



INITIAL INSTITUTIONAL APPROVAL PROPOSAL

INDUCTION PROGRAM

Stage III- Common Standards

Atwater Elementary School District
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<p>Common Standards</p>	<p>Common Standards reflect aspects of program quality that are the same for all credential programs, regardless of type of program. The Institution / program sponsor must respond to each Common Standard by providing information and/or supporting documentation about the individual programs to be offered by the institution/program sponsor.</p>
<p>Standard 1: Institutional Infrastructure to Support Educator Preparation: Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:</p> <ul style="list-style-type: none"> The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks. 	<p>The mission of the Atwater Elementary School District New Teacher 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</p> <ol style="list-style-type: none"> 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. To support the retention of teachers who are well-qualified to meet the unique needs of students in the Atwater Elementary School District. <p>The vision of the Atwater Elementary School District New Teacher 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.</p> <p>Posted on website</p> <p>AESD is a public TK-8 California school district that has created and articulates a new teacher induction program which partners AESD’s Educational services department (which includes the student services department aka special education), and the human resources department. The Educational Services department has primary oversight of the AESD New Teacher Induction Program; however, district-level departments work as a team to support newly hired teachers of all credential levels. Organizational chart</p>

	<p>The program and structure of the AESD NTIP is based upon the research and practices of the New Teacher Center, Linda Darling-Hammond and the Stanford Center for Opportunity in Education, Cognitive Coaching (Costa, and Garmston) and Wellman and Lipton (Mentoring Matters). These researchers provide the basis for both quality teaching and quality mentoring. Research indicates that teacher retention and teacher impact on student learning increases when teachers are supported by a quality induction program. In addition, teacher attrition is lower which benefits the district, not only financially, but in the creation of a cohesive district culture, in the capacity and effectiveness of professional development initiatives and in student achievement (Ronfeldt, Loeb, Wyckoff). Central to the AESD New Teacher Induction Program is the Individualized Learning Plan which will be grounded in the State Standards for Educator Preparation and the California Standards for the Teaching Profession.</p>
<ul style="list-style-type: none"> The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs. 	<p>AESD actively involves faculty, instructional personnel, and relevant stakeholders in the following manner:</p> <ol style="list-style-type: none"> An Induction Advisory Council will meet quarterly in order to review the AESD New Teacher Induction Program Standards and the program itself. The council consists of the Program Director, the program coordinator, an IHE partner representative from CSU Stanislaus, site administrators, the assistant superintendent for Human resources, program mentors, and current and former candidates of each credential type. Sample agenda Current mentors also have the opportunity to review the program and assist with program design at monthly mentor forums. Sample agenda Candidates, mentors, and site administrators are surveyed twice annually to solicit their input on program effectiveness. Mentors meet with site administrators and candidates at the beginning of each school year to get input regarding site instructional initiatives which help guide the creation of candidates' ILPs. ILP Planning
<ul style="list-style-type: none"> The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units, and members of the broader educational community to improve educator preparation. 	<p>AESD faculty and instructional personnel collaborate regularly and systematically with P-12 colleagues, college/university faculty, and the broader educational community.</p> <p>AESD mentors collaborate with one another formally once a month. They collaborate on an informal basis almost daily. In addition, the</p>

	<p>educational services department meets weekly and mentors collaborate with the district literacy coach, district technology specialist, district assessment specialist, and the Director of Special programs. AESD Mentors also collaborate with other mentors in the Merced Union High School District and Merced County Office of education in professional development sessions at least twice annually. Mentors have participated in the broader educational community through their attendance at the New Teacher Center Symposium, the CA Statewide Induction Conference, Elena Aguilar training, and Cognitive Coaching training among other events. All of these activities allow them to network with other mentors and to understand the unique nature of induction.</p> <p>The program coordinator partners with the North Valley Collaborative and Cluster 3 regional induction programs at regularly scheduled meetings. This ensures that the program is informed about CTC requirements and allows for networking and problem-solving. Both of these groups also include representatives of area IHEs.</p> <p>In addition the district partners with other educational entities (CSU Stanislaus, Fresno Pacific University, Stanislaus County Office of Education among others) to support educational interns and pre-interns. While these teachers are not eligible for induction, the district provides a full-release mentor for these teachers to lend additional support to these university intern programs. Sample MOU</p>
<ul style="list-style-type: none"> • The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences. 	<p>AESD has allocated funds in the Local Control and Accountability Program (LCAP) for the effective operation of its Induction Program. The Department of Business Services will ensure adequate funding for facilities, resources, and qualified personnel. Currently, AESD partners with Merced Union High School District (#322) for induction services. In addition AESD school sites budget for candidates to have 3 days of release time for professional development purposes. This includes the opportunity to observe veteran teachers as well as to work more closely with a mentor.</p> <p>AESD will fund the following to ensure the effective implementation of the Induction Program:</p> <ul style="list-style-type: none"> - Salaries of Induction Director, Coordinator, and Mentors - Professional Development/ training for mentors - Clerical personnel - Facilities, materials, and professional books

	<ul style="list-style-type: none"> - Instructional technology - Substitutes necessary for release days. <p>Surveys will be used and data analyzed to determine the resources needed for effective implementation of the AESD Induction Program. The Induction Advisory Council will address on-going program/resource needs at its quarterly meetings.</p>
<ul style="list-style-type: none"> • Unit leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution. 	<p>The Educational Services Department will be responsible for addressing the needs of the AESD Induction Program. The Director of the Program is the Assistant Superintendent for Educational Services. She is responsible for and has the authority to evaluate and address the needs and to represent the interests of the Induction Program to the Office of the Superintendent and the Office of Human Resources, site administrators, other agencies as appropriate.</p>
<ul style="list-style-type: none"> • Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. 	<p>AESD is committed to hiring and retaining faculty members who represent and support diversity and excellence. AESD has a non-discrimination policy in employment matters. Representatives of the Human Resources department, current mentors, and site administrators attend teacher recruitment fairs throughout the Central Valley in order to recruit teachers who are representative of our community.</p>
<ul style="list-style-type: none"> • The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; (c) knowledge of diversity in society , including diverse abilities, culture, language, ethnicity, and gender orientation; and (d) demonstration of effective professional practices in teaching and learning, scholarship, and service. 	<p>Only qualified persons will be assigned to teach courses, provide professional development, and supervise field-based and clinical experiences as part of the induction team. Current AESD employees will teach courses, provide professional development and supervise field-based and clinical experiences. All of these employees are P-12 teachers and/or administrators.</p> <p>As part of the selection/interview process only those qualified in the following areas will be assigned to these roles. Candidates for these positions will possess the following qualifications.</p> <p>a) They will be knowledgeable of current content knowledge. They will participate along with other district personnel in any content-based professional development offered either by district personnel or other entities (e.g. county offices of education).</p> <p>b) They will be experienced P-12 educators who have knowledge of and will have demonstrated application of adopted content standards, frameworks and accountability systems in their own classrooms and in leadership roles (e.g. grade level collaboration).</p>

	<p>They will attend professional development sessions provided by the district and other entities to expand this expertise as needed.</p> <p>c) They will demonstrate commitment to both accepting and valuing the diversity of society as evidenced in California classrooms. This will include diverse abilities, culture, language, ethnicity, and gender orientation. They will attend professional development provided by the district and other entities to expand this expertise as needed. They will demonstrate a willingness to help candidates recognize and value diversity as well.</p> <p>d) Those selected for these positions will have been recognized as teachers and/or administrators who exemplify effective professional practices in teaching, learning, scholarship and service.</p> <p>Additional professional development, which may be required of all employees or to candidates as part of their ILP's may be provided by outside providers by contract with the Educational Services Department. Examples of past and current providers include: WestEd, Charlotte Knox, and Wonders.</p>
<ul style="list-style-type: none"> The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. 	<p>The Human Resources Department and the Educational Services Department will work together to identify teachers who are eligible for induction. Sample shared spreadsheet All newly hired teachers complete an initial Induction Intake/Credential Evaluation form to indicate their status upon employment. Candidates who have obtained a Preliminary Multiple-Subject, Single-Subject, or Education Specialist credential are eligible for the Induction program. Eligible candidates are notified by email and attend an orientation session early in the school year at which they receive the program handbook and other informational materials.</p> <p>In order to be recommended for the Professional Clear Credential(s), candidates must complete an Individualized Learning Plan (ILP), complete with evidence of growth in the CSTP. The induction program coordinator and the mentors will guide, provide professional development, observe, and assist candidates in the monitoring effectively completing the ILP as a requirement for the recommendation for a Professional Clear credential. Careful monitoring of progress throughout the year will ensure candidates meet the requirements for successful completion of the ILP.</p> <p>In addition, at the end of year 2 (year 1 for ECO candidates), each candidate will “defend” his or her ILP during an exit interview process with the mentors and program coordinator. Candidates will</p>

	<p>be asked to demonstrate growth in the CSTPs 1-5 using classroom evidence. They will also be asked to reflect upon their growth in Standard 6 in order to determine how they plan to continue to develop as teachers beyond the clear credential.</p> <p>At the end of year 2 (or year 1 for the ECO candidate), the coordinator will review records and prepare recommendations. The official recommendation to the CTC for a candidate's Professional Clear Credential will be made by the Program Director in partnership with the Human Resources Department both of whom will have attended the CTC trainings on the credentialing process.</p> <p>Candidates will be recommended to the CTC and will be notified by email that their recommendation is in process.</p>
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Standard 2: *Candidate Recruitment and Support

Candidates are recruited and supported in all educator preparation programs to ensure their success.

- The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.

AESD's New Teacher Induction program will enroll all teachers employed by AESD who hold either Multiple Subject, Single Subject or Education specialist preliminary credentials.

The district has multiple measures in place to ensure proper identification and enrollment of all eligible candidates. The AESD Induction program Coordinator communicates regularly with The Assistant Superintendent of Human Resources regarding new hires and uses a [master list](#) of all newly hired teachers and their credential status as a tool for identifying induction candidates. At the conclusion of each school year, current employees whose credential status may be changing (i.e. interns at various levels) are contacted to determine if they will become eligible for the induction program during the following school year. All newly hired teachers complete a [credential sheet](#) at the point of hire which is verified by the Human Resources Department to determine which teachers are eligible for the induction program. At the beginning of the school year, all previously hired teachers who had not yet reached preliminary credential status the previous year are contacted by email and in person to determine if they have completed the credential requirements which would make them eligible for the program. At the beginning of each school year, an email is also sent to all teachers in the district, describing the Induction Program and alerting anyone who is eligible, who may not have already enrolled, to contact the Program Coordinator.

When the list of eligible teachers is complete, the Program Director and Coordinator work together to assign each candidate to the appropriate mentor based upon grade level or subject level or school site.

- The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.

[AESD is an equal opportunity employer](#) and the [AESD 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. In addition, AESD makes purposeful efforts to recruit qualified teachers who represent the diverse backgrounds of its students. [Human resources staff regularly analyze the district's teacher demographics and makes efforts to recruit a diverse teaching pool that reflects AESD's student demographics.](#)

These efforts include the following:

1. The district posts all open teaching positions on Edjoin to recruit candidates from both inside and outside of the local area.
2. The Human Resources Department recruits teachers from a variety of local universities such as [CSU Stanislaus](#), [CSU Fresno](#), [Fresno Pacific University](#), and [UC Merced](#). Many of the teaching candidates at these universities are from the diverse backgrounds that are representative of those in the AESD community. For example, the ethnicity of 50 % of students at [CSU Stanislaus](#) is Hispanic or Latino. The percentage of Hispanic and Latino students in AESD in 2016 was [69.8%](#)
3. Representatives of the Human Resources Department attend recruitment fairs at universities and county offices of education in and around the local area. They attend recruitment fairs outside the local area when there are openings for teachers with hard to staff credentials.

In addition, AESD has shown its commitment to recruit and retain a diverse teaching staff that is reflective of its students demographics by creating a partnership with [CSU Stanislaus](#) that helps instructional aides and other classified employees who may wish to become teachers. Representatives from [CSU Stanislaus](#) held a meeting at the district for classified staff and explained the process by which they could become teachers. As a result of this, two former classified employees who worked as Community Outreach Coordinators have been hired by the district as classroom teachers for the 2018-19 school year.

	<p>District representatives give prospective teachers a brochure which details the features of the induction program which is a benefit of their employment. All candidates will benefit from the support, advice and assistance provided by weekly meetings with mentors and continuing professional development and growth in the CSTP's which will promote their successful entry into and retention in the teaching profession.</p>
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- Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.

The AESD New Teacher Induction Program will provide information regarding program requirements through [its website](#), [the candidate handbook](#), an orientation meeting, and during weekly one-on-one meetings with mentors. The mentors serve as the initial source of support for candidates, and the Program Coordinator meets with them in person on a monthly basis to advise them of program requirements. In addition, mentors contact the coordinator with questions through email or on the phone as necessary throughout the school year. Candidates are also encouraged to contact the Program Coordinator or Director for additional support and guidance in attaining program requirements.

<ul style="list-style-type: none"> • Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies. 	<p>AESD’s New Teacher Induction Program Coordinator, will work with the program’s mentors to regularly monitor evidence of candidates’ progress toward reaching ILP goals. Evidence may include completion of weekly mentoring logs, completion of classroom observations, or completion of AESD provided professional development or outside professional development as indicated by ILP goals.</p> <p>When the Induction Program Coordinator and/or mentors determine, based on evidence that a candidate is in need of additional assistance, the Coordinator and mentor will meet with the candidate and determine the appropriate type of support. The support will vary based upon the candidate’s needs. Additional support may include providing release time to provide the candidate with access to need-based training. Assignment to a different mentor might also be appropriate.</p> <p>Details of this support plan meeting, description of next steps, and timeline for its completion will be maintained in the candidate’s Induction Program records.</p> <p>In cases when it becomes clear that the candidate will require additional time beyond two years to complete program requirements, the candidate will submit a written request to extend the induction program and provide a description of the extenuating circumstances which accompany this request. The Coordinator and Director will consider these circumstances on a case-by-case basis.</p>
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Standard 3: Fieldwork and Clinical Practice

The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.

AESD's New Teacher Induction program will design and implement a planned sequence of coursework and clinical experiences. The program's design will include several opportunities during each of the two years for candidates to reflect on their professional practice and [identify their growth in the CSTP's](#). They will also set professional goals and conduct professional investigations as part of the [ILP](#) process. Professional development sessions will be developed based upon candidates' ILP needs and will focus on modelling effective instructional practices and opportunities for candidates to collaborate with one another. The District also provides professional development for all teachers regarding district instructional initiatives. Site administrators will also provide site-specific new teacher support regularly throughout the school year. This interaction with both experienced and other new colleagues, site administrators, district leaders and the AESD New Teacher Induction Program mentors and leaders will provide multiple sources of job-embedded and collegial support for the candidates. In addition if a candidate's ILP indicates a need for outside professional development the program coordinator and mentor will facilitate the candidate's access to those resources. Clinical experiences will come from the work that candidates do with students in their classrooms. Candidates in AESD's New Teacher induction program will be observed weekly by their mentors and will use those opportunities to reflect on their instruction and its impact on students. These mentoring interactions will be documented in an [electronic log](#), which the Program Coordinator will monitor. Candidates and mentors may also use these logs as an archive and refer to them as they set and refine ILP goals. Additionally, [AESD's New Teacher Induction Program mentors](#) have extensive classroom experience and grade level and content-area expertise. They will guide candidates in developing and demonstrating the knowledge and skills needed to educate and support P-12 students in meeting state-adopted content standards. This assistance will primarily come from direct weekly interaction with the mentor, but it may also involve mentor-facilitated support from other sources. For example, a mentor might arrange an opportunity for a candidate to meet with or observe a colleague who is experienced and able to demonstrate a strategy that meets one of the candidate's ILP goals or provide the candidate with information

about a relevant professional learning opportunity outside of the district.

Each candidate is unique as her/his induction experience will be. Therefore, not all documentation or evidence will be identical for all candidates.

The minimum requirements for completing the induction program include the following:

1. Documentation on an electronic log of an average of 1 hour per week of support time for each candidate. This may take place as part of a one-on-one conversations between candidate and mentor, or may be provided by other types of professional development (e.g. grade-level collaboration, large-group professional development, group ILP creation).
2. Weekly observations of instruction by the mentor as documented on either the electronic log or on ILP or on action investigation tools.
3. Reflection and self-assessment on the CSTP at the beginning of year 1, beginning of year 2 and end of year 2.
4. Completion of an ILP which delineates at least 2 professional goals and documentation of actions taken to reach those goals in each year of the program. These will include classroom observations by the mentor for each goal and at least one observation of a veteran teacher for each year of the program.
5. **Demonstration of a commitment to ongoing professional development: The amount and type of professional development will vary from candidate to candidate. Candidates will choose from a range of professional development activities based upon their ILP goals.**
6. Completion of an exit project or activity that demonstrates the candidate's growth in the CSTP throughout the two years of the induction program. These are presented to the induction team at the end of year 2 of the program.

Candidates will be made aware of these requirements in a variety of ways.

1. At a large-group professional development session, candidates will be guided in developing their ILPs. The ILP, which is an online Google document that is unique to each candidate, will delineate the program requirements.

	<p>2. Mentors will revisit the ILP regularly in meetings with the candidate (at a minimum of 3 times per year in the program).</p> <p>3. The program coordinator will review ILP documentation at midyear and will give the mentor a “progress report” on her/his candidates. Mentors will share this feedback with candidates. The program coordinator will review ILPs of year 1 candidates at the end of year 1. Year 2 candidates will review and adjust their ILP goals as necessary at the beginning of year 2.</p> <p>4. ILP documents and samples will be made available on the induction website as well as through the Induction Google Classroom site. A variety of example ILPs will be available to demonstrate that each ILP is uniquely designed by each candidate with the guidance of the mentor.</p>
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The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.

The AESD New Teacher Induction Program will be based on the candidate-mentor relationship, [growth in the CSTP's](#) and the candidate's goals and investigations as outlined in the [Individual Learning Plan \(ILP\)](#). As described in detail in Standard 1 above, the program and structure of the AESD NTIP is based upon the research and practices of the New Teacher Center, Linda Darling-Hammond and the Stanford Center for Opportunity in Education, Cognitive Coaching (Costa, and Garmston) and Wellman and Lipton (Mentoring Matters). Mentors will support their candidates for an average of one hour per week. Induction specific professional development is provided at various points throughout the school year, and its design is based on candidates' identified goals and needs as indicated in the [ILP](#). Candidates have many opportunities to demonstrate the competencies required of the credential, through multiple observations and subsequent reflections in weekly meetings with their mentors. At the conclusion of year 2, candidates will formally demonstrate their growth in the CSTP's through exit activities conducted with their mentor and the program coordinator.

The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.

- Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.

AESD's Induction candidates are classroom teachers in the district's TK-8 classrooms. The candidates' teaching assignments provide direct experience with students of diverse backgrounds and ability levels. Mentors will observe candidates' instruction and provide them with feedback in implementing research-based strategies to improve both their own teaching and student learning. Both district- level and induction professional development focus on research-based strategies for improving teaching and student learning.

- Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates

Site-based supervision will be provided by [full-release mentors](#) who have undergone a rigorous selection and interview process. Mentors are [teachers on special assignment](#) who hold a Clear California Teaching Credential and have a minimum of five years of successful TK-8 teaching experience. At least one mentor will hold an education specialist credential and have provided at least two years of education specialist service.

- Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated, and recognized in a systematic manner.

Mentors are trained in conducting coaching conversations and providing other support for new teachers. This includes both just-in-time support and the development of long-term goals through the [ILP](#) process. Mentors are trained to help teachers assess themselves on the [Continuum of Teaching Practice](#) and to set goals based upon this assessment. All mentors meet at [monthly forums](#) where they are taught and given the opportunity to practice several coaching conversations, to conduct observations, and to give actionable feedback. These forums also allow mentors to collaborate and problem-solve with one another and the program coordinator.

In addition, mentors will participate in outside professional development opportunities on an annual basis as the need arises. These may include technology conferences, coaching conferences, and state-wide induction events.

The Program Director formally evaluates the mentors as their direct supervisor. In addition, candidates [will be surveyed](#) at the end of the first semester and at the end of years 1 and 2 of the program to determine mentor effectiveness. The Program Coordinator will also provide one-on-one in person feedback to the mentors twice each year. Examples include but are not limited to observing a teacher and comparing feedback, observing a mentoring session and providing feedback, or conducting a simulated coaching conversation and providing feedback.

- All programs effectively implement and evaluate fieldwork.
- For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.

Mentors and candidates will collaboratively maintain [a log](#) of the support provided by the mentor which must be an average of one hour per week. Candidates also assess themselves on the [Continuum of Teaching Practice](#) to evaluate their growth in the CSTP. This evaluation forms the basis of the goals they set, the investigations they conduct, and the professional development they receive as part of the [ILP](#) process. At the conclusion of the second year, candidates will formally provide evidence of their growth in the CSTP in organized exit activities with their mentor and the Program Coordinator.

AESD’s induction program will be aligned with the district’s [board-adopted academic standards](#) which challenge all students to reach their full potential and specify what students are expected to know and to be able to do at each grade level and in each area of study. These standards reflect the knowledge and skills needed for students to be adequately prepared for postsecondary education, employment, and responsible citizenship. As indicated in AESD Board Policy 6011 (instruction), district content standards for English language arts, English language development, mathematics, science, health education, history-social science, physical education, visual and performing arts, world languages, career technical education, and preschool education shall meet or exceed statewide model content standards adopted by the State Board of Education or the State Superintendent of Public Instruction as applicable.

All schools in AESD serve the complete range of learners found in California’s classrooms; therefore, candidates will have the opportunity to work with these students. [AESD students have a variety of socio-cultural, racial, religious, ethnic, linguistic and economic backgrounds. They differ in learning abilities, gender and gender identity, family structure, sexual orientation and other aspects that may affect teaching and learning. AESD is committed to educating the full spectrum of its students and one of the goals of the AESD New Teaching Induction Program is to strengthen its candidates’ understanding of students, their families, and the community in which they serve.](#)

<p>Standard 4: Continuous Improvement</p>	<p>The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.</p>
<ul style="list-style-type: none"> Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services. 	<p>In order to maintain the quality and effectiveness of its program, The AESD New Teacher Induction Program will regularly and systematically collect and analyze data. The program will solicit input from all stakeholders throughout the school year. The initial planning for the program was guided by input received from a survey of current 1st and 2nd year program candidates, site administrators, and mentors.</p> <p>When the program receives CTC approval, program leaders will use a variety of data to assess the program's effectiveness and to make adjustments, additions and/or improvements to the program. The AESD New Teacher Induction program will conduct formal mid-year and year-end surveys annually to assess the program's effectiveness and the support candidates are receiving to make modifications midyear if necessary.</p> <p>Candidates will have the opportunity to provide informal feedback in their weekly meetings with their mentors. Mentors will also have regular opportunities provide informal feedback at monthly mentor forums. The program coordinator will also visit school sites on a regular basis to observe both candidates and mentors to gather informal feedback on appropriate support strategies and to support mentors' and teachers' development.</p> <p>Additionally, the induction program is part of the Educational Services Department, which provides professional learning to all SBUSD teachers, based on data collected from annual full-day grade level planning meetings and site administrator input. This helps to prevent the duplication of services and to assure that newly credentialed teachers receive the appropriate type and amount of support.</p>

- Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.

The AESD New Teacher Induction Program will include questions regarding the effectiveness of unit operations in its formal mid-year and year-end surveys of all candidates, site administrators, and mentors. Program completers will also be surveyed and tracked to determine teacher retention information. This data will be used to improve both the program and the services it provides. The program director will also provide this data to the Advisory Council and present it annually to the Superintendent and the Board of Education.

Program data will be reviewed by the Program Director and Program Coordinator. Data will then be shared anonymously with the mentors to help them improve their individual support of teachers. This will be done at midyear and at the end of each school year. Modifications to the program will be made based upon this data. For example, if candidates report that they feel they did not receive adequate support for teaching English learners, professional development sessions and activities will be designed to strengthen that aspect of the program.

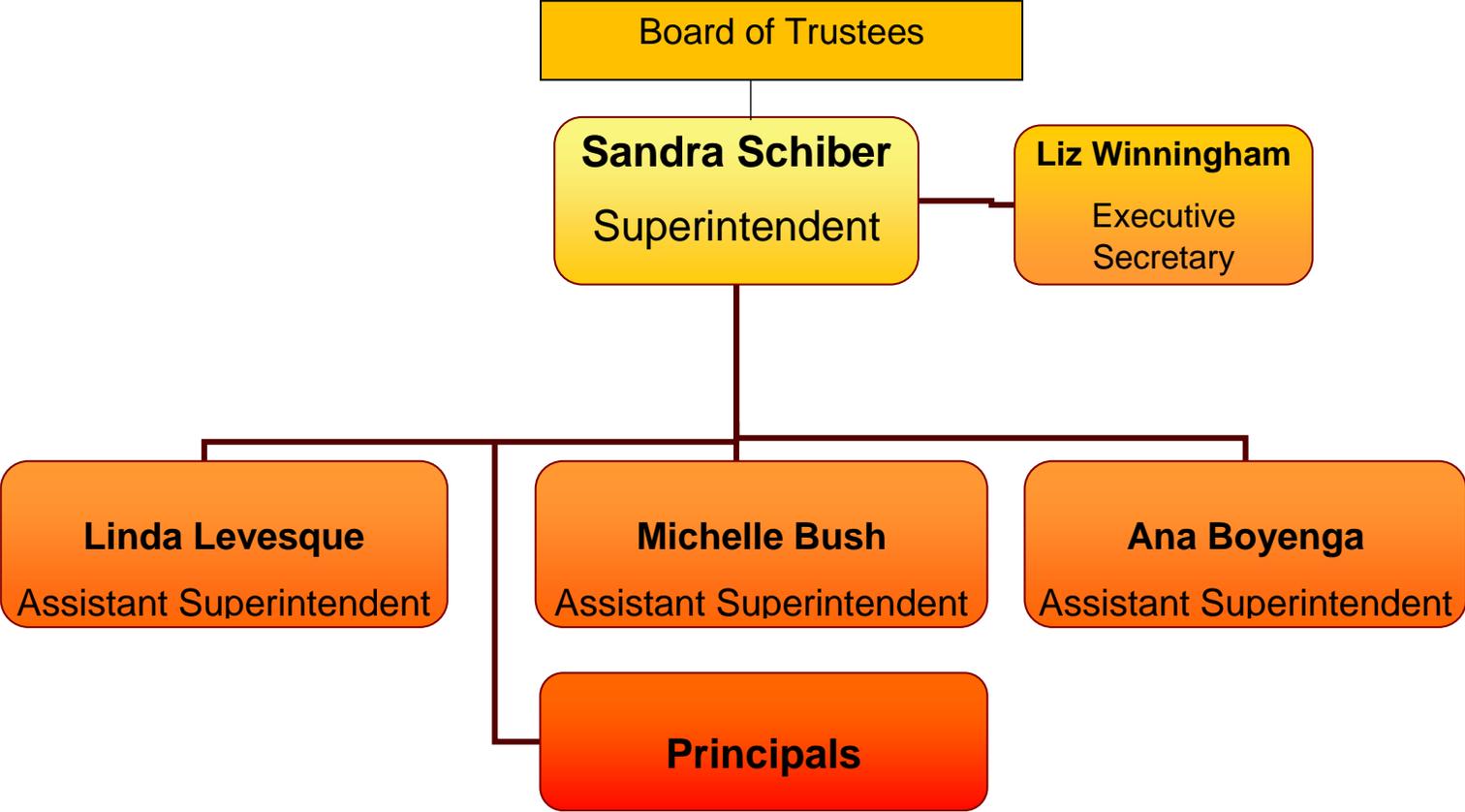
Program data and the subsequent program improvements will be shared with stakeholders.

1. An annual report will be provided to the school board and the superintendent.
2. The program coordinator will attend a meeting of site administrators to share the data and solicits administrators' suggestions for program improvement based upon the data.
3. The program coordinator will share data with the mentors at a mentor forum at the beginning and end of each school year. She will solicit their ideas for program improvements based upon the data. The induction team will then implement these improvements.
4. At the first large-group professional development session of each school year, the program coordinator will share anonymous survey data with candidates and will describe the program improvements made based upon that data. She will also ask for program improvements ideas either in one-on-one conversations at that meeting or by email or other means of private contact.

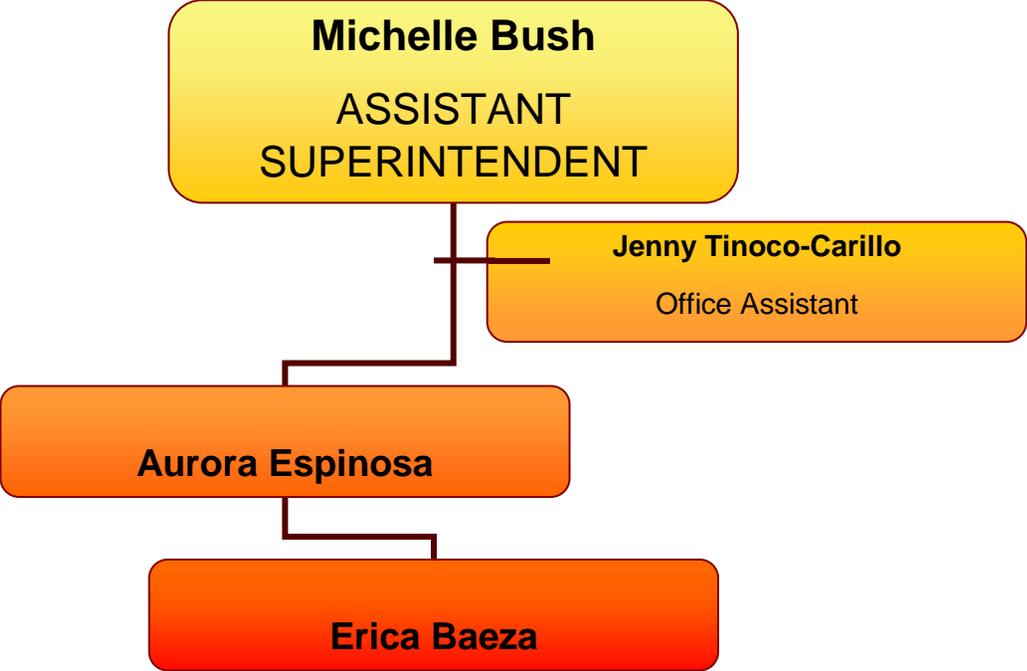
<ul style="list-style-type: none"> The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation. 	<p>The AESD New Teacher Induction Program will only serve employees of the district. The annual year-end site administrator survey will contain questions related to the quality of teacher preparation. Program completers will be surveyed every other year in rotation to determine how well they feel the program prepared them. The Program Coordinator will analyze and summarize this data for the Advisory board on an annual basis so that the Board may make recommendations for the program as indicated.</p>
<p>Standard 5: Program Impact</p>	<p>The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted competency requirements as specified in the program standards.</p>
<ul style="list-style-type: none"> The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and on teaching and learning in schools that serve California’s students. 	<p>The AESD New Teacher Induction Program is committed to developing new teacher candidates into highly effective, reflective practitioners who have significant impact upon the learning of AESD students.</p> <p>Mentors and candidates meet on a regular basis and through observations and reflective feedback, they determine areas of strength and areas of concern and create a plan of next steps within the classroom. Log</p> <p>Individual Learning Plans detail individual professional development needs. Candidates use the Continuum of Teacher Practice in order to reflect upon their development in the CSTP. Candidates will review their growth on the CSTP at mid-year and year-end during both years of the program. Based on their assessment of their own growth, they will create and revise their ILP to plan for their professional growth.</p> <p>Site administrators, while not involved in the ILP in an evaluative role, have the opportunity to identify site priorities and initiatives in as part of candidates’ ILP planning. This will allow for a greater connection between the ILP and the school site and will lead to greater impact on the school site itself.</p> <p>The candidates will also provide feedback to the program regarding how well they felt they were supported by the program in order to make gains in these areas through both formal midyear and year-end surveys and during weekly contact with mentors.</p>

	<p>The candidates will be asked to identify evidence of their positive impact on student learning and the connection to induction in their exit activities at the conclusion of year 2.</p> <p>Annual surveys of mentors and site leaders will also include questions regarding program impact. The responses to this and other questions on the survey will be shared with the advisory council and used to improve the program's impact as indicated.</p>
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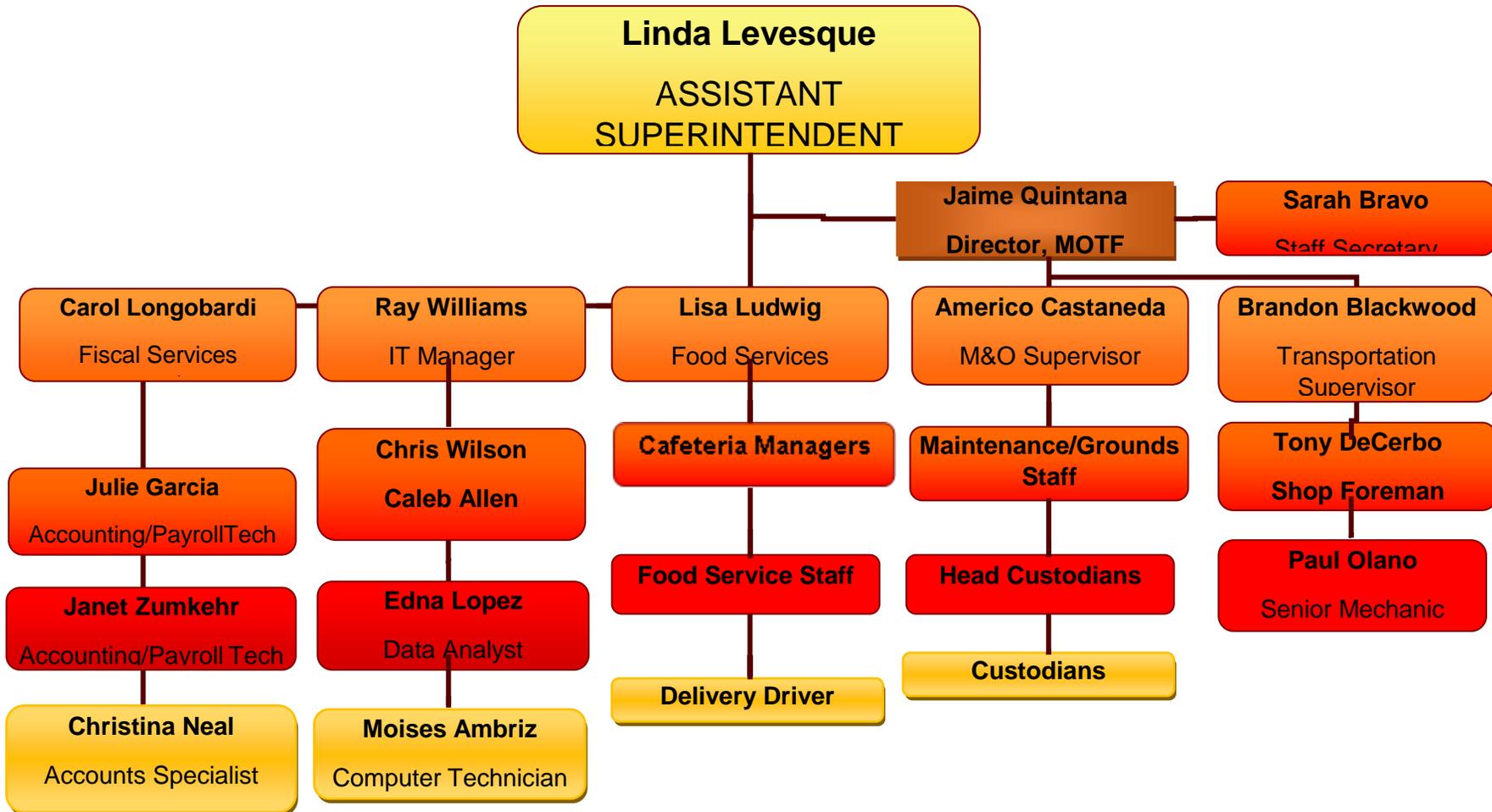
Atwater Elementary School District Organizational Chart



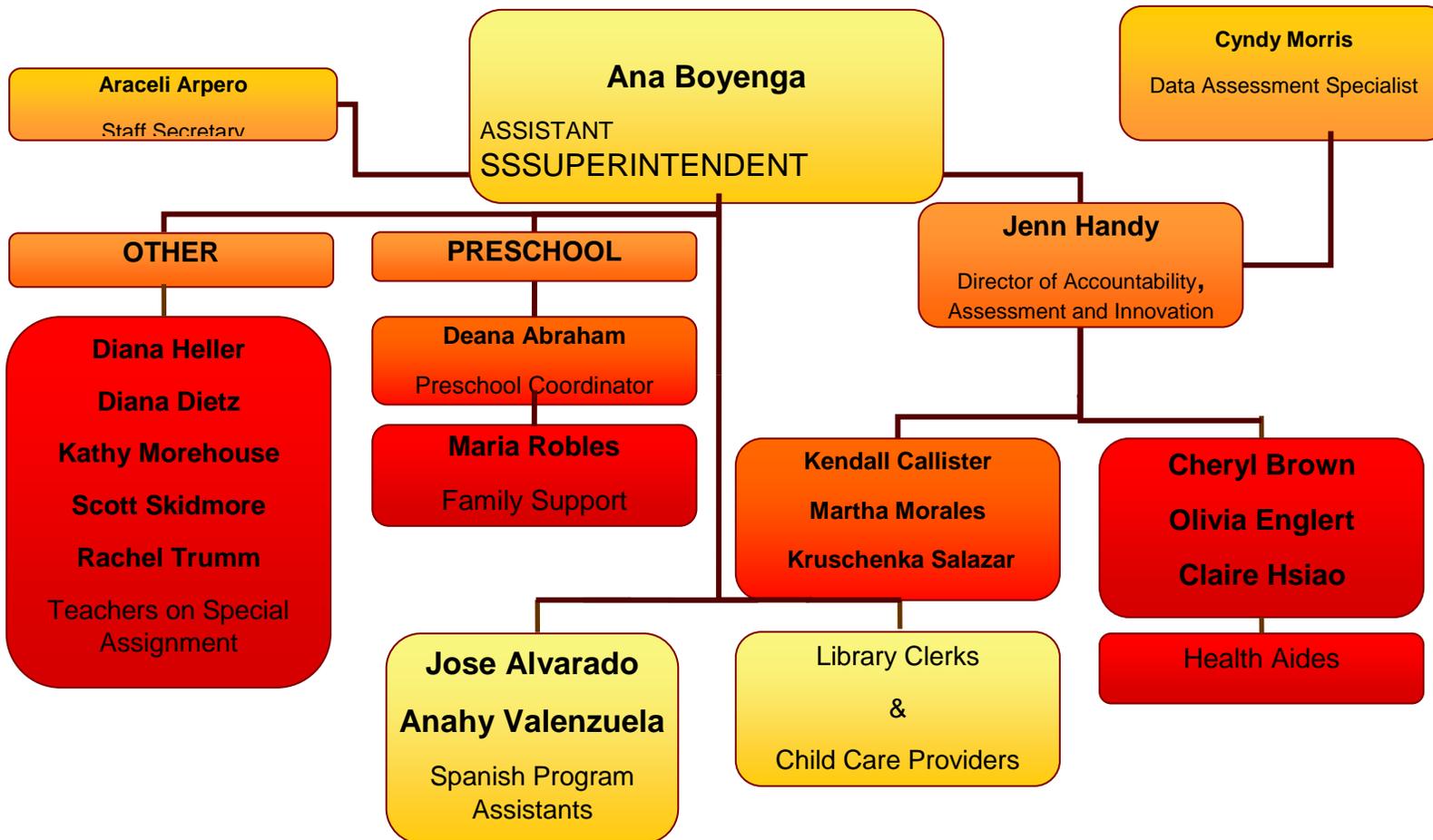
Human Resources



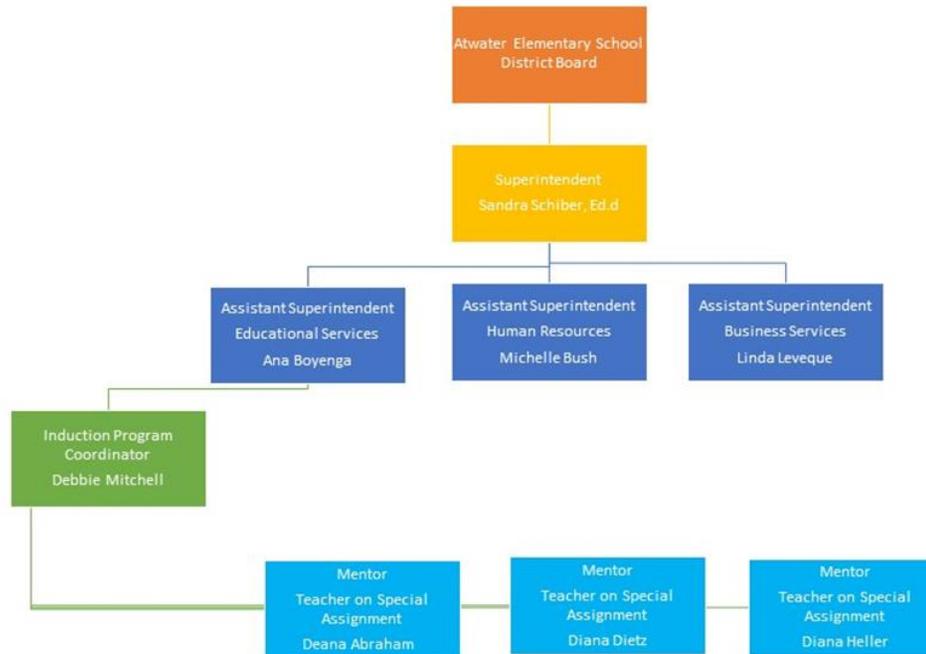
Business services



Educational Services



Atwater Elementary School District General Education and Education Specialist Induction Program Organizational Chart



AEED 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

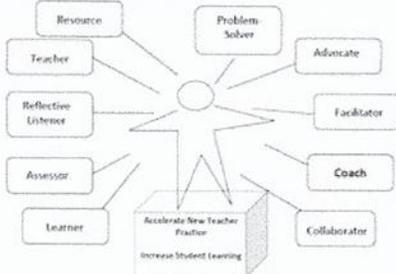


WELCOME BACK!

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?

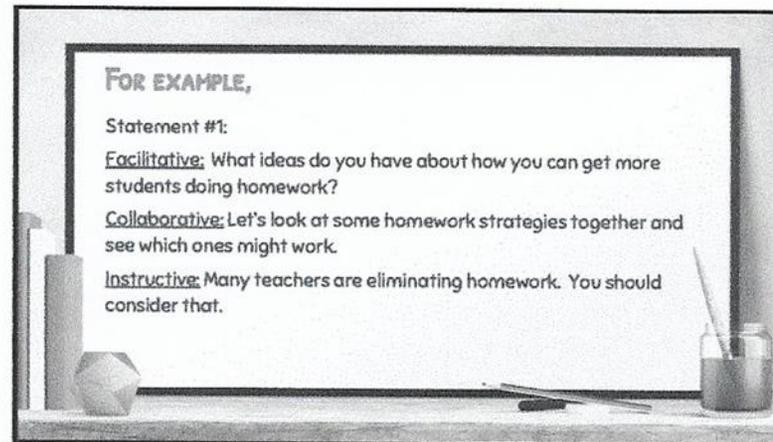
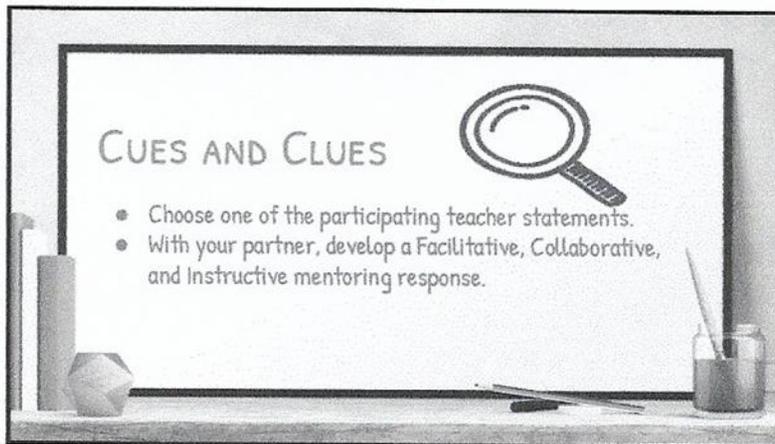
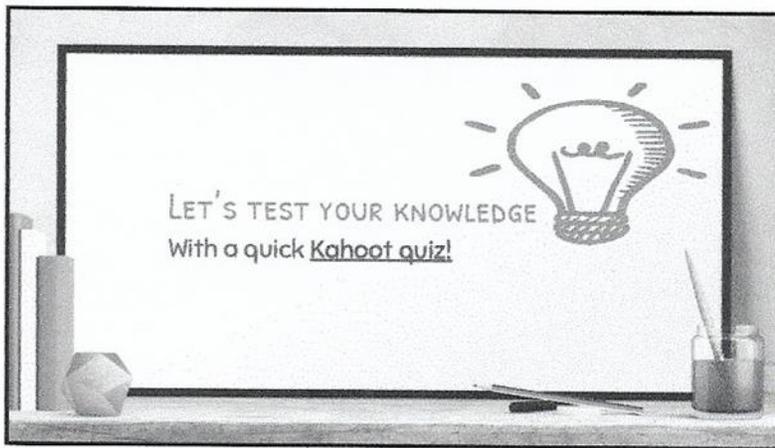


MENTORING CONVERSATIONS

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

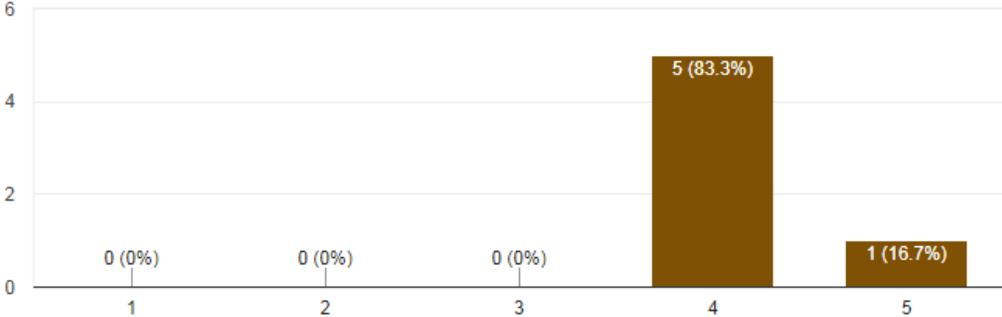


Site Administrators' Midyear Survey Responses

If you have induction teachers at your school, how well is the current program meeting their needs?



6 responses



What components would you NOT like to see in the new program? Please note: A full-time mentor for each teacher will be a component of the program.

6 responses

Days out of the classroom are difficult

no answer at this time

I would have to see all of the components in a list to be able to answer this question completely.

None

None. I like all of the components.

I do not feel that there is a need to remove anything from the current program. I do hear teachers speaking about the amount of paperwork from time to time.

What components would you like to see included in the new program? Please note: A full-time mentor for each teacher will be a component of the program.

6 responses

I think demo lessons are important.

I would like to make sure that all district instructional expectations are covered - i.e. student engagement strategies, DOK, learning objectives, along with basic skills needed for new teachers. I think how to handle difficult students would also be very beneficial (for all teachers actually).

Classroom observations of effective teachers that include meeting with those teachers for a description of strategies and implementation.

When I had teachers needing BTSA support, I was pleased with the process. I loved the opportunity for teachers to observe and see veteran teachers modeling the process.

Visitations to other sites/districts

I think the program is excellent, but we could always use more time with new teachers, more opportunities to team teach and model lessons.

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

<p>Using a standard of templates for inductees to use</p>	<p>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.</p>
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North Valley Collaborative

Agenda & Notes

January 22, 2018

IHEs & Induction

Network: scoeguestwifi

Username: JanNVC@stancoe.org

Password: f!r9ri

Welcome and Introductions

17-18 Topics & Facilitators (lead: _____)

- **Debrief of CA Induction Conference (all)**
 - Next year's conference: **December 3-5, 2018** (currently listed as save the date)
- **The structure and intent of NVC: what do we want to accomplish at these meetings?**
 - **In-person meetings help keep connections alive, networking time is valuable**
 - **Accreditation focus**
 - **Pre-planning WITH a time allowance for hot topics**
 - **Do we need to meet fewer times a year?**
 - **Networking--organized topic(s)--hot topics at each meeting**
 - **PSD topics valuable**

General Business

- **PSD News topics**
 - **SEL & Culturally Responsive Teaching**
 - **SCOE coordinators attended webinar, possible resource: Center for Reaching and Teaching the Whole Child**
 - **<https://register.gotowebinar.com/recording/viewRecording/1940525160840212227/6869709456120329217/gsmith@stancoe.org?registrantKey=3411136257261007627&type=ATTENDEEEMAILRECORDINGLINK>**
 - **ADS: how's it working for you?**
 - **Most are able to log in**

- Newest PSD has information regarding “due dates,” also lists office hours from Feb. 6-13, and Zoom meeting links
- [Evidence Guidance for General Preconditions](#)
- **Yellow Cohort: Common Standards due 2/28/18**
- **CalTPA Updates**
 - Anybody entering in Fall of 2018 will be using the new version, those already enrolled can continue with old version
 - Readers needed!
 - Video demonstrations will carry more weight
 - SEL will be more important for IHEs to stress (possible NVC topic?)
- **CTC Updates**
 - **Education Specialist Updates**
 - Back on Feb. agenda
 - Instead of 7 special education areas (M/M, M/S, EC, DHH, VI, etc.), there will be 5--m/m, early childhood, VI, DHH, significant support needs (formerly known as M/S); all will have a common base of classes together, and then branch off individually
 - Big questions: How long will getting a credential take in this time of teacher shortage? Work load?
 - TPA for SpEd? Nothing specifically stated currently, however the process may be moving in that direction
- **Mentoring Matters: (Stacy/Alison) <http://www.miravia.com/seminars/2018-summer-institute-for-leaders-and-learners/>**
 - Form an NVC team to receive \$50 discount
 - By next meeting, determine if you will attend to be registered as part of this team
- **Micro “credentials”/professional development; currently the certificates are free**
 - This could couple with the content of induction ILPs
 - IRIS center is also doing this (<https://iris.peabody.vanderbilt.edu/pd-hours/micro-credentials/>)
- **RICA--will most likely remain, but will be updated through a long process**

Break--return at 10:15

Induction

- **How to handle non compliance of pre-conditions by candidates and districts (Kathy)**
 - What to do when districts won’t sign MOUs or require their teachers to participate in induction their first year?
 - Citing CTC language
 - Waiver
- **Units?**
 - Anywhere from 2-6 units
 - Some districts won’t accept the units due to paying for induction
- **What do programs do when completers don’t follow through with CTC and they need to be recommended?**
 - Charge a fee

- **Remind candidates that they may have to complete other requirements if standards change before payment**
 - **Credential review with candidates**
- **ECO requirements**
- **Rubrics vs. pass/fail**



INTERNSHIP CREDENTIAL PROGRAM AGREEMENT

This Internship Credential Program Agreement ("Agreement") is entered into effective June 15, 2017 ("Effective Date") by and between Atwater Elementary School District, a legal association of school districts who have partnered for the purpose of providing contractual services for students, or state-supported K-12 educational service unit, which is located in the State of California, County of Merced (individually or collectively, "District"), and National University ("University"), a California nonprofit, private university.

RECITALS

- A. University is accredited by the Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). University has met all of the provisions prescribed by the California Commission on Teacher Credentialing (CCTC) to offer the following internship credential programs ("Programs"): Teacher Education Internship Credential, Special Education Internship Credential, Preliminary Administrative Services Internship Credential, and Pupil Personnel Services Internship Credential – School Counseling, Pupil Personnel Services Internship Credential – School Psychology;
- B. California Education Code Sections 44452 and 44321 authorize a public school district or county office of education in cooperation with an approved college or university to establish an internship program meeting the provisions of applicable California statutes and CCTC regulations. District is a public school district (or state-supported K-12 educational service unit) or county office of education and University is an approved university within the meaning of Ed Code Section 44452; and
- C. District and University wish to partner to deliver services in support of the Programs that meet the regulations and standards of CCTC. Attached as Exhibit "A" to this Agreement and incorporated herein by this reference is a list of the Programs that District and University will be supporting through this partnership.

Based on these recitals, District and University agree as follows:

1. **Term.** The term of this Agreement shall commence as of the Effective Date above and shall continue until such time as either party gives 30 days notice of its intent to terminate this Agreement. All interns placed with District and who are in good standing with District and University as of the date of termination of this Agreement shall be permitted to complete their internship experience with District.
2. **Placement of Interns.** University students, certified as qualified and competent by University to provide intern services to District, may, at District's discretion, be accepted and assigned to its schools for services as interns ("Interns"). University and District shall coordinate the process of selection and placement of interns. University reserves the right to make the final determination on any Intern's acceptance into the Program, while District reserves the right to make the final determination on any Intern's employment. Neither University nor District shall discriminate in the selection or acceptance of, or participation by, any Interns pursuant to this Agreement because of race, color, national origin, religion, sex, sexual orientation, handicap, age, veteran's status, medical condition, marital status, or citizenship, within the limits imposed by law.
3. **Program Requirements.** Each Intern accepted into the Program must have met all of the following qualifying minimum criteria:
 - a. Recommendation to a Program by a District designee.
 - b. Interview and screening by District staff, including a background check, district administrator interview and paper screening, Department of Justice fingerprint clearance, and a baccalaureate degree from an accredited institution.
 - c. Interview and screening by University staff, including a personal interview, written self-evaluation regarding teaching and learning, and verification of coursework and prior experience with K-12 students in a multicultural, multilingual setting.
 - d. Interview with a University Support Provider/Supervisor and a lead faculty member for the Program.
 - e. Passage of the CBIST exam or proof of basic skills assessment and verification of subject matter competence by completion of an approved program or passage of the CSBT.
 - f. All service prerequisites required by the CCTC shall have been met.
4. **Intern Employment Status.** Interns shall be District employees for all purposes, including for the payment of any federal, state, or local income or occupational taxes, FICA taxes, unemployment compensation or workers' compensation contributions, vacation pay, sick leave, retirement benefits or any other payments or benefits for or on behalf of interns.

5. **Reservation of Right to Rehire:** Pursuant to Education Code Section 44462, District reserves the right to request an adjustment of any Intern's salary to cover supervision services pursuant to this Agreement.
6. **Non-Displacement of Certificated Employees:** Pursuant to CTC requirements, upon request District shall provide written certification to University that each Intern placed with District has not displaced a certificated District employee, which shall enable University to verify to CTC that all statutory and CTC requirements have been met.
7. **Intern Advisory Committee:** District and University will collaborate to develop an Intern Advisory Committee comprised of community members, institutional administrators, teachers, faculty members, and at least one Intern representative, which will serve to provide guidance and support for the Programs.
8. **Teacher and Special Education Intern Support:**
- To support Education Credential Interns, District and University will each provide a qualified supervisor to assist each Intern in a Program. District supervisors are called "Site Support Providers". University supervisors are called "University Support Provider". District Site Support Providers will mentor, coach and consult with interns on all areas of responsibility as a teacher of record by visiting the classroom to conduct real time observations with pre- and post-observation protocols to provide weekly course planning, modeling and coaching with attention to differentiated instruction for English Learners; assessment of language needs and progress; and support for language accessible instruction. A minimum of two hours of support / mentoring and supervision must be provided to an Intern every five instructional days.
 - District Site Support Providers will hold a valid Clear or Life Credential, three years of successful teaching experience, and a valid English Learner Authorization or CLAD Certificate issued pursuant to section 80015 or valid bilingual authorization issued pursuant to section 80015.1. Interns without an English Language Authorization must receive a minimum of 45 hours of focused English Language instruction support each school year. University Support Providers will have current knowledge in their subject-matter area; ability to model best practices in teaching, scholarship and service; working knowledge about diversity (abilities, culture, language, ethnic, gender); and understanding of academic standards, frameworks and accountability for public schools.
 - District's Site Support Provider and University's Support Provider will together meet periodically with Interns to ensure Interns are following the California standards for the specific credential each Intern is seeking to obtain.
 - District's Site Support Provider/Site Supervisors and University's Support Providers will meet without the Intern to discuss the Intern's progress, as needed.
 - Concurrent with an Intern's experience at District, University will hold Program orientation seminars for Interns and training seminars for District Site Support Providers/Supervisors. During the Site Support Providers/Site Supervisors' training, University representatives will review supervising techniques, establish procedures for conducting observations and providing assistance, introduce forms used in the Program, communicate seminar schedules, and offer further training and materials to Site Support Providers.
 - District will include Interns in appropriate District support programs and regularly scheduled staff development activities.
 - District will designate a liaison, who may or may not be on the Intern Advisory Committee, to ensure supervisory and support assistance to Interns at District.
 - Employer will provide supervision and ongoing support for a minimum of 100 hours per school year. Interns without English Language Authorization must receive focused English Language instruction support. (b)(5)(B) Requires the employer to identify and individual with EL authorization who will be immediately available to assist an intern teacher who does not yet hold EL authorization. University Support Providers will provide supervision and ongoing support for a minimum of 44 hours per school year. University Support Providers will monitor the completion of employer-provided support via an Intern Support Verification Form to verify the clockwork hours provided by Site Support Providers and/or employer support personnel. Forms must be turned in as part of the intern's clinical practice course assignments.
 - National University begins Intern support four times a year (September, November, February, and April). Schools who hire/replace interns outside those start dates are required to provide 100% of the state mandated support (4 hours per week of general support, and 1.25 hours of EL, specific support if the intern does not hold EL authorization) until the next available start date (September, November, February, April) at which point the University Support provider will provide University support services as noted in article 8.8.).
9. **Counseling, Psychology and Administrative Services Intern Support**
- To support Services Credential Interns, District and University will each provide a qualified supervisor to assist each Intern in a Pupil Personnel Services School Counseling, Pupil Personnel Services School Psychology, and Administrative Services Programs. District supervisors are called "Site Support Providers/Site Supervisors". University supervisors are called "Support Providers/University Supervisors".
 - District and University shall independently determine the qualifications of their respective supervisors.
 - District's Site Support Provider/Site Supervisors and University's Support Provider/University Supervisors will together meet periodically with Interns to ensure Interns are following the California standards for the services credential each Intern is seeking to obtain.
 - District's Site Support Provider/Site Supervisors and University's Support Provider/University Supervisors will meet without the Intern to discuss the Intern's progress, as needed.
 - Concurrent with an Intern's experience at District, University will hold Program orientation seminars for Interns and training seminars for District Site Support Providers/Supervisors. During the Site Support Providers/Site Supervisors' training, University representatives will review supervising techniques, establish procedures for conducting observations and providing

- assistance, introduce firms used in the Program, communicate seminar schedules, and offer further training and materials to Site Support Providers.
- f. District will include interns in appropriate District support programs and regularly scheduled staff development activities.
 - g. District will designate a liaison, who may or may not be on the Intern Advisory Committee, to ensure supervisory and support assistance to interns at District.
 - h. University Support Providers will visit interns at their sites on a regularly scheduled basis to monitor each intern's progress.
10. **Academic Responsibility.** University shall have exclusive control over all academic issues involving the Programs, which shall include, without limitation: selection of course content and required textbooks; delivery of instructional programs; selection and approval of faculty; admission, registration, and retention of interns; evaluation of interns' prior experience and education; evaluation of interns' academic progress; scheduling courses; awarding academic credit; and conferring degrees.
 11. **Duration of Internship.** Once a student has been accepted as an intern by District, and if the student remains in good standing in the Program at University and within the District's policies and performance standards, the intern will be permitted to finish his/her internship at District. However, an intern who performs below acceptable District or University standards, after appropriate support and advice efforts have been exhausted, may be removed from the paid internship position by the District and/or removed from his/her Program by the University. All services provided by University and District pursuant to this Agreement shall terminate upon an intern's removal from the District or termination of participation in a Program.
 12. **Assessment.** Assessment is a function of the Teacher Education Internship Seminar course (for the Teacher Education Internship Credential), Specialist Education Clinical Practice Seminar courses (for the Special Education Internship Credential), Intern Field Experience course (for the Preliminary Administrative Services Internship Credential) and Best Practices Internship Seminar for School Counseling and School Psychology (for the Pupil Personnel Services Internship Credential). Students in those classes will pre-assess their teaching or administrative skills, develop a plan for growth, and assess their growth at the close of the course. This pre-assessment, development and post-assessment will occur in collaboration with the District Site Support Provider/Site Supervisor and the University Support Provider/University Supervisor.
 13. **Indemnity.** The District shall defend, indemnify and hold the University, its officers, employees, and agents, harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the District, its officers, employees, or agents.

The University shall defend, indemnify and hold the District, its officers, employees, and agents, harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the University, its officers, employees, or agents.
 14. **Relationship of Parties.** Nothing in this Agreement is intended nor shall be construed to create an employer/employee relationship, or a joint venture, partnership or agency relationship between the parties.
 15. **Publicity.** Neither University nor District shall cause to be published or disseminated any advertising materials, either printed or electronically transmitted, which identifies the other party or its facilities with respect to this Agreement, without the prior written consent of the other party. In addition, neither party may use the names, logos, or trademarks of the other party without its prior written consent.
 16. **Records.** It is understood and agreed that all employment records shall remain the property of District, and all student records, including intern assessments, will remain the property of University.
 17. **Entire Agreement and Severability.** If a court or arbitrator holds any provision of this Agreement to be illegal, unenforceable, or invalid, the remaining provisions will not be affected. This Agreement contains the entire agreement between the parties pertaining to the transaction and may not be amended unless in writing, signed by both parties.
 18. **Assignment.** Neither party shall assign its rights or delegate its duties under this Agreement without the prior written consent of the other party.
 19. **Notice.** All notices or other communications given under this Agreement will be in writing and sent to the addressee listed below (unless a party has changed its address by giving notice), and will be effective upon receipt if delivered personally or by overnight mail, or effective three days after mailing if by certified mail, return receipt requested.
 20. **Representations.** Each party represents that: (a) it will abide by all applicable federal, state, or local statutes or regulations; (b) the individual signing this Agreement has the authority to do so; and (c) it has the ability and authority to perform each of its obligations under this Agreement. These representations will continue after the Agreement terminates.
 21. **General Provisions.** The Agreement: (a) will be binding and enforceable by the parties and their respective successors or assigns, but not by any individual or organization not a party to this Agreement; (b) may be executed in counterparts and effective with original or facsimile signatures; (c) will be governed by California law; and (d) has been executed at San Diego, California.

This Agreement is executed by and between:

University: National University

Contact: Frank Adame
Credentials Contract Coordinator
9980 Carroll Canyon Road
San Diego, CA 92131
Telephone (858) 642-8300
Facsimile (858) 642-8717
credcontracts@nu.edu

By: 
Dave C. Lawrence
Vice Chancellor, Finance

Dated: 7/7/17

District: Atwater Elementary School District

By: 
Name: Michelle Bush
Title: Assistant Superintendent HR
Address: 1401 Broadway Avenue
Atwater, CA 95301
Telephone: (209) 857-6100
Dated: 6/19/17

ATWATER ELEMENTARY BTSA INDUCTION BUDGET

	2017/2018	2018/2019
ANNUAL CONTRIBUTION	\$ 248,597	\$ 256,220
CERTIFICATED SALARIES	185,940	188,710
BENEFITS	55,157	60,010
TOTAL SALARIES & BENEFITS	<u>241,097</u>	<u>248,720</u>
SUPPLIES	2,500	2,500
TRAVEL/CONFERENCE	2,500	2,500
CONTRACTED SERVICES	13,500	2,500
TOTAL SUPPLIES & SERVICES	<u>18,500</u>	<u>7,500</u>
TOTAL EXPENDITURES	<u>\$ 259,597</u>	<u>\$ 256,220</u>

Teacher	School	Grade/subject	Credential status	Induction year	Evaluation Status	
AB	EW	SPED SDC K-6	PRELIM	1	P1	
CB	TO	SPED SDC/RSP 4-6	PRELIM	2	P2	
TB	MSE	SPED SDC 7	PRELIM	2	P2	
KD	EW	SPED RSP K-6	PRELIM	1	P1	
GJ	TO	SPED SDC/RSP K-3	PRELIM	1	P1	
MM	AC	SPED SDC/RSP K-3	PRELIM	1	P2	
CR	BV	MATH 7/8	PRELIM	2	P2	
RS	BV	SOCIAL STUDIES	PRELIM	1	P1	
SW	BV	6th	PRELIM	2	P2	
SC	MSE	ELA7, AVID7	CLEAR		P1	
VBV	MSE	MATH 7/8, MATH180	PIP		PIP	
JE	MSE	SCIENCE 8	STSP		STSP	Resigned
AF	BV	SPED SDC/RSP 3-5	PIP		PIP	
MH	MSE	NEWCOMERS 7/8, AVID, ASB	STSP/INTERN (CSUS)		P1/INTERN	
PJ	BV	6th	STSP/INTERN (CSUS)		P1/INTERN	
SO	MSE	MATH 7	VAR TERM WAVIER		PIP	



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

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.

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

1. Hold a preliminary multiple subject, single subject, or education specialist credential.
2. Meet one of these criteria:
 - 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. Candidates who feel they meet the above criteria must apply by submitting the following within 60 days of their enrollment in the program.
 - 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.

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

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: _____

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

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DIANA M. DIETZ

5359 Oxford Court, Atwater, CA 95301 • Home: 209-358-4249 • Cell: 209-205-0161 • ddietz@aesd.us

Professional Summary

Enthusiastic, innovative educator effective at providing quality 21st century instructional practices, leadership, and facilitating a positive, growth mindset learning environment for all students. Easily cultivates trusting and productive relationships with students, parents, teachers, administration, and community.

Education

Master of Arts: Education, Curriculum and Instruction, 1991

Chapman University - Orange, CA

Bachelor of Arts: Liberal Studies, Concentration in Exceptional Children and Youth, 1990

California State University, Stanislaus - Turlock, CA

Credentials

- CA Multiple Subjects Teaching Credential
- Specialist Instruction Credential in Special Education(Learning Handicapped)

Experience

Teacher on Special Assignment, Induction/Support Mentor, 06/2016 to Current

Atwater Elementary School District – Atwater, CA

- Working with beginning teachers, interns and others identified by site administrators as needing improvement and support in areas such as lesson design and delivery, classroom management, and coaching.
- Creating and implementing professional development at the district level.

Teacher, 08/1992 to 06/2016

Atwater Elementary School District – Atwater, CA

- Certificated, permanent teacher, educating sixth grade students at Bellevue School 2005 to 2016.
- Taught fourth through eighth grade, including Special Day Class at Peggy Heller School from 1995 to 2005
- Intermediate Special Day Class teacher at Bellevue School 1992 to 1995

Teacher, 08/1991 to 06/1992

Our Lady of Mercy School – Merced, CA

- Taught self-contained eighth grade students from 1991 to 1992 at private Catholic school

Recent Highlights

- Reviewing Adult Learning Concepts & Building a 'Hard' Conversations Skill Set (Jennifer Abrams) participant in professional development focusing on presentation skills working with teaching adults, February 2017
- Groups at Work and Learning Focused Presentations (Laura Lipton) participant learning about strategies and structures for the professional learning environment, September 2016
- Art of Coaching (Elena Aguilar) workshop participant observing transformational coaching conversations, practicing coaching techniques, applying key analytical frameworks; refining, questioning and listening strategies; identifying core values, April 2016
- PBIS Behavior Support Team development team member Year III, 2015 to 2016
- Mentor Teacher for UC Merced's CalTeach Program successfully mentoring science and mathematics teaching recruits in my classroom, 2011 to 2016
- Student Success Team Facilitator and SST member problem solving and coordinating structures that assist students, families and teachers in seeking positive solutions for maximizing student potential, 2008 to 2016
- Serving and leading as part of Bellevue's Leadership Team, 2005 to 2016
- "Teacher of the Year" at Bellevue School for leadership ability, positive attitude and technology integration, 2013 to 2014
- Site Technology Mentor for Bellevue School developing innovative instructional methods for into instruction, 2013 to 2014
- Bellevue Program Improvement Planning Team member improving instruction through strategic schooling model, 2012 to 2013
- Instructional Rounds Team improving pedagogical skills and developing a culture of collaboration within Bellevue, 2011 to 2013

DIANA HELLER

341 Manzanita Drive, Atwater, CA 95301 • Cell: 209-658-9426 • dheller@aesd.edu

Professional Summary

I have always been passionate about teaching and working with children. There is an overall sense of respect in my classroom and I know the value of establishing trusting relationships with my students. I take pride in creating an engaging and growth mindset learning environment with clear objectives for each lesson. I am flexible with high expectations of myself and my students, and encourage everyone to work at their best level.

Education

Bachelor of Arts: Liberal Studies, 2001
Chapman University - Merced, CA

Credentials

California State University Stanislaus
Turlock, CA

- Professional Clear Multiple Subject Teaching Credential 2005
- Preliminary Multiple Subject Teaching Credential 2002

Professional Highlights

- Reviewing Adult Learning Concepts and Building a 'Hard' Conversation Skill-Set (Jennifer Abrams) February 2017
- Groups at Work Workshop (Laura Lipton) Providing tips for structuring productive group work, and practical principles of presentation September 2016
- Art of Coaching Workshop (Elena Aguilar) Observe transformational coaching conversations and practiced coaching techniques. Apply key analytical frameworks Refine questioning and listening strategies Identify core values. April 2016
- Principal's Advisory Committee – Assists the principal in making decisions to govern the school. Ensures a focus on learning and continuous improvement. Became the voice for grade level teachers and report back findings and decisions 2013 to 2015
- Teacher of the Year– Peggy Heller School –Earning respect and admiration by serving as role models for students and always having the best interests of my students in mind. Also, having a positive relationship with colleagues and have earned their respect, 2012 to 2013 school year
- Instruction Rounds Team– look closely at what is happening in classrooms in a systematic, purposeful and focused way. Determine a problem of practice, and implement strategies to improve instruction 2012 to 2013
- Anti-Tobacco Bowl Challenge– Coaching a team of students on the history, effects, prevention of all tobacco products and competing against other county schools, 2011 to 2013

Experience

Teacher on Special Assignment, Induction/Support/Mentor, 01/2016 to Current

Atwater Elementary School District –Atwater, CA

- Working with beginning teachers, interns, and others identified by site administrators as needing improvement and support in areas such as lesson design and delivery, classroom management, and coaching.
- Creating and Implementing Professional Development at the district level

Teacher, 08/2003 to 01/2016

Atwater Elementary School District –Atwater, CA

Peggy Heller Elementary School

- Teaching 3rd grade 2013 to 2016
- Teaching 6th grade 2003 to 2009

Thomas Olaeta Elementary School

- Intern Credentialed 5th grade teacher

ATWATER ELEMENTARY SCHOOL DISTRICT

Certificated Job Description

JOB TITLE: **Teacher on Special Assignment - Academic Support**

SUMMARY OF RESPONSIBILITIES:

In coordination with the Principal, the Teacher on Special Assignment will provide academic support to teachers in order to ensure the effective delivery of the District's standards-based curriculum to all of the pupils of the District.

SUPERVISION RECEIVED:

Reports to the Assistant Superintendent of Educational Services

EXAMPLES OF DUTIES:

1. Analyzes student data to identify program strengths and weaknesses.
2. Uses assessment information to promote the use of effective strategies in the classroom.
3. Builds collaborative relationships to support effective instruction and to maximize student learning.
4. Coaches, mentors and supports teachers to implement the District's adopted standards-based core programs.
5. Assists teachers in designing and delivering lessons that provide for differentiation while addressing grade level standards.
6. Facilitates teacher work groups in designing instruction to support the core curriculum.
7. Assists teachers with the analysis of data reports and resulting design of instructional modifications.
8. Assists with the implementation of the District Assessment Program.
9. Assists site administrators with the implementation of the reclassification process.
10. Assists teachers in locating appropriate materials, lessons, and units to supplement the core curriculum.
11. Performs other duties as assigned.
12. Provides student direct instruction, as appropriate.
13. Designs appropriate staff development as necessary.

WORK YEAR:

Equal to work year of certificated teacher

SALARY:

Certificated Teacher Salary Schedule

QUALIFICATIONS:

59 AESD Common Standards

Minimum Requirements

Knowledge of:

Principles, theories, methods, techniques, and strategies pertaining to teaching and instruction of assigned pupils; The California Standard for The Teaching Profession.

Child growth and development and academic, social and behavioral characteristics of assigned students.

Working knowledge of the subject matter, classroom management techniques, current researched best practices and strategies, as well as students' learning styles and needs, both academic and affective.

Educational curriculum and instructional goals and objectives, and the educational trends and research findings pertaining to educational programming for assigned students.

Behavior management and behavior shaping strategies, techniques and methods, and conflict resolution procedures appropriate for assigned students.

Socio-economic and cultural background differences of the school population.

Ability to:

Plan, organize, develop, and conduct a comprehensive teaching and instruction program for pupils assigned.

Provide effective learning experiences for pupils from a wide range of socio-economic and cultural backgrounds and with varying mental, social and emotional levels.

Effectively assess the educational needs of pupils and design, develop and implement sound educational plans. Effective use technology in the design and delivery of instruction.

Provide an attractive, inviting and stimulating learning environment.

Physical Requirements: Ability to exert 50-75 pounds of force occasionally to lift, carry, push, pull or

otherwise move objects. Ability to stand, sit, and walk for long periods of time. Ability to perceive the nature of sounds Vision to perform the duties assigned. Manual dexterity to operate computers and related equipment.

EXPERIENCE:

Minimum Requirement

Five years of successful teaching experience in Grades K-8.

Credential Evaluation Referral Form

Name: _____ Phone #: _____
 SS# _____ - _____ - _____ DOB: _____ / _____ / _____
 Position Applying for: _____

Do you hold a Valid Teaching Credential? _____ If yes, credential type: _____

If you **DO NOT** hold a Valid Teaching Credential, we will request a Credential Evaluation from Merced County Office of Education (MCOE) to see if you qualify for any of the following: **MCOE will need official copies of your transcripts and test scores**

<u>DESCRIPTION</u>	<u>REQUIREMENTS</u>	<u>FEE</u>
_____ TPSL Temporary Permit for Statutory Leave Form: CL-903	_____ Bachelor's Degree _____ OFFICIAL Transcripts to MCOE _____ CBEST Passing Score to MCOE _____ 45 Hour of Subsequent Prep (On-Line Course RCOE) _____ CSET – Passing Score Preferred OR Course Evaluation - MCOE	\$100. Money Order Payable to CCTC
_____ VTW Variable Term Waiver Form: WV1	_____ Bachelor's Degree _____ OFFICIAL Transcripts to MCOE _____ Must complete necessary req. to reach credential goal	<i>Complicated Answer</i> Contact MCOE
_____ PIP Provisional Internship Permit Form: CL-857	_____ Bachelor's Degree _____ OFFICIAL Transcripts to MCOE _____ CBEST – Passing Score to MCOE _____ Board Approval (Need Minutes) _____ Supporting Recruitment Documents <i>Note: After PIP, can be moved to STSP</i>	\$100. Money Order Payable to CCTC
_____ STSP Short Term Staff Permit Form: CL-859	_____ Bachelor's Degree _____ OFFICIAL Transcripts to MCOE _____ CBEST – Passing Score to MCOE _____ CSETS – Passing Score _____ CSETS are Desirable NOT Mandatory <i>Note: After STSP, there is no recourse unless CSET's are passed and are internship eligible OR received Preliminary Credential</i>	\$100. Money Order Payable to CCTC
_____ Internship	_____ Enrolled in an Internship Program with an Accredited University – MOU _____ OFFICIAL Transcripts to MCOE	\$102.50 Money Order Payable to CCTC

Educational Services TSA meeting 2/26/18

Agenda/ Minutes

I. Review Draft of March Calendar

II. Hand-scoring Training for CAASSPP training 2/27 8:30-3:00

Diana Dietz to cover for Rachel who is in the hospital

III. STEM fair March 8—Scott Skidmore may need assistance from other TSAs

IV. Instructional Assistants training—3/22 and 3/23

Diana Dietz and Diana Heller to facilitate

V. CORE training—3/5-3/9—Kathy Morehouse lead

VI. City Track meeting—3/29—May not need TSA support

VII. Grade-level Collaboration starts this month—Diana Heller to facilitate

3rd grade March 26

4th grade March 27

5th grade March 28

VIII. Debbie Mitchell- March 15 Monthly Mentor Forum

IX. CUE Conference March 14-16 Scott Skidmore gone