



INITIAL INSTITUTIONAL APPROVAL PROPOSAL

Teacher Induction Program Stage III- Preconditions

Atwater Elementary School
District

1401 Broadway Ave.
Atwater, CA 95301
209-357-6100

Deborah Mitchell, Program Coordinator

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209-631-4370

General Institutional Preconditions 2016

General Statement Applicable to all Preconditions for all Educator Preparation Programs Pursuant to Education Code Section 44227 (and 44265 where applicable for Education Specialist Program) each program of professional preparation that leads to a teaching or services credential shall adhere continually to the following requirements of California State Law or Commission Policy. Each institution must respond to the general preconditions as well as all other applicable program specific preconditions.

General Precondition

(9) Faculty and Instructional Personnel Participation. All faculty and instructional personnel employed by colleges and universities who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School or College of Education are exempt from this requirement. Reference: Education Code Section 44227.5 (a) and (b).

The Atwater Elementary School District does not have faculty or instructional personnel who are in the Department, School or College of Education and is, therefore, exempt from this requirement according to Education Code Section 44227.5 (a) and (b).

Initial Program Preconditions

The following two preconditions apply only when an institution submits an initial program proposal. The two preconditions must be submitted along with the appropriate preconditions for the type of educator preparation program being proposed.

<p>(1) Demonstration of Need.</p> <p>To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.</p>	<p>Currently, Atwater Elementary School District (AESD) partners with the Merced Union High School District Induction Program (#322) to provide induction services to its teachers. 27 candidates are enrolled in this program for the 2017-2018 school year. AESD seeks approval for its own Induction Program in order to best meet the needs of its candidates and students. AESD is a TK-8 only school district, and as such, has needs which are unique to the TK-8 context. A district-sponsored induction program will allow AESD to meet those needs more efficiently. AESD is also located in a small, rural Central California town which has traditionally been difficult to staff and has suffered from high rates of teacher attrition.</p> <p>For the 2017-2018 school year, AESD has 41 non-permanent employees who do not yet have clear credentials. In 2017-2018, 25 of those employees will be candidates in the induction program. In the next 2-3 years, it is anticipated that the remainder of these certificated employees (currently intern, PIP, or STSP) will receive preliminary credentials and become eligible for the program. AESD certifies that during the foreseeable future it will hire additional multiple subject, single subject, and educational specialist teachers.</p>
<p>(2) Practitioners' Participation in Program Design. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.</p>	<p>The AESD Induction Program verifies that practitioners of the program have been actively involved in the design and development of the program's philosophical orientation, educational goals, and content emphases.</p> <p>Quarterly meetings will be held among the Program Director (Assistant Superintendent for Educational Services), Program Coordinator, Assistant Superintendent for Human Resources, current mentors, a site administrator, and two recent program participants to collect input regarding the program's mission, goals, and recommendations for its implementation.</p> <p>Candidates, mentors and school administrators have been and will continue to be surveyed to collect feedback regarding the program and to provide data which will inform continuous improvement. Survey results January 2018.</p> <p>An advisory council consisting of the Program Director, Program Coordinator, Assistant Superintendent for Human Resources, at least one school administrator, at least one mentor, and at least 2 recent participants in the program will meet quarterly to review data regarding program effectiveness.</p> <p>Mentors also provide input in monthly mentor forums and program surveys. Sample agenda</p>

Preconditions for Teacher Education Induction Programs

<p>1. Each Induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher’s first year of teaching.</p>	<p>The Atwater Elementary School (AESD) Teacher Induction Program is a two-year job-embedded system of mentoring, support and professional learning. Handbook The program guides preliminary credentialed teachers through their first two years of teaching, beginning in their first year. The most significant feature of support for candidates is the mentor. AESD offers its candidates the support of full-release mentors who are available before, during, and after the school day to provide both just in time and long –term support which includes, but is not limited to, instructional and emotional support, observation and feedback, and support for professional development and ILP goals. In addition, AESD offers professional development sessions, both all-day and after school to meet the individual learning needs of its candidates as indicated in their Individualized Learning Plans and to help candidates successfully address district instructional initiatives.</p>
<p>2. The Induction program must identify and assign a mentor to each participating teacher within the first 30 days of the participant’s enrollment in the program, matching the mentor and participating teacher according to grade level and/or subject area, as appropriate to the participant’s employment.</p>	<p>AESD will identify and assign a mentor to each candidate within the first 30 days of her/his enrollment in the program. All efforts will be made to match the mentor and candidate according to grade level/and or subject level as appropriate to the candidate’s employment.</p>
<p>3. Each Induction Program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.</p>	<p>Each candidate in the AESD induction program receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor. This program is described in our informational brochure and in the candidate handbook. Support hours will be tracked using a mentoring log that is linked to each candidate’s ILP document. Sample Mentors will be trained to use a variety or support strategies. These include but are not limited to classroom observations, grade level collaborations, in-person meetings, professional learning opportunities, and grade level or subject area content support. Mentors will also work closely with school site and other district coaches (Literacy, technology, ELD, special education, assessment) to coordinate support for candidates.</p>
<p>4. Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher’s enrollment in the program</p>	<p>Within the first 60 days of enrollment in the program, The individualized learning plan (ILP) Sample which will address the candidate’s goals in relation to the California Standards for the Teaching Profession will be developed. Each candidate, in collaboration with his/her mentor and with input from his/her administrator will create a unique set of goals. The ILP (Sample) will provide the framework and guidelines for meeting those goals.</p>

<p>5. The Individualized Learning Plan must be designed and implemented solely for the growth and development of the participating teacher and not for evaluation for employment purposes.</p>	<p>The ILP is created with input from the principal through an annual site meeting and is documented on the ILP planning guide. However, the ILP is implemented for the sole purpose of the growth and development of the participating teacher; it is not used for evaluation for employment purposes. Principals are informed of this requirement at an annual site administrator’s meeting and throughout the school year by program staff.</p> <p>Sample</p>
<p>6. An Induction program sponsor must make available and must advise participants of an Early Completion Option for “experienced and exceptional” candidates who meet the program’s established criteria.</p>	<p>The Atwater Elementary School District Induction Program will make an Early Completion Option (ECO) available to participants and will advise candidates that those candidates who are experienced and demonstrate exceptional teaching practices based on the program’s established criteria may be eligible for ECO.</p> <p>The following criteria are designed according to the preconditions to serve experienced and exceptional candidates.</p> <ol style="list-style-type: none"> 1. Eligible candidates must hold a preliminary multiple subject, single subject, or education specialist credential. 2. ECO Candidates must meet one of these criteria: <ol style="list-style-type: none"> a. Private school or out of state or country teacher with two or more years of experience documented with at least two positive evaluations from a directly supervising administrator. b. Graduate of an intern program with two years of participation in the program. Evidence of successful intern experience must include at least two rigorous, positive evaluations from the University Supervisor, Site Administrator, and/or Supervising Teacher. 3. Application process: Candidates who feel they meet the above criteria must apply by submitting the following within 60 days of their enrollment in the program: <ol style="list-style-type: none"> a. A written rationale explaining how they meet the criteria for Early Completion. The letter should outline both prior experience and exemplary practice related to the California Standards for the Teaching Profession, professionalism, and commitment to the teaching profession. b. Documentation of a minimum of two (2) years prior teaching experience as the teacher of record in a K-12 teaching assignment. c. 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. d. A letter of recommendation from the current Atwater Elementary School District site administrator referencing exemplary practice based upon the California Standards for the Teaching Profession and a statement that the ECO program will be appropriate for the candidate. <p>These requirements are detailed in the AESD New teacher Induction Handbook and are presented at the Induction Orientation meeting for first–year candidates.</p>



Atwater Elementary School District
Human Resources
1401 Broadway Avenue
Atwater, CA 95301
(209) 357-6100 ext. 309

January 29, 2018

As Assistant Superintendent of Human Resources, I certify that Atwater Elementary School District currently has 27 teachers who are eligible for induction services. The district also has 41 non-permanent certificated employees who will receive preliminary credentials and become eligible in the next few years. In addition, we anticipate a number of retirements which will necessitate our hiring a significant number of new teachers. During the foreseeable future, we will be hiring a number of additional personnel in the multiple subject, single subject, and education specialist credential areas and will continue to have a need for a district-sponsored induction program.

Warm Regards,

A handwritten signature in blue ink that reads "Michelle Bush". The signature is written in a cursive style with a blue ink color.

Michelle Bush
Assistant Superintendent
Human Resources

AESD New Teacher Induction Advisory Meeting-- September 25, 2017

Agenda

Number of induction teachers and mentor support

Continued partnership with MUHSD-- Next mentor training September 28, 2017 8:30-3:00

ILP discussion

Next meeting: February 5, 2018-- Participating teachers and administrator will be invited to attend

Attendees:

Ana Boyenga, Director, Assistant Supt. Ed. Services

Michelle Bush, Assistant Supt. Human Resources

Marcia Carrillo (MUHSD)

Debbie Mitchell, Coordinator

Diana Dietz, Mentor

Diana Heller, Mentor

AESD MENTOR FORUM #2:

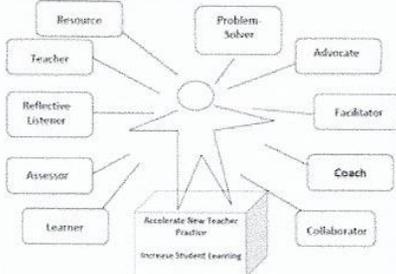
AUGUST 24, 2017

 **WELCOME BACK!**

Consider the many roles of a mentor. Which of these have you experienced so far?

Instructional Mentor Roles

Talk with a partner about one of the roles you have experienced.



GOALS FOR TODAY

- + Develop as a professional learning community.
- + Review the California Standards for the Teaching profession/ILP planner.
- + Practice a mentoring conversation.
- + Identify types of mentor communication.



COMPLETE THIS ACTIVITY TO DEVELOP A BETTER UNDERSTANDING OF THE CSTP

1. Brainstorm what an effective teacher knows and is able to do. Write one idea per sticky note.
2. As a group, sort your notes onto the CSTP tablemat.
3. Discuss: What do you notice? How might the CSTP serve as a guide in working with teachers?

BETWEEN NOW AND OUR NEXT MEETING, USE THE ILP PLANNING GUIDE TO RECORD EVIDENCE OF THE CSTP IN YOUR TEACHERS' CLASSROOMS.

What is evidence?

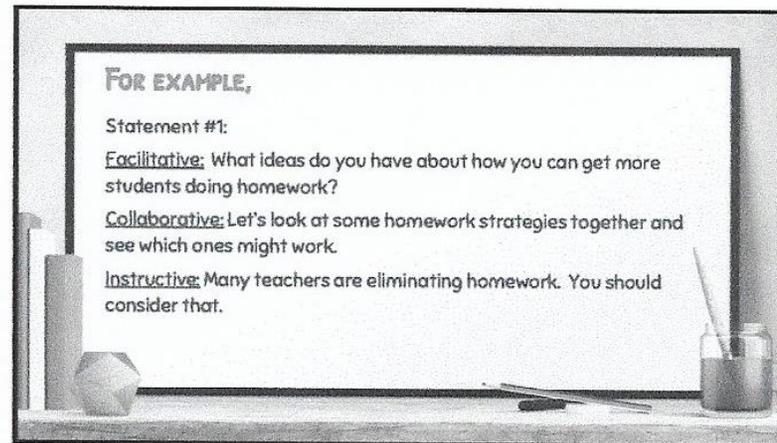
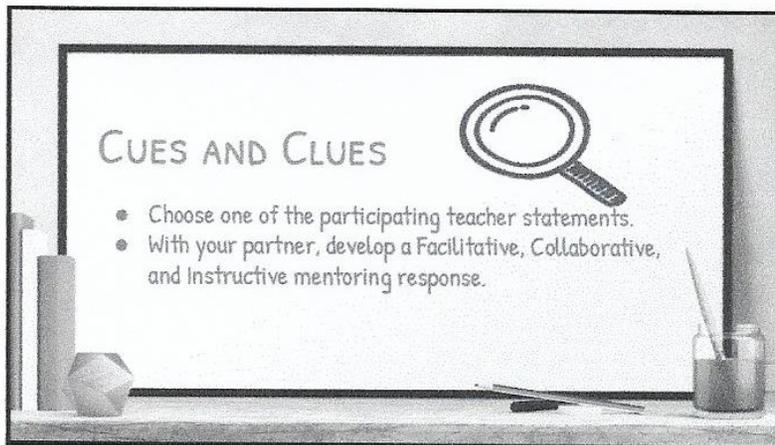
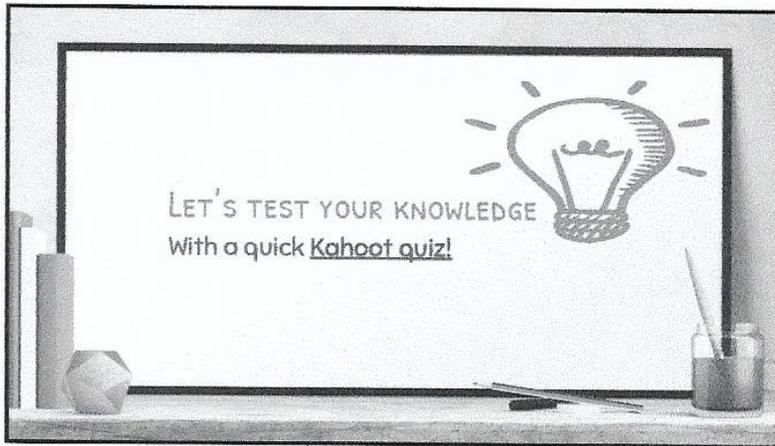


MENTORING CONVERSATIONS

California Standards for the Teaching Profession

OBSERVATION FOCUS

Observer A:	Observer B:	Observer C:
Verbatim mentor language stems	Teacher responses and behavior	Evidence of Trust
The first 5-6 words	Both verbal and nonverbal	Both verbal and nonverbal



Contact Us

WE OFFER

- Multiple Subject Induction Program
- Single Subject Induction Program
- Education Specialist Induction Program
- Optional early completion

All district employees who hold preliminary credentials are eligible for the program free of charge.

Atwater Elementary School District

Ana Boyenga, Director

1401 Broadway Ave.
Atwater, CA 95301

Phone: 209-357-6100

aboyenga@aesd.edu

Debbie Mitchell, Program Coordinator

dmitchell@aesd.edu

[AESD Educational Services website](#)

The Atwater Elementary School Teacher Induction Program does not discriminate against nor harass any candidates on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation. Candidates are assured of equal access to the induction program and are free from harassment in accordance with law

Atwater Elementary School District

*Teacher
Induction
Program*



"Induction has given me confidence. I might not know everything, but I know I will be here until I get really good at what I do." – an induction teacher



Atwater Elementary School District serves students in TK-8. Our induction program is designed to meet the unique needs of our teachers.

Highlights

- Induction is a two-year, job-embedded system of mentoring, support and professional learning
- Each induction participant receives a minimum of one hour per week of individualized support from a full-time mentor.
- Each participant develops a unique Individual Learning Plan (ILP) which is used for professional growth and development and not for evaluation or employment purposes.
- AESD makes an early completion option available for experienced and exceptional candidates. Please visit our website or consult our handbook to learn more.

Program Details

Candidates and mentors will develop and refine and Individual Learning Plan (ILP) that is based on the California Standards for the Teaching profession.

Candidates can choose from many professional development options to meet their ILP goals. The program offers optional professional development sessions and the district provides many opportunities for grade-level and/or subject level collaboration and professional learning.

Candidates will work with their mentors to collect evidence of professional growth that indicates they meet CTC competency requirements and have the knowledge and skills necessary to effectively educate and support all students in meeting state adopted academic standards.

Mission & Vision

The mission of the Atwater Elementary School District Induction programs is to provide general education and education specialist candidates with an individualized induction experience that includes intensive, ongoing support from a qualified mentor and leads to candidate growth in the California Standards for the Teaching Profession. The ultimate goals of the program are:

1. To increase student achievement in meeting California's adopted state standards and frameworks by developing candidate competence in working effectively with the full range of California's TK-12 students
2. To support the retention of teachers who are well-qualified to meet the unique needs of students in the Atwater Elementary School District.

The vision of the Atwater Elementary School District Induction programs is to provide every student with a highly qualified teacher who continues to grow as a professional through reflection, collaboration with colleagues, and the implementation of appropriate instructional strategies and assessments. These teachers will create safe, inclusive learning environments for all students which promote their success not only in school itself, but also in future careers.



Atwater Elementary School District
New Teacher Induction Program
Program Handbook (Draft)

Program Information

Mission and Vision

The mission of the Atwater Elementary School District Induction programs is to provide general education and education specialist candidates with an individualized induction experience that includes intensive, ongoing support from a qualified mentor and leads to candidate growth in the California Standards for the Teaching Profession. The ultimate goals of the program are

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Program Description

The Atwater Elementary School Teacher Induction Program is a two-year job-embedded system of mentoring, support and professional learning.

The program guides preliminary credentialed teachers through their first two years of teaching.

The most significant feature of support for candidates is the mentor. AESD offers its candidates the support of full-release mentors who are available before, during, and after the school day to provide both just in time and long-term support which includes, but is not limited to, instructional and emotional support, observation and feedback, and support for professional development.

In addition, AESD offers professional development sessions, both all-day and after school to meet the individual learning needs of its candidates as indicated in their Individualized Learning Plans and to help candidates successfully address district instructional initiatives.

Program Design

AESD will identify and assign a full-time mentor to each candidate within the first 30 days of her/his enrollment in the program. All efforts will be made to match the mentor and candidate according to grade level/and or subject level as appropriate to the candidate's employment.

Each candidate in the AESD induction program receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.

Admission and Eligibility

Atwater Elementary School District provides teacher induction services to our employees who hold preliminary single subject, multiple subject and education specialist credentials.

There are no fees charged to participate. Induction program candidates are required to complete a candidate enrollment form.

Non-discrimination policies

In accordance with the Atwater Elementary School District Board's non-discrimination policy, the Atwater Elementary School Teacher Induction Program does not discriminate against nor harass any candidates on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation. Candidates are assured of equal access to the induction program and are free from harassment in accordance with law.

For more specific detail please visit the [Atwater Elementary School District's Human Resources website](#).

Early Completion Option

The Atwater Elementary School District New Teacher Induction Program offers an Early Completion Option (ECO) to candidates who are experienced and demonstrate exceptional teaching practices based on the program's established criteria. This option is designed to recognize the skill of candidates with prior teaching experience. This would allow qualified candidates to complete the program in one year instead of two.

Eligible candidate must

3. Hold a preliminary multiple subject, single subject, or education specialist credential.
4. Meet one of these criteria:
 - c. Private school or out of state or country teacher with two or more years of experience documented with at least two positive evaluations from a directly supervising administrator.
 - d. Graduate of an intern program with two years of participation in the program. Evidence of successful intern experience must include at least two rigorous, positive evaluations from the University Supervisor, Site Administrator, and/or Supervising Teacher.
3. Candidates who feel they meet the above criteria must apply by submitting the following within 60 days of their enrollment in the program.
 - e. A written rationale explaining how they meet the criteria for Early Completion. The letter should outline both prior experience and exemplary practice related to the California Standards for the Teaching Profession, professionalism, and commitment to the teaching profession.
 - f. Documentation of a minimum of two (2) years prior teaching experience as the teacher of record in a K-12 teaching assignment.
 - g. 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.
 - h. A letter of recommendation from the current Atwater Elementary School District site administrator referencing exemplary practice based upon the California Standards for the Teaching Profession and a statement that the ECO program will be appropriate for the candidate.

The program director and coordinator are responsible for determining if the candidate has met all of the requirements for the Early Completion Option. ECO candidates must demonstrate within their induction experience that they are able to apply the knowledge, skills and competencies required of those teachers who complete the two-year induction program. If the ECO candidate is not able to do so, the candidate will receive a second year of induction services.

Contact Information

Name	Title	Contact Information	Type of Assistance
Ana Boyenga	Assistant Superintendent of Educational Services Program Director	aboyenga@aesd.edu 209-357-6100 ext. 317	Employment questions Induction concerns appeals
Debbie Mitchell	Program Coordinator	dmitchell@aesd.edu 209-631-4370	Program information, requirements, mentor questions, concerns
Michelle Bush	Assistant Superintendent of Human Resources	mbush@aesd.edu 209-357-6100 ext. 308	Credentialing information, general employee information

Mentoring Information

What your Mentor will Do	What your mentor will NOT do
Provide instructional support.	Report progress to an administrator.
Assist with Lesson Planning and long-term planning.	Evaluate job performance.
Provide on-the-job orientation.	Provide feedback which may affect employment.
Help with Assessment.	Compare teachers.
Provide strategies for teaching all students.	Share classroom observation data.
Observe and give feedback on instruction.	Substitute for a teacher.
Support professional growth in the CSTP's.	Assume control of a classroom.
Teach model lessons.	Ignore practices that are a detriment to students
Assist with goal setting.	
Provide emotional support.	
Support for an average of one hour per week.	
Provide instructional resources.	

Grievance Process

In the event that a candidate is unsatisfied with the induction program for reasons of eligibility, mentor assignment, program requirements or other reasons, s/he should follow the following steps.

Step 1- Informal complaint process: The candidate shall discuss the complaint with the induction program coordinator.

Step 2- Formal complaint process: If the complaint is not resolved at the informal level, the candidate shall submit a written complaint to the program coordinator within 30 days of the informal meeting. Within 10 days of the receipt of the written complaint, the program coordinator will schedule a formal meeting with the candidate and other staff as necessary to resolve the complaint. The program coordinator will provide a written response to the candidate within 10 days of this meeting.

Step 3 -District level complaint process: If the complaint is not resolved at the formal level, the candidate may submit a written complaint to the program director. The program director will consult with other staff as necessary to understand the complaint and the steps that have been made to resolve it. Within 10 days of receiving the written complaint, the program director will meet with the candidate and other staff as necessary to resolve the complaint. The candidate will receive a written response to his/her complaint within 10 days of that meeting.

AESD New Teacher Induction Program
Candidate Acknowledgements

I, _____ (candidate's name) acknowledge that I have received a copy of the Atwater Elementary School Teacher Induction Program Handbook. I have read and understood its contents. I have been informed of the following:

The Atwater Elementary School Teacher Induction Program is a two-year job-embedded system of mentoring, support and professional learning.

Teachers who hold a preliminary multiple subject, single subject, or education specialist credential are eligible for this program.

No fees are charged to participate in this program.

I will be assigned a mentor within 30 days of my enrollment in the program.

My mentor will provide me with support for an average of one hour per week.

An early completion option is available to qualified candidates.

The Atwater Elementary School District New Teacher Induction Program maintains a non-discrimination policy.

In the event I am unsatisfied with any aspect of the Atwater Elementary School District New Teacher Induction Program, I will follow the grievance policy as outlined in this handbook.

Furthermore, I understand that my induction experience will be greatly enhanced by my willingness to engage in reflection, collaboration with my colleagues and a trusting relationship with my mentor.

Candidate's signature

School Site

Date

2017-2018 Midyear Survey

Candidate responses

Q: What aspects of the current program, aside from mentoring which is a required component, would you like to see continue?

A: Sharing of resources
 Drop in days
 Class visits, able to observe a colleague
 none
 I would like to have been able to visit / observe a veteran teacher.
 I love how it focuses on our personal goals and growth.
 This really allows me to reflect on my teaching and work on how I can personally improve.
 Mentoring, but that's mandatory.
 Classroom observations of other teachers within the district
 Grouped up by grade level or Dept.
 The opportunity to observe veteran teachers, and pick their brain for ideas.
 Time of collaboration with others.
 Optional Drop-In Days

Q: What aspects of the current program, aside from mentoring which is a required component, would you like to see modified or discontinued?

A: Full day trainings - time out of the classroom is stressful.
 Everything is great
 Introducing strategies is okay, but we just need to make sure that the time we are attending professional development outweighs our need to be in the classroom. Usually after lunch, the need to be in the classroom becomes higher in relation to what we are going over.
 Everything so far has been useful.
 A detailed example of how to complete the exit presentation.
 There is nothing at this time that I think needs modification.
 I think you've made a lot of great improvements.
 Development days and other training more tailored for primary teachers.
 I felt each component was valuable.
 I really like the induction meetings but I would like them to be a little more active.
 the first year tour of every campus

Mentor responses

Q: AESD is in the process of applying for its own induction program. What is one aspect of the current program you believe should be continued in the new program? Mentoring will be included

A: Appreciate the collaboration we have monthly as "mentors" to share and discuss.
 ILPs meeting individual needs
 More mentoring debriefing and more observations of other classrooms. More group meetings of the inductees to get suggestions from each other.
 Mentoring forums and trainings
 Using a standard of templates for inductees to use

Q: AESD is in the process of applying for its own induction program. What is one aspect of the current program you believe should not be continued in the new program? Mentoring will be included. Or what suggestions do you have?

A: Offering drop in sessions for varied support.
 I think there should be a few more required checks for understanding along the way
 Continued collaboration with mentors and opportunities for the teachers to observe other teachers.
 I just think that allowing the inductees to observe other teachers is very helpful and worthwhile.
 Be open and flexible. Keep individual teacher needs a priority.
 Have a skeleton yearly calendar with suggestions of some things you could discuss with your teachers.
 Continue to reflect and grow as needed.
 Have a transparent ladder of expectations along with a pacing guide to help people measure their progress, success and achievement.

Site administrator questions: Responses are still in progress

Q: What components would you like to see included in the new program? Please note: A full-time mentor for

Q: What components would you NOT like to see in the new program? Please note: A full-time mentor for each

each teacher will be a component of the program.

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