

Induction Standard 1: Program Purpose

| Standard Section | Narrative Response | Documentation (Hyperlinked) |
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| <p>Each Induction program must support candidate development and growth in the profession by building on the knowledge and skills gained during the Preliminary Preparation program to design and implement a robust mentoring system, as described in the following standards, that helps each candidate work to meet the <i>California Standards for the Teaching Profession</i>.</p> | <p>Candidate growth and development on the California Standards for the Teaching Profession (CSTP) is demonstrated on the Individualized Learning Plan (ILP).</p> <p>In order to build on the foundational skills gained in candidates' preliminary preparation programs, the Teacher Induction Program articulates with institutes of higher education. Our Advisory Board, who meets two times per year, includes faculty from local universities who share their input regularly as well as current and former program participants who can provide insight based on their experiences.</p> <p>Likewise, LVUSD's Teacher Induction Program has designed a rich and research-based mentoring experience that is rooted in a variety of models surrounding coaching and mentoring.</p> | <p>ILP Document (new document and link)</p> <p>CSTP Self-Assessment (new document and link)</p> <p>Organizational Chart</p> <p>Teacher Coaching Academy: Training Schedule (new document)</p> |

Induction Standard 2: Components of the Mentoring Design

| Standard Section | Narrative Response | Documentation (Hyperlink) |
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| <p>The Induction program's mentoring design must be based on a sound rationale informed by theory and research, and must provide multiple opportunities for candidates to demonstrate growth in the California Standards for the</p> | <p>The Teacher Induction Program's mentoring design is informed by Cognitive Coaching, Adaptive Schools, Blended Coaching, and Equity Coaching, as our leadership team has backgrounds in the above models. Coaches are required to attend our Summer Coaching Institute so that they receive training before they begin working with their candidate</p> | <p>ILP Document (new document and link)</p> <p>Summer Coaching Institute: Session 1 Presentation (new link)</p> <p>Coaching</p> |

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| | <p>support for their goals in order to support the development of their Individualized Learning Plan (ILP). As noted on the Triad Meeting document, this must be conducted within the first 30 days of the start of the program.</p> <p>The ILP provides the opportunity for candidates to, in collaboration with their mentors, self-assess, examine one’s own teaching practice and document their growth and goals.</p> <p>The Teacher Induction Program articulates with institutes of higher education to ensure seamless transition from their preliminary preparation programs. During their goal setting meetings, candidates will discuss their Preliminary Program Transition Plan with their coaches. They will also have an opportunity to use their Preliminary Program Transition Plan as data to support their growth goals, if applicable.</p> | |
| <p>The ILP must address identified candidate competencies that support the recommendation for the credential. Mentoring support for candidates must include both “just in time” and longer term analysis of teaching practice to help candidates develop enduring professional skills.</p> | <p>The ILP requires candidates to identify areas of development that are both informed by data and aligned to the CSTPs.</p> <p>The mentoring design includes immediate, “just in time” support for candidates as well as a long-term analysis of a teacher’s practice. Mentors are also provided strategies and coursework, rooted in research from the Cognitive and Blended Coaching models, to support candidates in conducting a long-term analysis of their practice.</p> <p>Likewise, mentors observe candidates once each semester. They</p> | <p><u>ILP Document</u> (new document and link)</p> <p><u>Teacher Coaching Academy: Training Schedule</u> (new document)</p> <p><u>Coaching Log</u></p> <p><u>Observation</u></p> |

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| | <p>apply their knowledge and skills of mentoring to provide critical feedback and guide candidates through a coaching conversation regarding the observation.</p> <p>Mentors and candidates are required to participate in instructional rounds where they select classrooms to observe, based on the candidate's self-identified needs and interests. Release days will be provided to both candidates and mentors for this professional development.</p> | <p><u>Document</u> (updated link to include observation tool)</p> <p><u>Instructional Rounds Protocol</u></p> |
| <p>The program's design features both individually and as a whole must serve to strengthen the candidate's professional practice and contribute to the candidate's future retention in the profession.</p> | <p>Through the Triad Meeting, the collaborative approach to the program allows for site administrators, mentors, and candidates to discuss shared site or team-specific goals and build relationships with one another.</p> <p>The required 40 hours of coaching will also contribute to the candidate's professional practice.</p> <p>Moreover, our reciprocal model of coaching supports the development of future teacher-leaders, as one of the program's goal is to develop educators with dispositions of leadership qualities that can be utilized in our educational community.</p> | <p><u>Triad Meeting Form</u> (updated document and link)</p> <p><u>Coaching Log</u></p> <p><u>Continuum of Teacher Leadership</u></p> |

Induction Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System

| Standard Section | Narrative Response | Documentation (Hyperlink) |
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| The Individualized Learning Plan (ILP) must address the <i>California</i> | The ILP requires candidates to develop a roadmap for their Induction work by identifying a | <u>ILP Document</u> (new document and link) |

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| <p><i>Standards for the Teaching Profession</i> and provide the road map for candidates' Induction work during their time in the program along with guidance for the mentor in providing support.</p> | <p>professional growth goal that is supported by the CSTPs. Candidates will use their context for teaching, CSTP Self-Assessment, Triad Meeting information, and data from their coaching conversations to determine their individual area of focus for their ILP.</p> <p>The CSTP Self-Assessment provides an opportunity for candidates to reflect on all aspects of both the standards and their practice. Candidates will complete this document with their coaches, in a coaching conversation that supports candidate reflection.</p> | <p><u>CSTP Self-Assessment</u> (new document and link)</p> |
| <p>The ILP must be collaboratively developed at the beginning of Induction by the candidate and the mentor, with input from the employer regarding the candidate's job assignment, and guidance from the program staff.</p> | <p>The Triad Meeting provides an opportunity for site administrators, mentors, and candidates to share site or team-specific goals. Not tied to an evaluation, this meeting allows for all parties to share their objectives for the school year within the first 30 days of the start of the program.</p> <p>The CSTP Self-Assessment also provides candidates and mentors with time to collaborate, self-assess and reflect on the candidate's areas of growth.</p> | <p><u>Triad Meeting Form</u> (updated document and link)</p> <p><u>CSTP Self-Assessment</u> (new document and link)</p> |
| <p>The ILP must include candidate professional growth goals, a description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed.</p> | <p>The ILP is designed to support candidates in identifying and developing their professional goals. ILP components are as follows:</p> <p>Part 1: Professional Growth Goal Candidates will use the information from their Triad Meeting, CSTP Self-Assessment and coaching conversations to develop a professional growth goal. They will use the CSTP Booklet and Continuum</p> | <p><u>ILP Document</u> (new document and link)</p> |

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| | <p>of Teaching as a resource for developing their goal. This goal will be at the heart of their ILP experience.</p> <p>Question 1 (cells A and B) asks candidates to identify 1 general area they are interested in developing and reflect on their practice to justify why they choice this area to examine.</p> <p>Question 2 on the ILP asks candidates to turn the information from question 1 into a measurable, data-driven professional growth goal that is aligned to the CSTPs.</p> <p>ILP Part 2: Teaching and Learning Cycles</p> <p>Once candidates develop a standards-based professional growth goal, they will engage in 3 Teaching and Learning Cycles throughout the year. The purpose of the Teaching and Learning Cycles is to provide candidates with a way to break down their goal into smaller, actionable steps that support their movement toward their professional growth goal. Cell 1 and 2 asks candidates to describe the action they will take to work toward their goal and align it with a CSTP. Cell 3 asks candidates to share how this action supports their overall growth. Cells 4 and 5 ask for candidates to share expected and actual outcomes. As a result of a coaching conversation, cells 6 -8 require candidates to reflect on their experience, identify any support they may need, and modify their goal as needed based on their experience.</p> <p>The purpose of the Teaching and Learning Cycles is for candidates to</p> | <p><u>ILP Document</u> (new document and link)</p> |
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| | <p>design and engage in instructional practices that speak to their professional growth goal and move their practice along the Continuum of Teaching. These cycles are staggered in windows throughout the year so that candidates are able to design and engage in activities in an authentic way, as they are meant to be embedded into their classroom teaching and learning.</p> <p>ILP Part 3: Reflection After the Teaching and Learning cycles are complete, candidates will reflect upon their experiences. With regards to their professional growth goal, they will reflect on the way(s) they may have grown and developed in their practice. They will use the language from the CTP developmental levels as a guide and provide evidence to demonstrate this growth.</p> <p>The ILP Flow Chart is a visual that helps candidates to understand how each component of the ILP speaks to the next. This chart was added to the ILP document, along with more explicit directions to support the candidate’s understanding of their work.</p> <p>Our ILP is designed to be a year-long process that supports candidates in achieving depth in advancing toward their professional growth goal; candidates will complete 1 ILP each year.</p> | <p><u>ILP Flow Chart</u> (new document and link)</p> |
| <p>The candidate’s specific teaching assignment should provide the</p> | <p>Candidates’ individual teaching assignment will provide the content for their professional development.</p> | <p><u>CSTP Self-Assessment</u> (new document and link)</p> |

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| <p>appropriate context for the development of the overall ILP; however, the candidate and the mentor may add additional goals based on the candidate’s professional interests such as, for example, advanced certifications, additional content area literacy, and early childhood education.</p> | <p>Using the CSTP Self-Assessment and information from their Triad Meeting, candidates and their mentors will work collaboratively to identify goals, based on the CSTPs, that best meet the candidate’s needs and interests.</p> <p>The CSTP Self-Assessment supports candidates in gaining a better understanding of their proficiency within each CSTP. They will assess with their coaches during coaching conversations at the start of the year and will re-assess again to track their growth in the CSTPs over time.</p> | <p>ILP Document (new document and link)</p> <p>Triad Meeting Form (updated document and link)</p> |
| <p>Within the ILP, professional learning and support opportunities must be identified for each candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.</p> | <p>As they are open-ended and applicable for teachers in all contexts, the Teaching and Learning Cycles (focused cycles of inquiry, broken down into tangible steps) within the ILP provide candidates with an opportunity to practice and refine their teaching skills and instructional strategies. To that end, cell 7 asks candidates to identify any support they may need, including professional learning, trainings, resources, etc.) for moving forward in refining their craft. C</p> | <p>ILP Document (new document and link)</p> |

Standard 4: Qualifications, Selection and Training of Mentors

| Standard Section | Narrative Response | Documentation (Hyperlink) |
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| <p>The Induction program assigns qualified mentors and provides guidance and clear expectations for the mentoring experience based on the program’s</p> | <p>Individuals must fulfill the following requirements in order to qualify to be a mentor:</p> <ul style="list-style-type: none"> • Knowledge of the context and content area of the PTs teaching assignment | <p>Criteria for Coaches</p> <p>Coach Memo and Application</p> |

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| <p>design.</p> | <ul style="list-style-type: none"> • A demonstrated commitment to professional learning, reflection, and collaboration • The ability, willingness, and flexibility to meet the PTs needs for support • A clear teaching credential • A minimum of four years of effective teaching experience, with the last two in LVUSD | |
| <p>Qualifications for mentors must include but are not limited to:</p> <ul style="list-style-type: none"> • Knowledge of the context and the content area of the candidate’s teaching assignment • Demonstrated commitment to professional learning and collaboration • Possession of a Clear Teaching Credential • Ability, willingness, and flexibility to meet candidate needs for support • Minimum of three years of effective teaching experience | <p>The application for coaches details all associated requirements for the position and outlines roles, responsibilities and expectations.</p> <p>The Credential Program Coordinator works closely with the Credential Analyst to review applicants’ credentials to help ensure a strong match between candidate and coach.</p> <p>Coaches are selected and assigned through a collaborative process between the Program Coordinator and site administrators, as site administrators know their teachers best and can harness their mentors’ strengths to best meet candidates needs. Both parties review the completed applications and discuss the most effective pairings. Coaches are paired with new teachers based on requirements and criteria, context for teaching and credentials held.</p> | <p><u>Coach Memo and Application</u></p> |

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| <p>Guidance and clear expectations for the mentoring experience provided by the program must include but are not limited to:</p> <ul style="list-style-type: none"> • Providing “just in time” support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills | <p>The required 40 hours of coaching will contribute to the candidate’s professional growth as mentors will provide both “just in time” support and assist candidates in long-term analysis of their teaching practice. Coaches will document their interactions with candidates on the Coaching Log.</p> <p>Through a reflective conversation that is centered around the CSTPs, coaches will support candidates in self-assessing their own strengths and areas of needs while examining their professional practice.</p> | <p><u>Coach Memo and Application</u></p> <p><u>Coaching Log</u></p> <p><u>CSTP Self-Assessment</u> (new document and link)</p> |
| <ul style="list-style-type: none"> • Facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction | <p>Through the use of instructional rounds, candidates and coaches will observe colleagues as a means to examine and reflect on the candidate’s own practice.</p> <p>Coaches are required to complete 2 formal observations of their candidates each school year. This formal process supports mentors in providing specific feedback based around the candidate’s inquiry question and classroom practices.</p> <p>Coaches will engage candidates in a reflective conversation that is centered around the CSTPs. This will support candidates in reflecting on their practice, individual strengths, and areas of growth.</p> | <p><u>Instructional Rounds Protocol</u></p> <p><u>Observation Form</u> (updated link)</p> <p><u>CSTP Self-Assessment</u> (new document and link)</p> |
| <ul style="list-style-type: none"> • Connecting candidates with available resources to support their professional growth and accomplishment of the ILP | <p>The Triad Meeting between the site administrator, candidate and mentor, allows for a collaborative discussion on shared site or team-specific goals and build relationships with one another. It is also a time for administrators and mentors to share</p> | <p><u>Triad Meeting Form</u> (updated document and link)</p> |

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| | <p>the resources available to support the candidate’s professional growth.</p> <p>Likewise, within the ILP, coaches and candidates identify support opportunities that will help the candidate in moving forward in refining their teaching practice.</p> <p>LVUSD’s Certificated Staff Development website details the most current list of professional learning opportunities within the district that are available to teachers. These PD opportunities are not required for Induction, but rather, are available as choices, should a candidate want to learn more or attend targeted PD in a certain area or topic to develop their teaching skills.</p> | <p><u>Professional Learning Opportunities</u></p> |
| <ul style="list-style-type: none"> • Periodically reviewing the ILP with candidates and making adjustments as needed | <p>Coaches will periodically review the ILP document with candidates and assist them in making any changes, if needed.</p> <p>Coaches are made aware of their responsibilities and expectations during the application process.</p> | <p><u>ILP Document (new document and link)</u></p> <p><u>Coach Application Memo</u></p> <p><u>Criteria for Coaches</u></p> |
| <p>The program must provide ongoing training and support for mentors that includes, but is not limited to:</p> <ul style="list-style-type: none"> • Coaching and mentoring • Goal setting • Use of appropriate mentoring instruments • Best practices in adult learning • Support for individual mentoring challenges, reflection on mentoring | <p>The Teacher Coaching Academy Training Schedule details the trainings and classes that they will need to develop their mentoring skills throughout the year. The courses provided will cover coaching and mentoring skills and strategies, best-practices related to both mentoring and adult learning, and current research on coaching. Current research and best practices in adult learning are embedded in all coaching trainings provided, as is a triad coaching model of</p> | <p><u>Teacher Coaching Academy: Training Schedule (new document)</u></p> <p><u>CSTP Self-Assessment (new document and link)</u></p> <p><u>ILP Document (new document and link)</u></p> |

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| <p>practice, and opportunities to engage with mentoring peers in professional learning networks</p> <ul style="list-style-type: none"> • Program processes designed to support candidate growth and effectiveness | <p>coachee/coach/meta-coach, as are opportunities for reflection and coaching support.</p> <p>Using the process of a reflective conversation aligned with the CSTPs, coaches will support candidates reflecting on their professional growth, successes, and areas of need.</p> <p>Coaches are required to attend our Summer Coaching Institute so that they receive training before they begin working with their candidate. For example, in the first session, coaches will learn about building trust and rapport, blended coaching, the coaching support functions, and listening set-asides (see draft of Session 1 presentation). During the every coaching training we offer (including the summer institute), coaching skills will be examined, practiced and reflected upon in triads; coaches will regularly rotate through each role (coach, coachee and meta-coach) so that they are able to experience coaching on multiple levels to grow their practice. In this forum, they will also share their coaching experiences to be able to both gain support and coach each other through any struggles they may encounter.</p> | <p><u>Summer Coaching Institute: Session 1 Presentation</u> (new link)</p> <p><u>Teacher Coaching Academy: Training Schedule</u> (new document)</p> |
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Standard 5: Determining Candidate Competence for the Clear Credential Recommendation

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| <p>The Induction program must assess candidate progress towards mastery of the <i>California Standards</i></p> | <p>Candidates demonstrate growth in the CSTPs by completing the CSTP Self-Assessment and ILP, which allow them to examine the standards,</p> | <p><u>CSTP Self-Assessment</u> (new document and link)</p> |
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| <p><i>for the Teaching Profession</i> to support the recommendation for the clear credential.</p> | <p>reflect, and select an area of focus. This self-assessment is completed during a coaching conversation and is revisited during the year so that candidates can reflect on their growth over time.</p> | <p>ILP Document (new document and link)</p> |
| <p>The documentation of candidate progress must reflect the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the candidate’s successful completion of the activities outlined in the ILP.</p> | <p>The ILP requires candidates to identify areas of development that are both informed by data and aligned to the CSTPs.</p> | <p>ILP Document (new document and link)</p> |
| <p>Prior to recommending a candidate for a Clear Credential, the Induction program sponsor must verify that the candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made.</p> | <p>The Documentation Review Panel is a group of current or experienced coaches who convene at the end of every academic year to review each program candidate’s coursework. The Documentation Review panel provides program feedback based on the observations, trends, data they share when scoring the ILPs. During this progress, they panel will document candidate growth on the Continuum of Teaching Practice in order to track and assess progress toward mastery along the continuum.</p> <p>Formative feedback is provided to candidates both in-person and digitally as they complete a portion of their coursework using a learning management system.</p> <p>The Program Coordinator and administrative support staff, including the Credential Analyst, will use a shared Google Sheet to track</p> | <p>Documentation Review Panel Policy and Contract (updated link)</p> <p>Teacher Induction Program Candidate Checklist (new link)</p> |

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| | <p>and verify that candidates have satisfactorily completed all program requirements prior to recommending them for a Clear Credential. The Credential Analyst, Program Coordinator, and the Director of Education and Leadership review all recommendations before submitting to the Commission on Teacher Credentialing. The Program Coordinator works in close conjunction with our district's Credential Analysts, who have attended CTC trainings, to review CTC requirements have been met prior to recommending candidates for their credential.</p> <p>The Program Coordinator makes a recommendation to Director of Education and Leadership that a candidate has met all induction program requirements in alignment with the Documentation Review Panel. The Director of Education and Leadership, in conjunction with our Credential Analysts, work closely to ensure that every candidate has met the full breadth of requirements for a clear credential. Once verified, the Director of Education and Leadership makes a recommendation to Commission on Teacher Credentialing.</p> | |
| <p>The program sponsor's verification must be based on a review of observed and documented evidence, collaboratively assembled by the candidate, the mentor and/or other colleagues, according to the program's design.</p> | <p>The Documentation Review Panel assesses evidence provided by the candidate on a quarterly basis.</p> | <p><u>Documentation Review Panel Policy and Contract</u> (updated link)</p> <p><u>ILP Document</u> (new document and link)</p> |

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| | | <p><u>Triad Meeting Form</u> (updated document and link)</p> |
| <p>The Induction program’s recommendation verification process must include a defensible process of reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, as needed.</p> | <p>The Documentation Review Panel uses the ILP Scoring Rubric to assess and score each candidate’s coursework.</p> <p>The ILP Rubric is directly aligned to the Individualized Learning Plan in a number of ways. Structurally, the rubric is organized in a way that mirrors the ILP so that the Documentation Review Panel can provide feedback targeted toward isolated areas of the ILP; in this way, candidates will receive specific feedback to support them in their growth both within the ILP and, more generally, in their developing practice. Additionally, the rubric supports candidate growth toward mastery in the CSTPs, as candidates will develop and work toward a CSTP-aligned professional growth goal. The Panel will use the rubric to determine progress toward mastery on the CSTP.</p> <p>Candidates can appeal the score provided by the Documentation Review Panel by following the appeals process.</p> <p>Program Repeat Policy: Candidates are expected to make reasonable academic progress toward obtaining a Clear credential by the end of the program year. All requirements for each year must be met by the set due dates. Candidates who do not complete the requirements within the set time frame may a) be asked to repeat a</p> | <p><u>Documentation Review Panel Policy and Contract</u> (updated link)</p> <p><u>ILP Scoring Rubric</u> (updated document and link)</p> <p><u>Appeals Policy and Process</u> (new link)</p> <p><u>Program Repeat Policy</u> (new link)</p> <p><u>Program Extension Policy</u></p> <p><u>Program Transfer Policy</u></p> <p><u>Program Fees for Participants Outside LVUSD</u></p> |

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| | <p>portion of the program and b) will not be permitted to enroll in the program for the following year until all work is completed.</p> <p>Candidates who would like to be granted a program extension must follow the procedures outlined in the Program Extension Policy.</p> | |
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Standard 6: Program Responsibilities for Assuring Quality of Program Services

| Standard Section | Narrative Response | Documentation (Hyperlink) |
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| <p>The program must regularly assess the quality of services provided by mentors to candidates, using criteria that include candidate feedback, the quality and perceived effectiveness of support provided to candidates in implementing their Individualized Learning Plan, and the opportunity to complete the full range of program requirements.</p> | <p>All stakeholders who participate in the program in various ways will be surveyed and asked to provide regular program feedback. Feedback will be collected digitally and data will be tracked and formally shared bi-annually.</p> <p>Program participants will be surveyed bi-annually via a Mid-Year Survey and an End of Year Survey. A copy of the mid-year survey is attached. All program candidates will complete the first and last sections and will complete the middle portion for the program in which they are enrolled (we will be offering multiple credential programs). They survey will be administered via Google Forms but a PDF printout is attached.</p> | <p><u>Program Assessment Matrix</u></p> <p><u>Program Participant Survey (new link to PDF printout of survey)</u></p> |
| <p>Induction program leaders must provide</p> | <p>Coaches meet regularly for targeted trainings and feedback. These</p> | <p><u>Teacher Coaching Academy: Training</u></p> |

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| <p>formative feedback to mentors on their work, including establishment of collaborative relationships.</p> | <p>trainings will ensure that mentors receive ongoing professional development of their coaching skills and formative feedback. During trainings, mentors will use the Continuum of Mentoring Practice to regularly engage in reflection on their practice and will be required to complete a Coaching Self-Assessment.</p> <p>Formative feedback will also come from data from a variety of sources including but not limited to coaching logs, reflective journals surveys, and targeted trainings.</p> <p>Coaches will complete feedback forms after every training they attend; while the first question may vary to assess specific skills, needs or understandings, the following questions will remain consistent and on each form:</p> <ol style="list-style-type: none"> 1. What resonated with you from today's training? Why? 2. How might you use this in your coaching practice? 3. How might we improve today's training? 4. Additional needs or feedback? <p>In addition to the feedback forms that coaches complete after each training, they will also be surveyed biannually, once mid-year and once at the end of the year. The survey will establish baseline data and contribute to setting program improvement goals; it will assess the extent to which coaches and candidates develop strong mentoring relationships, and coaching practices, among other goals.</p> | <p>Schedule (new document)</p> <p>Coaching Logs</p> <p>Reflective Journal for Coaches (new link)</p> <p>Training Feedback Form (new link)</p> <p>Coaches Survey (new link to PDF printout of survey)</p> <p>Administrator Survey</p> |
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| | <p>Site administrators will also be surveyed annually to ascertain the quality and effectiveness of the program. More specifically, we will examine the extent to which administrators:</p> <ul style="list-style-type: none"> • understand program goals • understand various roles and responsibilities • are involved in mentor selection • feel supported when questions arise • support participating teachers and coaches | <p>(new link to PDF printout of survey)</p> |
| <p>Clear procedures must be in place for the reassignment of mentors, if the pairing of candidate and mentor is not effective.</p> | <p>If the initial pairing between the candidate and coach is unsuccessful for any reason, this match may be revised. Candidates are informed of this option during their orientation, and it is provided in writing in their handbook.</p> | <p><u>Coach Reassignment Policy</u></p> |
| <p>The program must provide a coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system.</p> | <p>The program delivers a comprehensive system of support for candidates through purposeful coach pairings, targeted seminar courses, focused coursework, opportunities for collaboration with colleagues and coaches, and site administrator meetings.</p> | <p><u>Organizational chart</u></p> |