teacher of Education staff to Ceres schools to observe instructional practices. This has become a strong reciprocal relationship for both parties.</p> <p>Additionally, Ceres Unified enjoys partnerships with California State University, Stanislaus to host student teaching programs, collaboration with Brandman University to provide professional learning credits toward the salary schedule for Ceres Summer Institute as well as research projects with professors from University of the Pacific. These connections deepen access to higher education and research for Ceres instructional staff.</p> <p>Ceres Induction staff look forward to collaboration within the Cluster 3 network for cluster meetings and trainings. Staff will also attend state and regional meetings to stay current with and to communicate to Ceres staff program shifts, requirements, and resources.</p>
<p>The <i>institution</i> provides <i>support</i> for <i>faculty</i> development.</p>	<p>Ceres management meetings are dedicated to professional learning and collaboration on best practices rather than information dissemination. Topics of professional learning include but are not limited to: research-based instructional norms and lesson delivery, Common Core standards, English Language Development – instruction and standards, effective use of educational technology, California Standards for the Teaching Profession, Mindset, school culture, diversity, providing effective feedback to teachers, and equity. All professional learning sessions are researched and provided using the CUSD instructional norms. Site administrators then access and use these materials when providing professional learning at the site level.</p> <p>The Ceres Unified Leadership Academy is open to all certificated and classified staff and provides</p>

	<p>opportunities for the staff to further develop their leadership potential while also gaining a deeper conceptual understanding of the District’s vision and commitment to student achievement (Appendix A13).</p> <p>To support administrative learning, principals are assigned site and district partners to help them further develop leadership capacity and a focus on instructional leadership. These partnerships focus on techniques for observing and providing effective feedback to teachers, using the CUSD Instructional Norms and California Standards for the Teaching Profession as sources of common understanding and direction. District and site administrators spend the majority of the instructional day interacting with students and teachers; feedback regarding effective teaching and learning practices are essential to the educational program in Ceres.</p> <p>Ongoing professional learning is also important for the Ceres Administrators, Instructional Coaches and Support Providers. Regular meetings with staff include collaboration and development of new skills as well as analysis and reflection related to professional learning needs. Staff are also provided the opportunity to attend conferences and trainings at Stanislaus County Office of Education, Professional Learning Communities, and conferences sponsored by organizations such as the Association for Supervision and Curriculum Development and Learning Forward. As a member of the American Educational Research Association, the Assistant Superintendent of Educational Services participates in the annual conference as well as ongoing research projects. In addition, Ceres will host the Curriculum and Instruction Academy sponsored by the Association of California School Administrators in 2014-2015.</p>
<p>The <i>unit</i> regularly <i>evaluates</i> the performance of <i>course instructors</i> and <i>field supervisors</i>, <i>recognizes</i> excellence, and retains only those who are consistently effective.</p>	<p>Participating Teachers, Support Providers, Program Leaders, and professional learning facilitators evaluate and provide feedback regarding professional learning and performance on a regular basis. All Participating Teachers complete an evaluation at the end of each professional learning experience (Appendix A13). The providers and the program leaders then review this feedback and make adjustments as needed to upcoming professional learning sessions and Induction components.</p> <p>In addition, Participating Teachers complete a mid-year (Appendix A14) and end of year (Appendix A15) survey, providing feedback regarding their experiences and level of satisfaction with the assigned Support Provider. This feedback and the results from the annual State Survey will be summarized and provided to Support Providers to recognize excellence and develop areas of improvement. Adjustments</p>

	to Support Provider assignments will be made as needed, based on results from Participating Teacher feedback.
Standard 5: Admission	
In each professional preparation program, applicants are admitted on the basis of well-defined <i>admission criteria</i> and procedures, including all Commission-adopted requirements.	<p>As part of the hiring process, the Ceres Credential Analyst determines eligibility for the Induction program based on Commission-adopted requirements. The candidate is provided a Notice of Eligibility which explains the program components and requirements as well as the contact information for the Induction Program Specialist coordinating the Ceres Induction program (Appendix A18).</p> <p>A list of eligible candidates is provided to the Induction Program Specialist who contacts the candidates with the assigned Support Provider's name, contact information, and the date of the Induction Orientation Meeting where Participating Teachers sign admission documents, including a Commitment Letter outlining that they understand and commit to fulfilling all program and credential requirements within the time frame allotted (two years) (Appendix A19). Extensions to the timeline and conditions are described in the letter as is the option for the Early Completion Option.</p>
<i>Multiple measures</i> are used in an <i>admission</i> process that encourages and <i>supports</i> applicants from diverse populations.	Ceres Unified has recruitment and selection board policies which provide guidelines to ensure candidates are academically and professionally prepared to meet the needs of diverse learners. The hiring process includes multiple measures, including an application, interview with site administrators, interview with the Deputy Superintendent for Personnel, background screening and credential analysis (Appendix A20).
The <i>unit</i> determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population,	Ceres Unified is committed to hiring highly qualified individuals to provide instruction to students. Employment decisions are based on interviews, observations and recommendations from previous employers. During the job interview, applicants may be asked to describe or demonstrate how they will perform the duties of the job, including the use of hypothetical situations and instructional demonstrations. Site administrators are actively involved in the hiring process as they will be an essential source of support for teachers throughout their employment. Ceres is committed to not only hiring but also providing professional learning and retaining teachers in the profession (Appendix A20).

<p>effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.</p>	
<p>Standard 6: Advice and Assistance</p>	
<p>Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each <i>candidate's professional placement</i>.</p>	<p>An essential understanding in Ceres Unified is that effective professional learning is job-embedded, sustained over time, collegial, interactive, and relevant. Ceres professional learning opportunities are created with this in mind. All new teachers and administrators in the district attend the Ceres Summer Institute (CSI), a 5-day professional learning series. In this professional learning, employees new to Ceres are introduced to and trained in the common understandings and expectations related to classroom management strategies, research based instructional strategies, effective lesson design, and student database systems/district technology. The goal is to ensure teachers and administrators new to the district are fully introduced to the expectations and systems used throughout the district to provide and support student achievement as well as ongoing professional learning (Appendix A3).</p> <p>Professional Learning is presented by Support Providers, district Instructional Coaches, Ceres Unified teachers, and administrative staff. In addition to district-based professional learning, new teachers attend site orientations presented by the site principals to help them become familiar with site-specific protocols. Participating Teachers also attend Grade Alike meetings hosted by Support Providers and CUSD teacher leaders. CUSD hosts a variety of professional learning opportunities throughout the year and Instructional Coaches work alongside teachers to assist in implementation and refinement of best practices.</p> <p>Upon employment, beginning teachers meet individually with the Credential Analyst, who reviews the candidate's credential status. During this meeting, employees are advised regarding options for clearing their credential.</p> <ul style="list-style-type: none"> • Teachers on a Short Term Staff Permit or Provisional Internship Permit are informed they must

	<p>enter an academic program leading to a Preliminary California Single or Multiple Subject Credential. Their progress toward this goal and restrictions to teaching assignment are monitored by the Credential Analyst.</p> <ul style="list-style-type: none"> • Teachers in an Intern program provide the name and contact information for their program. The Credential Analyst then verifies enrollment in that program. • Teachers with out-of-state credentials provide their credential information to the Credential Analyst who then collaborates with the Stanislaus County office of Education Credential Analyst regarding the individualized needs for obtaining a Preliminary California Single or Multiple Subject Credential due to the differences in requirements from state to state. • Teachers needing an Education Specialist Instruction credential are referred to the Stanislaus County Office of Education Special Education Induction Program. • Teachers with a Preliminary California Single or Multiple Subject Credential are provided a Notice of Eligibility which explains the Ceres Induction program components and requirements as well as contact information for the Induction Specialist coordinating the Ceres Induction program (Appendix A18). <p>Induction orientation is held within the first few weeks of the school year to advise first and second year teachers of the process required to earn a clear teaching credential. All Support Providers are available to meet new teachers at the beginning of the year and provide Participating Teachers with professional learning calendars. District Induction personnel host multiple district level workshops throughout the year. Support Providers are required to check in/meet with their Participating Teachers weekly throughout the school year to provide guidance and support.</p> <p>Site administrators are pivotal to the success of the Participating Teachers and the Induction program. Site administrators work to create a positive, supportive climate for teachers and are fully informed of their responsibilities for facilitating the successful implementation and operation of the Induction Program for each Participating Teacher and Support Provider. The Induction Program Specialist and Support Providers meet with Site Administration to review program components and teacher need while maintaining individual teacher confidentiality.</p> <p>Along with the Instructional Coaches, Support Providers, and Site Administrators, the Induction Program Specialist in the Educational Services Division serves as coordinator of the Induction Program</p>
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	<p>and maintains regular communication with the Support Providers and Participating Teachers.</p> <p>Ongoing monitoring of Participating Teachers' progress is completed by the Induction Program Specialist, who maintains a database to verify each participating teachers' completion of program requirements and documentation. The database includes a record of the Participating Teachers' completion of attendance at required meetings, Professional Learning Workshops, Grade Alike Professional Learning, and completion of Professional Learning Experience Surveys, Mid and End of Year Surveys, the State End of Year Survey, and FACT Rubric scores for each of the FACT Module portfolios.</p> <p>Teachers who are not making progress must meet with the Induction Program Specialist and Support Provider. Feedback relative to individual Participating Teacher's areas of need is provided, including information regarding areas of concern, recommendations for improvement and additional support services to be provided, and an opportunity to remediate areas of concern in a timely manner.</p> <p>In addition to database monitoring, at the end of each FACT Module portfolio review, for Participating Teachers whose portfolio does <u>not</u> provide evidence of <i>Competent</i> application of the Quality Criteria, a meeting between the Participating Teacher, Induction Program Specialist and the Participating Teacher's Support Provider is scheduled. At this meeting, the Induction Program Specialist facilitates a conversation in which the Participating Teacher, with guidance and support, reviews the rubric feedback and the evidence provided in the portfolio. The team develops a plan and timeline for revising and resubmitting Module evidence. This process continues until the Candidate provides evidence of <i>Competent</i> or <i>Exemplary</i> application of the Quality Criteria.</p>
<p>Appropriate information is accessible to guide each candidate's attainment of all program requirements.</p>	<p>The district Credential Analyst determines if newly hired teachers qualify for the Induction Program and notifies eligible Participating Teachers that they must complete the program. The Credential Analyst communicates with the Induction Program Specialist to notify him/her of new teachers who are eligible. Upon receipt of an application requesting the Early Completion Option from a Participating Teacher, the Induction Program Specialist and Credential Analyst review the request and documentation and determine whether the Participating Teacher must complete the two year program or if he/she is eligible for the Early Completion Option (ECO) (Appendix A19).</p>

	<p>As Participating Teachers progress in the program, they are advised regularly regarding their participation and progress. Support Providers consult with Participating Teachers weekly to ensure progress is being made. Based on monthly reports, Support Providers can assess who may need special assistance to participate fully in the program. Support Providers discuss such special assistance cases monthly with the Induction Program Specialist. A database will be used to monitor attendance at workshops, meetings, and completion of credential requirements. At Support Provider meetings, the Support Providers discuss strategies to support teachers who need extra assistance in meeting requirements.</p>
<p>The <i>institution</i> and/or <i>unit</i> provide <i>support</i> and assistance to candidates and only retains <i>candidates</i> who are suited for entry or advancement in the education profession.</p>	<p>Participating Teachers are informed of progress through various methods, including reports of meeting attendance, reports of document submission status, portfolio/document feedback (meets standards/does not meet standards), feedback from program staff (in person conversations, email communication, phone conversations), and Support Provider contact logs (Appendix A16) reflecting ongoing collaboration.</p> <p>Participating Teachers not making progress also meet with program staff to discuss barriers and concerns and to develop intervention plans. In the event that either the Participating Teacher or the Support Provider is dissatisfied with the pairing, a request for reassignment can be made by either party.</p> <p>Monthly, the Induction Program Specialist reviews the database and documentation to monitor Participating Teachers' progress and participation. Inadequate progress is reviewed with the Support Provider and the Site Administrator. In May, all Participating Teacher Portfolios are submitted and analyzed to check for consistency, completion, patterns and trends.</p> <p>Participating Teachers are formally evaluated during the first two years of employment and every other year after earning permanency in the district. Only those candidates who are suited for advancement in the education profession are retained.</p>
<p>Evidence regarding candidate progress and</p>	<p>By using the Participating Teacher Induction Program Checklist, both Support Providers and Participating Teachers work together to meet agreed upon standards of completion. Throughout the</p>

<p>performance is consistently utilized to guide advisement and assistance efforts.</p>	<p>program, the Induction Program Specialist, Support Providers, and Participating Teachers document the Participating Teacher’s completion of program requirements. Such documentation includes attendance at professional learning sessions as well as the individual FACT components to be included in the portfolio (Appendix A10). On a monthly basis, Support Providers and the Induction Program Specialist share and analyze this evidence in relation to the appropriate Induction standards. This process helps Support Providers and Participating Teachers maintain focus on the standards and program components, actively monitoring progress toward completion. In addition, performance data is used to monitor effectiveness of program components and to make revisions as needed.</p>
<p>Standard 7: Field Experience and Clinical Practice</p>	
<p>The <i>unit</i> and its <i>partners</i> design, implement, and regularly <i>evaluate</i> a planned sequence of <i>field-based</i> and <i>clinical experiences</i> in order for <i>candidates</i> to develop and demonstrate the knowledge and skills necessary to educate and <i>support all students</i> effectively so that <i>P-12 students</i> meet state-adopted academic standards.</p>	<p>The two-year Ceres Induction program is designed to support Participating Teachers through a variety of experiences in which they develop the skills to educate and support all students effectively. In each stage of the program, Participating Teachers receive support from the site administrator, Support Provider, and Program Specialist, using FACT to guide their work and capture reflections on their learning.</p> <p>Participating Teachers will experience opportunities to consider prior knowledge and skills gained through teacher preparation, their current context for teaching (current assignment) and evidence gathered through classroom observations by trained Support Providers. Each source of data – evidence related to prior preparation, evidence collected through the current context for teaching and evidence collected through classroom observations – will inform a self-assessment of practices and growth goals developed and reviewed throughout the school year to ensure that P-12 students meet the expectations in the adopted State Standards. Analysis of the data will also be used to refine program design and delivery.</p>
<p>For each credential and <i>certificate program</i>, the <i>unit</i> collaborates with its <i>partners</i> regarding the criteria for selection of</p>	<p>Collaboration between the Induction program and site administrators establishes a professional educational community characterized by structures which support rich learning experiences for Participating Teachers. Ceres provides professional learning and support for site administrators that emphasizes the importance of new teacher development, including working conditions that optimize</p>

<p>school sites, effective <i>clinical personnel</i>, and site-based <i>supervising personnel</i>.</p>	<p>Participating Teachers' success during the transition from Induction to the role of professional educator.</p> <p>Support Providers are carefully selected from current staff of experienced teachers. Candidates for this position must (a) be a credentialed permanent classroom teacher assigned to a classroom; (b) have a minimum of four (4) years of experience in classroom instruction; (c) have effective communication skills; (d) demonstrate subject matter knowledge including but not limited to the applicable current state framework and state standards; and (e) possess a range of teaching strategies necessary to meet the needs of pupils of varying ability in a wide variety of contexts (Appendix A17). (Upon approval of the Ceres Induction application, this document will be updated to remove BTSA and to align with the proposed Induction program. It is a document developed in conjunction with the Ceres Unified Teachers' Association.)</p> <p>The application process (Appendix A17) includes three letters of recommendation with at least one letter from a fellow teacher and one from the site administrator. Applications are reviewed and candidates are interviewed by a panel consisting of teachers, site, and district administrators, including the Induction Program Specialist. Finalists are observed teaching a lesson before final selections are made. Support Providers receive initial and ongoing training and support. Observations during Induction activities, feedback from site administrators, and confidential surveys (Appendix A15) from Participating Teachers are used to monitor Support Provider effectiveness.</p>
<p><i>Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.</i></p>	<p>During the two-year Induction program, using the Formative Assessment for California Teachers (FACT) Context for Teaching Module, Participating Teachers develop a profile of their students, school, district, and community, to understand their learning context. These activities deepen understanding of the diverse needs of students and reinforce the research-based strategies used to provide effective teaching and learning contexts for all students.</p> <p>The Ceres Induction syllabus is provided in Appendix A2.</p>

Standard 8: District-Employed Supervisors	
<i>District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential.</i>	<i>Not Applicable</i>
A process for selecting <i>supervisors</i> who are knowledgeable and supportive of the academic content standards for students is based on identified criteria.	<i>Not Applicable</i>
<i>Supervisors</i> are trained in <i>supervision</i> , oriented to the <i>supervisory</i> role, <i>evaluated</i> and <i>recognized</i> in a systematic manner.	<i>Not Applicable</i>
Standard 9: Assessment of Candidate Competence	
<i>Candidates</i> preparing to serve as professional school personnel know and demonstrate the professional knowledge	The job-embedded modules in the FACT system support Participating Teachers as they access professional learning resources within the district. Through the use of evidence collection and ongoing reflection and self-assessment, teachers demonstrate professional knowledge and skills necessary to teach a diverse population of students in meeting state-adopted standards.

<p>and skills necessary to educate and <i>support</i> effectively all <i>students</i> in meeting the state-adopted academic standards.</p>	<p>Participating Teachers in Ceres Unified will participate in the Ceres Summer Institute (CSI) prior to the start of the school year (Appendix A3). These sessions introduce teachers to the district instructional norms which provide a foundation for the development of skills necessary to effectively educate and support all students in meeting the State-adopted standards and curriculum frameworks. Following CSI, district coaches and Support Providers continue providing additional professional development that furthers the understanding of the norms and lesson design components. In addition, district administrators provide feedback to teachers on a consistent basis which provides the teachers with areas of strength and opportunities to improve instruction when needed. District Instructional Coaches also provide opportunities for Participating Teachers to engage in Lesson Study. During Lesson Study, a grade-level team works together to create a lesson that includes all the components of lesson design and delivery. The team then teaches the lesson multiple times to various classrooms, making adjustments to the lesson each time it is taught. This process is deeply connected to the reflective, metacognitive work of effective teachers and includes a focus on observation and collection of data based on evidence of student learning (Appendix A8). Participating Teachers use these lessons as part of the evidence collected throughout the FACT process.</p>
<p><i>Assessments</i> indicate that <i>candidates</i> meet the Commission-adopted <i>competency requirements</i>, as specified in the program standards.</p>	<p>Ceres Unified School District will use the FACT formative assessment system to determine whether candidates meet the competencies required by the State of California. Upon completion of each of the FACT Modules, candidates submit a portfolio of evidence. The Induction Program Specialist facilitates a Portfolio Evaluation session with Support Providers four times per year. Induction staff review the expectations and components of the FACT Module Rubrics (Appendix A11) and calibrate reviews of common portfolios. Each Participating Teacher’s portfolio is evaluated by two Program staff members. If there is a discrepancy between two reviewers, the Induction Program Specialist provides a third review and facilitates a discussion leading to consensus. Copies of the completed Rubrics are retained as evidence by the Induction Program Specialist.</p> <p>The completed rubric is returned to Participating Teachers who provide <i>Competent</i> or <i>Exemplary</i> application of the Quality Criteria.</p> <p>For Participating Teachers whose portfolio does <u>not</u> provide evidence of <i>Competent</i> application of the Quality Criteria, a meeting between the Participating Teacher, Induction Program Specialist and the Participating Teacher’s Support Provider is scheduled. At this meeting, the Induction Program Specialist facilitates a conversation in which the Participating Teacher, with guidance and support,</p>

reviews the rubric feedback and the evidence provided in the portfolio. The team develops a plan and timeline for revising and resubmitting Module evidence. This process continues until the Candidate provides evidence of *Competent* or *Exemplary* application of the Quality Criteria.

In addition to the support above, the Induction Program Specialist also meets with the Support Provider to address any areas of need in terms of supporting the Participating Teacher. Adjustments to Support Provider assignments are made should there be a concern regarding the level of support provided to the Participating Teacher.

The Induction Program Specialist facilitates a Portfolio Evaluation session with Support Providers four times per year. Induction staff review the expectations and components of the FACT Module Rubrics (Appendix A11) and calibrate reviews of common portfolios. Each Participating Teacher's portfolio is evaluated by two Program staff members. If there is a discrepancy between two reviewers, the Induction Program Specialist provides a third review and facilitates a discussion leading to consensus. Copies of the completed Rubrics are retained as evidence by the Induction Program Specialist.

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The district staff ensure Participating Teachers are using evidence from a variety sources that demonstrate they are prepared to provide effective instruction to students. A database includes information related to the formative assessment progress, portfolio completion, professional learning attendance, monthly logs, etc. Data related to Participating Teacher progress will be reviewed regularly and feedback will be provided. Additionally, support or intervention will be provided in a timely manner to ensure each Participating Teacher has optimal opportunity for successful completion of

program requirements. Should teachers experience barriers to completing the program within two years, a Request for Extension can be completed (Appendix 21). The individual teacher's situation and performance throughout the program will be taken into consideration.

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Effective Lesson Design Components – Each component is supported by checking for understanding using Instructional Norms.

- **Learning Objective:** Tell students what they are going to learn. Include the *skill* (measurable behavior) and the *concept* (big idea). Define key academic vocabulary in the objective.
- **Activate Prior Knowledge:** Activate or provide, **not assess**, prior knowledge of the concept or skill. *Universal Experience:* information students already know or *sub-skills:* review a pertinent sub-skill – *teacher does one first*
- **Concept Development:** Teach the concept, rule or content – **written bulletproof definition**. Include examples and non-examples.
- **Skill Development:** Teach the students how to do the skill. Provide, develop and apply steps – teacher does one first, modeling steps
- **Guided Practice:** Work matched problems **step-by-step** with all students. Highly structured. Teach all variations of the concept and skill, using the Rule of Two – teacher does one, students do one. Slow release of responsibility to students.
- **Importance:** Teach why the lesson is important. Provide academic and real-life examples.
- **Closure:** Students **prove** to the teacher (through checking for understanding) what they have learned and that they are ready to successfully complete Independent Practice. *What is the concept? How to do the skill. Importance.*
- **Independent Practice:** Students practice what they have just been taught. Teacher works with students who are not successful. *(Explicit Direct Instruction – DataWORKS)*

Objectives are effectively implemented in a school when:	Engagement strategies and checking for understanding have been implemented effectively in a school when:	Higher Level Questioning Strategies have been implemented in a school effectively when:	Writing strategies are being implemented effectively in a school when:
A grade-level/standards-based objective is taught and is visible to students throughout each lesson.	Engagement strategies flow smoothly within lessons.	Teachers ask “why” and “how do you know” during questioning.	Grade level writing is effectively integrated into all curricular areas.
Teacher feedback (immediate, abundant, and specific) to students refers to or includes the objective.	Wait/think time (generally 3 or more seconds depending on the question) is used effectively.	Students and teachers are comfortable with think time and with expressing their thoughts regarding “why”, “how”, and “how do you know” questions.	Student writing reflects grade level writing standards and appropriate genres.
Objectives use a measurable verb and student friendly language.	A variety of engagement and checking for understanding strategies are appropriately and effectively used, including but not limited to whiteboards, think pair share, group responses, random selection, and gestures.	Teacher questioning utilizing *Wait Times I & *II bring forth responses that demonstrate student understanding through application of their learning.	Students’ written explanations of concepts and responses to higher level questioning are evident across curricular areas.
Students make connections between the objective and the content at key intervals throughout the lesson.	When checking for understanding all students are monitored and adjustments are made to the instruction when needed.	Students are frequently provided the opportunity to model and explain the process used to solve problems or to develop their responses.	Application of the rubric scoring demonstrates consistency of scoring across classrooms and grade levels.
Checking for understanding is aligned to the objective.	Consciously-competent decision making is used when calling on students for responses.	Students are asked to support and/or defend their responses orally or in writing.	Evidence exists that the district writing rubrics and exemplary models are being used for scoring as well as tools for teaching and learning.
	Use pre-reading to introduce academic vocabulary; students read chorally to build fluency and engagement.	Teacher questioning is fluid and strategic.	Current writing samples are displayed or are available for viewing.



Ceres Unified School District Induction Program Syllabus

Program Description: The Ceres Unified School District’s Induction program supports all teachers who meet eligibility requirements to clear their credential through this program (SB2042, AB2210, SB1209). Ceres Unified has designed the program based on the Formative Assessment for California Teachers (FACT) System. Foundational to the FACT System is the Standards of Quality and Effectiveness for Professional Teacher Induction Programs, the California Standards for the Teaching Profession, the state-adopted standards, and the California Frameworks. The FACT system embeds the “Plan, Teach, Reflect, and Apply” cycle.

The goal of the Induction program is to support all teachers as they develop and grow in their practice and apply, in their classrooms, the knowledge and skills previously acquired in their preliminary credential program (SB1209).

Program Mission: The Ceres Unified induction program mission is to provide Ceres students with teachers who use research-based instructional design and delivery norms, who actively collaborate and reflect on their practice, and who use formative assessment data to continually grow in their professional practice.

Program Vision: Through job-embedded, collegial, interactive, practical, and results-oriented professional learning connected to classroom practice, teachers inducted into the profession will actively analyze their practices, reflect on their teaching, collaborate with colleagues, and gain the knowledge and skills needed to continuously improve teaching and student learning; they will become long-term professional learners and educators.

Program Goals: With the support of quality mentoring and support as well as structured participation in scholarship, service, collaboration, and accountability systems, the Ceres Induction program will:

- retain beginning teachers through job-embedded, collegial, interactive, practical, and results oriented professional learning connected to classroom practice.
- utilize the Formative Assessment for California Teachers (FACT) system to provide performance-based, job embedded scholarship and activities to support Participating Teachers as they plan and provide instruction, reflect on evidence of student learning, and make informed adjustments to instruction.
- develop teachers who participate in scholarship related to effective instructional practices, academic content standards and frameworks, and effective differentiation to meet the needs of diverse learners.
- integrate Induction learning into district professional learning systems, welcoming and supporting the beginning teachers in becoming part of a learning community in which all adults.
- engage in ongoing learning, reflection, and dedication to improving instructional practices.
- support beginning teachers in developing critical analysis of practice and reflection to make changes in their instructional practices, leading to visible evidence of increased student achievement.
- support beginning teachers in reflection on progress toward Induction goals through feedback and coaching on teaching and professional practice.
- recommend eligible teachers for a California Clear credential.

Program Cost: The Induction program workshops and materials are provided to Ceres Unified Participating Teachers at no cost. Benefits to participants include:

- Initial and ongoing professional learning under the supervision of trained Support Providers
- Initial and ongoing professional learning provided by Ceres Unified Instructional Coaches
- Release time to conduct observations and to participate in feedback sessions
- Release time to participate in Ceres Unified professional learning as directed through site and district administration
- Registration and materials costs for grade-alike meetings that will be open to all teachers and required for Induction Year 1 and 2 teachers
- An induction program through which, upon successful completion, the Participating Teacher will be recommended for the Clear Credential

Program Commitment: Participating teachers will:

- Review eligibility for Induction with district and human resources personnel
- Develop a positive professional relationship with the Support Provider, characterized by openness, collaboration, and reflection
- Meet with the Support Provider a minimum of once per week
- Participate fully in and complete all components of Formative Assessment for California Teachers (FACT) in a thoughtful manner to guide growth as an educator
- Attend and actively participate in all Induction related professional development, including workshops, professional learning experiences, and meetings
- Participate candidly in the program evaluation process and comply with all reporting procedures
- Initiate contact with the Program Specialist if dissatisfied with the Support Provider
- Maintain copies of all formative assessment documents and other program components

Program Materials: All Participating Teachers (PTs) in the Ceres Induction Program will receive the following materials:

- Common Core Standards (English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects and Mathematics)
- California Standards for Career Ready Practice
- California Standards for the Teaching Profession
- Continuum of Teaching Practice
- Induction Program Standards Booklet
- Formative Assessment for California Teachers (FACT) User's Guide
- California's Learning to Teach System
- Ceres Induction Handbook: Keys to Successful Induction Completion
- *Explicit Direct Instruction: The Power of the Well-Crafted, Well Taught Lesson*, by Hollingsworth and Ybarra (2009)
- *EDI for English Learners*, Hollingsworth and Ybarra (2013)
- *Improving Education for English Learners; Research-based Approaches*, by the California Department of Education
- Ceres Induction Workshop Syllabus and Calendar

Program Requirements:

The completion of all requirements for Induction is the responsibility of the Participating Teacher with facilitation by the Support Provider.

Participating Teachers will be required to meet with their Support Provider during Induction workshops and during weekly individual conferences, for observations, reflections, and to work on FACT.

All visits by the Support Provider will be documented on a monthly contact log and will include the module and work being completed. Participating Teachers will be required to initial the contact log, verifying the contact time. The Participating Teachers' initials provide formal documentation that they have received Induction service and have met regularly with their Support Provider. Various methods of contact will be used, including in person, online, and phone.

Professional Conduct

Participants are expected to demonstrate professional conduct in all settings.

Quality of Work

All work submitted should be at a scholarly level equivalent to that found in advanced level graduate studies. A scoring rubric is utilized during the portfolio review process.

Early Completion Option (ECO)

Senate Bill 57 (Scott) provides for an Early Completion Option for Multiple or Single Subject Induction Candidates. The intent of the legislation is to serve experienced and exceptional teachers. The Early Completion Option allows individuals to complete an Induction program in less than the two years of the established program. It is equally as rigorous as the two-year program.

ECO Eligibility Criteria:

- Candidates must hold a preliminary multiple or single subject credential
- Private or Out-of-State teachers with two or more years of teaching; verification of teaching experience will be provided through rigorous positive evaluations from site administrators
- Intern Teachers with two years of participation in an intern program and rigorous, positive evaluations from the University Supervisor, Site Administrator, and Supervising Teacher. Intern Teachers must have met all other requirements for a teaching credential.

ECO Application Requirements:

- A written rationale explaining how you meet the criteria for Early Completion. The letter should reflect on your exemplary practice related to the California Standards for the Teaching Profession, professionalism, and commitment to teaching practice.
- Evidence of preliminary teaching credential (include copy of credential)
- Documentation of a minimum of two (2) years prior teaching experience as the teacher of record in a K-12 teaching assignment.
- Evidence of exceptional teaching practice during prior professional experience with a minimum of three (3) teacher performance evaluations completed in the prior 18 months including one by the most recent evaluator.
- Three (3) current letters of recommendation (within the last six months) from educational administrators who have observed your teaching. Letters should address expertise related to the California Standards for the Teaching Profession.
- A letter from your current Ceres Unified site administrator describing your teaching assignment and indicating support for your participation in a one-year Induction program.

Required Program Meetings: All meetings will take place from 3:30-5:30 unless otherwise indicated. Support Providers will attend workshops with their individual Participating Teachers. The schedule of meetings will be provided at the Orientation. Multiple dates will be offered for each workshop and participants are responsible for registering in advance.

Participating Teachers	Support Providers
Orientation	Orientation/Year at a Glance
Meet Your Support Provider	Coach Training (full day in summer)
Module A Workshop	Formative Assessment (FACT) Training
Module B Workshop	Meet Your Participating Teacher(s)
Module C Workshop	Module A Workshop
Module D Workshop	Module B Workshop
Reflections on Learning and Practice Workshop	Module C Workshop
Grade Alike Meetings (5 per year)	Module D Workshop
Weekly Meetings with Support Providers	Reflections on Learning and Practice Workshop
	Grade Alike Meetings (5 per year)
	Weekly Meetings with Participating Teachers
	Portfolio Read (full day)
	End of Year Program Debrief

FACT System and Submission Dates:

The FACT System contains four performance-based, job-embedded modules to support Participating Teachers. The modules and evidence submission dates are described below:

Module A: Context for Teaching and Learning

In Module A, Participating Teachers gather information about their teaching environment as they research their classroom, school, district, and community. This information assists them in differentiating instruction, embedding new knowledge, and working collaboratively with students and families. Reflection is a key component of Module A.

Year 1	Year 2	ECO
Class Profile/Student Services Profile (A-1)	Class Profile/Student Services Profile (A-1)	Class Profile/Student Services Profile (A-1)
Instructional Environment (A-2)	Instructional Environment (A-2)	Instructional Environment (A-2)
School and District Information/Resources (A-3)	Update School and District Information/Resources <i>(complete if site, district, or resources are different from Year 1)</i> (A-3)	School and District Information/Resources (A-3)
Home/School Communication (A-4)	Home/School Communication (A-4)	Home/School Communication (A-4)
Site/Assignment Orientation Checklist (A-5)	Site/Assignment Orientation Checklist <i>(update from Year 1)</i> (A-5)	Site/Assignment Orientation Checklist (A-5)
Community Map (A-6)	Community Map <i>(update if needed from Year 1)</i> (A-6)	Community Map (A-6)
Conversation Guide for Class, School, District, Community (CSDC) (E-3.1)	Conversation Guide for Class, School, District, Community (CSDC) (E-3.1)	Conversation Guide for Class, School, District, Community (CSDC) (E-3.1)
Conversation Guide for Induction Program Standards (Pedagogy, Equity, EL's and Special Populations) (E-3.5, 3.6, 3.6a, 3.6b)	Conversation Guide for Induction Program Standards (Pedagogy, Equity, EL's and Special Populations) (E-3.5, 3.6, 3.6a, 3.6b)	Conversation Guide for Induction Program Standards (Pedagogy, Equity, EL's and Special Populations) (E-3.5, 3.6, 3.6a, 3.6b)
Submitted by September 30	Submitted by September 30	Submitted by September 30

Module B: Assessment of Teaching and Learning

In Module B, Participating Teachers consider the knowledge and skills acquired during teacher preparation, their current context for teaching, and evidence gathered by their support provider during a

classroom observation. The self-assessment helps Participating Teachers identify strengths and areas for growth leading to the development of an Individual Induction Plan that is used to guide Module C.

Year 1	Year 2	ECO
K-W-O (Know, Want to Know, Observe) Chart (B-2)	n/a	K-W-O (Know, Want to Know, Observe) Chart (B-2)
Initial Classroom/Assignment Observation (B-3)		Initial Classroom/Assignment Observation (B-3)
Post-Observation Reflection (B-4)		Post-Observation Reflection (B-4)
Continuum of Teaching Practice		Continuum of Teaching Practice
Self-Assessment of CSTP (Continuum of Teaching Practice and E-2.1)		Self-Assessment of CSTP (Continuum of Teaching Practice and E-2.1)
Self-Assessment of Induction Program Standards (Pedagogy, Equity, EI's, and Special Populations) (E-2.5, 2.6, 2.6a, 2.6b)		Self-Assessment of Induction Program Standards (Pedagogy, Equity, EI's, and Special Populations) (E-2.5, 2.6, 2.6a, 2.6b)
Submitted by November 30		Submitted by October 31

Module C: Inquiry into Teaching and Learning and Individual Induction Plan

In Module C, Participating Teachers assess their practice using the California Standards for the Teaching Profession, gather information, and collaborate with colleagues. They develop an inquiry question based on their personal reflection about their practice, create and implement an action plan, reflect on collected evidence, and apply new learning to future practice.

Year 1	Year 2	ECO
Module C-1	Module C-2	Module C-1
Individual Induction Plan (C-1)	Individual Induction Plan (C-1)	Individual Induction Plan (C-1)
Essential Components for Instruction (C-2)	Essential Components for Instruction (C-2)	Essential Components for Instruction (C-2)
Entry-Level Assessment/Reflection (C-3)	Entry-Level Assessment/Reflection (C-3)	Entry-Level Assessment/Reflection (C-3)
Focus Student Selection (C-4)	Focus Student Selection (C-4)	Focus Student Selection (C-4)
Lesson Plan Template for Observation (C-5)	Lesson Plan Template for Observation (C-5)	Lesson Plan Template for Observation (C-5)
Submitted by March 1	Inquiry Observation Record (C-6)	Inquiry Observation Record (C-6)
Inquiry Observation Record (C-6)	Analysis of Student Work (C-7)	Analysis of Student Work (C-7)
Analysis of Student Work (C-7)	Summative Assessment/Reflection (C-8)	Summative Assessment/Reflection (C-8)
Summative Assessment/Reflection (C-8)		
Submitted by April 1	Submitted by December 15	Submitted by December 15
	Module C-3	Module C-2
	Individual Induction Plan (C-1)	Individual Induction Plan (C-1)
	Essential Components for Instruction (C-2)	Essential Components for Instruction (C-2)
	Entry-level Assessment/Reflection (C-3)	Entry-level Assessment/Reflection (C-3)
	Focus Student Selection (C-4)	Focus Student Selection (C-4)
	Lesson Plan Template for Observation (C-5)	Lesson Plan Template for Observation (C-5)
	Inquiry Observation Record (C-6)	Inquiry Observation Record (C-6)
	Analysis of Student Work (C-7)	Analysis of Student Work (C-7)
	Summative Assessment/Reflection (C-8)	Summative Assessment/Reflection (C-8)

	Self-Assessment of CSTP (Continuum of Teaching Practice and E-2.1)	
	Self-Assessment of Induction Program Standards (Pedagogy, Equity, EI's, and Special Populations) (E-2.5, 2.6, 2.6a, 2.6b)	
	Submitted by April 1	Submitted by April 1

Module D: Summary of Teaching and Learning

In Module D, Participating Teachers reflect upon and summarize the growth they have made during Induction. They select significant work that illustrates their growth over the last year to showcase during the Year-end Reflections on Learning and Practice. This module allows the Participating Teacher to celebrate their accomplishments made over the two years of Induction.

Year 1	Year 2	ECO
Culminating Questions and Reflections Guide (D-1)	Culminating Questions and Reflections Guide (D-1)	Culminating Questions and Reflections Guide (D-1)
Submitted by May 1	Submitted by May 1	Submitted by May 1

CUSD Summer Academies

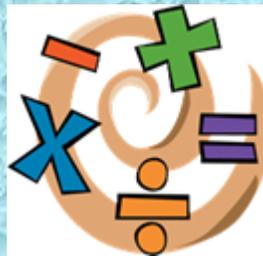
July 28, 2014 to August 1, 2014
8:30-3:00

AM Focus: Unwrapping and Digging Deeply Into the Standards

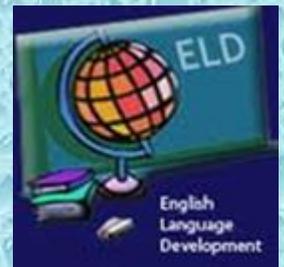
PM Focus: Application-Opportunity to Develop Lessons



Science
Grades 5-12



Math
Elementary: Grades 2-4
Secondary: Grades 7-12



ELD
Grades TK-12



Literacy
Grades 7-12



Alternate
Standards
(SH)

Dear Teachers,

Are you ready for some summer professional development fun? Join us for our **First CUSD Summer Academies!**

Research says that quality professional development is:

- Job-embedded
- Sustained over time
- Collegial and teacher-centered
- Integrated with existing school improvement plans
- Interactive so that teachers are engaged

Pick Your Academy!

Select ONE week long Academy that you would like to attend. Be sure to choose an alternate Academy on the chance that your first selection has reached capacity.

- You may only choose one Academy, and must attend all five days
- You will be paid for your attendance under a performance contract at \$31.31 p/hour
 - ✓ Please have your 4-digit Employee Number available for purposes of the performance contract

*****FOR PARTICIPANTS OF THE SECONDARY MATH ACADEMY, GRADES 7-12*****

An additional Commitment Form is required for participation in the Secondary Mathematics Academy. To receive payment, teachers must complete additional hours of coach collaboration and lesson study as spelled out in the Commitment Letter. If you are a new participant to the Math Academy Grades 7-12, please contact Jessie Ceja or Susan Ford to complete a Commitment Letter.

Ceres Instructional Coaches look forward to supporting your professional growth at these Summer Academies and throughout the year. Please remember to call on us to partner with you in your efforts to help every student succeed.

Reserve A Spot Today!

Space is limited in each session.

Please be sure to also select an alternate Academy.

Academies will be filled first come, first served.

We hope to see you there!

Cindy Heaton, Libby Holmes, and the CUSD Instructional Coaches

CUSD SUMMER ACADEMY REGISTRATION FORM

Name: _____

Site: _____

Grade/Subject: _____

Summer Email: _____

Phone # _____

**Lunch will be provided during the Academy. Please check if you require a vegetarian option. NO YES

**You are welcome to bring your own snacks and bottled water. No Microwave access available.*

ACADEMY OPTIONS	Check all Academies of interest	Rank your order of preference
ELD Grades TK-12	<input type="checkbox"/>	<input type="checkbox"/>
Science Grades 5-12	<input type="checkbox"/>	<input type="checkbox"/>
Literacy Grades 7-12	<input type="checkbox"/>	<input type="checkbox"/>
Math: Grades 2-4	<input type="checkbox"/>	<input type="checkbox"/>
Math: Grades 7-12	<input type="checkbox"/>	<input type="checkbox"/>
Alternate Standards (SH)	<input type="checkbox"/>	<input type="checkbox"/>

Return this form to Sandi Vera in Ed Services by 4/25/14 via:

Email: svera@ceres.k12.ca.us

Mail: CUSD Ed Services, c/o Sandi Vera, PO Box 307, Ceres, CA

Inter-district mail or drop off

ELD Academy Grades TK-12

Scaffold your way through the English Language Development Common Core Standards. Learn about the Proficiency Level Descriptors. Engage and understand the new ELD terms and vocabulary. Build lessons using ELD Common Core Standards that you can implement tomorrow!

Science Academy Grades 5-12

This week we will explore the vision of the Next Generation Science Standards. According to the Framework, students proficient in science will “actively engage in scientific and engineering practices and apply crosscutting concepts to deepen their understanding of the core ideas in these fields.” Spend this week planning lessons that incorporate the ideas found in the framework, CUSD Norms, and lesson design.

Literacy Academy Grades 7-12

Sign up for CUSD’s Literacy Academy 2014 to meld your CONTENT STANDARDS, LITERACY STANDARDS, and LESSON DESIGN. Not only will we explore the literacy standards to develop a deeper understanding of them, we will have time to collaborate and plan! Bring a partner or two.

Math Academy Elementary: Grades 2-4

This week you will deepen your understanding of the Common Core Math Standards. The key areas of focus that we will explore are Critical Areas, Math Shifts, Standards for Math Practice, Deconstructing Standards, Framework and Progression Documents. Participants will gain a deeper understanding of the key areas of focus for the Common Core Math Standards and apply new learning to grade level standards through collaborative discussions and planning time.

Math Academy Secondary: Grades 7-12

The Secondary Mathematics Academy is designed to provide secondary math teachers with deeper content knowledge and additional instructional strategies for optimal student understanding and increased student achievement. The objectives for the week include engaging teachers in activities that address the Common Core State Standards while experiencing the Standards for Mathematical Practices in preparation for teaching students in this fashion. Additionally, teachers will develop classroom pedagogical strategies to improve student learning. Professional development opportunities offered during the academic year will provide ongoing support and classroom follow-up to the summer professional development.

Alternate Standards (SH) Academy

Participants will have the opportunity to explore and design common core lessons targeted to students with severe disabilities. Additionally, participants will have the opportunity to see how those lessons align to the new state assessment. There will be a focus on how to differentiate and embed supports so that all students, no matter their functioning level, can actively participate in lessons aligned to Common Core.

CUSD Summer Academies

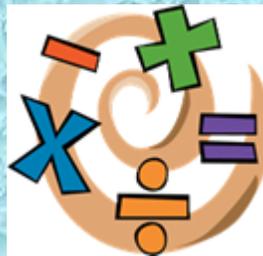
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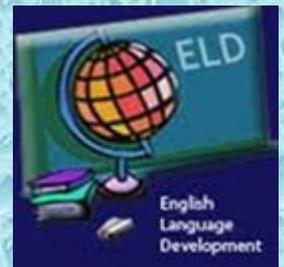
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Ceres Certification of Direct Instruction



Name: _____ School: _____ Grade/Subject Taught: _____

To earn a Certificate in Direct Instruction you must meet all of the following requirements.

	Activity	Date Requirement Completed	Coach/DO Sign-off
Professional Development	Day 1		
	Day 2		
Implementation	Initial observation and debriefing session with coach		
	Follow up observations and debriefing sessions with coach to include co-teaching and/or interactive coaching		
	Lesson planning/conferences with coach to include co-planning		
Pre-Certification	Develop and refine lesson for submission with coach support (May include a practice run)		
Certification	Certification lesson plan submitted and approved (at least two weeks prior to certification observation)		
	Certification lesson observed and approved		

(Teacher Signature)

(Date)

District Office Use Only

(D.O. Signature)

(Certification Issued Date)

Ceres Re-Certification of Direct Instruction

Name: _____ School: _____ Grade/Subject Taught: _____

School year in which Direct Instruction Certification was last earned: _____

Direct Instruction Certification is effective for five years (e.g. DI earned in 09-10, renew in 14-15)

To earn a Certificate in Direct Instruction you must meet all of the following requirements.



	<u>Activity</u>	<u>Date Completed</u>	<u>Coach/DO Sign-off</u>
	You must participate in at least 3 different professional development opportunities and/or other activities that allow for the sharing of DI practices. If you have an idea that is not provided on this list, please consult your principal, coach or Ed Services personnel.		
Professional Development and Sharing Direct Instruction Practices *CUSD Staff Development *Coursework *Conferences *Grade Alike Meetings *Book Study *Invite other teachers in to observe DI lesson			
Implementation	Initial observation and debriefing session with coach		
	Follow up observation and debriefing session with coach (may be repeated as needed)		
	Lesson planning/conference with coach (may be repeated as needed)		
Certification	Certification lesson plan submitted and approved (<u>at least two weeks prior</u> to certification observation)		
	Certification lesson observed and approved		

(Teacher Signature)

(Date)

District Office Use Only

(D.O. Signature)

(Certification Issue Date)

Ceres Coach Certification of Direct Instruction



Name: _____

School: _____

Grade/Subject Taught: _____

PRE-REQUISITE: A teacher must have successfully completed the CCDI certification process BEFORE beginning steps toward CCDI Coach certification.

To be certified as a CCDI coach, a teacher **MUST** complete steps 1, 2, 3, and 4 (in numerical order) before beginning steps 5 and 6:

- (1) be currently certified in CCDI direct instruction. See prerequisite above.
- (2) meet with coach to discuss the process of coach certification (see all boxes below).
- (3) obtain principal approval to pursue coach certification (principal will consult with Director of Curriculum and Instruction).
- (4) shadow Ed Services Instructional coach in 2 lesson planning conferences and observations.

NOTE: NO teacher will, at any time, coach a fellow teacher outside of the presence and support of an Ed Services Instructional Coach during the coach certification process.

Following the completion of steps 1-4, you must earn a total of 100 points and satisfy certification requirements.

- (5) Earn at least 60 points in Professional Development, completing all four required activities.
- (6) Complete a minimum of 40 points in Implementation, completing both required activities.

NOTE: Professional Development, Implementation and Recertification can occur concurrently.

	Activity	Points	Dates Completed	Points Earned	Coach/DO Sign-off
Professional Development	Coach Network and/or Ceres Coaching Professional Development	20 points			
	Working with Ceres Coaches to Develop and Deliver Professional Development Session	10 points			
	Planning of Original Professional Development Session for Staff	20 points			
	CCDI Lesson Plan Calibration Workshop	10 points			
Implementation	Lesson planning/conference with CCDI participating teacher (shadowed by CUSD Coach) (may be repeated as needed)	10 points			
	Observation and debriefing session with CCDI participating teacher (shadowed by CUSD Coach) (may be repeated as needed)	10 points			
Certification	Certification lesson plan submitted and approved (at least two weeks prior to re-certification observation)	REQUIRED			
	Re-certification lesson observed and approved	REQUIRED			
	Coaching teacher to CCDI certification	REQUIRED			
	Successful Observation of Prof Dev Session	REQUIRED			

(Teacher Signature)

District Office Use Only

(Date)_____
(D.O. Signature)_____
(Certification Issued Date)

Ceres Unified Lesson Study

All teachers are welcome and encouraged to participate in lesson study multiple times during the year. It is a collaborative, job-embedded, teacher-driven study of professional practice within the classroom.

Lesson Study Day 1----Collaborating with colleagues to design the lesson

Lesson Study Day 2----Focus on Action Research. Implementation of the lesson, lesson reflection and revision, implementation of the revised lesson within Ceres classrooms.

Lesson Study Norms

Communication is Open and Honest; There is a Climate of Trust

Team members must feel they are able to share their ideas and opinions without inspiring defensiveness or reprisals. It will be difficult for team members to learn from each other if they cannot be honest. Although the ability to share their views openly and honestly is important, members will be unlikely to do so if they fear their contributions will be ignored or belittled. The balance between honesty and trust may not be easy to establish and maintain at first, but it is crucial to the team's work.

Members are Encouraged to Both Challenge and Support One Another

Team members do this by asking questions, building on each other's ideas, and respectfully disagreeing. They are expected to ask for clarification, explain their reasoning, and provide evidence to back up their assertions.

Methods for Resolving Conflict are Established and Agreed On

No team should begin its work with the assumption that it will be easy to work together. Members must agree to listen and focus on the problem rather than on the people involved, give the process adequate time, and try to see the issue from another person's perspective.

Mistakes are Viewed as Opportunities

It is difficult to try new things or take risks if there is fear of the consequences. It may be helpful to keep in mind that the purpose of lesson study is not to create the perfect lesson, but to learn. Mistakes are the fruitful sources of learning – so in many ways, the more the better.

All Members Are Held Accountable for their Actions

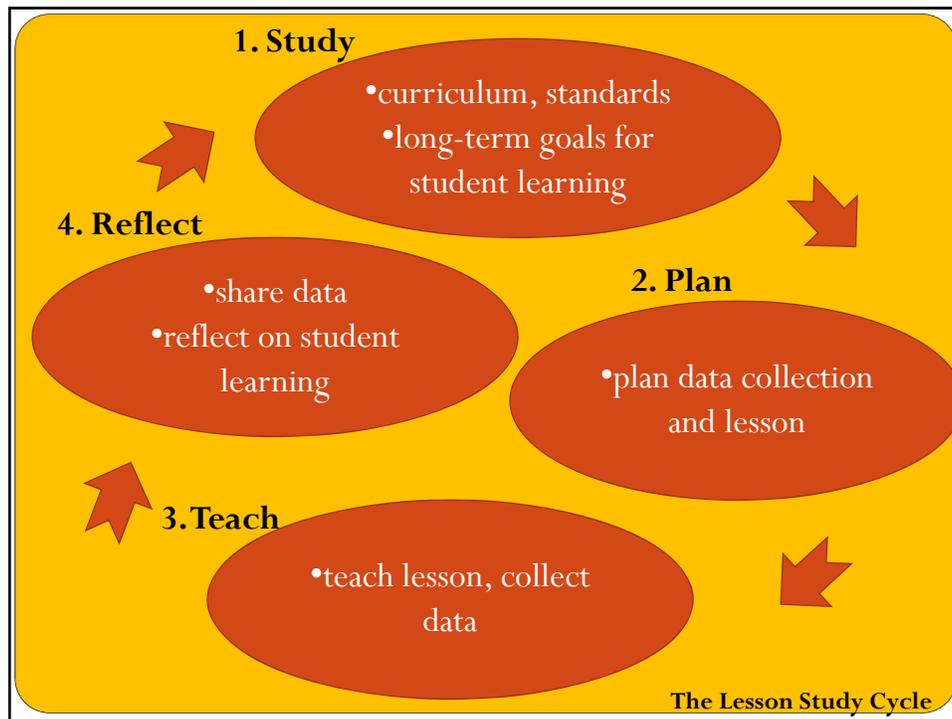
Part of engaging in lesson study is making a commitment to the other team members. All must agree to fulfill their specific responsibilities, to share the work as equally as possible, and to support each other and maintain productive and respectful interactions.

Lesson Study

Teacher-Directed
Professional Learning

Characteristics of Lesson Study

- Begins with a question
- Driven by participants
- Communication flows among teachers
- Practice is research



What Participants Valued...

- Listening to students talk...I learned a lot from them about things I never pay attention to when I'm teaching
- Collaborating with others was so beneficial!

What Participants Learned...

- It's not about just teaching the lesson listed in the pacing guide, it's about making sure the students have a **conceptual understanding**.
- I feel I need to be more aware of the **balance** between **student work time** and **teacher talk time**.



- The Leadership Academy is limited to 35 participants.
- The Leadership Academy is open to any employee in any District.
- After successfully completing the Academy, employees of CUSD will be paid a performance contract of \$500.00 if time in the Academy is outside of their regular work day.
- A unit of extended credit will be offered through CSU Stanislaus for a fee of \$40.00. (Attendance at all sessions will be required)

Ceres Unified School District
2503 Lawrence Street
P.O. Box 307
Ceres, CA 95307

Phone: (209) 556-1510
Fax: (209) 531-9936

Ceres Unified School District

Board of Trustees

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 Educational Services Division

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 Business Support Services

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 Assistant Superintendent
 Student Support Services Division

Ceres Unified School District

Leadership Academy

*For: Aspiring Administrators,
 School Site & District Leaders*

2014-2015





CERES UNIFIED SCHOOL DISTRICT LEADERSHIP ACADEMY

For: Aspiring Administrators, School Site & District Leaders
The Leadership Academy is limited to 35 participants.



Session I
August 7, 2014, Thursday
8:30 - 11:30 a.m.

Scott Siegel, Ed. D. (Superintendent)
 DiSC
Denise Wickham, Ed.D.
 Leadership Development

Session II
August 8, 2014, Friday
8:30 - 11:30 a.m.

Scott Siegel, Ed.D. (Superintendent)
 Good to Great
 CSU-Stanislaus - Administrator Program



Session III
September 9, 2014, Tuesday
3:30 - 5:00 p.m.
Debra Bukko, Ed.D.
 LCAP/Instructional Strategies

Session IV
October 7, 2014, Tuesday
3:30 - 5:00 p.m.
Denise Wickham, Ed.D.
 Hiring & Retaining Employees

Session V
November 4, 2014, Tuesday
3:30 - 5:00 p.m.
Chris Higle
 Technology Services

Session VI
December 9, 2014, Tuesday
3:30 - 5:00 p.m.
Jay Simmonds
 Communication/Public Relations

Session VII
January 13, 2015, Tuesday
3:30 - 5:00 p.m.
 Supervisor Perspectives

Session VIII
March 17, 2015, Tuesday
3:30 - 5:00 p.m.
Steve Fabela
 Basic Budgeting
 School Finance

Session IX
April 14, 2015, Tuesday
3:30 - 5:00 p.m.
Denise Wickham, Ed.D.
 Resume Building/Interviewing
Scott Siegel, Ed.D. (Superintendent)
 Closing Ceremony/Evaluations





Participating Teacher Induction Program Checklist

The following is a checklist of the requirements Participating Teachers must complete to be recommended for the Professional Clear Credential. You will accumulate these documents and evidence on an ongoing basis throughout the two year program. Your Support Provider and the Induction Program Specialist will help to guide you through the completion of this process.

- The outline that follows indicates the organization you will need to use when putting together your portfolio.
- Evidence of each requirement will be found in the Induction database and within your electronic portfolio.

You are responsible for maintaining copies of your portfolio documents for 3 years after completing the Induction program.

***Note:** Mark each item when complete. If one check box is provided, the requirement is only completed in year 1. If two boxes are provided, the requirement is completed in both years. ECO candidates will use the year 1 box for all required components.*

Participating Teacher:	Support Provider:	
Advisement, Attendance, and Evaluation		
Requirement	Documentation	Mark when Complete
Preliminary Credential	Copy of Credential	
Teacher Commitment Letter	Copy of Letter	
Orientation	Professional Learning Experience Survey	
Meet Your Support Provider	Professional Learning Experience Survey	
State Induction Website Registration	Confirmation Summary Page	
Module A Professional Learning Workshop	Professional Learning Experience Survey	
Module B Professional Learning Workshop	Professional Learning Experience Survey	
Module C Professional Learning Workshop	Professional Learning Experience Survey	

Module D Professional Learning Workshop	Professional Learning Experience Survey		
Reflections on Learning and Practice Workshop	Professional Learning Experience Survey		
Grade Alike #1	Professional Learning Experience Survey		
Grade Alike #2	Professional Learning Experience Survey		
Grade Alike #3	Professional Learning Experience Survey		
Grade Alike #4	Professional Learning Experience Survey		
Grade Alike #5	Professional Learning Experience Survey		
Support Provider Weekly Meetings	Support Provider Contact Log		
Ceres Mid-Year Survey	Mid-Year Survey		
Ceres End of Year One Survey (complete at end of year 1)	End of Year Survey		
Ceres Exit Survey (complete at end of program)	Exit Survey		
State End of Year Survey	Confirmation of Completion		
Module A Portfolio Evaluation	Module A Rubric		
Module B Portfolio Evaluation (Year 1 and ECO)	Module B Rubric		
Module C Portfolio Evaluation	Module C Rubric		
Module D Portfolio Evaluation	Module D Rubric		
Module A: Context for Teaching and Learning			
Class Profile/Student Services Profile	A-1		
Instructional Environment	A-2		
School and District Information/Resources <i>(complete in both years if site, district, or resources are different in Year 2)</i>	A-3		
Home/School Communication	A-4		

<p>Site/Assignment Orientation Checklist (Complete in both years if there are changes from Year 1)</p>	A-5		
<p>Community Map (update if needed from Year 1)</p>	A-6		
<p>Discuss Conversation Guide – Class/Caseload, School, District, and Community with Support Provider.</p> <p>Complete a written reflection describing how the work in Module A to learn about your class, school, district, and community and your conversation with your Support Provider (E-3.1) influenced how you will collect, contextualize and extend your thinking about your teaching practice.</p>	Reflection 3.1		
<p>Discuss Conversation Guide – Pedagogy</p> <p>Complete a written reflection describing how the work in Module A to learn about pedagogy and your conversation with your Support Provider (E-3.5) influenced how you will collect, contextualize and extend your thinking about your teaching practice.</p>	Reflection 3.5		
<p>Discuss Conversation Guide – Equity for All Students</p> <p>Complete a written reflection describing how the work in Module A to learn about equity for all students and your conversation with your Support Provider (E-3.6) influenced how you will collect, contextualize and extend your thinking about your teaching practice.</p>	Reflection 3.6		
<p>Discuss Conversation Guide – Teaching English Learners</p> <p>Complete a written reflection describing how the work in Module A to learning about teaching English learners and your conversation with your Support Provider (E-3.6a) influenced how you will collect, contextualize and extend your thinking about your teaching practice.</p>	Reflection 3.6a		
<p>Discuss Conversation Guide – Teaching Special Populations</p>	Reflection 3.6b		

Complete a written reflection describing how the work in Module A to learn about teaching special populations and your conversation with your Support Provider (E-3.6b) influenced how you will collect, contextualize and extend your thinking about your teaching practice.			
Module B: Assessment of Teaching and Learning (Year 1/ECO)			
Teacher Preparation & Induction Alignment Chart	Review and Discuss with Support Provider; Written Reflection (B-1) regarding TPE impacting teaching and comparison/contrast between teacher preparation and Induction		
K-W-O (Know, Want to Know, Observe) Chart	B-2		
Initial Classroom/Assignment Observation	B-3		
Post-Observation Reflection	B-4		
Self-Assessment of Continuum of Teaching Practice	E-2.1		
Self-Assessment of Induction Program Standards: Pedagogy	E-2.5		
Self-Assessment of Induction Program Standards: Equity for all Students	E-2.6		
Self-Assessment of Induction Program Standards: Teaching English Learners	E-2.6a		
Self-Assessment of Induction Program Standards: Teaching Special Populations	E-2.6b		
Module C: Inquiry into Teaching and Learning <i>Participants complete three separate inquiries over two years. One inquiry in year 1; two inquiries in year 2. ECO completes two inquiries in 1 year.</i>			
Module C1: Participants in Year 1 and ECO			
Individual Induction Plan	C-1		
Essential Components for Instruction	C-2		
Entry-Level Assessment/Reflection (Parts 1 & 2)	C-3		

Focus Student Selection	C-4	
Lesson Plan Template for Observation	C-5	
Inquiry Observation Record	C-6	
Analysis of Student Work	C-7	
Summative Assessment/Reflection (Parts 1 & 2)	C-8	
Module C2: All Participants in Year 2 and ECO		
Individual Induction Plan	C-1	
Essential Components for Instruction	C-2	
Entry-Level Assessment/Reflection (Parts 1 & 2)	C-3	
Focus Student Selection	C-4	
Lesson Plan Template for Observation	C-5	
Inquiry Observation Record	C-6	
Analysis of Student Work	C-7	
Summative Assessment/Reflection (Parts 1 & 2)	C-8	
Module C3: All Participants in Year 2		
Individual Induction Plan	C-1	
Essential Components for Instruction	C-2	
Entry-Level Assessment/Reflection (Parts 1 & 2)	C-3	
Focus Student Selection	C-4	
Lesson Plan Template for Observation	C-5	
Inquiry Observation Record	C-6	
Analysis of Student Work	C-7	
Summative Assessment/Reflection (Parts 1 & 2)	C-8	
Self-Assessment of Continuum of Teaching Practice	E-2.1	

Self-Assessment of Induction Program Standards: Pedagogy	E-2.5		
Self-Assessment of Induction Program Standards: Equity for all Students	E-2.6		
Self-Assessment of Induction Program Standards: Teaching English Learners	E-2.6a		
Self-Assessment of Induction Program Standards: Teaching Special Populations	E-2.6b		
Module D: Summary of Teaching and Learning			
Culminating Questions and Reflection	D-1		
Write a reflection assessing and providing insight into your professional growth over time. Cite specific evidence that demonstrates your growth as a professional educator. Make connections to how this growth has impacted students.	Reflection D		

Ceres Unified Teacher Induction

Module A: Context for Teaching and Learning Rubric

Participating Teacher:

Support Provider:

Review Date:

Reviewer Identification Code:

Formative Assessment Quality Criteria	FACT Document	Exemplary	Competent	Insufficient	Not Submitted
		<p>Responds to all components with evidence of extended thought and/or detail.</p> <p>Provides evidence of insightful application to teaching practice.</p>	<p>Fully responds to all components.</p> <p>Provides evidence of application to teaching practice</p>	<p>Revision Required</p> <p>(Reviewer: List specific areas to be addressed)</p>	
Class Profile/Student Services Profile	A-1				
Instructional Environment	A-2				
School and District Information/Resources	A-3				
Home/School communication	A-4				
Site/Assignment Orientation Checklist	A-5				
Community Map	A-6				
Written reflection describing how the work in Module A (class, school, district, and community) and the conversation with the Support Provider (E-3.1) influenced collection, contextualization and extension of teaching practice.	Reflection 3.1				
Written reflection describing how the work in Module A (pedagogy) and the conversation with the Support Provider (E-3.5) influenced collection, contextualization and extension of teaching practice.	Reflection 3.5				

Ceres Unified Teacher Induction

Module A: Context for Teaching and Learning Rubric

Participating Teacher:

Support Provider:

Review Date:

Reviewer Identification Code:

Formative Assessment Quality Criteria	FACT Document	Exemplary	Competent	Insufficient	Not Submitted
		<p>Responds to all components with evidence of extended thought and/or detail.</p> <p>Provides evidence of insightful application to teaching practice.</p>	<p>Fully responds to all components.</p> <p>Provides evidence of application to teaching practice</p>	<p>Revision Required</p> <p>(Reviewer: List specific areas to be addressed)</p>	
Written reflection describing how the work in Module A (equity for all students) and the conversation with the Support Provider (E-3.6) influenced collection, contextualization and extension of teaching practice.	Reflection 3.6				
Written reflection describing how the work in Module A (teaching English learners) and the conversation with the Support Provider (E-3.6a) influenced collection, contextualization and extension of teaching practice.	Reflection 3.6a				
Written reflection describing how the work in Module A (teaching special populations) and the conversation with the Support Provider (E-3.6a) influenced collection, contextualization and extension of teaching practice.	Reflection 3.6b				

Ceres Unified Teacher Induction

Module A: Context for Teaching and Learning Rubric

Participating Teacher:

Support Provider:

Review Date:

Reviewer Identification Code:

		Exemplary	Competent	Insufficient	Not Submitted
Formative Assessment Quality Criteria	FACT Document	<p>Responds to all components with evidence of extended thought and/or detail.</p> <p>Provides evidence of insightful application to teaching practice.</p>	<p>Fully responds to all components.</p> <p>Provides evidence of application to teaching practice</p>	<p>Revision Required</p> <p>(Reviewer: List specific areas to be addressed)</p>	
Summative Reviewer Feedback:					
Area(s) of Distinction:					
Recommendations:					

Ceres Unified Teacher Induction

Module B: Assessment of Teaching and Learning

Participating Teacher:

Support Provider:

Review Date:

Reviewer Identification Code:

Formative Assessment Quality Criteria	FACT Document	Exemplary	Competent	Insufficient	Not Submitted
		<p>Responds to all components with evidence of extended thought and/or detail.</p> <p>Provides evidence of insightful application to teaching practice.</p>	<p>Fully responds to all components.</p> <p>Provides evidence of application to teaching practice</p>	<p>Revision Required</p> <p>(Reviewer: List specific areas to be addressed)</p>	
Teacher Preparation & Induction Alignment	B-1 Written Reflection				
K - W - O (Know, Want to Know, Observe) Chart	B-2				
Initial Classroom/Assignment Observation	B-3				
Post-Observation Reflection	B-4				
Self-Assessment of Continuum of Teaching Practice	E-2.1				
Self-Assessment of Continuum of Teaching Practice: Pedagogy	E-2.5				
Self-Assessment of Continuum of Teaching Practice: Equity for all Students	E-2.6				
Self-Assessment of Continuum of Teaching Practice: Teaching English Learners	E-2.6a				

Ceres Unified Teacher Induction

Module B: Assessment of Teaching and Learning

Participating Teacher:

Support Provider:

Review Date:

Reviewer Identification Code:

Formative Assessment Quality Criteria	FACT Document	Exemplary Responds to all components with evidence of extended thought and/or detail. Provides evidence of insightful application to teaching practice.	Competent Fully responds to all components. Provides evidence of appliance to teaching practice	Insufficient Revision Required (Reviewer: List specific areas to be addressed)	Not Submitted
Self-Assessment of Continuum of Teaching Practice: Teaching Special Populations	E-2.6b				
Summative Reviewer Feedback:					
Area(s) of Distinction:					
Recommendations:					

Ceres Unified Teacher Induction

Module C1: Inquiry into Teaching and Learning

Year 1/ECO Participating Teacher:

Support Provider:

Review Date:

Reviewer Identification Code:

Formative Assessment Quality Criteria	FACT Document	Exemplary	Competent	Insufficient	Not Submitted
		<p>Responds to all components with evidence of extended thought and/or detail.</p> <p>Provides evidence of insightful application to teaching practice.</p>	<p>Fully responds to all components.</p> <p>Provides evidence of application to teaching practice</p>	<p>Revision Required</p> <p>(Reviewer: List specific areas to be addressed)</p>	
Individual Induction Plan	C-1				
Essential Components for Instruction	C-2				
Entry-Level Assessment/Reflection (Parts 1 & 2)	C-3				
Focus Student Selection	C-4				
Lesson Plan Template for Observation	C-5				
Inquiry Observation Record	C-6				
Analysis of Student Work	C-7				
Summative Assessment/Reflection (Parts 1 & 2)	C-8				
Summative Reviewer Feedback:					
Area(s) of Distinction:					
Recommendations:					

Ceres Unified Teacher Induction

Module C2: Inquiry into Teaching and Learning

Year 2/ECO Participating Teacher:

Support Provider:

Review Date:

Reviewer Identification Code:

Formative Assessment Quality Criteria	FACT Document	Exemplary	Competent	Insufficient	Not Submitted
		<p>Responds to all components with evidence of extended thought and/or detail.</p> <p>Provides evidence of insightful application to teaching practice.</p>	<p>Fully responds to all components.</p> <p>Provides evidence of application to teaching practice</p>	<p>Revision Required</p> <p>(Reviewer: List specific areas to be addressed)</p>	
Individual Induction Plan	C-1				
Essential Components for Instruction	C-2				
Entry-Level Assessment/Reflection (Parts 1 & 2)	C-3				
Focus Student Selection	C-4				
Lesson Plan Template for Observation	C-5				
Inquiry Observation Record	C-6				
Analysis of Student Work	C-7				
Summative Assessment/Reflection (Parts 1 & 2)	C-8				
Summative Reviewer Feedback:					
Area(s) of Distinction:					
Recommendations:					

Ceres Unified Teacher Induction

Module C3: Inquiry into Teaching and Learning

Year 2 Participating Teacher:

Support Provider:

Review Date:

Reviewer Identification Code:

Formative Assessment Quality Criteria	FACT Document	Exemplary	Competent	Insufficient	Not Submitted
		<p>Responds to all components with evidence of extended thought and/or detail.</p> <p>Provides evidence of insightful application to teaching practice.</p>	<p>Fully responds to all components.</p> <p>Provides evidence of application to teaching practice</p>	<p>Revision Required</p> <p>(Reviewer: List specific areas to be addressed)</p>	
Individual Induction Plan	C-1				
Essential Components for Instruction	C-2				
Entry-Level Assessment/Reflection (Parts 1 & 2)	C-3				
Focus Student Selection	C-4				
Lesson Plan Template for Observation	C-5				
Inquiry Observation Record	C-6				
Analysis of Student Work	C-7				
Summative Assessment/Reflection (Parts 1 & 2)	C-8				
Self-Assessment of Continuum of Teaching Practice	E-2.1				
Self-Assessment of Continuum of Teaching Practice: Pedagogy	E-2.5				
Self-Assessment of Continuum of Teaching Practice: Equity for all Students	E-2.6				

Ceres Unified Teacher Induction

Module C3: Inquiry into Teaching and Learning

Year 2 Participating Teacher:

Support Provider:

Review Date:

Reviewer Identification Code:

Self-Assessment of Continuum of Teaching Practice: Teaching English Learners

E-2.6a

Self-Assessment of Continuum of Teaching Practice: Teaching Special Populations

E-2.6b

Summative Reviewer Feedback:

Area(s) of Distinction:

Recommendations:

Ceres Unified Teacher Induction

Module D: Summary of Teaching and Learning

Participating Teacher:

Support Provider:

Review Date:

Reviewer Identification Code:

Formative Assessment Quality Criteria	FACT Document	Exemplary	Competent	Insufficient	Not Submitted
		<p>Responds to all components with evidence of extended thought and/or detail.</p> <p>Provides evidence of insightful application to teaching practice.</p>	<p>Fully responds to all components.</p> <p>Provides evidence of application to teaching practice</p>	<p>Revision Required</p> <p>(Reviewer: List specific areas to be addressed)</p>	
Culminating questions and Reflection Guide	D-1				
Write a reflection assessing and providing insight into your professional growth over time. Cite specific evidence that demonstrates your growth as a professional educator. Make connections to how this growth has impacted students.	Reflection D				
Summative Reviewer Feedback:					
Area(s) of Distinction:					
Recommendations:					



**Induction Participating Teacher
Exit Survey
(to be completed in Google Form)**

Participating Teacher:		Support Provider:				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My support provider was available to me. We met at least weekly.						
My support provider was an effective listener. He/She provided me with honest, thoughtful and professional feedback about my teaching.						
My support provider was knowledgeable about teaching all students and actively guided my development in teaching students with diverse needs.						
My support provider guided me in developing and implementing effective classroom management strategies that ensures a positive learning environment for all students.						
My support provider guided me in implementing the district's lesson design and delivery norms.						
My support provider engaged me in the formative assessment process about my teaching (FACT).						
What essential learning will you take away from your Induction experience						
As you begin to plan for next year, how might you apply this learning in the future?						
What were the most useful and/or connected components of the Ceres Unified School District Induction program?						
What recommendations do you have for improving the Ceres Unified School District Induction program?						



Induction Professional Learning Reflection and Feedback

I valued:	How I will apply today's learning:
I suggest:	I would like support for: Please include contact information:



**Induction Participating Teacher
Mid Year Survey
(to be completed in Google Forms)**

Participating Teacher:	Support Provider:				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My support provider is available to me. We meet at least weekly.					
My support provider is an effective listener. He/She provides me with honest, thoughtful and professional feedback about my teaching.					
My support provider is knowledgeable about teaching all students and actively guides my development in teaching students with diverse needs.					
My support provider guides me in developing and implementing effective classroom management strategies that ensures a positive learning environment for all students.					
My support provider guides me in implementing the district's lesson design and delivery norms.					
My support provider engages me in the formative assessment process about my teaching (FACT).					
What have been the most useful and/or connected components of the Ceres Unified School District Induction program to date?					
What recommendations do you have for improving the Ceres Unified School District Induction program?					
What additional learning or support would help you?					
Please provide any additional feedback you would like to share with Induction staff at this time.					



**Induction Participating Teacher
Year One End of Year Survey
(to be completed in Google Forms)**

Participating Teacher:		Support Provider:				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My support provider was available to me this year. We met at least weekly.						
My support provider is an effective listener. He/She provides me with honest, thoughtful and professional feedback about my teaching.						
My support provider is knowledgeable about teaching all students and actively guides my development in teaching students with diverse needs.						
My support provider guides me in developing and implementing effective classroom management strategies that ensures a positive learning environment for all students.						
My support provider guides me in implementing the district's lesson design and delivery norms.						
My support provider engaged me in the formative assessment process about my teaching (FACT).						
What components of BTSA year 1 were <u>MOST</u> useful and/or connected to your classroom practice?						
What components of BTSA year 1 were <u>LEAST</u> useful and/or connected to your classroom practice?						
What recommendations do you have for improving the Ceres Unified School District Induction Year 1 program?						
What additional learning or support would help you as you enter year two of Induction?						
Please provide any additional feedback you would like to share with Induction staff at this time.						

Note: This document will be revised through consultation with the Ceres Teachers' Association upon approval of Induction Application.



Ceres Unified School District

Application Packet for **NEW** BTSA Support Providers (SPs)

Thank you for applying for the position of BTSA Support Provider.

Included in your packet you will find the following forms:

- BTSA Support Provider General Information (Form 1)
- BTSA Support Provider Application (Form 2)
- Letter of Recommendation (Form 4)

**This application is due in the Educational Services Office by
4:30 p.m. on Wednesday, March 5, 2014.**

If you have any questions, please contact Kirsten Saint at 556-1525 or Michelle Singh at 556-1520.

CUSD BTSA Application Form 1



BTSA Support Provider Application General Information Form

Thank you for your interest in the BTSA Program. The Joint Panel believes that *teachers helping teachers* is beneficial for both the BTSA teacher as well as the site provider. A stipend shall be paid to BTSA support provider, pro-rated for the number of teachers served.

General Information

Name: _____ E-mail Address: _____

Address: _____ Telephone: (H) _____
 _____ (W) _____

School Site: _____ Current Assignment: _____

Number of years teaching: _____ Number in CUSD: _____

Rules and Procedures for Selection of BTSA support provider

I. Minimum Qualifications

- A. A credentialed permanent classroom teacher currently assigned to a classroom
- B. A minimum of four (4) years experience in classroom instruction
- C. Effective communication skills
- D. Subject matter knowledge including but not limited to the applicable current state framework and state standards
- E. Possession of a range of teaching strategies necessary to meet the needs of pupils of varying ability in a wide variety of contexts

II. Terms of Appointment

BTSA support providers are selected for a three (3) year term.

III. Limitations

A teacher may not be appointed to an administrative position in the District or take a position which would remove them from a daily classroom assignment while serving as a BTSA Support Provider.

CUSD BTSA Application Form 1

IV. Selection Process

- A. BTSA support providers shall be selected by a consensus of the BTSA Joint Panel following screening of the written applications and oral interviews.
- B. Finalists from the interviews shall be observed in their classrooms by at least three members of the BTSA Joint Panel (including at least one CUTA member and one District member).
- C. Observations shall be based on a model lesson which includes a lesson plan.

Statement of Assurance

- I am a credentialed permanent classroom teacher currently assigned to a classroom with the minimum requirement of four (4) years teaching experience.
- I agree to fulfill the requirements of the BTSA Program to support the teacher(s) to whom I am assigned.
- I have submitted three (3) letters of recommendation from individuals with specific knowledge of my applicable skills to be a successful consulting teacher. These letters include at least one reference from another teacher and at least one reference from my choice of a recent evaluator.
- I understand that if selected, I will receive a stipend of \$2,000 for providing assistance to one Beginning Teacher, \$3,800 for two Beginning Teachers, and \$5,400 for three Beginning Teachers. I also understand that I will receive up to \$400, \$200 per day, for attending the summer New Support Provider Trainings, if they occur when I am not scheduled to work, either Saturdays or during my off time. I understand that I will attend four Saturday meetings throughout the school year with my Beginning Teacher, and that if funding is available, I will be compensated \$100 a day for each of those four meetings I attend.

All applications and references shall be treated with confidentiality.

Name: _____

Signature: _____ Date: _____



**Ceres Unified School District
BTSA Support Providers
Application**

Name: _____ Date: _____

School: _____ Phone: _____

In addition to completing this application, each applicant is required to submit a letter of interest which must address the following:

- Briefly explain your thoughts regarding the concept of BTSA.
- Consider how BTSA may be beneficial to teachers and any potential areas of concern.
- Explain why you wish to serve as a BTSA Site Provider.
- Provide evidence which illustrates your leadership ability.

1. EDUCATION AND PROFESSIONAL TRAINING

Institution	Degree	Dates	Major(s)	Minor

2. TEACHING EXPERIENCE

Dates	District	School	Grades	Subject Area

3. CREDENTIALS & CERTIFICATES

Credential/Certificate	Issued	Expiration

4. PROFESSIONAL GROWTH, INSERVICE TRAINING, WORKSHOPS

Institution	Dates	Description and Role (Presenter or Participant)

**This application is due in the Educational Services Office by 4:30 p.m. on
Wednesday, March 5, 2014.**



**Confidentiality Statement
Joint Panel Members and BTSA site provider**

I acknowledge my responsibility to maintain the confidentiality of records and information to which I have access through the BTSA Program.

Signature

Date

Print Name: _____

Site: _____

Check one: BTSA Site Provider Joint Panel Member

CUSD BTSA Application Form 4



Letter of Recommendation for BTSA Site Provider

Applicant: _____

Writer's Name: _____ Position: _____

Signature: _____ Date: _____

Information can be typed directly on this form or you may complete the information above and attach your responses to the questions below on a separate sheet.

We are seeking perspectives on candidates for the position of BTSA Site Provider by asking you to answer the following questions to the best of your knowledge.

1. What are the qualities of the applicant that would help make him/her a successful BTSA Site Provider?
2. Discuss the applicant's ability to communicate. Please give consideration to the individual's written and verbal skills; the ability to be honest, yet tactful, in difficult situations; and the ability to confront issues.
3. Have you observed the applicant in an instructional relationship with children? With adults? Please comment on his/her effectiveness in both settings.
4. How would you describe the applicant's leadership qualities?
5. What curricular/instructional strengths have you observed in the applicant?
6. Do you have any reservations in recommending this candidate for the role of BTSA Site Provider?
7. Is there anything else you would like to say about the applicant?

This Letter of Recommendation must be received by Michelle Singh in Ed Services no later than 4:30 p.m. on Wednesday, March 5, 2014.



Ceres Unified School District¹⁰³

ADMINISTRATION
Scott Siegel, Ed.D.
 District Superintendent

EDUCATIONAL SERVICES DIVISION
Debra Bukko, Ed.D.
 Assistant Superintendent

To: All Newly Hired Teachers Eligible to Participate in the Ceres Teacher Induction Program

From: Kim Webster, District Credential Analyst
 [insert name], District Induction Program Specialist

Subject: Notice of Eligibility for the Ceres Teacher Induction Program

Welcome to Ceres Unified School District! We are a progressive district committed to initial and ongoing professional learning for our instructional staff. One of many opportunities you will have to collaborate in job-embedded professional learning is the Ceres Teacher Induction Program. This program provides multiple opportunities to build on the knowledge and skills you have obtained in your teacher preparation program. You will also engage in action research and reflection on your teaching practice with the support of an experienced teacher. Successful completion of this program will result in a recommendation for a California Clear Teaching credential.

Attached you will find the syllabus for the Ceres Induction Program. At orientation, these requirements will be fully explained, and you will have an opportunity to meet fellow teachers and program staff.

Below you will find the contact information for the Induction Program Specialist, who will be contacting you with the time and date of the orientation event. Collaboration and communication are essential elements in the Induction program. Please feel free to contact the Induction Program Specialist with questions or concerns at any time.

Induction Program Specialist: [insert name]
 Phone Number: 209-556-1520
 Email: [insert email]

Attachment: Ceres Unified Induction Syllabus

“Committed to Excellence, Responsive to Every Student”



Induction Program Commitment

I, _____ agree to participate in the Ceres Unified Teacher Induction Program. I have read the Participating Teacher Responsibilities as described below. I understand all program requirements must be fulfilled within two years to receive a recommendation for a California 2042 Professional Clear Credential. I also understand that I must enter a professional teacher induction program within 120 calendar days of the start of my initial teaching contract. If, for any reason, I am unable to participate fully in the Induction Program, I understand that I must contact the Induction Program Specialist directly. I further understand that extensions will only be granted under extenuating circumstances (e.g., medical/family illness or emergency).

Participating Teacher Responsibilities

- Review eligibility for Induction with district and human resources personnel.
- Participating Teachers must hold a California Preliminary Multiple or Single Subject credential.
- Develop a positive professional relationship with the Support Provider, characterized by openness, collaboration, and reflection.
- Meet with the Support Provider a minimum of once per week.
- Participate fully in and complete all components of Formative Assessment for California Teachers (FACT) in a thoughtful manner to guide growth as an educator.
- Attend and actively participate in all Induction related professional development, including workshops, professional learning experiences, and meetings.
- Participate candidly in the program evaluation process and comply with all reporting procedures.
- Initiate contact with the Program Specialist if dissatisfied with the Support Provider.
- Maintain copies of all formative assessment documents and other program components.
- Review the Grievance Procedures as delineated in Article XV of the CUTA/CUSD Certificated Employees' contract.

Early Completion Option (ECO)

Senate Bill 57 (Scott) provides for an Early Completion Option for Multiple or Single Subject Induction Candidates. The intent of the legislation is to serve experienced and exceptional teachers. The Early Completion Option allows individuals to complete an Induction program in less than the two years of the established program. It is equally as rigorous as the two-year program.

ECO Eligibility Criteria:

- Candidates must hold a California Preliminary Multiple or Single Subject credential.

- Private or Out-of-State teachers holding a California Preliminary Multiple or Single Subject credential with two or more years of teaching; verification of teaching experience will be provided through rigorous positive evaluations from site administrators.

ECO Application Requirements:

- A written rationale explaining how you meet the criteria for Early Completion. The letter should reflect on your exemplary practice related to the California Standards for the Teaching Profession, professionalism, and commitment to teaching practice.
- Evidence of California Preliminary teaching credential (include copy of credential)
- Documentation of a minimum of two (2) years prior teaching experience as the teacher of record in a K-12 teaching assignment.
- Evidence of exceptional teaching practice during prior professional experience with a minimum of three (3) teacher performance evaluations completed in the prior 18 months including one by the most recent evaluator.
- Three (3) current letters of recommendation (within the last six months) from educational administrators who have observed your teaching. Letters should address expertise related to the California Standards for the Teaching Profession.
- A letter from your current Ceres Unified site administrator describing your teaching assignment and indicating support for your participation in a one-year Induction program.

Please mark the appropriate boxes below and sign where indicated. Return this letter to the Induction Program Specialist at the end of orientation. A copy of this form will be returned to you for your electronic files.

I have been provided a copy of Article XV of the CUTA/CUSD Certificated Employees' Contract which delineates the Grievance Procedure.

I will participate in the two-year Ceres Unified Induction Program. I have read and agree to the Participating Teacher Responsibilities above.

I will participate in the Ceres Unified Induction Program and intend to apply for the Early Completion Option. I have read and agree to the Participating Teacher Responsibilities above. I have also reviewed the Induction Program Syllabus and am aware of the accelerated timeline for completion of program requirements by each submission date. I understand complete ECO applications must be received by the Induction Program Specialist by August 30. Failure to submit all required documentation by August 30 will result in enrollment in the two-year program.

Candidate Name (PRINT)

Candidate Signature

ARTICLE XV

GRIEVANCE PROCEDURE

A. Definitions

1. A “Grievance” is any alleged misapplication, misinterpretation or violation of the written agreement.
2. The “grievant” is the certificated employee(s), including the Association or representative(s) thereof, making a grievance claim.
3. A “Party of Interest” is any person against whom action might be taken in order to resolve the claim.

B. Purpose

1. The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to grievances which may arise from time to time. Both parties agree that these proceedings will be kept confidential on a need-to-know basis.
2. Nothing contained herein will be construed as limiting the right of any certificated employee having a grievance to discuss the matter informally with any appropriate member of the administration, and to have the grievance adjusted without intervention by the Association, provided that the adjustment is not inconsistent with the terms of this Agreement, and that the Association has been given an opportunity to be present at such adjustment and to state its views.
3. Since it is important that grievances be processed as rapidly as possible, the time limits specified at each level will be considered to be maximums, and every effort will be made to expedite the process. The time limits may, however, be extended by mutual agreement. All extensions of the time limits will be in writing.
4. In the event a grievance is filed at such a time that it cannot be processed through all the steps in this grievance procedure by the end of the school year, and, if left unresolved until the beginning of the following school year could result in harm to the grievant, the time limits set forth herein will be reduced so that the procedure may be exhausted prior to the end of the school year, or as soon as agreed to by all parties involved.

C. Processing a Grievance

When a certificated employee has a grievance, it shall be presented in the following manner:

1. Level One – Informal Discussion with The Party of Interest

The grievant shall first discuss a complaint, within fifteen (15) work days of the incident, in an informal conference with the appropriate principal or immediate supervisor, either directly or in

the company of the Association's designated grievance representative, with the objective of resolving the matter informally.

2. Level Two – Formal Conference with the Party of Interest

- a. If the grievant is not satisfied with the disposition of the complaint through the informal procedure at Level One, he/she must submit his/her claim as a formal grievance, in writing, to the party of interest within ten (10) work days starting the day after the initial level one meeting. Copies of the grievant's formal complaint will be sent to all parties of interest and will include the following:

A clear, concise statement of the grievance including specific contract language upon which the grievance is based.

- * A list of persons involved.
 - * The circumstances on which the grievance is based.
 - * An outline of actions taken to adjust the complaint.
 - * Supporting documents, if desired by the grievant.
 - * A list of the specific actions which the grievant believes would best remedy his grievance.
 - * Copies of the grievant's formal complaint shall be sent to any or all conferees.
- b. The party of interest shall communicate his/her decision to the grievant, in writing, within ten (10) workdays after receiving the Level Two grievance.

3. Level Three – Appeal to The District Superintendent or Designee

- a. If the parties do not agree at Level Two, the grievant may appeal the decision within ten (10) consecutive workdays after receiving the Level Two response in writing. The appeal must be made, in writing, to the superintendent or designee. A copy of the appeal shall be sent to the parties of interest. A copy of all grievance records will be forwarded, with the appeal, to the superintendent or designee. If a remedy is proposed by the District, the specific reason(s) for not finding the remedy at Level II acceptable shall be submitted in writing to the Superintendent or designee at the time the Level III grievance is appealed.
- b. The superintendent or designee may confer informally with the grievant and the parties, separately or jointly, within ten (10) workdays.
- c. The superintendent or designee shall communicate his/her decision, in writing, to the grievant and the party of interest within ten (10) workdays after his/her meeting with the participants.

4. Level Four – Submission of the Grievance to Confidential Mediation

- a. If the grievant is not satisfied with the disposition of his/her grievance at Level Three, the grievant may move to Level Four. He/she may, within ten (10) workdays after receiving the written decision from the superintendent or designee, request in writing that the Association submits his/her grievance to Confidential Mediation. The Association will determine whether or not the grievance will be submitted to Confidential Mediation. The Association, by written notice to the superintendent within ten (10) workdays after receipt of the request from the grievant, may initiate the process of requesting the appointment of a mediator from the California State Mediation and Conciliation Service.
 - b. Cost of this service, if any, shall be shared equally by the District and the Association.
5. Level Five – Binding Arbitration (Any grievance filed on or after July 1, 2006)
- a. In the case that a persistent grievance has not been resolved at Levels One, Two, Three, and Four, the grievant and/or Association may, within ten (10) work days after the conclusion of Level Four, file a written request that the grievance be submitted to binding arbitration with the Superintendent.
 - b. Within ten (10) work days after receiving the written request, the District shall request that the American Arbitration Association appoint an arbitrator to hear the grievance. The selection of the arbitrator and the arbitration proceedings shall be conducted under the applicable Labor Arbitration Rules of the American Arbitration Association.
 - c. The arbitrator shall resolve issues of arbitrability, if any, prior to the hearing on the merits.
 - d. The arbitrator shall hear evidence, and render a binding decision on the issue or issues submitted. If the parties cannot agree upon the issue or issues submitted, the arbitrator shall determine the issues by referring to the written grievance and the answers thereto at each step.
 - e. The arbitrator shall have no power to add to, subtract from, or modify the terms of the contract.
 - f. All costs for the series of the American Arbitration Association and the arbitrator, including per diem expenses for travel and subsistence shall be shared equally by the District and the grievant and/or the Association.

D. General Provisions

1. A certificated employee, at any point in the grievance process, may be accompanied by an Association representative.
2. A certified employee may process a grievance or serve as an Association representative without prejudice or reprisal of any kind being taken against such certificated employee. Neither shall certificated employees harass, intimidate, or pressure a member of the administrative staff before, during or after a complaint or grievance.

3. A certificated employee of the District required to absent himself/herself from his/her duties in order to participate in scheduled conferences or hearings shall not suffer any loss of pay. Authorizations for such absences, on a reasonable basis, shall be granted by the District.
4. Forms developed by the District and the Association for filing complaints, and other necessary documents, shall be prepared and given appropriate distribution so as to facilitate operation of the procedures set forth.
5. A decision rendered at any step in these procedures becomes final unless appealed within the time limit specified. If a decision is not given within the time limit, an appeal may be taken directly to the next level. All time limits specified in work days will be consecutive based on the grievant's workdays.
6. A written record of all proceedings shall be kept, beginning with the Level One response.
7. Two copies of all records of proceedings shall be retained. One copy will be kept in a special grievance file maintained by the District, and one copy will be kept in the CUTA Professional Relations file. Both files shall be confidential. The files shall be opened to the parties involved.
8. All proceedings, at any level, shall be confidential on a need-to-know basis.
9. All time limits are subject to change as agreed upon by all parties concerned. Agreed upon changes in time limits shall be communicated in writing.

Excerpts from Ceres Unified Board Policy

BP 4111 4311 Recruitment and Selection

The Governing Board is committed to employing suitable, qualified individuals to carry out the district's mission to provide high-quality education to its students and to ensure the efficient running of district operations.

The Superintendent shall develop fair, open, and transparent recruitment and selection processes and procedures which ensure that employees are selected based on demonstrated knowledge, skills, and competence and not on any bias, personal preference, or unlawful discrimination.

When a vacancy occurs, the Superintendent or designee shall review the job description for the position to ensure that it accurately describes the major functions and duties of the position. He/she also shall disseminate job announcements to ensure a wide range of candidates.

The district's selection procedures may include screening processes, interviews, observations, and recommendations from previous employers as necessary to identify the best possible candidate for a position. The Superintendent or designee may establish an interview committee, as appropriate, to rank candidates and recommend finalists. All discussions and recommendations shall be confidential in accordance with law.

During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. No inquiry shall be made with regard to any category of discrimination prohibited by state or federal law.

For each position, the Superintendent or designee shall present to the Board one candidate who meets all qualifications established by law and the Board for the position. No person shall be employed by the Board without the recommendation or endorsement of the Superintendent or designee.

adopted: January 29, 2013 Ceres, California

BP 4112.2 -- Certification

The Governing Board recognizes that the district's ability to provide a high-quality educational program is dependent upon the employment of certificated staff who are adequately prepared and have demonstrated proficiency in basic skills and in the subject matter to be taught. The Superintendent or designee shall ensure that persons employed in positions requiring certification qualifications possess the appropriate credential or permit from the Commission on Teacher Credentialing (CTC) authorizing their employment in such positions.

All teachers of core academic subjects shall meet the requirements of the No Child Left Behind Act. (20 USC 6319, 7801; 5 CCR 6100-6125)

When a credentialed teacher or intern is not available, the district may request that the CTC issue a short-term staff permit, provisional internship permit (PIP), visiting faculty permit, emergency permit, or credential waiver under the conditions and limitations provided in state or federal law.

When requesting a PIP, the Board shall approve, as an action item at a public Board meeting, a notice of intent to employ the applicant in the identified position. (5 CCR 80021.1)

Before requesting a visiting faculty permit or emergency permit, the Board shall annually approve a Declaration of Need for Fully Qualified Educators as an action item at a regularly scheduled public Board meeting. (Education Code 44300.1; 5 CCR 80026)

The Superintendent or designee shall provide support and guidance to non-credentialed teachers in accordance with law to ensure the quality of the instructional program. He/she also may provide assistance and support to staff holding preliminary credentials to help them meet the qualifications required for the professional clear credential.

National Board for Professional Teaching Standards Certification

The Board encourages district teachers to voluntarily seek additional certification from the National Board for Professional Teaching Standards which demonstrates advanced knowledge and teaching skills.

The Superintendent or designee shall inform all teachers about the program and how to acquire the necessary application and information materials. The Superintendent or designee may provide release time, fee support, a stipend upon completion, or other support to teachers participating in the program contingent upon funding.

adopted: June 28, 2004

revised: April 2, 2009

BP 4112.24 Teacher Qualifications under the No Child Left Behind Act

Recognizing the importance of teacher effectiveness in improving student achievement, the Governing Board desires to recruit and hire teachers for core academic subjects who possess the subject matter knowledge and teaching skills required by the federal No Child Left Behind Act (NCLB).

All teachers employed to teach core academic subjects shall be "highly qualified" as defined by federal law and the State Board of Education. (20 USC 6319, 7801; 34 CFR 200.55; 5 CCR 6100-6126)

The Superintendent or designee shall inform teachers of NCLB requirements and shall identify additional qualifications, if any, that individual teachers need to demonstrate in order to meet the requirements. He/she shall work with individual teachers to develop a plan for attaining full

qualifications.

The Superintendent or designee shall monitor the distribution of "highly qualified" teachers among district schools and develop strategies, as needed, to encourage teachers who meet NCLB requirements to teach in schools with the lowest student performance.

The Superintendent or designee shall report to the Board on the progress of the district's teachers toward becoming fully qualified. Such reports shall include, but need not be limited to, the percentage of teachers in core academic subjects, districtwide and at each school, who meet the definition of a "highly qualified" teacher in accordance with federal law, and the percentage of teachers who are receiving professional development to enable them to satisfy this definition.
(20 USC 6319)

adopted: June 28, 2004

revised: January 8, 2009

Self-Assessment of CSTP (E-2.1)

<p>DIRECTIONS: This self-assessment tool is intended to be used in conjunction with the <i>Continuum of Teaching Practice (CTP)</i>, or other aligned assessment, which provides established criteria for each element of the California Standards for the Teaching Profession.</p> <p>After reading the CTP, use collected evidence to assess your current practice by marking the boxes with the appropriate evidence codes (below). * Mark only the elements for which you have at least one source of evidence. All standards will be addressed over the course of the induction experience.</p> <p>You will complete this self-assessment at the end of your Assessment of Teaching and Learning Module and following each inquiry.</p>	Initial Self-Assessment Date:					End of Inquiry # Date:					End of Inquiry # Date:				
	Emerging	Exploring	Applying	Integrating	Innovating	Emerging	Exploring	Applying	Integrating	Innovating	Emerging	Exploring	Applying	Integrating	Innovating

CSTP 1 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														

CSTP 2 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														

*Evidence codes: TPA Teaching Performance Assessment, PE Prior Experience, CFT Context for Teaching, O Observation, LP Lesson Plans, R Reflection, SW Student Work

Self-Assessment of CSTP (E-2.1)

<p>DIRECTIONS: This self-assessment tool is intended to be used in conjunction with the <i>Continuum of Teaching Practice (CTP)</i>, or other aligned assessment, which provides established criteria for each element of the California Standards for the Teaching Profession.</p> <p>After reading the CTP, use collected evidence to assess your current practice by marking the boxes with the appropriate evidence codes (below)*. Mark only the elements for which you have at least one source of evidence. All standards will be addressed over the course of the induction experience.</p> <p>You will complete this self-assessment at the end of your Assessment of Teaching and Learning Module and following each inquiry.</p>	Initial Self-Assessment Date:					End of Inquiry # Date:					End of Inquiry # Date:				
	Emerging	Exploring	Applying	Integrating	Innovating	Emerging	Exploring	Applying	Integrating	Innovating	Emerging	Exploring	Applying	Integrating	Innovating

CSTP 3 Understanding & 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 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																

CSTP 4 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															

*Evidence codes: **TPA** Teaching Performance Assessment, **PE** Prior Experience, **CFT** Context for Teaching, **O** Observation, **LP** Lesson Plans, **R** Reflection, **SW** Student Work

Self-Assessment of CSTP (E-2.1)

<p>DIRECTIONS: This self-assessment tool is intended to be used in conjunction with the <i>Continuum of Teaching Practice (CTP)</i>, or other aligned assessment, which provides established criteria for each element of the California Standards for the Teaching Profession.</p> <p>After reading the CTP, use collected evidence to assess your current practice by marking the boxes with the appropriate evidence codes (below)*. Mark only the elements for which you have at least one source of evidence. All standards will be addressed over the course of the induction experience.</p> <p>You will complete this self-assessment at the end of your Assessment of Teaching and Learning Module and following each inquiry.</p>	Initial Self-Assessment Date:					End of Inquiry # Date:					End of Inquiry # Date:				
	Emerging	Exploring	Applying	Integrating	Innovating	Emerging	Exploring	Applying	Integrating	Innovating	Emerging	Exploring	Applying	Integrating	Innovating

CSTP 5 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														

CSTP 6 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														

*Evidence codes: TPA Teaching Performance Assessment, PE Prior Experience, CFT Context for Teaching, O Observation, LP Lesson Plans, R Reflection, SW Student Work

Continuum of Teaching Practice



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Introduction

Context and History

California Standards for the Teaching Profession

The *California Standards for the Teaching Profession (CSTP)* are intended to provide common language and a vision of the scope and complexity of the profession. They define a vision of teaching as well as professional roles and responsibilities from pre-service teacher to experienced practitioner. The standards are not set forth as regulations to control the specific actions of teachers, but rather to guide teachers as they develop, refine, and extend their practice.

The current version of the *CSTP* (2009) has been developed to respond to changes in the context for teaching and learning in California over the past decade and to address the pressing needs of an increasingly diverse P–12 student population. Particular attention has been paid to revising language related to student learning, assessment practices, and equitable pedagogy designed to address English learners and students with diverse learning needs. This updated version of the *CSTP* also looks forward to the future of teaching and learning in the 21st century where traditional classrooms and contexts are likely to be transformed through innovative technologies and globalized connections. The *CSTP* continue to set forth a vision for the teaching profession—one that is sustainable, engaging, and fulfilling for teachers in all stages of their careers.

Continuum of Teaching Practice

California's *Continuum of Teaching Practice* is based on foundational work of the California Commission on Teacher Credentialing (CCTC), the California Department of Education (CDE) and the New Teacher Center (NTC) over the past 15 years. The 2010 *Continuum of Teaching Practice* is aligned with the *CSTP*, builds on California's pre-service Teaching Performance Expectations and sets forth a description of teaching that respects the diverse ways teachers pursue excellence in teaching and learning.

The *Continuum of Teaching Practice* is a tool for self-reflection, goal setting, and inquiry into practice. It provides common language about teaching and learning and can be used to promote professional growth within an environment of collegial support. Self-assessment data can support teachers in making informed decisions about their ongoing development as professionals. District and induction program leaders can use teacher assessment data to guide, support and accelerate professional growth focused on student achievement.

Since 1992, Beginning Teacher Support and Assessment (BTSA) Induction Programs in CA have been using formative assessment to support and inform teachers about their professional practice as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning and is characterized by an inquiry cycle guiding teachers to Analyze Data and Reflect—Plan Instruction—Teach and Assess.

A formative assessment system has three essential components: standards, criteria and evidence of practice. Standards refer to the

California Standards for the Teaching Profession (CSTP) and are in alignment with the P–12 academic content standards. Criteria refer to indicators of teaching practice. Evidence of practice includes multiple sources such as lesson plans, observation data, and student work analyses and is used to make valid self-assessments on the *Continuum of Teaching Practice*. The *Continuum of Teaching Practice* is one component of a comprehensive formative assessment system for teachers, based on the *California Standards for the Teaching Profession (CSTP)*.

The *Continuum of Teaching Practice* is aligned to the 2009 *California Standards for the Teaching Profession (CSTP)*:

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

The *Continuum of Teaching Practice* is appropriately used with data collected over time and is not appropriate for use with evidence collected on a single occasion. While the *Continuum of Teaching Practice* may be used to assist teachers in setting professional goals and/or launching a cycle of inquiry, the *Continuum* is not designed for use as a stand-alone observation or evaluation instrument.

Rationale and Use

The *Continuum of Teaching Practice* was developed to:

- Delineate the diversity of knowledge and skills needed to meet the varied and evolving needs of students
- Support the reflective practice and ongoing learning of teachers
- Support an ongoing process of formative assessment of a teacher's practice based on standards, criteria and evidence
- Set short or long-term goals for professional development over time
- Describe teaching practice and development throughout a teacher's career
- Support a vision of ongoing learning and teacher development
- Encourage collaboration between classroom teachers, resource personnel and families, to ensure that all students are successful

Structure and Organization

The *Continuum of Teaching Practice* is organized to describe five levels of development. Each level addresses what a teacher should know and be able to do in the six CSTP standards. In addition to the description of teaching in CSTP 1: Engaging and Supporting All Students in Learning and CSTP 2: Creating and Maintaining Effective Environments for Student Learning, are what students would be doing at each level of practice.

The levels do not represent a chronological sequence in a teacher's growth, but each row describes developmental levels of performance. The levels become increasingly complex and sophisticated and integrate the skills of previous levels.

In the first column, under the language of each element, is a space to record evidence of practice as related to that *CSTP* element. Teachers reflect and describe practice in terms of evidence prior to self-assessing in order to make valid and accurate assessments.

Reading and Self-Assessing on the *Continuum*

The process of assessing on the *Continuum of Teaching Practice* can be done individually or collaboratively. Begin by reading the element and thinking of evidence of practice related to that element. Record evidence in the space provided underneath the element for the emerging level of practice. Using that evidence as a guidepost continue across the levels of the continuum noting additional evidence or areas to pursue. Using evidence as a determiner for assessing practice. For example, if you are a novice in regards to that element, you might find your practice by reading Level 1: Emerging, and then, read one or two levels to the right of that to assess practice. However, if you are experienced in a particular element, you might read and note evidence across to Level 3: Applying and beyond.

It is critical to begin on the left of the *Continuum* because any practice described to the left on the *Continuum* is carried across to those on the right **even if not explicitly stated**. Highlight the descriptions that best match current practice. Date the self-assessment. Subsequent self-assessments can be in a different color highlight, to show growth over time.

A teacher may be at Level 1 or 2 in some elements of the *CSTP* and Levels 3 and 4 in others, no matter how many years she or he has been in the profession. Because a teacher's growth is developmental, one may return to an earlier level temporarily if there are changes in a teacher's career, such as new course content, grade level, school, or student demographics. In fact, it is not uncommon for teachers to self-assess and find they have moved from right to left on the *Continuum of Teaching Practice* in response to new teaching contexts, responsibilities, challenges, or even a deeper understanding of the work.

Developmental Levels

Note: The descriptions in each of the Developmental Levels are aligned to the CSTP standards.

Level 1: Emerging

Expands awareness of curriculum and instructional practices to support understanding and engage students in learning. Recognizes the importance of building a positive learning environment that is focused on achievement. Demonstrates knowledge of teaching as discrete skills as described in the *California Standards for the Teaching Professional (CSTP)*. Plans lessons using available curriculum and resources. Develops understanding of required assessments and uses of data to inform student progress. Works collaboratively with assigned colleagues to reflect on and improve teaching practice and student success.

Level 2: Exploring

Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement. Guides the development of a respectful learning environment focused on achievement. Expands knowledge of related elements of effective instruction, learning goals, assessments, and content as informed by the *CSTP*. Plans lessons using expanded understanding of curriculum, related materials and resources, and assessments. Explores the use of different types of assessments to expand understanding of student learning needs and support planning. Seeks collaboration with colleagues, resource personnel, and families to reflect on ways to improve teaching practice and student success.

Level 3: Applying

Implements the curriculum using a variety of instructional practices and supplemental resources selected to improve student understanding and engagement. Maintains a respectful and supportive learning environment in which all students can achieve. Utilizes knowledge of *CSTP* to make connections between elements of effective instruction, learning goals, assessments, and content standards. Plans differentiated instruction using a variety of adjustments and adaptations in lessons. Utilizes a variety of assessments that provide targeted data on student learning to guide planning. Collaborates and reflects regularly with colleagues to improve teaching practice and student success.

Level 4: Integrating

Integrates extensive knowledge of curriculum, instructional practices, and supplemental resources to enhance and deepen student understanding and engagement. Provides a respectful and rigorous learning environment that supports and challenges all students to achieve. Articulates knowledge of the inter-relationships between elements of effective instruction, learning goals, assessments, and content across the *CSTP*. Plans lessons using a broad range of strategies to differentiate instruction as informed by multiple assessments. Develops, adapts, and integrates assessments into instruction that provide ongoing data to guide planning differentiated instruction matched to assessed needs of students. Analyzes and integrates information from a wide range of sources to expand skills of collaboration and reflection as a habit of practice and to impact teacher effectiveness and student learning.

Level 5: Innovating

Designs and implements comprehensive curriculum with multiple and varied instructional strategies and resources to support in depth studies of content and promote high levels of student understanding and engagement. Facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement. Applies in depth knowledge of the *CSTP* to interconnect effective instruction, learning goals, and assessment within and across content areas. Plans instruction flexibly utilizing a repertoire of instructional practices to differentiate instruction as informed by ongoing assessments. Utilizes a wide range of assessments strategically, systematically, and flexibly throughout instruction to identify student learning needs and guide ongoing adjustments in instruction that maximize student learning. Engages in and facilitates collaborative learning communities focused on providing quality instruction and optimal learning for the full range of students.

Levels of Teacher Development Across the CSTP

CSTP	Emerging Level 1	Exploring Level 2	Applying Level 3	Integrating Level 4	Innovating Level 5
Engaging and Supporting All Students in Learning	Expands awareness of curriculum and instructional practices to support understanding and engage students in learning.	Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement.	Implements the curriculum using a variety of instructional practices and supplemental resources selected to improve student understanding and engagement.	Integrates extensive knowledge of curriculum, instructional practices, and supplemental resources to enhance and deepen student understanding and engagement.	Designs and implements comprehensive curriculum with multiple and varied instructional strategies and resources to support in depth studies of content and promote high levels of student understanding and engagement.
Creating and Maintaining Effective Environments for Student Learning	Recognizes the importance of building a positive learning environment that is focused on achievement.	Guides the development of a respectful learning environment focused on achievement.	Maintains a respectful and supportive learning environment in which all students can achieve.	Provides a respectful and rigorous learning environment that supports and challenges all students to achieve.	Facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement.
Understanding and Organizing Subject Matter for Student Learning	Demonstrates knowledge of teaching as discrete skills as described in the <i>California Standards for the Teaching Professional (CSTP)</i> .	Expands knowledge of related elements of effective instruction, learning goals, assessments, and content as informed by the <i>CSTP</i> .	Utilizes knowledge of CSTP to makes connections between elements of effective instruction, learning goals, assessments, and content standards.	Articulates knowledge of the inter-relationships between elements of effective instruction, learning goals, assessments, and content across the <i>CSTP</i> .	Applies in depth knowledge of the <i>CSTP</i> to interconnect effective instruction, learning goals, and assessment within and across content areas.

Levels of Teacher Development Across the CSTP

CSTP	Emerging Level 1	Exploring Level 2	Applying Level 3	Integrating Level 4	Innovating Level 5
Planning Instruction and Designing Learning Experiences for All Students	Plans lessons using available curriculum and resources.	Plans lessons using expanded understanding of curriculum, related materials and resources, and assessments.	Plans differentiated instruction using a variety of adjustments and adaptations in lessons.	Plans lessons using a broad range of strategies to differentiate instruction as informed by multiple assessments.	Plans instruction flexibly utilizing a repertoire of instructional practices to differentiate instruction as informed by ongoing assessments.
Assessing Students for Learning	Develops understanding of required assessments and uses of data to inform student progress.	Explores the use of different types of assessments to expand understanding of student learning needs and support planning.	Utilizes a variety of assessments that provide targeted data on student learning to guide planning. Collaborates and reflects regularly with colleagues to improve teaching practice and student success.	Develops, adapts, and integrates assessments into instruction that provide ongoing data to guide planning differentiated instruction matched to assessed needs of students.	Utilizes a wide range of assessments strategically, systematically, and flexibly throughout instruction to identify student learning needs and guide ongoing adjustments in instruction that maximize student learning.
Developing as a Professional Educator	Works collaboratively with assigned colleagues to reflect on and improve teaching practice and student success.	Seeks collaboration with colleagues, resource personnel, and families to reflect on ways to improve teaching practice and student success.	Collaborates and reflects regularly with colleagues to improve teaching practice and student success.	Analyzes and integrates information from a wide range of sources to expand skills of collaboration and reflection as a habit of practice and to impact teacher effectiveness and student learning.	Engages in and facilitates collaborative learning communities focused on providing quality instruction and optimal learning for the full range of students.

Glossary of Terms

The *Continuum* provides a common language of standards-based practice in a community of learners.

Structure

Continuum: a document describing different levels of practice or knowledge along various stages of development.

Descriptor: an individual cell, or “box,” corresponds to the developmental levels in the *Continuum of Teaching Practice*.

Standard: one of six areas of teaching practice that comprise the *CA Standards for the Teaching Profession (CSTP)*.

Element: a sub-area or sub-domain of teaching practice within any of the six *CSTP* standards.

Level: Each level describes teaching in terms of pedagogy, instructional practices, content knowledge, learning environment, collaboration and leadership.

Concepts

Diversity: refers to culture, ethnicity, language, race, religion, gender, sexual orientation, socioeconomic background, learning abilities, and learning styles.

Equity: means ensuring learning for all students.

Pre-Assessment: Used to describe assessments that are part of ongoing instruction, as each significant new instructional concept is introduced. Pre-assessments inform teachers of a wide range of students’ knowledge and abilities in order to guide instruction.

Entry level assessment: Generally used to describe an initial assessment of competencies when a student first begins a class or course of study.

Context: Real life contexts include students’ unique family and community settings as a “mirror” reflecting the familiar world; and the broader societal, cultural and global settings as a “window” looking into the larger world (E. Style, 1996).

Culturally Responsive Teaching: Geneva Gay (2000) defines culturally responsive teaching as using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.

Academic Language: Academic language is the language (oral and written) needed by students to understand and communicate in the academic disciplines. Academic language includes such things as specialized vocabulary, conventional text structures within a field (e.g., whole sentences, narratives, essays, lab reports) and other language-related activities typical of classrooms, (e.g., participating in a discussion, presenting an argument, comparing and contrasting, asking for clarification). (revised from PACT, 2010).

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>1.1 Using knowledge of students to engage them in learning</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Learns about students through data provided by the school and/or through district assessments.</p> <p>Some students may engage in learning using instructional strategies focused on the class as a whole.</p>	<p>Gathers additional data to learn about individual students.</p> <p>Students engage in single lessons or sequence of lessons that include some adjustments based on assessments.</p>	<p>Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs.</p> <p>Students engage in learning through the use of adjustments in instruction to meet their needs.</p>	<p>Uses data from multiple sources to make adjustments to instruction and meet individual identified learning needs.</p> <p>Students actively utilize a variety of instructional strategies and technologies in learning that ensure equitable access to the curriculum.</p>	<p>Uses comprehensive knowledge of students to make ongoing adjustments and accommodations in instruction.</p> <p>Students take ownership of their learning by choosing from a wide range of methods to further their learning that are responsive to their diverse learning needs.</p>

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>1.2</p> <p>Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Develops awareness of prior knowledge, culture, backgrounds, life experience, and interests represented among students.</p> <p>Some students connect learning activities to their own lives.</p>	<p>Uses gathered information about students' prior knowledge, cultural backgrounds, life experiences, and interests to support student learning.</p> <p>Students participate in single lessons or sequence of lessons related to their interests and experiences.</p>	<p>Uses school resources and family contacts to expand understanding of students' prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning.</p> <p>Students make connections between curriculum and their prior knowledge, backgrounds, life experiences, and interests.</p>	<p>Integrates broad knowledge of students' cultural backgrounds, prior knowledge, life experiences, and interests to inform instruction.</p> <p>Students are actively engaged in curriculum which relates their prior knowledge, experiences, and interests within and across learning activities.</p>	<p>Uses extensive information regarding students and their communities systematically and flexibly throughout instruction.</p> <p>Students can articulate the relevance and impact of lessons on their lives and society.</p>

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>1.3 Connecting subject matter to meaningful, real-life contexts*</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Uses real-life connections during instruction as identified in curriculum.</p> <p>Some students relate subject matter to real-life.</p>	<p>Explores using additional real-life connections to subject matter in single lessons or sequence of lessons to support student understanding.</p> <p>Students make use of real-life connections provided in single lessons or sequence of lessons to support understanding of subject matter.</p>	<p>Includes connections from subject matter to meaningful, real-life contexts, including those specific to students' family and community.</p> <p>Students utilize real-life connections regularly to develop understandings of subject matter.</p>	<p>Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to engage students in relating to subject matter.</p> <p>Students actively engage in making and using real-life connections to subject matter to extend their understanding.</p>	<p>Engages students in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction.</p> <p>Students routinely integrate subject matter into their own thinking and make relevant applications of subject matter during learning activities.</p>

* see Glossary

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Uses instructional strategies, resources, and technologies as provided by school and/or district.</p> <p>Some students participate in instructional strategies, using resources and technologies provided.</p>	<p>Explores additional instructional strategies, resources, and technologies in single lessons or sequence of lessons to meet students' diverse learning needs.</p> <p>Students participate in single lessons or sequence of lessons related to their interests and experiences.</p>	<p>Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs.</p> <p>Students participate in instruction using strategies, resources, and technologies matched to their learning needs.</p>	<p>Creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs.</p> <p>Students actively engage in instruction and make use of a variety of targeted strategies, resources, and technologies to meet their individual learning needs.</p>	<p>Refines the flexible use of an extensive repertoire of strategies, resources, and technologies to meet students' diverse learning needs.</p> <p>Students take responsibility for using a wide range of strategies, resources, and technologies that successfully advance their learning.</p>

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>1.5 Promoting critical thinking through inquiry, problem solving, and reflection</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Asks questions that focus on factual knowledge and comprehension.</p> <p>Some students respond to questions regarding facts and comprehension.</p>	<p>Includes questions in single lessons or a sequence of lessons that require students to recall, interpret, and think critically.</p> <p>Students respond to varied questions or tasks designed to promote comprehension and critical thinking in single lessons or a sequence of lessons.</p>	<p>Guide students to think critically through use of questioning strategies, posing/solving problems, and reflection on issues in content.</p> <p>Students respond to questions and problems posed by the teacher and begin to pose and solve problems of their own related to the content.</p>	<p>Supports students to initiate critical thinking through independently developing questions, posing problems and reflecting on multiple perspectives.</p> <p>Students pose problems and construct questions of their own to support inquiries into content.</p>	<p>Facilitates systematic opportunities for students to apply critical thinking by designing structured inquiries into complex problems.</p> <p>Students pose and answer a wide-range of complex questions and problems, reflect, and communicate understandings based on in depth analysis of content learning.</p>

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>1.6 Monitoring student learning and adjusting instruction while teaching</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Implements lessons following curriculum guidelines.</p> <p>Some students receive individual assistance during instruction.</p>	<p>Seeks to clarify instructions and learning activities to support student understanding.</p> <p>Students receive assistance individually or in small groups during instruction.</p>	<p>Makes adjustments to instruction based on observation of student engagement and regular checks for understanding.</p> <p>Students successfully participate and stay engaged in learning activities.</p>	<p>Adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge.</p> <p>Students are able to articulate their level of understanding and use teacher guidance to meet their needs during instruction.</p>	<p>Makes adjustments to extend learning opportunities and provide assistance to students in mastering the content flexibly and effectively.</p> <p>Students monitor their progress in learning and provide information to teacher that informs adjustments in instruction.</p>

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Models and communicates expectations for fair and respectful behavior to support social development.</p> <p>Some students share in responsibility for the classroom community.</p>	<p>Models fair and respectful behavior. Demonstrates commitment to fairness and respect in communications with students about language and behavior.</p> <p>Seeks to understand cultural perceptions of caring community.</p> <p>Students participate in occasional community building activities, designed to promote caring, fairness, and respect.</p>	<p>Reinforces positive, responsible, and respectful student interactions. Assists students to resolve conflicts.</p> <p>Incorporates cultural awareness to develop a positive classroom climate.</p> <p>Students demonstrate efforts to be positive, accepting, and respectful of differences.</p>	<p>Develops shared responsibility with students for resolving conflict and creating and maintaining a caring classroom community.</p> <p>Supports students in taking leadership in developing a caring community that is responsive to the diverse cultural norms of identities of all students.</p> <p>Students take responsibility resolving conflicts and maintaining a caring classroom community. Students promote respect and appreciation for differences.</p>	<p>Facilitates student self-reflection and ongoing improvement of the caring community based on respect, fairness, and the value of all members.</p> <p>Students take leadership in resolving conflict and creating a fair and respectful classroom community where student's home culture is included and valued. Students communicate with empathy and understanding in interactions with one another.</p>

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.2</p> <p>Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Is aware of the importance of the physical and/or virtual learning environments that support student learning.</p> <p>Is aware that structured interaction between students can support learning.</p> <p>Some students use available resources in learning environments during instruction.</p>	<p>Experiments with adapting the physical and/or virtual learning environments that support student learning.</p> <p>Structures for interaction are taught in single lessons or sequence of lessons to support student learning.</p> <p>Students use resources provided in learning environments and interact with each other to understand and complete learning tasks in single lessons or sequence of lessons.</p>	<p>Develops physical and/or virtual learning environments that reflect student diversity and provide a range of resources for learning.</p> <p>Utilizes a variety of structures for interaction during learning activities that ensure a focus on and completion of learning tasks.</p> <p>Students use a variety of resources in learning environments and interact in ways that deepen their understanding of the content and develop constructive social and academic interactions.</p>	<p>Maintains physical and/or virtual learning environments that reflect student diversity and provides a broad range of resources, displays, and artifacts that are current and integral to instruction.</p> <p>Integrates a variety of structures for interaction that engage students constructively and productively in learning.</p> <p>Students routinely use a range of resources in learning environments that relate to and enhance instruction and reflect their diversity. Students share in monitoring and assessment of interactions to improve effectiveness and develop a positive culture for learning.</p>	<p>Adapts physical and/or virtual learning environments flexibly to facilitate access to a wide range of resources that engage students in learning. Ensures that environments enhance learning and reflect diversity within and beyond the classroom.</p> <p>Selects from a repertoire of structures for interaction to ensure accelerated learning for the full range of students.</p> <p>Students participate in monitoring and changing the design of learning environments and structures for interactions.</p>

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Adheres to policies and laws regarding safety that are required by the site, district, and state.</p> <p>Responds to behaviors that impact student safety as they arise.</p> <p>Students are aware of required safety procedures and the school and classroom rational for maintaining safety.</p>	<p>Recognizes and addresses safety issues regarding materials, student interactions, and the organization of the learning environments.</p> <p>Explores strategies to establish intellectual and emotional safety in the classroom.</p> <p>Students follow teacher guidance regarding potential safety issues for self or others.</p>	<p>Anticipates and reduces risks to physical, intellectual, and emotional safety using multiple strategies that include examining biases in the learning environment and curriculum.</p> <p>Models and provides instruction on skills that develop resiliency and support intellectual and emotional safety.</p> <p>Students take risks, offer opinions, and share alternative perspectives.</p>	<p>Integrates support for students to take risks and offer respectful opinions about divergent viewpoints.</p> <p>Engages in reflection on their own language and behavior that contributes to intellectual and emotional safety in the classroom.</p> <p>Students develop and practice resiliency skills and strategies to strive for academic achievement, and establish intellectual and emotional safety in the classroom.</p>	<p>Shares responsibility with the students for the establishment and maintenance of a safe physical, intellectual, and emotional environment focused on high quality and rigorous learning.</p> <p>Students demonstrate resiliency in perseverance for academic achievement. Students share responsibility for intellectual and emotional safety for themselves and others in the classroom.</p>

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Focuses the rigor of the learning environment on accuracy of answers and completion of learning tasks.</p> <p>Is aware of the importance of maintaining high expectations for students.</p> <p>Some students ask for teacher support to understand or complete learning tasks.</p>	<p>Focuses on the development of a rigorous learning environment that includes accuracy, understanding, and the importance of meeting targeted learning goals.</p> <p>Works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students.</p> <p>Some individuals and groups of students work with the teacher to support accuracy and comprehension in their learning.</p>	<p>Develops a rigorous learning environment that includes accuracy, analysis, problem solving, and appropriate levels of challenge.</p> <p>Holds high expectations for students. Has an understanding of achievement patterns, and uses scaffolds to address achievement gaps.</p> <p>Students engage in a variety of differentiated supports and challenges in ways that promote their accuracy, analysis, and problem solving in learning.</p>	<p>Integrates rigor throughout the learning environment that values accuracy, analysis, and critical reading, writing and thinking.</p> <p>Integrates strategic scaffolds and technologies throughout instruction that support the full range of learners in meeting high expectations for achievement.</p> <p>Students actively use supports and challenges to complete critical reading, writing, higher order thinking, and problem solving across subject matter.</p>	<p>Facilitates a rigorous learning environment in which students take leadership in learning. Fosters extended studies, research, analysis and purposeful use of learning.</p> <p>Supports students to utilize an extensive repertoire of differentiated strategies to meet high expectations.</p> <p>Students take responsibility to fully utilize teacher and peer support, to achieve consistently high levels of factual and analytical learning.</p>

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.5 Developing, communicating, and maintaining high standards for individual and group behavior</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Establishes expectations, rules, and consequences for individual and group behavior.</p> <p>Refers to standards for behavior and applies consequences as needed.</p> <p>Students are aware of classroom rules and consequences.</p>	<p>Develops expectations with some student involvement. Communicates, models and explains expectations for individual and group behavior.</p> <p>Reviews standards for behavior with students in single lessons or sequence of lessons in anticipation of need for reinforcement.</p> <p>Students know expectations for behavior and consequences and respond to guidance in following them.</p>	<p>Uses multiple strategies including culturally responsive instruction to develop and maintain high standards for individual and group behavior.</p> <p>Utilizes routine references to standards for behavior prior and during individual and group work.</p> <p>Students follow behavior expectations, accept consequences and increase positive behaviors.</p>	<p>Integrates equitable expectations, positive supports, and consequences for individual and group behavior within and across learning activities.</p> <p>Guides and supports students to self-assess, monitor, and set goals for individual and group behavior and participation.</p> <p>Students respond to individual and group behaviors and encourage and support each other to make improvements.</p>	<p>Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors.</p> <p>Students demonstrate positive behavior, consistent participation and are valued for their unique identities.</p>

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Establishes procedures, routines or norms for single lessons to support student learning.</p> <p>Responds to disruptive behavior.</p> <p>Students are aware of procedures, routines, and classroom norms.</p>	<p>Develops routines, procedures, and norms in single lessons or sequence of lessons with some student involvement.</p> <p>Seeks to promote positive behaviors and responds to disruptive behavior.</p> <p>Students receive correction for behavior that interferes with learning, and positive reinforcement in following routines, procedures, and norms.</p>	<p>Maintains regular use of routines and procedures that are culturally responsive and engage students in the development and monitoring of norms.</p> <p>Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning climate.</p> <p>Students participate in routines, procedures, and norms and receive reinforcement for positive behaviors. Students receive timely and effective feedback and consequences for behaviors that interfere with learning.</p>	<p>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.</p> <p>Promotes positive behaviors and consistently prevents or refocuses behaviors disruptive to the learning climate.</p> <p>Students are involved in assessment and monitoring of routines, procedures, and norms in ways that improve the learning climate.</p>	<p>Facilitates student participating in developing, monitoring, and adjusting routines and procedures focuses on maximizing learning. Classroom climate integrates school standards and culturally relevant norms.</p> <p>Promotes positive behaviors and establishes preventions and a positive classroom climate that eliminate most disruptive behavior.</p> <p>Students share responsibility with teacher for managing and maintaining a positive classroom climate that promotes learning.</p>

Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>2.7 Using instructional time to optimize learning</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Paces instruction based on curriculum guidelines.</p> <p>Develops awareness of how transitions and classroom management impact pacing and lessons.</p> <p>Some students complete learning activities in time allotted.</p>	<p>Paces instruction with some consideration of lesson type, adjustments for sufficient student work time and transitions to optimize learning.</p> <p>Students complete learning activities and, as needed, may receive some adjustments of time allotted for tasks or expectations for completion.</p>	<p>Paces instruction with students to provide adequate time for instruction, checking for understanding, completion of learning activities and closure.</p> <p>Students participate in and complete a variety of learning activities in the time allotted with options for extension and review.</p>	<p>Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time.</p> <p>Students use their instructional time to engage in and complete learning activities and are prepared for the next sequence of instruction.</p>	<p>Paces, adjusts, and fluidly facilitates instruction and daily activities.</p> <p>Students monitor their own time, are engaged in accomplishing learning goals, and participate in reflection, self-assessment, and goal setting.</p>

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.1 Demonstrating knowledge of subject matter* academic content standards</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Has foundational knowledge of subject matter, related academic language, and academic content standards.</p>	<p>Examines concepts in subject matter and academic language to identify connections between academic content standards and instruction.</p>	<p>Understands and explains the relationship between essential subject matter concepts, academic language, and academic content standards.</p>	<p>Uses broad knowledge of the relationships between subject matter concepts, academic language, and academic content standards, and academic language, in ways that ensure clear connections and relevance to students.</p>	<p>Uses extensive knowledge of subject matter concepts, current issues, academic language, and research to make relevant connections to standards during instruction and extend student learning.</p>

*See glossary for a more complete definition of academic language

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Has basic knowledge of student stages of development while becoming aware of differences in students' understanding of subject matter.</p> <p>Teaches subject-specific vocabulary following curriculum guidelines.</p>	<p>Expands knowledge of student development and implements learning activities in single lessons or sequence of lessons that address students' proficiencies and support understanding of subject matter including related academic language.</p> <p>Provides explicit teaching of essential content vocabulary and associated academic language in single lessons or sequence of lessons. Explains academic language, formats, and vocabulary to support student access to subject matter when confusions are identified.</p>	<p>Uses knowledge of student development and proficiencies to adapt instruction and meet students' diverse learning needs. Ensures understanding of subject matter including related academic language.</p> <p>Provides explicit teaching of essential vocabulary, idioms, key words with multiple meanings, and academic language in ways that engage students in accessing subject matter text or learning activities.</p>	<p>Integrates knowledge of individual student development to inform instructional decisions to ensure student understanding of subject matter including related academic language.</p> <p>Provides explicit teaching of specific academic language, text structure, grammatical, and stylistic language features to ensure equitable access and subject matter understanding for the range of student language levels and abilities.</p>	<p>Draws upon comprehensive knowledge of students to guide all students to develop proficiencies, understand subject matter including related academic language.</p> <p>Engages students at all levels of vocabulary, academic language, and proficiency in self-directed goal setting, monitoring, and improvement. Guides all students in using analysis strategies that provides equitable access and deep understanding of subject matter.</p>

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.3 Organizing curriculum to facilitate student understanding of the subject matter</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Follows organization of curriculum as provided by site and district to support student understanding of subject matter.</p>	<p>Examines organization of curriculum and considers adjustments in single lessons or sequence of lessons to support understanding of subject matter.</p>	<p>Uses knowledge of curriculum and student readiness to organize and adjust the curriculum to ensure student understanding.</p>	<p>Integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student understanding.</p>	<p>Draws upon extensive knowledge of curriculum and related resources to flexibly and effectively organize and adjust instruction.</p> <p>Ensures student comprehension and facilitates student articulation about what they do and don't understand.</p>

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.4 Utilizing instructional strategies that are appropriate to the subject matter</p> <div data-bbox="94 625 388 1380" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Uses instructional strategies that are provided in the curriculum.</p>	<p>Gathers and uses additional instructional strategies in single lessons or sequence of lessons to increase student understanding of academic language appropriate to subject matter.</p>	<p>Selects and adapts a variety of instructional strategies to ensure student understanding of academic language appropriate to subject matter and that address students' diverse learning needs.</p>	<p>Integrates instructional strategies appropriate to subject matter to meet students' diverse learning, to ensure student understanding of academic language, and guide students in understanding connections within and across subject matter.</p>	<p>Draws upon an extensive repertoire of instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of students towards a deep knowledge of subject matter.</p>

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Uses available instructional materials, resources, and technologies for specific lessons to make subject matter accessible to students.</p> <p>Identifies technological resources needed.</p>	<p>Explores additional instructional materials, resources, and technologies to make subject matter accessible to students.</p> <p>Explores how to make technological resources available to all students.</p>	<p>Selects, adapts, and utilizes appropriate instructional materials, resources, and technologies for concept and skill development in subject matter. Resources reflect the diversity of the classroom and support differentiated learning of subject matter.</p> <p>Guides students to use available print, electronic, and online subject matter resources based on individual needs.</p>	<p>Integrates a wide range of adapted resources, technologies, and instructional materials to meet identified student needs and make subject matter accessible to students.</p> <p>Assists students with equitable access to materials, resources, and technologies. Seeks outside resources and support.</p>	<p>Engages students in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter.</p> <p>Ensures that students are able to obtain equitable access to a wide range of technologies, through ongoing links to outside resources and support.</p>

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.6 Addressing the needs of <i>English Learners</i> and students with special needs* to provide equitable access to the content</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Evidence:</p> </div>	<p>Is aware of students' primary language and English language proficiencies based on available assessment data.</p> <p>Provides adapted materials to help English Learners access content.</p>	<p>Seeks additional information describing elements of culture and language proficiencies in listening, speaking, reading and writing.</p> <p>Uses multiple measures for assessing English learners' performance to identify gaps in English language development.</p> <p>Attempts to scaffold content using visuals, models, and graphic organizers.</p>	<p>Identifies English language proficiencies and English learner strengths in the study of language and content. Differentiates instruction using one or more components of English language development to support English learners.</p> <p>Creates and implements scaffolds to support standards-based instruction using literacy strategies, SDAIE, and content level English language development in order for students to improve language proficiencies and understand content.</p>	<p>Integrates knowledge of English language development and English learner's strengths and assessed needs to differentiate English language and content instruction.</p> <p>Develops and adapts instruction to provide a wide range of scaffolded supports for language and content for the range of English learners.</p>	<p>Engages English learners in assessment of their progress in English language development and in meeting content standards. Supports students to establish and monitor language and content goals.</p> <p>Is resourceful and flexible in the design, adjustment and elimination of scaffolds based on English learners' proficiencies, knowledge and skills in content.</p>

** Please see the additional Standard elements that are of particular importance in the effective instruction of English Learners:
 Standard Element 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
 Standard Element 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
 Standard Element 6.4 Working with families to support student learning*

Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>3.6 Addressing the needs of English Learners and <u>students with special needs</u>* to provide equitable access to the content</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Evidence:</p> </div>	<p>Has an awareness of the full range of students identified with special needs students through data provided by the school.</p> <p>Attends required meetings with resource personnel and families.</p> <p>Learns about referral processes for students with special needs.</p>	<p>Seeks additional information on the full range of students identified with special needs to address challenges or supports in single lessons or sequence of lessons.</p> <p>Cooperates with resource personnel, para-educators, and families during meetings and activities in support of learning plans and goals.</p> <p>Seeks additional information on struggling learners and advanced learners to determine appropriateness for referral.</p>	<p>Utilizes information on the full range of students identified with special needs to assess strengths and competencies to provide appropriate challenge and accommodations in instruction.</p> <p>Communicates regularly with resource personnel, para-educators, and families to ensure that student services are provided and progress is made in accessing appropriate content.</p> <p>Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions tried previous to referral.</p>	<p>Integrates accommodations, adaptations, and extensions to instruction for the full range of students with special needs to ensure adequate support and challenge.</p> <p>Communicates and collaborates with colleagues, support staff and families to ensure consistent instruction. Supports families in positive engagement with the school.</p> <p>Initiates and monitors referral processes and follow-up meetings to ensure that students receive support and/or extended learning that is integrated into the core curriculum.</p>	<p>Guides and supports the full range of students with special needs to actively engage in the assessment, and monitor their own strengths, learning needs, and achievements in accessing content.</p> <p>Communicates and collaborates with resource personnel, para-educators, families, leadership, and students in creating a coordinated program to optimize success of the full range of students with special needs.</p> <p>Takes leadership at the site/district and collaborates with resource personnel to ensure the smooth and effective implementation of referral processes.</p>

* *The full range of students with special needs includes students with IEPs, 504 Plans and advanced learners.*

Please see the additional Standard elements that are of particular importance in the effective instruction of students with special needs:

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

Standards 2 and 4 contain multiple references to differentiation, adaptations, and adjustments that are all critical supports for students with special needs.

Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Plans daily lessons using available curriculum and information from district and state required assessments.</p> <p>Is aware of the impact of bias on learning.</p>	<p>Plans single lessons or sequence of lessons using additional assessment information on student academic readiness, language, cultural background, and individual development.</p> <p>Becomes aware of potential areas of bias and seeks to learn about culturally responsive pedagogy.</p>	<p>Plans differentiated instruction based on knowledge of students' academic readiness, academic language, diverse cultural backgrounds, and individual cognitive, social, emotional, and physical development.</p> <p>Examines potential sources of bias and stereotyping when planning lessons. Uses culturally responsive pedagogy in planning.</p>	<p>Plans differentiated instruction which is based on broad knowledge of students while matching resources and specific strategies to students' diverse learning needs and cultural backgrounds.</p> <p>Planning addresses bias, stereotyping, and assumptions about cultures and members of cultures.</p>	<p>Plans differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information on students.</p> <p>Engages students in the analysis of bias, stereotyping, and assumptions.</p>

Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>4.2 Establishing and articulating goals for student learning</p> <div data-bbox="94 597 384 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Establishes learning goals for single lessons to students based on content standards and available curriculum guidelines.</p>	<p>Establishes and shares learning goals for skill development with students in single lessons and sequence of lessons based on standards and curriculum.</p>	<p>Establishes and communicates clear learning goals to students that are accessible, challenging, and differentiated to address students' diverse learning needs.</p>	<p>Establishes and articulates comprehensive short- and long-term learning goals for students. Plans for students to articulate and monitor learning goals.</p>	<p>Establishes and articulates learning goals that are communicated clearly, referred to frequently, and utilized by students to monitor and advance their learning.</p>

Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning</p> <div data-bbox="94 683 388 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Uses available curriculum guidelines for daily, short- and long-term plans.</p>	<p>Begins to plan curriculum units that include a series of connected lessons and are linked to long-term planning to support student learning.</p>	<p>Establishes short- and long-term curriculum plans for subject matter concepts and essential related academic language and formats that support student learning.</p>	<p>Refines sequence of long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards with assessed instructional needs to ensure student learning.</p>	<p>Utilizes extensive knowledge of the curriculum, content standards, and assessed learning needs to design cohesive and comprehensive long- and short-term instructional plans that ensure high levels of learning.</p>

Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Plans instruction that incorporates strategies suggested by curriculum guidelines.</p> <p>Is aware of student content, learning, and language needs through data provided by the site and district.</p>	<p>Selects strategies for single lessons or sequence of lessons that respond to students' diverse learning needs.</p> <p>Seeks to learn about students' diverse learning and language needs beyond basic data.</p>	<p>Incorporates instructional strategies into ongoing planning address culturally responsive pedagogy, and students' diverse language, and learning needs. Considers strategies to provide support and challenge for students.</p> <p>Uses assessments of students' learning and language needs to inform planning differentiated instruction.</p>	<p>Plans differentiated instruction using strategies to address learning styles and meet students' assessed language and learning needs. Incorporates appropriate support and challenge for students.</p> <p>Integrates results from a broad range of assessments into planning to meet students' diverse learning and language needs.</p>	<p>Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all.</p> <p>Facilitates opportunities for students to reflect on their learning and the impact of instructional strategies to meet their learning and language needs.</p>

Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.</p> <div data-bbox="96 654 386 1380" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Implements lessons and uses materials from curriculum provided.</p>	<p>Begins to adapt plans and materials in single lessons or sequence of lessons to address students' learning needs.</p>	<p>Makes adjustments and adaptations to differentiate instructional plans. Uses culturally responsive pedagogy and additional materials to support students' diverse learning needs.</p>	<p>Makes ongoing adjustments to instructional plans and uses a variety of materials as the instructional need arises to support student learning.</p>	<p>Anticipates and plans for a wide range of adaptations to lessons based on in depth analysis of individual student needs.</p> <p>Engages with students to identify types of adjustments in instruction that best meet their learning needs.</p>

Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Is aware of the purposes and characteristics of formative and summative assessments.</p>	<p>Explores the use of different types of pre-assessment, formative and summative assessments.</p> <p>Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency.</p>	<p>Decides on the purpose for assessment and skills to be assessed to select appropriately matched pre-, formative, and summative assessments.</p> <p>Selects assessments based on a clear understanding of the purposes and characteristics of assessments to support student learning.</p>	<p>Develops and adapts the range of appropriate assessments to address questions about students' learning needs and progress.</p> <p>Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know.</p>	<p>Demonstrates purposeful use of a wide range of assessments to support differentiated student learning needs and reflect progress.</p> <p>Draws flexibly from a repertoire of appropriate assessment options and characteristics to maximize student demonstration of knowledge.</p>

Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</p> <div data-bbox="94 657 384 1383" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Uses data from required assessments to assess student learning.</p> <p>Follows required processes for data analysis and draws conclusions about student learning.</p>	<p>Explores collecting additional data using supplemental assessments.</p> <p>Makes adjustments in planning for single lessons or sequence of lessons based on analysis of assessment data.</p>	<p>Collects a variety of formal and informal assessment data on student learning.</p> <p>Uses analysis of a variety of data to inform planning and differentiation of instruction.</p>	<p>Designs and integrates an assessment plan that provides formal and informal assessment data on student learning.</p> <p>Uses data analysis of a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction.</p>	<p>Infuses assessments strategically and systematically throughout instruction to collect ongoing assessment data appropriate for the range of learning needs.</p> <p>Uses results of ongoing data analysis to plan and differentiate instruction for maximum academic success.</p>

Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>5.3 Reviewing data, both individually and with colleagues, to monitor student learning</p> <div data-bbox="96 621 386 1382" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Reviews and monitors available assessment data as required by site and district processes.</p>	<p>Reviews and monitors additional assessment data individually and with colleagues and identifies learning needs of individual students.</p>	<p>Reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students.</p>	<p>Reviews and monitors a broad range of data individually and with colleagues to analyze student thinking and identify underlying causes for trends.</p>	<p>Facilitates collaborative work and fosters colleagues ability to identify and address underlying causes for achievement patterns and trends.</p>

Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Uses data from assessments provided by site and district to set learning goals for the class.</p> <p>Plans instruction using available curriculum guidelines.</p>	<p>Uses data from available assessments to establish content based learning goals for class and individual students in single lessons or sequence of lessons.</p> <p>Plans adjustments in instruction to address learning needs of individual students.</p>	<p>Uses a variety of assessment data to set student learning goals for content and academic language.</p> <p>Plans differentiated lessons and modifications to instruction to meet students' diverse learning needs.</p>	<p>Integrates a broad range of data to set learning goals for content and academic language across content standards.</p> <p>Plans differentiated instruction targeted to meet individual and group learning needs. Modifies lessons during instruction based on informal assessments.</p>	<p>Reflects on data continuously to make ongoing refinements to learning goals for content and academic language for the full range of students.</p> <p>Uses data systematically to refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups.</p>

Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>5.5 Involving all students in self-assessment, goal setting*, and monitoring progress</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Informs students about lesson objectives, outcomes, and summative assessment results. Recognizes the need for individual learning goals.</p> <p>Monitors progress using available tools for recording.</p>	<p>Begins to encourage students to establish learning goals through single lessons or sequence of lessons that include goal setting exercises.</p> <p>Provides students with opportunities in single lessons or sequence of lessons to monitor their own progress toward class or individual goals.</p>	<p>Models and scaffolds student self-assessment and goal setting processes for learning content and academic language development.</p> <p>Guides students to monitor and reflect on progress on a regular basis.</p>	<p>Implements structures for students to self-assess and set learning goals related to content, academic language and individual skills.</p> <p>Integrates student self-assessment, goal setting, and monitoring progress across the curriculum.</p>	<p>Provides systematic opportunities for student self-assessment, goal setting, and monitoring progress.</p> <p>Develops students' meta-cognitive skills for analyzing progress and refining goals towards high levels of academic achievement.</p>

* Consider the inclusion of English Language Development or Academic English goals along with content goals.

Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning</p> <div data-bbox="94 651 384 1382" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Uses available technology to record assessments, determine proficiency levels, and make required communications about student learning.</p>	<p>Explores use of additional technologies to implement individual assessments, record results, and communicate with administration, colleagues, and families about student learning.</p>	<p>Uses technology to design and implement assessments, record and analyze results, and communicate about student learning with administration, colleagues, families, and students. Ensures that communications are received by those who lack access to technology.</p>	<p>Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all audiences.</p>	<p>Uses a wide range of technologies to design, implement, and analyze assessments and provides for in depth and ongoing communication regarding student learning for all audiences.</p>

Standard 5 CSTP: Assessing Students for Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>5.7 Using assessment information to share timely and comprehensible feedback with students and their families</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Provides students with feedback through assessed work and required summative assessments.</p> <p>Notifies families of student proficiencies, challenges, and behavior issues through school mandated procedures.</p>	<p>Provides students with additional feedback based on formative assessments from single lessons or sequence of lessons. Seeks to provide feedback in ways that students understand.</p> <p>Communicates with families about student progress, strengths, and needs at reporting periods. Contacts families as needs arise regarding struggling students or behavior issues.</p>	<p>Provides students with clear and timely information about strengths, needs, and strategies for improving academic achievement.</p> <p>Provides opportunities for comprehensible and timely two-way communications with families to share student assessments, progress, raise issues and/or concerns, and guide family support.</p>	<p>Integrates the ongoing sharing of clear and timely feedback to students from formal and informal assessments in ways that support increased learning.</p> <p>Communicates regularly with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs.</p>	<p>Facilitates students' leadership in seeking and using ongoing comprehensible feedback to accelerate their learning.</p> <p>Engages families in a variety of ongoing comprehensible communications about individual student progress and ways to provide and monitor support.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>6.1 Reflecting on teaching practice in support of student learning</p> <div data-bbox="94 586 384 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Is aware of the need to reflect on teaching practice to support student learning. Reflects individually or with colleagues on immediate student learning needs.</p>	<p>Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners.</p>	<p>Engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and impact on the full range of learners.</p>	<p>Reflects individually and with colleagues on refinements in teaching practice and connections among the elements of the CSTP to positively impact the full range of learners.</p>	<p>Maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement.</p> <p>Engages in and fosters reflection among colleagues for school wide impact on student learning.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Develops goals connected to the <i>CSTP</i> through required processes and local protocols.</p> <p>Attends required professional development.</p>	<p>Sets goals connected to the <i>CSTP</i> that take into account self-assessment of teaching practice.</p> <p>Expands knowledge and skills individually and with colleagues through available professional development.</p>	<p>Sets goals connected to the <i>CSTP</i> that are authentic, challenging, and based on self-assessment.</p> <p>Aligns personal goals with school and district goals, and focuses on improving student learning.</p> <p>Selects and engages in professional development based on needs identified in professional goals.</p>	<p>Sets and modifies authentic goals connected to the <i>CSTP</i> that are intellectually challenging and based on self-assessment and feedback from a variety of sources.</p> <p>Engages in and contributes to professional development targeted on student achievement. Pursues a variety of additional opportunities to learn professionally.</p>	<p>Sets and modifies a broad range of professional goals connected to the <i>CSTP</i> to improve instructional practice and impact student learning within and beyond the classroom.</p> <p>Engages in ongoing inquiry into teacher practice for professional development.</p> <p>Contributes to professional organizations, and development opportunities to extend own teaching practice.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning</p> <div data-bbox="96 716 384 1377" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Attends staff, grade level, department, and other required meetings and collaborations.</p> <p>Identifies student and teacher resources at the school and district level.</p>	<p>Consults with colleagues to consider how best to support teacher and student learning.</p> <p>Begins to identify how to access student and teacher resources in the broader professional community.</p>	<p>Collaborates with colleagues to improve student learning and reflect on teaching practice at the classroom level.</p> <p>Interacts with members of the broader professional community to access resources that support teacher effectiveness and student learning.</p>	<p>Collaborates with colleagues to expand impact on teacher and student learning within grade or department and school and district levels.</p> <p>Engages with members of the broader professional community to access resources and a wide range of supports for teaching the full range of learners.</p>	<p>Facilitates collaboration with colleagues.</p> <p>Works to ensure the broadest positive impact possible on instructional practice and student achievement at school and district levels and for the profession.</p> <p>Initiates and develops professional learning opportunities with the broader professional community focused on student achievement.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>6.4 Working with families to support student learning</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Is aware of the role of the family in student learning and the need for interactions with families.</p>	<p>Acknowledges the importance of the family's role in student learning. Seeks information about cultural norms of families represented in the school. Welcomes family involvement at classroom/ school events.</p>	<p>Supports families to contribute to the classroom and school. Adjusts communications to families based on awareness of cultural norms and wide range of experiences with schools.</p>	<p>Provides opportunities and support for families to actively participate in the classroom and school. Communicates to families in ways which show understanding of and respect for cultural norms.</p>	<p>Structures a wide range of opportunities for families to contribute to the classroom and school community. Supports a school/ district environment in which families take leadership to improve student learning.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>6.5 Engaging local communities in support of the instructional program</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Develops awareness about local neighborhoods and communities surrounding the school.</p> <p>Uses available neighborhood and community resources in single lessons.</p>	<p>Seeks available neighborhood and community resources.</p> <p>Includes references or connections to communities in single lessons or sequence of lessons.</p>	<p>Uses a variety of neighborhood and community resources to support the curriculum.</p> <p>Includes knowledge of communities when designing and implementing instruction.</p>	<p>Utilizes a broad range of neighborhood and community resources to support the instructional program, students, families.</p> <p>Draws from understanding of community to improve and enrich the instructional program.</p>	<p>Collaborates with community members to increase instructional and learning opportunities for students.</p> <p>Engages students in leadership and service in the community. Incorporates community members into the school learning community.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date

Element	Emerging	Exploring	Applying	Integrating	Innovating
<p>6.6 Managing professional responsibilities to maintain motivation and commitment to all students</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>Evidence:</i></p> </div>	<p>Develops an understanding of professional responsibilities.</p> <p>Seeks to meet required commitments to students.</p>	<p>Maintains professional responsibilities in timely ways and seeks support as needed.</p> <p>Demonstrates commitment by exploring ways to address individual student needs.</p>	<p>Anticipates professional responsibilities and manages time and effort required to meet expectations.</p> <p>Pursues ways to support students' diverse learning needs and maintains belief in students' capacity for achievement.</p>	<p>Integrates the full range of professional responsibilities into advanced planning and prepares for situations that may be challenging.</p> <p>Maintains continual efforts to seek, develop, and refine new and creative methods to ensure individual student learning.</p>	<p>Models professionalism and supports colleagues in meeting and exceeding professional responsibilities effectively.</p> <p>Supports colleagues to maintain the motivation, resiliency, and energy to ensure that all students achieve.</p>

Standard 6 CSTP: Developing as a Professional Educator

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging-Exploring-Applying	Integrating-Innovating
<p>6.7 Demonstrating professional responsibility, integrity, and ethical conduct</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Evidence:</p> </div>	<p><i>Follows all state education codes, legal requirements, district and site policies, contractual agreements, and ethical responsibilities.*</i></p> <p><i>* As follows:</i></p> <ul style="list-style-type: none"> <i>• Takes responsibility for student academic learning outcomes.</i> <i>• Is aware of own personal values and biases and recognizes ways in which these values and biases affect the teaching and learning of students.</i> <i>• Adheres to legal and ethical obligations in teaching the full range of learners, including English learners and students with special needs.</i> <i>• Reports suspected cases of child abuse, and/or neglect as outlined in the California Child Abuse and Neglect Reporting Act.</i> <i>• Maintains a non-hostile classroom environment and carries out laws and district guidelines for reporting cases of sexual harassment.</i> <i>• Understands and implements school and district policies and state and federal law in responding to inappropriate or violent student behavior.</i> <i>• Complies with legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals.</i> <i>• Models appropriate behavior for students, colleagues, and the profession.</i> <i>• Acts in accordance with ethical considerations for students.</i> <i>• Maintains professional conduct and integrity in the classroom and school community.</i> 	<p>Maintains a high standard of personal integrity and commitment to student learning and the profession in all circumstances.</p> <p>Contributes to building professional community and holding peers accountable to norms of respectful treatment and communication.</p> <p>Contributes to fostering a school culture with a high degree of resilience, professional integrity, and ethical conduct.</p>

Continuum of Teaching Practice Writing Team (2009–10)

The *Continuum of Teaching Practice* was funded through the New Teacher Center with generous support from the Becky Morgan Family Foundation.

Educator	Employer
Wendy Baron	New Teacher Center, Project Lead
Lisa Danielson	El Dorado County Office of Education
Edna Shoemaker	Twin Rivers Unified School District
Sarah Solari	Lodi Unified School District
Kendyll Stansbury	Stanford University
Colleen Stobbe	New Teacher Center, Lead Writer
Page Tompkins	Reach Institute for School Leadership
Starla Wierman	Yolo-Solano BTSA Induction Program
Andrea Whittaker	San Jose State University
Sarah Young	New Teacher Center, Lead Writer
CA Commission on Teacher Credentialing (CCTC) and CA Department of Education (CDE) Staff Working with the <i>Continuum of Teaching Practice</i> Writing Team	
Teri Clark	CA Commission on Teacher Credentialing
Terence Janicki	CA Commission on Teacher Credentialing, Project Lead
Karen Sacramento	CA Commission on Teacher Credentialing
Lynda Nichols	CA Department of Education, Project Lead
Ron Taylor	CA Department of Education

California Commission on Teacher Credentialing

Members of the Commission

Ting Sun, Chair—Public Representative
 Charles Gahagan, Vice Chair —Teacher Representative
 Constance Baumgardt Blackburn —Teacher Representative
 Brenda-Victoria (B.V.) Castillo—Public Representative
 Dan Chernow—Public Representative
 Steven Dean—Teacher Representative
 Marlon Evans—Public Representative
 Leslie Littman—Designee, Superintendent of Public Instruction
 Carolyn McInerney—School Board Member
 Irene Oropeza-Enriquez—Administrative Services Representative

Ex Officio Representatives

Shane Martin—Association of Independent California Colleges and Universities
 Janis Perry—California Postsecondary Education Commission
 Tine Sloan—University of California
 Beverly Young—California State University

Executive Officer

Dale A. Janssen

California Department of Education

Members of the State Board of Education

Theodore R. Mitchell—Board President

Ruth Bloom—Vice President

Yvonne Chan

Gregory W. Jones

Johnathan Xavier Williams

David P. Lopez

James D. Aschwanden

Jorge Lopez

Rae Belisle

Superintendent of Public Instruction

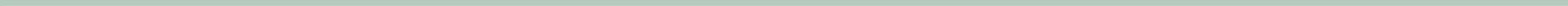
Jack O'Connell

Staff Working with the CSTP Advisory Panel (2008–09)

Terry Janicki	CA Commission on Teacher Credentialing
Karen Sacramento	CA Commission on Teacher Credentialing
Teri Clark	CA Commission on Teacher Credentialing
Edna Shoemaker	California Department of Education
Ellen Ringer	California Department of Education

California Standards for the Teaching Profession Advisory Panel (2008–09)

Educator Representing	Employer	
Priscilla Cox	Elk Grove USD	CSBA
Cindy Gappa	Tehama COE	ACSA
Gail Kirby	St. Mary's College	AICCU
Eloise Lopez Metcalfe	University of California, Los Angeles	UC
Theresa Montaño	California State University, Northridge	CTA
Susan Rich	Stanislaus COE	CCESSA
Sue Westbrook	California Federation of Teachers	CFT
Ruth Yopp-Edwards	California State University Fullerton	CSU
Wendy Baron	Santa Cruz COE/New Teacher Center	
Michelle Cepello	California State University, Chico	
Lewis Chappellear	Los Angeles USD	
Nancy Farnan	San Diego State University	
Helen Garcia Rockett	California State Polytechnic University, Pomona	
Ira Lit	Stanford University	
Paula Lovo	Ventura COE	
Robert McClurg	Rescue USD	
Betty McEady	Chapman University College	
Cara Mendoza	Fairfield-Suisun USD	
Marisol Rexach	Santa Ana USD	
Luis Rodriguez	Los Angeles USD	
Jodie Schwartzfarb	New Haven USD	
Steve Turley	California State University, Long Beach	
Andrea Whittaker	San Jose State University	
Ting Sun	Commission Liaison	



R É S U M É

Debra Bukko
2460 Topeka St.
Riverbank, California 95367

209-606-6843 (Cell)
209-556-1522 (Work)

PRESENT POSITION	Assistant Superintendent, Educational Services Ceres Unified School District (K – 12)
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EDUCATIONAL BACKGROUND**Ed.D. Educational Administration and Leadership**

University of the Pacific, 2014

Professional Clear Administrative Services Credential, 2005**Master of Science, School Counseling**

University of LaVerne, 2003

Pupil Personnel Services Credential, Clear

University of LaVerne, 2003

Language Development Specialist (LDS) Certificate

California Commission on Teacher Credentialing, 1998

Clear CA Single Subject Teaching Credential, English

California State University, Stanislaus, 1988

California Supplementary Authorization, World History

California State University, Stanislaus, 1988

Bachelor's Degree: English with Minor in World History**EMPLOYMENT EXPERIENCE****Ceres Unified School District, Ceres, CA**

Assistant Superintendent, Educational Services 7/13 - Present

Director, Curriculum and Instruction, Educational Services 7/09 – 6/13

Principal, Blaker-Kinser Junior High School 7/07 – 6/09

Associate Principal, Central Valley High School 7/06 – 6/07

Assistant Principal, Central Valley High School 1/05 – 6/06

English Instructor, Ceres High School 7/88-12/04

SPECIAL SKILLS AND TRAINING

- Skilled Professional Developer, Working with Adult Learners, P-16
- Knowledgeable and experienced in effective Instructional and Staff Development Strategies
- Strategic Plan Developer and Implementation Agent
- Knowledgeable and experienced in Contract Negotiations
- Manages and Directs all Categorical Program Spending in CUSD
- Skilled at implementation of Safe and Civil Schools Program
- Coordinates and implements effective Family Engagement Program
- American Educational Research Association Annual Conference
- Association for Supervision and Curriculum Development Annual Conference
- Association of California School Administrators Annual Conference

2013-2014 PRESENTATIONS AND PUBLICATIONS

- *An Analysis of the Relationship Between Teacher Trust and Achievement for Students of Latino and White Ethnicities*
University of the Pacific, Doctoral Dissertation
March 2014
- *Local Control Funding Formula and the Local Control Accountability Plan*
Presentation to ACSA Stanislaus Charter
February 2014
- *Effective Staff Development*
Presentation to Educational Administration Master's Class
CSU Stanislaus, Dr. Scott Siegel, Instructor
November 2013
- *California Dropouts: Who, Why, What do we Do?*
Presentation to Educational Administration Master's Class
CSU Stanislaus, Dr. Denise Wickham, Instructor
November 2013
- *Common Core, Elevating the Essentials to Improve Student Achievement*
Presentation to Pupil Personnel Class
CSU Stanislaus, Dr. Connie Kane
October 2013
- *Qualitative Research: Paradigms, Methods, and Planning the Proposal*
Presentation to Educational Administration and Leadership Doctoral Class
University of the Pacific, Dr. Delores McNair, Instructor
September 2013

PROFESSIONAL AND COMMUNITY ORGANIZATIONS

Association for Supervision and Curriculum Development - 2009 - present
 Association of California School Administrators (ACSA) - 2005 – present
 American Educational Research Association (AERA) – 2012 - present
 Phi Kappa Phi - 2013 – present
 Rotary International, Ceres Rotary Youth Projects Chair - 2009 – present
 Ceres Rotary President Elect -- 2014

Kirsten Saint

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- PHILOSOPHY** My passion is teaching and learning. I work in Educational Leadership to create and support an educational environment that focuses on student learning. Instrumental to this is leadership which builds capacity in the administrators and teachers who serve students.
- EDUCATIONAL PREPARATION** **Master's Degree in School Administration**
California State University, Stanislaus, 2010
Bachelors of Arts Degree in Liberal Studies
California State University, San Luis Obispo, 2001
- CREDENTIALS** **Preliminary Administrative Services Credential**
California State University, Stanislaus, 2008
California Multiple Subject Professional Clear Credential/CLAD
California State University, San Luis Obispo, 2002
- PROFESSIONAL** **Program Specialist-Ed Services**
Ceres Unified School District, 2008 – 2011; present
Responsibilities: Observe, consult with, and assist staff in implementing district norms and programs including Ceres Certification of Direct Instruction; coordinate state assessments; coordinate Ceres Summer Institute; coordinate BTSA program and placement of support providers and participating teachers; coordinate pacing calendars and assessment calendars; oversee execution of assigned budgets including grant funding as well as categorical; recruit, supervise, and evaluate certificated and classified employees; coordinate completion of the site Single Plans for Student Achievement (SPSA); participate in revision to LEA plan; coordinate Program Improvement compliance, including Public School Choice and Supplemental Services; plan and develop program goals for K-6 PE, performing arts and migrant education; coordinate district events for K-12 music; collect data for specific sections of the Strategic Plan and Con App.
- EXPERIENCE** **Elementary Principal**
Ceres Unified School District, 2011 – 2014
Responsibilities: Develop and evaluate the core instructional program and interventions; prepare school budget and administer the expenditure of funds; maintain accurate records and prepare site level reports/plans; oversee and direct all student management functions; develop and maintain community and family relations/partnerships; supervise and evaluate school staff; coordinate student services and curriculum for the unique needs of all students and families including English Learners and Special Education students; implement standards based accountability measures.

**District Instructional Coach/Staff Developer
Ceres Unified School District, 2006 – 2008**

Responsibilities: Observed, consulted with, and assisted staff in implementing district programs and norms; modeled research based instructional practices to teachers; implemented staff development activities related to student achievement; participated in the development of the Ceres Certification of Direct Instruction; participated in revision to district writing rubrics/benchmarks; participated in district level Ed Services committees; attended conferences/workshops to further knowledge base of best practices.

Summer School Coordinator

Riverbank Unified School District, California Avenue Elementary, 2006-2007

Responsibilities: Organized curriculum; supervised personnel, maintained student information using student database; responsible for discipline; communicated with Summer School Principal from high school on weekly and as needed basis; organized and coordinated all student activities; assisted in the scheduling of students in appropriate classes.

1st and 2nd grade Teacher

Riverbank Unified School District, California Avenue Elementary, 2002-2006

Responsibilities: Planned and provided for appropriate learning experiences for students; assessed, monitored, and evaluated student outcomes; communicated and interacted with students, parents, staff, and community; developed, selected, and modified instructional plans and materials to meet the needs of all students; provided an atmosphere and environment conducive to the intellectual, physical, social, and the emotional development of students; participated in site/district level events/committees.

**RELATED
EXPERIENCES/
PROFESSIONAL
DEVELOPMENT**

Data Works Training and Implementation of Instructional Norms
RSDSS-Regional System of District and School Support-received DI certification
District/Site Committees-C and I, pacing guides, rubric development, benchmark
revision, EL, writing, DIT, text book adoptions, Principal's advisory, Leadership
ACSA Principals Academy
90-90-90 Summit
PLC Summit
Learning Center Schools Seminars
Jim Knight Literacy Coach Training
TESA-Teacher Expectations Student Achievement
AB 430 Administrator Training Program
Guest Presenter for Masters level/Doctorate level courses at CSU Stanislaus
Riverbank Teachers Association Treasurer
Numerous teaching related conferences while teaching and coaching

**COMMUNITY
SERVICE
GROUPS AND
AFFILIATIONS**

ACSA Member since 2008
Cal Poly Alumni (Central Valley Chapter)-President, Vice President, Social
Director, Board Member
Kappa Alpha Theta Advisor



CERES UNIFIED SCHOOL DISTRICT

JOB DESCRIPTION

Title:	Credential Analyst	Reports To:	Deputy Superintendent and Director of Personnel Services
Salary:	Range 49	Classification:	Classified
FLSA:	Non-Exempt (hourly)	Work Year:	12 Months – 261 Work Days
Board Ratified:	6/28/07		

BASIC FUNCTION:

Under the direction of the Deputy Superintendent and Director of Personnel Services, perform the necessary duties and functions for the monitoring, processing, and assisting certificated employees with California State educational credential requirements, regulations, and renewals to insure state and federal licensure compliance.

REPRESENTATIVE DUTIES:

- Register and record credentials for all certificated employees; notify employees of credential expiration dates and assist with credential applications and renewals.
- Review transcripts of employees and prospective employees in connection with credential applications and provide information on credential eligibility.
- Assist applicants in preparing forms required by the Stanislaus County Office of Education (SCOE) and the California Commission on Teacher Credentialing (CCTC) for the submittal of applications and evaluation of transcripts.
- Maintain records of certificated personnel assignments and audit school master schedules to insure teachers have the appropriate credential and/or authorizations for teaching assignments.
- Work with site principals to insure compliance with the district's Ad Hoc and COA authorization process and insure lists are submitted to Board for annual approval.
- Answer and prepare written reports and/or correspondence related to credential compliance, including information needed for SCOE credential assignment audits.
- Prepare forms and post credential/unit information and authorizations into the employee data base; maintain records and files.
- Research and resolve credential authorization problems for site administrators and district staff/employees.
- Assist with the annual CBEDS reporting for the district, NCLB compliance certifications for teachers, and determining teacher BTSA eligibility.
- Attend staff meetings and in-service training as appropriate.
- Coordinate office work activities in the absence of Personnel Services Administrators and the Administrative Secretary.
- Perform other related duties as assigned.

KNOWLEDGE AND ABILITIES:

Knowledge and Application of: District policies and procedures; computer hardware and software programs and other office equipment; modern office practices, procedures and record-keeping; correct English usage, grammar, spelling, punctuation and vocabulary; interpersonal skills; and, principles of customer service.

Ability to:

- Explain district certificated employment procedures and a variety of California credential requirements.
- Assess certificated staff's credentials in accordance with state law.
- Compile, maintain, write, and submit accurate and complete records and reports and process data.
- Make simple arithmetic calculations with accuracy.
- Develop and utilize processes and procedures to maximize efficiency.
- Understand and carry out oral and written directions and work independently without direct supervision.
- Read, interpret, and apply instructions, rules, regulations, policies, and procedures.
- Plan, prioritize, and organize work and meet deadlines.
- Perform clerical functions and operate modern office equipment and applicable software programs.
- Communicate effectively and accurately both orally and in writing.
- Apply interpersonal skills with using tact, patience, and courtesy.
- Establish and maintain cooperative working relationships with students, staff, and parents.
- Speak, read, and write English.

EDUCATION AND EXPERIENCE:

Education: High School Diploma.

Experience: Any combination of training, experience, and/or education equivalent to four years of recent, full-time office-clerical experience with increasing responsibility; two years of which must have been in a full-time related personnel-clerical work environment in a school district or school site office.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel objects, tools, or controls, talk, and hear. The employee frequently is required to sit, stand, and walk. The employee is occasionally required to reach with hands and arm; climb or balance; and stoop, kneel, crouch, or crawl.

The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and the ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job the employee regularly works in an office.

The noise level in the work environment is usually moderate.



CERES UNIFIED SCHOOL DISTRICT

JOB DESCRIPTION

Title:	Induction Program Specialist	Reports To:	Assistant Superintendent of Educational Services
Salary:	Administrative Salary Schedule	Classification:	Administrative Management
FLSA:	Exempt (salaried)	Work Year:	12 Months – 222 Work Days

BASIC FUNCTION:

Plan, organize, and direct the research, evaluation, assessment, and credentialing recommendation services of the Ceres Teacher Induction Program. The Induction Program Specialist leads and facilitates the design, implementation, and evaluation of Induction services for Ceres Unified sponsored credential programs accredited by the Commission on Teacher Credentialing.

REPRESENTATIVE DUTIES:

- Plan, coordinate, and direct the implementation and evaluation of the Induction program in the district
- Develop and implement program process and product evaluation designs including the development of the evaluation instruments
- Conduct data collection, organization, compilation, and analyses and interpretation of Induction program data
- Participate in regional and state-wide meetings to update knowledge and skills to improve credentialing support services.
- Plan and present Induction seminars to program staff for training purposes.
- Collaborate with the Credential Analyst in the credential management functions for Induction services.
- Facilitate enrollment and completion requirements for participants in clear credential Induction program.
- Seek and support innovative methods to facilitate information sharing through the use of technology.
- Serve as teacher of record to university partners for professional development units offered to enrolled Induction educators.
- Verify Induction participant completion status to authorize and submit clear credential recommendations to the Commission on Teacher Credentialing.
- Create and maintain Induction databases and produce data reports for various stakeholder groups.
- Provide technical assistance to school personnel and to district office personnel regarding program evaluation.
- Provide both process and product evaluation to assess program compliance with Credentialing Commission guidelines, the degree of implementation of plans, and the impact of programs on teacher retention and student achievement.
- Provide a positive climate of interaction and communication between staff in the review and evaluation of the Induction program.
- Develop and implement Induction assessment programs; coordinate scoring and outcome reporting of the program; assist Participating Teachers and Support Providers as well as site Administration with assessments.
- Select, identify and/or provide technical assistance on multiple ways to reach desired teacher outcomes.
- Develop and/or provide technical assistance in the design, development, and implementation of procedures for evaluation of staff and programs.
- Recommend steps to improve the District's instructional and professional learning programs.
- Develop, implement, evaluate and/or provide technical assistance to advisory groups.
- Provide training and assistance to sites and departments in Induction program components.
- Meet with school principals, administrators, and staff to identify priorities, plan programs, and discuss progress of assigned program responsibilities.
- Assume responsibility for timely production and quality of all reports and documents related to state mandates.
- Develop budgets and analyze and review budgetary and financial data to maintain state compliance.
- Other duties as assigned.

KNOWLEDGE AND ABILITIES:

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Knowledge and application of: Current trends in research, pedagogy, evaluation, and formative assessment; Commission on Teacher Credentialing policies, practices, and legislation that regulate credential certification and compliance in the State of California; current theories, practices, and techniques of the Induction process for program participants; credential exam and renewal requirements; effective staff development practices; laws and regulations related to state and federal educational programs; current language acquisition theory, curriculum materials and strategies relevant to language minority students; public information principles and techniques, including an awareness of community needs, interests, and concerns; database process and procedures, data collection and analysis.

Ability to:

- Create, deliver and facilitate research-based, high quality professional learning, modeling effective teaching practices
- Work collaboratively with others under a variety of circumstances (local educational agencies, county and state agencies, and institutions of higher education)
- Write comprehensive, objective reports and present information to a wide range of audiences
- Communicate with other administrators, district personnel, and staff to coordinate activities and programs, resolve issues, and exchange information related to Induction programs
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records, and files
- Manage budgets
- Work with a diverse population of individuals
- Collect and interpret statistical data to facilitate decisions regarding curriculum, instruction, teacher and student achievement
- Drive a car

CREDENTIALS, EDUCATION AND EXPERIENCE:

Credentials: Valid California Teaching Credential appropriate for the position, Administrative Credential. Valid California Driver's License

Education: Master of Arts or advanced degree of equivalent standard from an accredited college or university

Experience: Teaching at PK-12 grade levels; any combination of training or experience equivalent to three (3) years of leadership experience in PK-12 related to assessment or projects management; successful instructional leadership and/or site administrative experience PK-12.

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee is regularly required to use hands to handle, or feel objects, tools, or controls, talk, and hear. The employee frequently is required to sit, stand and walk. The employee is occasionally required to reach with hands and arms, climb or balance, stoop, kneel, crouch or crawl.

The employee must occasionally lift and/or move up to 25 pounds individually or with assistance. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, and the ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate but may be noisy.



CERES UNIFIED SCHOOL DISTRICT

JOB DESCRIPTION

Title:	Instructional Coach	Reports To:	Director of Curriculum and Instruction
Salary:	Certificated Salary Schedule	Classification:	Certificated
FLSA:	Exempt (salaried)	Work Year:	187 Work Days

BASIC FUNCTION:

Under the direction of the Director of Curriculum and Instruction, work as an Instructional Coach to teachers in the Ceres Unified School District.

REPRESENTATIVE DUTIES:

- Help teachers develop and practice effective instructional strategies through classroom observation and instructional coaching.
- Design and implement professional learning related to effective teaching strategies with an indicated need based on student achievement and observation of current instructional practices.
- Conduct classroom demonstration lessons, provide interactive coaching, and assist teachers with classroom lesson design and delivery as part of an effective teaching program.
- Assist classroom teachers in diagnosing student academic needs and planning appropriate instruction.
- Assist with formal or informal assessment of students.
- Meet regularly with district Educational Services staff to collaborate on the implementation and evaluation of district programs.
- Communicate regularly with site principals to coordinate and deliver professional learning the implementation of district programs at the site and classroom level.
- Serve as support and guidance for teachers new to the profession.
- Assist veteran teachers in maintaining content and pedagogical knowledge and skills to stay current with trends in educational research and practice.
- Apply knowledge of Adult Learning Theory to practice to meet the needs of adult learners participating in professional learning.
- Participate in ongoing professional learning opportunities to keep current with academic content, educational trends, and practices.
- Other duties as assigned.

KNOWLEDGE AND ABILITIES:

Knowledge and application of: P-12 academic content standards, effective curriculum and instructional strategies; instructional materials and methods; evaluation and assessment techniques and procedures; standards-based instruction, effective lesson design and delivery, using research-based practices

Ability to:

- Work effectively with a wide variety of organizations and with people of all socioeconomic and cultural backgrounds
- Understand, implement, and give complex oral and written directions in English
- Maintain cooperative relationships with those contacted in the course of work
- Compose clear, complete and concise correspondence and reports independently using correct grammar, syntax, punctuation, and spelling
- Maintain a positive, professional, and competent personal presentation as an educator

CREDENTIALS, EDUCATION AND EXPERIENCE:**Credentials:**

- Valid California Teaching Credential
- CBEST
- Certified in Direct Instruction
- Certified as a Direct Instruction Coach is desirable.

Education: Bachelor of Arts or higher degree from an accredited college or university

Experience:

- Five years of successful classroom experience
- Successful experience in interacting and working with peers
- Successful experience in presenting professional development to peers/adults
- Successful experience/position held as a Department Chair, Grade Level Leader, BTSA mentor, coordinator, or similar

Supervision: Works under minimal supervision of the Supervisor of Curriculum and Professional Development

PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee is regularly required to use hands to handle, or feel objects, tools, or controls, talk, and hear. The employee frequently is required to sit, stand and walk. The employee is occasionally required to reach with hands and arms, climb or balance, stoop, kneel, crouch or crawl.

The employee must occasionally lift and/or move up to 25 pounds individually or with assistance. Specific vision abilities required by this job include close vision and the ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment entails a variety of work settings in varied locations; therefore, mobility is critical. The work settings can include the charter school office, classrooms, meeting rooms, students' homes, and public places.