

**Preliminary Report of Findings
Commission on Teacher Credentialing
Initial Program Review Feedback**

Common Standards

Institution King-Chavez Neighborhood of Schools
Date of initial review 11-16-11
Subsequent dates of review 3-9-12 (**Green**) 4/29/12 (**Dark Red**)

General Comments:

Status	Standard
<p>More information needed</p> <p>More Information Needed</p> <p>Aligned</p>	<p>Standard 1: Educational Leadership</p> <p>Questions, Comments, Additional Information Needed:</p> <p>How will your program prepare teachers to become reflective practitioners? Reviewers were unable to locate supporting documentation of how your instructional mentoring component will enable Support Providers to guide this process. Answered and supported by documentation.</p> <p>Reviewers were unable to locate supporting documentation on how the individualized needs of new teachers will be assessed in order to guide the professional development. Answered and supported by documentation.</p> <p>Reviewers were unable to locate the self-assessment of teachers around the Continuum of Teaching Practice. Answered and supported by documentation.</p> <p>How will you consistently address the challenges of unequal access to education for special or educationally disadvantage populations of learners. Still not answered in narrative on pg. 10 #5 and reviewers could not find evidence in supporting documentation. Answered and supported by documentation.</p> <p>The reviewers were unable to locate supporting documentation of how the program will actively assist teachers in applying the principles of the CSTP to every day classroom practice. Reviewers were still unable to locate the documentation. Answered and supported by documentation.</p> <p>Reviewers were unable to locate supporting documentation of standard such as vitae and/or job description for leadership personnel and support providers. Answered and supported by documentation.</p> <p>The portion of standard stating that the education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements was not addressed. Narrative still does not address this portion of the standard but reviewers could find possible support in the documentation. Answered and supported by documentation.</p>
<p>More information needed</p>	<p>Standard 2: Unit and Program Assessment and Evaluation</p> <p>Questions, Comments, Additional Information Needed:</p> <p>How is data used to improve the program and unit? Answered and supported by documentation.</p> <p>Reviewers were unable to locate supporting documentation of standard such as program</p>

King-Chavez Neighborhood of Schools

Status	Standard
Aligned	evaluation surveys, Advisory Board minutes, data collection/analysis, portfolio assessment expectations, etc. Answered and supported by documentation.
<p>More information needed</p> <p>More Information Needed</p> <p>Aligned</p>	<p>Standard 3: Resources</p> <p>Questions, Comments, Additional Information Needed:</p> <p>Reviewers would like clarification on the discrepancy on the requirements of the support provider (i.e. the first two paragraphs under Faculty Resources contradict each other). Answered in the narrative.</p> <p>How are resource needs determined? The narrative did not address how resources would be determined. Answered and supported by documentation.</p> <p>Reviewers were unable to locate evidence in support of standard such as an Institutional Report and/or budget. Answered and supported by documentation.</p>
<p>More information needed</p> <p>More Information Needed</p> <p>Aligned</p>	<p>Standard 4: Faculty and Instructional Personnel</p> <p>Questions, Comments, Additional Information Needed:</p> <p>Reviewers were unable to locate supporting documentation of standard such as vitae and job descriptions for all faculty. Narrative addressed faculty minimum qualifications and application process, but reviewers were unable to access supporting documentation. Answered and supported by documentation. (Reviewers had to search for job descriptions due to hyperlink pointing to NTC Mentor Academy Yrs 1 & 2).</p> <p>Although addressed in the narrative, reviewers were unable to locate supporting documentation of standard on how the performance of course instructors and support providers will be evaluated (e.g. evaluation forms). Reviewers were still unable to access supporting documentation regarding how performance of course instructors and support providers will be evaluated. Answered and supported by documentation.</p>
<p>More information needed</p> <p>Aligned</p>	<p>Standard 5: Admission</p> <p>Questions, Comments, Additional Information Needed:</p> <p>How are multiple measures used in the admission process to encourage and support applicants from diverse populations? Narrative addresses this questions sufficiently.</p> <p>Reviewers were unable to locate supporting documentation of standard such as Program Plan, Admissions Checklist and/or a candidate assessment. Answered and supported by documentation.</p>
<p>More information needed</p> <p>Aligned</p>	<p>Standard 6: Advice and Assistance</p> <p>Questions, Comments, Additional Information Needed:</p> <p>Standard appears to have been met.</p> <p>Although addressed in the narrative, reviewers were unable to locate supporting documentation of standard on program pre-requisites, goals, program professional development workshops, etc. Answered and supported by documentation.</p> <p>Reviewers were unable to locate supporting documentation of standard such as surveys, assessment document, intake forms, etc. Answered and supported by documentation.</p> <p>Reviewers were unable to locate supporting documentation of the Induction Handbook. Answered and supported by documentation.</p>
<p>More information needed</p>	<p>Standard 7: Field Experience and Clinical Practice</p> <p>Questions, Comments, Additional Information Needed:</p> <p>Reviewers were unable to locate supportive documentation of the standard such as MOU's to support collaboration, matrix of field-based experience sequencing, Support Provider</p>

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Status	Standard
<p>More Information Needed</p> <p>Aligned</p>	<p>vitae, etc. Reviewers were still unable to access supporting documentation regarding collaboration and field-based experience sequencing. Answered and supported by documentation.</p> <p>Reviewers were unable to locate supportive documentation of the standard such as the formative assessment system, matching process. Answered and supported by documentation.</p>
<p>More information needed</p> <p>Aligned</p>	<p>Standard 8: District-Employed Supervisors</p> <p><i>Questions, Comments, Additional Information Needed:</i></p> <p>Reviewers were unable to locate supportive documentation of the standard such as supervisor handbooks, assessment and reporting forms, supervisor logs, Induction Director vitae, etc. Answered and supported by documentation.</p>
<p>More information needed</p> <p>Aligned</p>	<p>Standard 9: Assessment of Candidate Competence</p> <p><i>Questions, Comments, Additional Information Needed:</i></p> <p>Reviewers were unable to locate supportive documentation of the standard such as portfolio guidelines, rubrics, follow up form, advisement form, candidate surveys, etc. Answered and supported by documentation.</p>

King-Chavez Neighborhood of Schools

King-Chavez Induction Commons Standards Credential Application

March 21, 2012

Angela Hubbs, Director of Teacher Development

Revised 3/21/2012

COMMON STANDARDS FOR ALL CREDENTIAL PROGRAMS

COMMON STANDARD 1: EDUCATION 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. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. 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. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

The King-Chavez Induction Program is a teacher support and assessment program that will prepare, support, and certify K-12 teachers (Multiple Subject and Single Subject) in an urban charter school environment for clear California credentials. Participating teachers who participate in the program earn full-time or part-time (not to be less than 50%) salaries and benefits as teachers in charter school classrooms while pursuing a clear professional credential.

Clear Vision

King-Chavez Neighborhood of Schools operates six charter schools and one state-funded pre-school, serving about 2,000 students from Pre-K through High School. It is our organization's mission to "seek excellence in Academics, Arts, and Athletics from the Foundation of Love." King-Chavez believes that an Induction Program that is contextualized within a high-performing urban charter school will produce teachers who are prepared to rise to the challenges of working in an urban environment as well as to thrive in any public school setting in California.

The King-Chavez academic program is based on [five pedagogical pillars](#). We are: 1. Standards-based and data-driven; 2. Focus on English language development; 3. Maintain a student-centered perspective; 4. Foster meaningful parent and community partnerships and; 5. Demonstrate cultural competence in our relationships with our students, the vast majority of whom receive free and reduced lunch and are English Learners. These pillars are integrated with the California Standards for the Teaching Profession (CSTP) and are the foundation for the professional development offered to all King-Chavez teachers, including those in our Induction program.

The mission statement for the Induction program stems from the organizational mission statement: “We seek educational excellence by providing high-quality new teacher training and support from the [foundation of Love](#).”

The *goals and objectives* of the King-Chavez Charter School Teacher Induction Program are:

1. Prepare teachers to become reflective practitioners within the continuous [‘plan-teach-reflect-apply’ cycle](#) in order to refine both subject matter and pedagogical expertise. The instructional mentoring component of our program enables Mentors to guide this process as they actively [model](#) the habits of mind King-Chavez is seeking to develop in new teachers.
2. Increase student learning by accelerating the effectiveness of new teachers through tailored [support](#) based on their [assessed needs](#). Professional development will be targeted towards the practical and individualized needs of new teachers, and will be delivered through a variety of forms including but not limited to one-on-one instructional mentoring, professional development workshops, and Professional Learning Communities.
3. Maintain a supportive, [collegial adult learning community](#) where norms of change-agentry, leadership, and risk-taking are upheld. Keeping a vision for excellent teaching in mind, Mentors build trusting relationships that will encourage Participating teachers to honestly [self-reflect](#) and grow as they face challenges.
4. Apply the five King-Chavez pedagogical pillars and the six [California Standards for the Teaching Profession](#). We promote regular opportunities for [self-assessment](#) using the [Continuum of Teaching Practice](#), which is supported by our organization-wide belief in continuous improvement and growth for all teachers.
5. Consistently address the challenges of unequal access to education for special or educationally disadvantaged populations of learners. This important facet of our program aligns with our organizational mission and focuses on educational equity as a means for pursuing social justice by providing all students with a high-quality public education. This is accomplished through a consistent focus on meeting [individual students’ needs](#), as well as by [explicitly training Mentors](#) to support their Participating Teachers in the area of equity. In addition, King-Chavez offers its teachers [professional development](#) in the area of working with Special Education students and collaborating with Ed Specialists.

King-Chavez recognizes the complexity that is implicit in good teaching, as well as the importance of providing differentiated [professional development](#) to support teachers at the various stages of their practice. Keeping the end in mind, teachers who [complete](#) our Induction program will consistently demonstrate strong content knowledge and skills balanced with strong communication, collaboration, and technical skills. They build the

reflective habits of mind that will enable them to rise to the occasion when presented with challenges and respond with a high degree of professionalism and critical thinking. They keep the focus on student learning as they provide a rigorous and culturally competent educational experience for all students and they demonstrate a true passion for teaching and a commitment to continuous improvement guided by open and collaborative inquiry. A systemic emphasis on the development of these skills ultimately produces passionate, prepared, and effective [public educators](#).

The Induction program will be integrated into the [professional development system](#) that supports all King-Chavez educators, and is founded on five King-Chavez pedagogical pillars that are aligned with the California Standards for the Teaching Profession. The program will [actively assist](#) both [participating teachers](#) and [Mentors](#) in applying these principles to every day practice in several ways: the [Formative Assessment System \(FAS\)](#), [observations](#) focused around CSTP, constant [self-assessments](#) and reflection based on CSTP, Program Standards 5 & 6. The King-Chavez program design is aligned with research-based best practices and the operational philosophy of [The New Teacher Center](#). The New Teacher Center's work is derived from the California Standards for the Teaching Profession and a commitment to continuous growth along the [continuum of practice](#).

Institutional Support for Goals

King-Chavez is deeply committed to an Induction Program, and will support the [fiscal costs](#) of the program's management and activities. King-Chavez will provide funding for a full time [Program Director](#) and part time program assistant/credential analyst to assist the Director with the scheduling of program sessions, workshops, seminars and practicum meetings as program needs require. The King-Chavez Induction Program will provide or select instructors for all professional development and Mentors for all Participating teachers, at a ratio of no more than three candidates per Mentor. King-Chavez will provide the training facilities, maintenance, and program supplies to operate a high quality Induction program. Any program partners will contribute in-kind support through their time working with program staff to design the program and guide its implementation and Participating teacher support activities.

Lines of Authority

The King-Chavez Induction Program will be administered by King-Chavez, the Charter School Network Organization responsible for oversight of the King-Chavez community of neighborhood charter schools. The King-Chavez Board of Directors will have ultimate authority and responsibility for the program. The CEO of King-Chavez reports directly to the Board of Directors. The King-Chavez Induction Program Director will report directly to the Chief Academic Officer, who in turn reports to the CEO. The Organizational Chart attached shows the organization of the King-Chavez Induction Program and the lines of authority to the CEO and Board of Directors of King-Chavez.

The King-Chavez [Induction Program Director](#) will be responsible for all administrative and academic elements of the credentialing program. The Program Director has extensive teaching experience and program management experience. A key role of the

Program Director will be to ensure effective coordination and collaboration between the [Organization’s educational leaders](#), the identified [Mentors](#), and the Participating teachers.

Resolving Problems

The King-Chavez Induction Program will be a small organization, facilitating the expeditious in-house resolution of any problems and administrative needs. The [King-Chavez Induction Handbook](#) details the procedure to follow in the event that a participating teacher or Mentor would like to request a different person to work with.

Program Completion Requirements and Process

The Program has a [clearly defined process](#) from application to the Program to credential recommendation. In order to be recommended for a Clear credential, candidates must submit a complete [formative assessment portfolio \(FAS\)](#). In addition, candidates participate in a year-end [colloquium](#) at which they present their growth as a teacher over time based on the CSTP. The Program Director, supported by program staff, will determine whether candidates have completed all requirements before recommending for a Clear credential. All candidates complete an [application for admission](#) to the King-Chavez Induction Program that clearly explains the requirements for completion. The Program Director will have the support of administrators, faculty, staff, and King-Chavez leadership in decisions affecting the program. An internal [Advisory Team](#) will be established to support program implementation.

Frequency of Faculty/Administrative/Advisory Team/Partner Meetings

King-Chavez Induction Program staff members communicate and consult frequently among themselves and with site administrators. They maintain open channels of communication via e-mail, telephone, and informal face-to-face meetings. Regular staff meetings provide opportunities for the Program Director to consult and confer with Mentors and Participating teachers, allowing for all to share information, coordinate program needs, and address concerns. The King-Chavez Induction Program Director will meet regularly with the [Principals](#) of the school sites and the Advisory Team to review and monitor the program.

The King-Chavez Induction Program works collaboratively with High Tech High, its support partner, regarding program design, specific professional development, the training of Mentors, Participating teacher formative assessment, and the sharing of resources, books, and materials. In addition, High Tech High Induction staff will be invited to participate in the review of the formative portfolios and inquiry, and participate in King-Chavez exit interviews. During formative [portfolio exit interviews](#), site principals and Mentors will be asked for their [input](#) on program design, the formative portfolio process, and Participating teacher preparation for the clear credential. In addition, the Program Director consults with the New Teacher Center regularly around program design, formative assessment, and [professional development](#).

The [Advisory Council](#) meets annually to discuss programming issues, advise on program policies and procedures, and provide input on the effectiveness of the program’s rationale, goals, and objectives. Because the Advisory Council is comprised of trained experts in their respective fields, programming matters and policy issues are revised, modified, and updated to reflect the needs of the program and its candidates. The High Tech High Induction program staff will participate on the King-Chavez Advisory Council along with other local colleagues engaged in the preparation of new teachers.

Advocacy

The CEO of King-Chavez and the King-Chavez Induction Program Director will serve as the key advocates for the program within the King-Chavez community of schools and to the California Commission on Teacher Credentialing.

Main Ideas	Documentation
<i>Create and articulate a research-based vision for educator preparation</i>	<u>King-Chavez Five Pedagogical Pillars</u> <u>FAS Overview Graphic Organizer</u> <u>California Standards for the Teaching Profession</u> <u>Continuum of Teaching Practice</u> <u>CSTP Essential Elements: Self Reflection on Standard 5 (Pedagogy) and 6 (Equity)</u>
<i>Responsive to California’s adopted standards and curriculum framework</i>	<u>California Standards for the Teaching Profession</u> <u>Continuum of Teaching Practice</u> <u>Bundle of Observation Tools: Best Practices that Support Students with Language Needs, Content/Strategies/Alignment, Effective Environment, Seating Chart, Selective Scripting, Veteran Teacher Observation</u> <u>CSTP Essential Elements: Self Reflection on Standard 5 (Pedagogy) and 6 (Equity)</u>
<i>Vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability</i>	<u>NTC: Integration of FAS with Site processes</u> <u>King-Chavez Professional Development Calendar</u> <u>PT Forum Schedule</u> <u>PT Calendar 2012-2013</u> <u>Mentor Calendar 2012-2013</u> <u>FAS Year at a Glance</u>

	<u>King-Chavez Special Ed PD</u> <u>Preassessment Iceberg</u>
<i>Faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs</i>	<u>Future PT Forum Survey</u> <u>Individual Learning Plan</u> <u>PT Forum Schedule</u> <u>Principal PLC Agenda</u> <u>Advisory Team Agenda</u> <u>Advisory Council Agenda</u> <u>Focus Group Questions</u>
<i>Unit leadership has the authority and institutional support needed</i>	<u>King-Chavez Organizational Chart</u> <u>King-Chavez Program Budgets</u> <u>Program Director Job Description</u> <u>Resume: Program Director</u> <u>Resume Bundle: Staff Development Director, Technology Director, Chief Academic Officer</u> <u>Resume: Mentor</u>
<i>Create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution</i>	<u>Continuum of Mentor Development</u> <u>Self-Reflection Summary</u> <u>FAS CSTP Self-Reflection IP Standards 5 and 6</u> <u>FAS Mid- and Year-End Checklist</u> <u>New Teacher Center: Year One and Two Mentor PD</u>
<i>Unit implements and monitors a credential recommendation process</i>	<u>King-Chavez Induction Program Handbook</u> <u>King-Chavez Induction Program Flowchart</u> <u>King-Chavez Colloquium Rubric</u>
<i>Ensures that candidates recommended for a credential have met</i>	<u>FAS Mid- and Year-End Checklist</u> <u>King-Chavez Induction Program Flowchart</u>

all requirements

[King-Chavez Colloquium Rubric](#)

COMMON STANDARD 2: UNIT AND PROGRAM ASSESSMENT AND EVALUATION

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

The King Chavez Induction Program is a rigorous program based on a foundation of teacher reflection. Seven key program strands critical to teacher preparation and support are embedded in all professional development: problem solving, reflection, equity and diversity, reading/language arts, technology, teaching English learners, and teaching special populations. These program strands build from the Teaching Performance Expectations (TPEs) that candidates focused on in their teacher preparation and through passing the [Teaching Performance Assessment](#). Participating teachers must demonstrate competence in the major domains of the six California Standards for the Teaching Profession and two program standards, Pedagogy and Equity, through classroom based inquiry and the development of a formative portfolio.

Information regarding the program's strengths, weaknesses, and needed improvements are collected in a variety of ways. Participating teachers complete [program evaluation](#) periodically during the two years of the program. They complete the annual state evaluations and participate in focus groups to share their input on the quality of the program and ideas for improving the program to best meet the [needs of new teachers](#). [Mentors](#) and [Administrators](#) also complete annual evaluation surveys.

The Program Director communicates and consults frequently with school site administrators, who provide feedback about the program. The Director will meet regularly with Mentors to create a forum to discuss all [aspects of the program](#). Weekly program staff meetings provide opportunities for staff to share information and address concerns. Improvements and changes will be implemented on an ongoing basis. In addition, an [Advisory Team](#) will provide ongoing support and feedback to the Director.

Meetings of the school site administrator, the Mentor, and the Participating teacher are held at the beginning of the academic year to identify [site expectations and set goals](#). These goals are reviewed at [mid-year](#) and at the [end of the year](#). The Mentors meet regularly with the school site administrators and support staff to provide information about Participating teacher needs and assignments and to receive feedback about candidate performance.

The Program Director visits teaching sites regularly and, through discussions with site administrators, Mentors and the Advisory Team, obtains recommendations for training and activities to be included in [professional development opportunities](#). These recommendations are implemented whenever possible. In addition to formal and informal feedback regarding strengths and areas of improvement for the program, site

administrators and Mentors participate in the formative portfolio assessment, classroom based inquiry, and [exit interviews](#).

Ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence is supported by the weekly [Collaborative Assessment Logs](#) used at Mentor/PT meetings, [New Teacher Center observation tools](#) employed during the six mandatory observations per year, and through the [mid- and end-of-year checklists](#) around the formative assessment portfolio.

At the end of each year, the King-Chavez Induction Program Director meets with Professional Development providers, Mentors and the Advisory Team to share the results of the program evaluations and feedback received from the site principals. Modifications and changes are made as needed for the following year of the program.

Advisory Council

The King-Chavez Induction Program Advisory Council, comprised of a diverse group of trained experts in their respective fields, meets once a year to discuss issues regarding the design and delivery of Professional Development and [observed fieldwork](#). The Advisory Council includes the Induction Program Director, staff members, affiliated school representatives, representatives from local businesses and the community, and other local Induction Program Directors, including High Tech High. The Advisory Board reviews the results of the program evaluations, discusses programming issues; advises on program policies and procedures; and provides input on the effectiveness of the programs’ rationale, goals, and objectives.

Advisory Team

An internal Advisory Team will be established by the Induction Program Director. This team, made up of a select group of Mentors, site administrators, Participating teachers, and Professional Development staff, will meet regularly to advise the Program Director.

Main Ideas	Documentation
<p><i>...implements an assessment and evaluation system for ongoing program and unit evaluation and improvement.</i></p>	<p><u>PT Evaluation Bundle of Seven Documents:</u> Fall PT Check-in, Mid-Year Evaluation, PT Year-End Evaluation, Focus Group Questions, PT Forum Feedback Form, Future PT Forum Survey, BTSA PT Consent Form</p> <p><u>State BTSA Survey</u></p> <p><u>Focus Group Questions</u></p> <p><u>Mentor Evaluation Bundle of Five Documents:</u> Mentor Fall Check-in, Mid-Year Evaluation, Mentor Year-End Survey, Focus Group Questions, BTSA SP Consent Form</p>

	<u>Administrator Program Evaluation Survey</u> <u>Future PT Forum Survey</u>
<i>...collects, analyzes, and utilizes data on candidate and program completer performance and unit operations.</i>	<u>Mentor PLC Agendas</u> <u>FAS Mid-Year Checklist</u> <u>FAS Year-End Checklist</u> <u>King-Chavez Colloquium Rubric</u>
<i>Includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence...</i>	<u>TPA Bridge to Induction</u> <u>Triad Meeting Logs: Fall, Winter, Spring</u> <u>Collaborative Assessment Log</u> <u>NTC Observation Tools: Bundle of Six Tools</u> <u>Mid and End of Year Checklists</u>
<i>...as well as program effectiveness, and is used for improvement purposes.</i>	<u>Advisory Team Agenda</u> <u>Advisory Council Agenda</u>

COMMON STANDARD 3: RESOURCES

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Personnel

King-Chavez will sponsor and [allocate sufficient resources](#) to enable the Induction program to fulfill its responsibilities to its candidates. King-Chavez will fund and allocate an appropriate staff to successfully administer and evaluate the program. **Currently, King-Chavez Neighborhood of Schools is the recipient of a School Improvement Grant, which is providing the start-up funding for this program in the way of Professional Development and consulting costs. Moving forward, King-Chavez Neighborhood of Schools will use Title I and III funds in order to sustain the program. Since all King-Chavez Academies are Title I schools, and serve mostly students who are English Language Learners, Title I and III funding represents a significant portion of organizational funds. All King-Chavez Schools allocate 10% of their income to support the King-Chavez Neighborhood of Schools in fulfilling the role of an LEA. The chart below illustrates funding from individual school site budgets to support their PTs through Induction. This funding will be used to pay Mentor stipends, professional developers, technical support, and business office services. The Induction Program Director’s salary is covered through the CNO budget, to which each Academy contributes 10% of their ADA.**

	Year 1 (2012-2013)	Year 2 (2013-2014)	Year 3 (2014-2015)
Projected PT Enrollment within King-Chavez Schools	PT 1: (20)	PT 1: (10)	PT 1: (10)
	PT 2: (5)	PT 2: (20)	PT 2: (10)
Funding to KC Induction from individual site	\$50,000 (25 x \$2,000)	\$60,000 (30 x \$2,000)	\$40,000 (20 x \$2,000)

<p>budgets (outside of 10% LEA contribution)</p>			
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In an effort to proactively allocate resources, the Induction Program Director will conduct [Spring meetings](#) with each King-Chavez Principal focused on identifying Induction candidates for the following school year, in addition to identifying possible Mentors. The Induction Program Director works in collaboration with the King-Chavez Human Resources Director in order to streamline processes (i.e. using the organization’s [Intent to Return form](#) to gauge future Induction Interest). Based on the Spring meetings and the Intent to Return form feedback, a budget is created using the maximum possible number of Induction participants.

Staff includes a Program Director, clerical support staff and/or credential analyst and Mentors for all candidates. Other [Organizational staff](#), such as the Staff Development Director, the Education Technology Director, and the Chief Academic Officer will be integrated into the Program as needed. Participating Teachers work with and are coached by their Mentors on a weekly basis. They have multiple opportunities to interact with professional development providers, [Mentors](#), and the [Induction Program Director](#) via face-to-face meetings, e-mail, Google website, video conferencing, phone, and written contact.

Faculty Resources

The Mentor is the Participating teacher’s primary contact and provides intensive guidance, support, and clinical and collegial coaching for the duration of the two-year program. All Mentors must demonstrate pedagogical expertise, content knowledge, and positive communication skills. They must hold valid California credentials or demonstrate other expertise in the field of education, for example a Ph.D. and teaching experience.

Mentors serving the credential programs are screened and selected through a competitive [application process](#). They hold valid teaching credentials and are required to have a minimum of two years of successful classroom teaching experience, preferably at King-Chavez. Mentors are knowledgeable of the special needs of English learners and the most effective teaching strategies for this group of students; district and state academic content standards, the Teaching Performance Expectations (TPEs), the California Standards for the Teaching Profession (CSTP) and the King-Chavez school philosophy and design. Mentors are selected for their ability to communicate effectively, collaborate with colleagues, design and deliver standards-based instruction, diagnose areas of difficulty, remediate and provide technical support, model appropriate teaching strategies, and design and deliver professional development.

Mentors are selected for their outstanding classroom performance and extensive knowledge of the King-Chavez Charter school design and curriculum, state frameworks and K-12 academic content standards, and current educational research. They will, on an annual basis, demonstrate their ability, commitment, and dedication to assisting program candidates through designing and implementing classroom-based inquiry. [Mentor work](#) is supervised by the Director of the Induction program. Mentors [document](#) their work through weekly meeting logs, live and [video observations](#) of Participating teachers, participation in required training seminars each year, and exit interviews.

The Induction Director collaborates closely with school site administrators, to annually select and train Mentors in the [New Teacher Center mentoring model](#). Mentors and Professional Development providers demonstrate knowledge and understanding of current educational theory and practice, and promote reflective practice in [learning to teach](#). Throughout the year, the Director reviews and evaluates the quality of the work of Mentors and Professional Development providers, reviews [evaluation data](#) provided by candidates and site directors, and determines if the Mentors and trainers will continue in their position.

The Induction Program Director meets at least twice per month with the Site Principals in a King-Chavez administrative [Professional Learning Community](#). In addition to the ongoing conversations and communication, the Program Director will interface with Principals and the Director of Human Resources in the Spring in order to assess forecasted needs for the following school year.

King-Chavez is committed to providing the Induction Program to its teachers free of charge. The program funding will come from site budgets in the way of Title 2 and Title 1 funding, however the Induction Program Director is committed to procuring supplemental grant funding whenever possible.

Additional Support

In addition to personnel, King-Chavez will support an approved Induction Program by supplying the following:

1. An office and training site. The site includes office space for the Program Director, clerical staff and/or credential analyst, in addition to meeting space for the Mentors, and professional development providers. Classrooms, computers and peripherals for creating instructional materials, a professional library, and copy center are provided. Sufficient free parking is available to accommodate all staff and candidates.
2. Site Maintenance. King-Chavez and its affiliated schools provide maintenance and late night security for the program.
3. Work Space. The facilities allow space for staff and committee meetings, workshop planning and preparation, and candidate advisement and counseling.
4. Professional Library. A library of professional books, literature, and periodicals for candidate and faculty use is available for all candidates and Mentors.

5. A website containing Program reference materials such as the [Handbook](#), [Program Flowchart](#), [PT Calendar](#), formative assessment system, and other resources.

Technology

Each King-Chavez school is a fully networked facility with program servers that can be accessed and utilized by faculty, staff, Mentors and Participating teachers. Participating teachers have access to the full complement of multimedia software and hardware during the program and for use outside class to research, plan, and prepare materials, reports, lessons, and classroom based inquiry as they develop a formative portfolio and prepare for an eventual exit interview.

All Participating Teachers, Mentors and Professional Developers have a multimedia computer dedicated to their professional use. Each faculty member has a Google Apps school e-mail account, access to the Internet and program servers, and access to hardware peripherals such as digital cameras, video cameras and tripods, scanners, and printers.

Technical Support Services

King-Chavez has on staff a full-time Technology Director who supports the implementation of technology into every aspect of the program by managing, monitoring, and troubleshooting [technology-related resources](#) and equipment. The Technology Director provides training to faculty and Participating teachers on hardware use, software applications, the use of social media and online resources.

Main Idea:	Documentation:
<i>The institution provides the unit with the necessary budget, qualified personnel...</i>	<p>Budgets: 2011-2012; 2012-2013</p> <p>King-Chavez Organizational Chart</p> <p>Resume Bundle: Staff Development Director, Technology Director, Chief Academic Officer</p> <p>Resume: Mentor</p> <p>Resume: Program Director</p> <p>Mentor Application with Recommendation Form</p> <p>Spring Principal Meeting Agenda</p> <p>Intent to Return Form</p>
<i>...adequate facilities and other resources to prepare candidates</i>	<p>Budgets: 2011-2012; 2012-2013</p>

<p><i>effectively to meet the state-adopted standards for educator preparation.</i></p>	<p><u>Mentor Calendar 2012-2013</u></p> <p><u>NTC: Year One Mentor PD</u></p> <p><u>Continuum of Mentor Development</u></p> <p><u>PT Calendar 2012-2013</u></p> <p><u>Spring Principal Meeting Agenda</u></p> <p><u>Intent to Return Form</u></p>
<p><i>Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management.</i></p>	<p><u>Collaborative Assessment Log</u></p> <p><u>NTC Observation Tools: Bundle of Six Tools</u></p> <p><u>Video Observation Tool</u></p> <p><u>King-Chavez Induction Program Handbook</u></p> <p><u>King-Chavez Induction Program Flowchart</u></p> <p><u>Spring Principal Meeting Agenda</u></p> <p><u>Intent to Return Form</u></p>
<p><i>Sufficient information resources and related personnel are available to meet program and candidate needs.</i></p>	<p><u>Technology Department Organizational Chart</u></p>
<p><i>A process that is inclusive of all programs is in place to determine resource needs.</i></p>	<p><u>Program Evaluation Tools (Bundle of Nineteen):</u> PT Fall Check-In, Mentor Fall Check-In, Mid-Year PT Evaluation, PT Year-End Evaluation, Mid-Year Mentor Evaluation, Mentor Year-End Evaluation, PT Forum Feedback Form, Administrator Program Survey, Future PT Forum Survey, BTSA PT Consent Form, BTSA SP Consent Form, Focus Group Questions, (4) <u>BTSA State Surveys</u>, <u>PT Evaluation of Mentor</u>, <u>Year End Mentor Performance Evaluation</u>, <u>Mid-Year FAS Checklist</u>,</p> <p><u>Principal PLC Agenda</u></p>

	<u>Spring Principal Meeting Agenda</u> <u>Intent to Return Form</u>
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COMMON STANDARD 4: FACULTY AND INSTRUCTIONAL PERSONNEL

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. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Faculty Expertise

King-Chavez Induction program Professional Developers are highly qualified personnel with extensive classroom and coaching experience. All developers/trainers have expertise in the area in which they teach or train. Many hold advanced degrees and credentials. Mentors have a valid teaching credential in their subject area (English, math, science, history/social studies, art, languages other than English, physical education, and elementary education (Multiple Subjects credential). Each has experience working with English Learners and in differentiating instruction to meet the needs of students on IEPs and 504 plans.

Induction Program will use the King-Chavez organizational protocol for determining providers of [Professional Development](#). Preference is to make use of internal capacity of King-Chavez employees ([Staff Development Director](#), [Induction Director](#), [Chief Academic Officer](#), [Director of Education Technology](#), [Mentors](#), etc.), however if a desired topic is outside of the expertise of our staff, we will contract with outside Providers.

The Induction Program maintains clear expectations for all who are involved. Participating Teachers sign a [MOU](#) in addition to reviewing all program expectations in the [Induction Program Handbook](#). Mentors also review the Handbook, in addition to the application process containing a [clear job description](#), and also sign a [Mentor MOU](#). Mentors receive [Professional Development](#) for their positions, in addition to understanding how they will be [evaluated](#) in their roles, including [specific feedback from their PTs](#). In addition, any Mentor who facilitates a PT Forum will receive [feedback](#) from those in attendance, and this feedback will affect whether the Mentor is invited to facilitate again. All participants attend [Orientations](#) at the beginning of the school year, and [attendance](#) for all events is tracked throughout the year. The Program Director's [job description](#) clearly describes the scope of responsibilities in running the Induction

Program, and she completes a bi-monthly [report](#) to the King-Chavez Board of Directors in addition to weekly meetings with the CAO and CEO of King-Chavez.

Diversity and Equity

The King-Chavez Induction program is founded on our organization commitment to providing our students with educational equity within our vision of closing the achievement gap and ensuring that all students regardless of race or socioeconomic status have access to a high quality public education. As an extension of this organizational mission, our Induction program seeks Mentors who have demonstrated excellence and effectiveness in reaching our student population so that we can train our incoming educators in this fashion.

The King-Chavez Induction program selects its Mentors and Professional Development staff to reflect the diversity of the King-Chavez schools. Induction staff and Professional Developers are screened and selected through a competitive application process, which consistently follows clearly defined [criteria and procedures](#). A screening panel identifies applicants who are experienced in working in a multicultural setting with diverse populations through interview questions that address diversity, as well as using [recommendation forms](#). The Director will select those applicants who demonstrate a commitment to working with diverse student populations. Mentors and Professional Developers are required to [demonstrate their commitment](#) to developing Participating teachers' appreciation and understanding of the cultural and linguistic diversity of King-Chavez students, schools, and communities.

[Mentors](#), selected for their knowledge of cultural diversity and understanding of teaching in a multicultural setting, serve as a resource to Participating teachers in developing a philosophy of education that is tolerant of other cultures, races, genders, and values. All Mentors coach their assigned Participating teachers in the field as they develop and refine their understanding of other cultures. They instruct them in methods for talking to parents of different cultures, ethnicities, races, and gender, and then monitor the Participating teachers to ensure that they demonstrate knowledge of and respect for diverse family structures and [community cultures](#).

Faculty Evaluation

Participating teachers [evaluate](#) professional development providers at the conclusion of each workshop or seminar. The King-Chavez Director reviews the evaluations with each professional developer and discusses areas of strength in addition to areas for improvement. If evaluations are negative, the Induction Director seeks further discussion with candidates and others and potentially selects a new professional provider for that workshop or seminar.

Participating teachers evaluate their Mentor at the [end of each year](#). The King-Chavez Director and site-administrator reviews the (confidential) evaluations and then [meets with each Mentor](#) at the end of the year to discuss areas of strength in addition to areas for improvement. In the case of negative evaluations, the Induction Director discusses the

issues with the Mentor and determine the feasibility of continuing with that Mentor. The Director replaces Mentors that do not fulfill the requirements of the role.

Professional Development

The King-Chavez Organization offers all employees an extensive [range of professional development](#), and Induction is integrated within this framework at every opportunity. New Hires receive a week-long orientation on top of the week-long preparation all teachers participate in before students arrive in August. All staff participate in the organization’s annual [Learning Conference](#) in August. Every Wednesday is a minimum day, with students departing school at 12:30 p.m., leaving weekly professional development blocks for teachers and staff. In addition to twice-monthly in-services, King-Chavez teachers work within Professional Learning Communities every other week. Regular professional development (including both Mentor PLCs and PD in the New Teacher Center Coaching Model, based on six Mentoring Standards) for Mentors address their [responsibilities](#) and [duties as Mentors](#) and policies for working with teacher candidates, including procedures to follow when a Participating teacher encounters problems in teaching. Additional formative assessment training will be provided annually to Mentors.

Mentors are familiar with the Teaching Performance Expectations and [California Standards for the Teaching Profession](#) (CSTPs) the Continuum of Teaching Development, the Induction Pedagogy and Equity program standards, SB 2042 Standards, and the K-12 state-adopted academic content standards and frameworks. Outside consultants from the New Teacher Center provide specialized training as needed in theory-practice relationships, collegial supervisory practices, effective communication skills, formative assessment and coaching and reflective practice. Mentors are encouraged to attend onsite staff development with their assigned Participating teachers as well as identified training conferences and workshops that enhance their skills as supportive, supervising teachers. All program staff are expected to read professional journals and books and participate in group discussion and reflections to support their [professional growth](#). Mentors meet with the Induction Director on a monthly basis to debrief, discuss problem-solving strategies, and address program concerns. Additionally, Mentors and Participating Teachers conduct triad meetings with the Site Administrator annually in order to facilitate constant communication about the Participating Teacher’s [needs and progress](#).

The [Advisory Council](#), which meets once per year, is comprised of individuals representing diversity in perspective, ensuring that the program is consistently reviewed through the lens of individuals in the educational (P-12 plus institutions of higher education) and professional fields.

Main Ideas	Documentation
<i>Qualified persons are employed and assigned to</i>	King-Chavez PD Provider Selection Rubric

<p><i>teach all courses to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program.</i></p>	<p><u>Resume: Staff Development Director</u></p> <p><u>Resume: Program Director</u></p> <p><u>Resume: Chief Academic Officer</u></p> <p><u>Resume: Director of Technology</u></p> <p><u>Resume: Mentor</u></p> <p><u>Mentor Job Description</u></p> <p><u>Program Director Job Description</u></p>
<p><i>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. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools.</i></p>	<p><u>Mentor Application</u></p> <p><u>Mentor Application Principal Recommendation</u></p> <p><u>King-Chavez Five Pedagogical Pillars</u></p> <p><u>California Standards for the Teaching Profession</u></p> <p><u>Continuum of Teaching Practice</u></p> <p><u>Mentor Job Description</u></p> <p><u>Program Director Job Description</u></p>
<p><i>They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity.</i></p>	<p><u>Mentor Application Principal Recommendation</u></p> <p><u>King-Chavez Preseason Agendas</u></p> <p><u>King-Chavez Five Pedagogical Pillars</u></p> <p><u>PT Forum Schedule</u></p> <p><u>California Standards for the Teaching Profession</u></p> <p><u>Continuum of Teaching Practice</u></p> <p><u>King-Chavez Learning Conference Program Guide</u></p>
<p><i>They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools</i></p>	<p><u>Mentor Application</u></p> <p><u>Mentor Application Principal Recommendation</u></p> <p><u>King-Chavez Five Pedagogical Pillars</u></p>

	<p><u>California Standards for the Teaching Profession</u></p> <p><u>Continuum of Teaching Practice</u></p> <p><u>Mentor Job Description</u></p> <p><u>Mentor MOU</u></p>
<p><i>They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation.</i></p>	<p><u>Mentor Calendar 2012-2013</u></p> <p><u>King-Chavez Professional Development Calendar</u></p> <p><u>Integration of Induction and Site Processes</u></p> <p><u>King-Chavez Learning Conference Program</u></p> <p><u>Mentor PLC Agendas</u></p> <p><u>Site-Based Support Plan Procedures</u></p> <p><u>TPA Bridge to Induction</u></p> <p><u>Triad Meeting Logs: Fall, Winter, Spring</u></p> <p><u>Participating Teacher MOU</u></p> <p><u>Induction Program Handbook</u></p> <p><u>Mentor MOU</u></p> <p><u>Advisory Council Agenda</u></p> <p><u>King-Chavez Board Report</u></p>
<p><i>The institution provides support for faculty development.</i></p>	<p><u>King-Chavez Preseason Agendas</u></p> <p><u>Mentor Calendar 2012-2013</u></p> <p><u>King-Chavez Professional Development Calendar</u></p> <p><u>King-Chavez Learning Conference Program Guide</u></p> <p><u>Mentor PLC Agendas</u></p> <p><u>Continuum of Mentor Development</u></p> <p><u>New Teacher Center Mentor Professional Development</u></p> <p><u>Mentor MOU</u></p> <p><u>Orientation Agendas</u></p> <p><u>Attendance Tracker: Mentors</u></p>

The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

[King-Chavez PD Provider Selection Rubric](#)

[PT Forum Feedback Form](#)

[KC PT Year-End Survey](#)

[Mentor Calendar 2012-2013](#)

[NTC: Mentoring Standards](#)

[Advisory Council Agenda](#)

[Mentor Performance Evaluation](#)

[Attendance Tracker: Mentor and PT](#)

[Mentor MOU](#)

[Annual PT Feedback of Mentor](#)

COMMON STANDARD 5: ADMISSION

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures including all Commission-adopted admission requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

The King-Chavez Induction Program uses established state-level criteria to determine Participating [teacher eligibility](#). The program embodies extensive articulation with professional teacher preparation programs and participating districts. The Program Director collaborates with site Administrators through a twice-monthly [PLC](#) to create a strong link between Professional Development, current classroom practice, and existing [Site-based processes](#), facilitating movement through the learning to teach continuum.

As King-Chavez employees, Induction candidates are hired by individual site Principals; all King-Chavez Principals actively recruit dynamic individuals who demonstrate the unwavering belief that all students can achieve at high levels and whose personal educational philosophies are consistent with the [King-Chavez Five Pedagogical Pillars](#). Bilingual candidates and candidates who reflect the diversity of our student population are especially encouraged to [apply](#). The Induction Director is well qualified to provide advice and assistance on [eligibility](#) to new hires through both ongoing training and ongoing collaboration, including information about the King-Chavez Induction program and the specific requirements to obtain a clear multiple or single subject [teaching credential](#). The immediate supervisor of the Induction Director is the Chief Academic Officer (CAO) for the King-Chavez schools, who is also a member of the Advisory Team. The CAO brings support and expertise to all aspects of the King-Chavez academic program.

Upon hire, all eligible Participating teachers receive an [Induction Program Handbook](#) and are notified of the [program orientation](#) date at which time they receive an overview of the King-Chavez Induction program criteria, procedures and state-level requirements (initial advice and assistance). They are also notified of the [early completion option](#) (ECO) available to eligible teachers with prior teaching experience (three years of full time teaching experience with satisfactory evaluations). The Induction Director and credential analyst review each Participating teacher's credential to verify eligibility based upon specific credential renewal codes and any prior teaching experience.

Key Ideas and Documentation

Admission Criteria:

1. Commission-adopted requirements
2. Appropriate pre-professional experiences and personal characteristics
 - California Preliminary Multiple or Single Subject Credential with Proper Renewal Code for BTSA Induction Participation
 - Out of State Credential with Proper Renewal Code
 - HR New Hire Form
 - TPA or Related Assessment from [Teacher Preparation Program](#)

Multiple Measures are used to encourage and support diverse applicants:

- Teaching Performance Assessment from teacher preparation experience
- Transcripts
- Credential
- Publications/Advertisements
- Institution of Higher Education Collaboration
 - [Advisory Council](#)
 - District-Level Efforts (e.g., Job Fairs)
- EdJoin System

Main Ideas:	Documentation:
<i>...applicants are admitted on the basis of well- defined admission criteria and procedures including all Commission-adopted admission requirements.</i>	King-Chavez Induction Application Form King-Chavez Five Pedagogical Pillars King-Chavez New Hire Form King-Chavez Induction Program Handbook Induction ECO form (from Handbook)
<i>Multiple measures are used in an admission process that encourages and supports applicants from diverse populations.</i>	King-Chavez Five Pedagogical Pillars Sample King-Chavez Ed-Join Posting King-Chavez New Hire Form Induction ECO form (from Handbook) Advisory Council Agenda

<p><i>The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California’s diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.</i></p>	<p><u>King-Chavez Induction Application Form</u></p> <p><u>Principal PLC Agenda</u></p> <p><u>Integration of Induction with Site Processes</u></p> <p><u>King-Chavez Five Pedagogical Pillars</u></p> <p><u>King-Chavez New Hire Form</u></p> <p><u>King-Chavez Induction Program Flowchart</u></p> <p><u>King-Chavez Induction Program Handbook</u></p> <p><u>Induction Orientation Agenda</u></p> <p><u>TPA: Bridge to Induction Reflection</u></p>
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COMMON STANDARD 6: ADVICE AND ASSISTANCE

Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

The King-Chavez Induction program offers comprehensive advice and assistance to all teacher candidates, beginning from the [point of hire](#). The Induction Director, professional development providers, and Mentors are available to meet with Participating teachers, site administrators, and staff as needed to support new teacher growth and development.

The designated Mentor offers ongoing advice and guidance to each Participating teacher. They understand the Induction program philosophy, [structure](#), and [expectations](#) and are familiar with the Participating teachers' current instructional capacity based on the California Standards for the Teaching Profession (CSTPs), and the Pedagogy and Equity program standards. The Mentor offers day-to-day, on-site, leadership for the program and communicates with the Induction Director about the quality of the program and addresses Participating teacher needs. The Induction Director is available to advise and counsel Participating teachers.

Participating teachers must receive "meets completion" evaluation for their formative portfolio, document 20 hours of additional professional development pertaining to their annual [Individual Learning Plan](#), and attend [mandatory workshops](#) to successfully complete the program. They are given three weeks to make up the formative portfolio work, with extensions granted due to health or extenuating circumstances using a [Special Assistance Plan](#) form. If the portfolio work is not made up within the prescribed time period, the Director places the Participating teacher on probation and notifies the site administrator about the Participating teacher's probation status. If they do not complete the portfolio while on probation, he/she may be dropped from the Induction program, which may also affect his/her employment status with a King-Chavez affiliated school.

If a Participating teacher misses more than 20 percent of the offered Induction program, he/she is required to retake the program the following year. In some cases, a time extension may be granted to a candidate who is not able to complete the program in a timely manner.

King-Chavez Program staff carefully monitor and evaluate the progress of all candidates from the time they begin the Induction Program until the professional program culminates in the [formative portfolio review](#) for completion and exit interview. Participating teachers receive timely assistance from their Mentor, who provides written and verbal [feedback](#) about candidates' teaching performance after classroom observations.

Participating teachers receive regular performance feedback in weekly meetings with their Mentor. The Mentor, site-Administrator and PT meet at the beginning of the year to identify [site expectations and set goals](#), at mid-year to review progress towards the goals, and at the end of the year to assess goal attainment and outcomes. Mentors work with site administrators and site support staff to assist the candidate in meeting these goals.

The Induction Director, along with the Director of Human Resources, employs a series of documentation forms and meetings in order to ensure that Participating Teachers are informed about 1) program [pre-requisites](#) and goals; 2) program professional development workshops and seminars; 3) legal requirements for teacher certification; and 4) specific standards and deadlines for making satisfactory progress in completing the approved program. The Induction Director ensures that all appropriate offices, staff, and Mentors are supplied with up-to-date program information. Regular Mentor PLCs enable Mentors and the Induction Director to debrief and address issues and concerns.

The King-Chavez Induction Program staff provides an Induction Handbook, which clearly outlines the Induction program's goals, professional development opportunities, and portfolio completion requirements. It provides information about legal requirements for teacher certification, and the specific standards and deadlines for making satisfactory progress in the program, including criteria for completion policies. The Induction Handbook includes information about program coordination, advisement, and formative assessment, including information on the role of the Participating teacher, the Mentor, the Program Director; and the site-Administrator.

The Handbook is distributed and reviewed with all Participating teachers on the first day of the [program operation](#). PTs receive information about attendance requirements, course and program expectations, the annual schedule of workshops and seminars, employment, contract, and credential processing procedures; probationary and tenure status; salary placement; health plans; and record-keeping requirements.

The Induction Program Director keeps Participating teachers informed of any changes in regulations, requirements, and deadlines of the program or in relation to clearing a credential. The Program Director also provides information regarding the requirements that need to be met after the granting of the clear credential, and counsels Participating teachers about how to keep their credential valid for each five year cycle.

Main Idea:	Documentation:
<p><i>Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development, and to assist each candidate's professional placement.</i></p>	<p><u>Resume: Program Director</u> <u>King-Chavez Induction Program Flowchart</u> <u>King-Chavez New Hire Form</u> <u>King-Chavez Induction Application</u> <u>Induction Orientation Agenda</u></p>

<p><i>Appropriate information is accessible to guide each candidate's attainment of all program requirements.</i></p>	<p><u>King-Chavez Induction Program Flowchart</u> <u>King-Chavez Induction Program Handbook</u> <u>California Standards for the Teaching Profession</u> <u>FAS Year-End Checklist</u> <u>PT Calendar 2012-2013</u> <u>Induction Program Orientation</u></p>
<p><i>The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession.</i></p>	<p><u>King-Chavez Induction Program Flowchart</u> <u>King-Chavez Induction Program Handbook</u> <u>California Standards for the Teaching Profession</u> <u>FAS Year-End Checklist</u> <u>Special Assistance Plan (from Handbook)</u> <u>King-Chavez Colloquium Rubric</u></p>
<p><i>Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.</i></p>	<p><u>King-Chavez Induction Program Flowchart</u> <u>FAS Self Reflection: IP Standards 5 & 6</u> <u>FAS Year-End Checklist</u> <u>Individual Learning Plan</u> <u>King-Chavez Colloquium Rubric</u> <u>Collaborative Assessment Log</u> <u>Triad Meeting Logs: Fall, Winter, Spring</u></p>

COMMON STANDARD 7: FIELD EXPERIENCE AND CLINICAL PRACTICE

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. 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.

The intent of the King-Chavez Induction program is to provide participating teachers with extensive opportunities to observe, acquire, and utilize important pedagogical knowledge, skills, and abilities, and to transform the major ideas and emphases developed in practical experience and professional development into action in their classrooms. All participating teachers complete and annually update an [Individual Learning Plan](#). The Individual Learning Plan is a component of the [New Teacher Center framework](#) has been designed so that pedagogical assignments and tasks are increasingly complex and challenging, and resemble the expectations of the [California Standards for the Teaching Profession](#), Equity and Pedagogy program standards. Professional development follows a [logical progression](#) as Participating teachers gain experience, competence, and confidence, and build new learning upon [prior learning](#).

All professional development uses the [Teaching Performance Expectations](#), California Standards for the Teaching Profession, and the five [King-Chavez Pedagogical Pillars](#) as a frame in planning activities for Participating teachers that are commensurate with their skills and abilities at various points in the program. All formative assessments reflect the competencies articulated in the California Standards for the Teaching Profession, and provide Participating teachers with a repertoire of effective instructional strategies. The coaching, based on the six New Teacher Center [Mentoring Standards](#), provided by Mentors will be purposeful and focused on the California Standards for the Teaching Profession and the five King-Chavez pedagogical pillars. This combination of professional development and coaching ensures that Participating teachers are well prepared as they build and add to a [formative portfolio](#) and prepare for a final, summative [exit interview](#).

Mentors are carefully screened and selected through a competitive [application process](#) using clearly defined criteria and procedures. [Selection criteria](#) include demonstration of pedagogical expertise, content knowledge, and communication skills. [Selected Mentors sign a MOU that outlines responsibilities, carefully review the Induction Program Handbook, and receive Professional Development to support them in their role.](#) Mentors work with Participating teachers and their site based teaching team. They observe lessons in the classroom and provide meaningful written and verbal feedback regarding performance in post-observation conferences. Mentors monitor and assess Participating

teachers' progress toward meeting the California Standards for the Teaching Profession, as they observe, analyze, and diagnose instruction by Participating teachers and coach them toward competency in the major domains of the California Standards for the Teaching Profession and five King-Chavez pedagogical pillars. Mentors serve as a resource to Participating teachers in all aspects of their training, fieldwork, and professional development.

The intent of the King-Chavez Teacher Induction program is to provide Participating teachers with a structure and design which facilitates their development as life-long learners utilizing the New Teacher Center's research-based [formative assessment system](#) highlighted by the [plan, teach, reflect and apply](#) cycle. The Formative Assessment System (FAS) developed by the New Teacher Center is comprised of [field-based experience sequencing](#) rooted in the California Standards for the Teaching Profession. Mentors observe their PTs regularly (at least twice per month), in both formal and informal settings, documented by a variety of [observation tools](#). PTs observe their Mentors, King-Chavez veteran teachers, and are also required to conduct an off-site observation at a range of different educational settings. King-Chavez collaborates regularly with other charter schools such as High Tech High, Urban Discovery Academy, EJE Academy, as well as local District schools in San Diego Unified, Lemon Grove, and Solana Beach. This real-time feedback for PTs is invaluable in supporting [reflection around the CSTP](#), consistent improvement, and the use of best practices in teaching. Regular documentation of the formative assessment system is used to validate the Participating teachers' knowledge, skill, and ability to deliver instruction aligned with K-12 academic content standards and differentiated strategies to promote academic achievement. Participating teachers are supported through the assignment of trained Mentors who deliver individualized assistance as they move through the program. In the event that teachers from outside of King-Chavez participate in the King-Chavez Teacher Induction Program, the partner school will complete a [Memorandum of Agreement](#) outlining roles and responsibilities, and will pay an appropriate fee for each participating teacher.

Participating teacher and Mentor collaboration, based upon identified Participating teacher needs, drives professional development identified in the Individual Learning Plan (ILP) specifically in each teacher's Inquiry Action Plan. Program leaders review inquiry questions to oversee the match of [professional development](#) to the inquiry questions. Regular collaboration between stakeholders provides direction for individualized professional development opportunities that focus on the delivery of research-based strategies, which support Participating teachers to address diversity within the context of their [teaching assignments](#). Annually the program evaluates the effectiveness and the carefully sequenced delivery of program experiences to improve the Participating teacher's abilities to meet student needs and improve student achievement. This is done through the triangulation of data including survey results, professional development (including formative assessment work) evaluations and reflection, and stakeholder observations and interviews.

Key Ideas and Documentation

Participating teachers experiences are designed, implemented, and evaluated utilizing the plan, teach, reflect, apply cycle as documented in the Formative Assessment System.

1. Participating Teacher/Mentor [Matching process](#)
2. [Weekly Mentor Logs](#) that note action steps for growth and development
3. [Formative Assessment System](#) Design and Verification of Use of the System

Collaboration between all stakeholders ensures appropriate support and opportunities to demonstrate the Participating teachers ability to address diversity and equity issues within the context of their teaching to meet student needs and improve student learning.

- [Mentor Training](#) and [Support](#)
- Completion Time lines
- [“Preseason”](#) (New Hire PD) and [Learning Conference](#)
- [Professional Development Calendar](#)
- [Orientations](#) (Agendas & Sign-In Sheets)
- Ongoing Advice and Assistance (Emails, [Mentor logs](#), [FAS Reviews](#))
- Program Evaluation (Participating Teacher’s Experiences; Demonstration of ability to meet student needs and content standards; Demonstration of ability to address diversity; Participating Teacher Evaluation of Support; State Survey; Program Completion Criteria – all from Formative Assessment)
- Advisory Council Agendas

Main Ideas:	Documentation:
<p><i>The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences</i></p>	<p>Individual Learning Plan</p> <p>FAS Overview: graphic organizer</p> <p>FAS Year at a Glance</p> <p>PT Calendar 2012-2013</p> <p>TPA: Bridge to Induction</p> <p>King-Chavez Pedagogical Pillars</p> <p>FAS Mid-Year and Year-End Checklist</p> <p>King-Chavez Colloquium Rubric</p> <p>FAS Description: Narrative</p> <p>Inquiry Action Plan</p> <p>Twenty Hours of PD Log</p>

	<p><u>PT Forum Schedule</u></p> <p><u>Collaborative Assessment Logs</u></p> <p><u>FAS Mid- and Year- End Checklist</u></p> <p><u>Preseason Agendas</u></p> <p><u>Learning Conference Program Guide</u></p> <p><u>King-Chavez Professional Development Calendar</u></p> <p><u>Induction Orientation Agenda</u></p> <p><u>Induction Program Handbook</u></p> <p><u>Bundle of Observation Tools</u></p> <p><u>Essential Elements: CSTP reflections around Pedagogy and Equity</u></p>
<p><i>in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards.</i></p>	<p><u>FAS Overview: graphic organizer</u></p> <p><u>California Standards for the Teaching Profession</u></p> <p><u>FAS Year at a Glance</u></p> <p><u>King-Chavez Pedagogical Pillars</u></p> <p><u>FAS Year-End Checklist</u></p> <p><u>King-Chavez Colloquium Rubric</u></p> <p><u>FAS Mid- and Year-End Checklists</u></p> <p><u>PT Calendar 2012-2013</u></p>
<p><i>, the unit collaborates with it partners regarding the criteria for selection of school sites, effective clinical personnel, and site – based supervising personnel.</i></p>	<p><u>NTC Mentoring Standards</u></p> <p><u>Mentor Application</u></p> <p><u>Mentor Application Principal Recommendation Form</u></p> <p><u>PT-SP Matching Process (from Handbook)</u></p> <p><u>NTC: Year One Mentor PD</u></p> <p><u>Mentor Calendar 2012-2013</u></p>

	<p><u>Memorandum of Agreement for Partner Schools</u></p> <p><u>Mentor MOU</u></p> <p><u>New Teacher Center Mentor PD</u></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><u>Individual Learning Plan</u></p> <p><u>FAS Overview: graphic organizer</u></p> <p><u>California Standards for the Teaching Profession</u></p> <p><u>FAS Year at a Glance</u></p> <p><u>King-Chavez Pedagogical Pillars</u></p> <p><u>FAS Year-End Checklist</u></p> <p><u>King-Chavez Colloquium Rubric</u></p> <p><u>FAS Description: Narrative</u></p> <p><u>Inquiry Action Plan</u></p> <p><u>Twenty Hours of PD Log</u></p> <p><u>PT Forum Schedule</u></p> <p><u>Collaborative Assessment Logs</u></p> <p><u>FAS Mid- and Year- End Checklist</u></p> <p><u>Induction Program Handbook</u></p> <p><u>Bundle of Observation Tools</u></p> <p><u>Essential Elements: CSTP reflections around Pedagogy and Equity</u></p>

COMMON STANDARD 8: DISTRICT-EMPLOYED SUPERVISORS

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Mentors are carefully screened and selected through a competitive [application process](#). Clearly defined selection criteria and procedures are followed consistently. They must hold valid teaching credentials or have extensive, appropriate educational experiences (including teaching experience with a Ph.D.). If they hold a credential they are required to have a minimum two years of successful classroom teaching experience, preferably at a King-Chavez school site. A Principal recommendation form is given serious consideration during the [selection process](#). Mentors are knowledgeable of the special needs of English learners, K-12 state academic content standards and frameworks, the Teaching Performance Expectations (TPEs) and California Standards for the Teaching Profession (Pedagogy and Equity content standards) and the five King-Chavez Pillars of Pedagogy. They have the ability to communicate effectively, collaborate with colleagues, design and deliver standards-based instruction, diagnose areas of difficulty, provide technical support, model appropriate teaching strategies, and design and deliver professional development. They conduct and debrief [observations](#) of teaching with Participating teachers.

Mentors may fill multiple roles in the program, including serving as professional developers, training and supporting new Mentors, and collaborating with professional development providers to provide a seamless, interrelated set of experiences for each Induction candidate. Credentialed Mentors have valid teaching credentials in their subject areas (English, math, science, art, History/Social Studies, and languages other than English, physical education, multiple subjects), and have experience working with English learners. Educational experts serving as Mentors have experience with pedagogy and content for the subject matter that their Participating teacher is assigned to teach.

In addition to the extensive [PD system](#) offered by King-Chavez, Mentors attend [professional training](#) for their role conducted by New Teacher Center consultants in addition to the Director of the Induction program, other King-Chavez administrators, or [education experts](#). Trainings are designed to develop the Mentors understanding of the developmental progression of beginning teachers; the Teaching Performance Expectations and California Standards for the Teaching Profession, Pedagogy and Equity Program Standards, K-12 student academic content standards and frameworks, theory-practice relationships in the program's curriculum; observation skills and effective professional communication with Participating teachers. The Organization has a clearly-defined process for [choosing providers](#) of Professional Development. The Mentor training focuses on The New Teacher Center's coaching model in which Mentors build on their own coaching skills to increase a Participating teacher's competence and

efficacy. An emphasis of all Mentor training is building the Mentor’s ability to listen with the intent to help Participating teachers to reflect on and articulate their own practice. Mentors read professional journals and books and participate in group discussion and reflections to support their professional growth and enrich the adult learning community at King-Chavez. Mentors model the [self-reflective process](#) expected of Participating Teachers through the application of [Mentoring Standards](#).

Mentor’s attend training each year as a whole group during the school year as well as an [orientation and summer training](#) prior to the start of the school year. Regular Mentor [PLC meetings](#) focus on professional development to increase mentoring skills and to provide a forum for discussing the progress and professional development needs of Participating teachers. Mentors meet with the Induction Director to debrief, plan, and provide immediate support for Participating teachers as needed.

Mentors are encouraged to attend on site staff development activities with their assigned candidates. They may attend identified organizational, local, County and state training conferences and workshops that will enhance their skills as collegial coaches.

Participating teachers are [assigned a Mentor](#) who works at the same school (when possible) and is experienced in the subject matter of the Participating teacher’s assignment. Each Mentor receives compensation for their work. Documentation of support work is collected, monitored, and [evaluated](#) by the Director and Advisory Team. Mentors who are not fulfilling the obligations and expectations of the support role are counseled, and if necessary, released. There is a clearly defined process for requesting a different [PT-SP match](#).

Main Ideas:	Documentation:
<i>District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential.</i>	Mentor Application Mentor Application Principal Recommendation Form
<i>A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria.</i>	Mentor Application Mentor Application Principal Recommendation Form PT-SP Matching Process (from Handbook)

<p><i>Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.</i></p>	<p><u>New Teacher Center Observation Tools: Bundle of Six Tools</u></p> <p><u>King-Chavez PD Provider Selection Rubric</u></p> <p><u>King-Chavez Professional Development Calendar</u></p> <p><u>Mentor Calendar 2012-2013</u></p> <p><u>NTC: Year One Mentor PD</u></p> <p><u>Continuum of Mentor Development</u></p> <p><u>NTC: Mentoring Standards</u></p> <p><u>Induction Program Orientation Agenda</u></p> <p><u>Mentor PLC Agenda</u></p> <p><u>PT Evaluation Bundle of Seven Documents:</u> Fall PT Check-in, Mid-Year Evaluation, PT Year-End Evaluation, Focus Group Questions, PT Forum Feedback Form, Future PT Forum Survey, BTSA PT Consent Form.</p> <p><u>PT-SP Change Request (from handbook)</u></p>
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COMMON STANDARD 9: ASSESSMENT OF CANDIDATE COMPETENCE

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

All Participating teachers participating in the King-Chavez Induction program participate in and complete a formative assessment portfolio to document their growth as a [professional educator](#). Participating teachers know and are able to demonstrate through multiple measures, their teaching knowledge, skill, and ability in relation to the six California Standards for the Teaching Profession (Pedagogy and Equity program standards). Candidates create an [Individual Learning Plan](#) and then maintain formative portfolios to document their classroom based [inquiry research](#), conduct [observations of teaching](#) at their site and off site, participate in [video analysis](#) of their own and others' teaching, and participate in an [exit interview](#).

Participating teachers fulfill all prerequisites for basic skills and subject matter knowledge and are NCLB compliant. They hold undergraduate degrees for the subject matter for which they are assigned to teach.

Participating teachers follow the [New Teacher Center model](#) of plan, teach, reflect and apply as they progress through the King-Chavez Induction program and demonstrate that they have the capacity to support diverse students including English learners, special needs students (students with IEPs and 504 plans), and conduct fair and appropriate assessments of their student's knowledge, skill, and ability. They have a working knowledge of the K-12 student academic content standards and frameworks and apply this knowledge as they plan lessons, differentiate instruction, and assess student learning. They demonstrate their ability to implement the five King-Chavez pedagogical pillars. Deep self-reflection and clinical observation facilitated by a Mentor are critical components of the Participating Teacher's journey through the [Program](#).

To successfully complete the Induction program, Participating teachers are required to participate in an exit interview. They discuss what they have learned about engaging students in learning, planning instruction, applying subject matter pedagogy, creating an environment for learning, developing, administering and interpreting student assessments, and developing as professional educators in the context of King-Chavez pedagogical philosophy. A panel, selected and calibrated by the Induction Director, determines through a professional judgment model whether the Participating teacher is ready to [progress to a clear credential](#). The entire process is outlined in the [King-Chavez Induction Program Flowchart](#).

Participating teachers in the King-Chavez Induction program successfully complete and submit for review a portfolio of their work including inquiry based, classroom research, student and teacher evidence, observations, and reflective writing about their practice. Mentors conduct observations and debrief the findings multiple times each school year

with the new teacher. Video analysis of teaching is used as one of many measures to document teacher growth over time. In addition, Participating teachers observe teaching in a range of educational settings outside of King-Chavez, and must document 20 hours of [professional development](#).

All Participating teachers’ formative assessments measure the six California Standards for the Teaching Profession (Pedagogy and Equity program standards). Participating Teachers provide program feedback at least four times per year, which the Program Director uses to ensure that the Program is meeting their needs.

Participating teachers are supported by Mentors, by their school site Principals, by colleagues, and by the Director of the King-Chavez Induction program. The Program Director regularly collaborates with the site Principals in order to integrate the Induction requirements with site processes as much as possible. They participate in targeted professional development to further their teaching capacity. Participating Teachers actively participate in the larger King-Chavez adult learning community and become reflective, student-centered, practitioners. The Colloquium and portfolio process enable Participating Teachers to demonstrate their ability to apply the five King-Chavez pedagogical pillars within the framework of the [California Standards of the Teaching Profession](#), the [Continuum of Teaching Practice](#), and the Induction Program Standards.

Main Ideas:	Documentation:
<p><i>Candidates... know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state adopted academic standards</i></p>	<p>FAS Year at a Glance</p> <p>Individual Learning Plan</p> <p>Inquiry Action Plan</p> <p>FAS Self-Reflection IP Standards 5 and 6</p> <p>FAS Overview Graphic Organizer</p> <p>Twenty Hours of PD Log</p> <p>California Standards for the Teaching Profession</p> <p>Continuum of Teaching Practice</p>
<p><i>Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.</i></p>	<p>NTC Observation Tools: Bundle of Six Tools</p> <p>Video Observation Tool</p> <p>King-Chavez Colloquium Rubric</p> <p>FAS Year-End Checklist</p> <p>King-Chavez Induction Program Flowchart</p>

