Initial Institutional Approval Proposal

Teacher Induction Program

Stage III – Program Standards

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Program Standards

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Program Standards for Teacher Education Induction Programs

Induction Program Design for Mentoring Clear Teaching Credential Candidates
These induction standards support job embedded induction, which by definition, supports the new teacher in his or her classroom, within his or her assignment at a school and within a district.

Standard 1: Program Purpose
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 *California Standards for the Teaching Profession.*

As indicated in the program materials, the purpose of Santa Barbara Unified School District's Teacher Induction Program is to support new teacher development and growth in the profession by building on the knowledge and skills gained during the Preliminary Preparation Program via design and implementation of a robust mentoring system, as described in the following standards, which helps each candidate work to meet the *California Standards for the Teaching Profession* (CSTPs).

The foundation of SBUSD's TIP is each candidate's Individualized Learning Plan, which will assist the candidate in expanding on the learning gained during the preliminary teacher preparation program as evidenced by feedback from university instructors, cooperating teachers, and university supervisors and recorded on the Preliminary Program Transition Plan. In order to develop the initial ILP, the candidate utilizes the Preliminary Program Transition Plan as well as his/her CalTPA score and any other relevant feedback, to identify areas of strength and areas of need as framed by the CSTPs. The mentor provides initial input based on his/her preliminary and ongoing knowledge of the candidate, framed within the context of the candidate's current teaching assignment. The Induction Program Coordinator will review all initial and subsequent ILPs to identify both candidate-specific as well as cohort-wide needs and, in partnership with mentors, provide appropriate resources in a timely manner. Examples might include recommending specific professional learning opportunities for a particular candidate or offering cohort-specific professional learning at Induction Program candidate meetings.

The purpose of SBUSD's TIP is to provide a blend of "just in time" support as well as sustained coaching around teaching practice to help candidates develop a rich repertoire of professional skills. Candidates will be provided with a mentor who understands the content and context of the candidate's teaching assignment. Mentors will be located at the same site as the candidate, in the majority of cases, and will be identified by the site leader, who will be expected to select mentors who meet the criteria outlined in greater detail in Standard 4 below. Mentors will provide a minimum of an average of one hour per week of support to their candidates. The support will include assisting the novice teacher to navigate new day to day concerns as well as taking the time to delve into deeper ongoing topics related to the novice teacher's growth as a professional educator. TIP participants will utilize a Candidate / Mentor Log to record their work in support of the candidate's goals and record evidence of candidate growth vis a vis the CSTPs.

During each year of the program, candidates will have multiple opportunities to work together with their mentors to reflect on their development and to refine their ILPs, as appropriate, to support new teacher growth. At mid-year and year-end, candidates will analyze the evidence of their achievement of the CSTPs and identify appropriate resources necessary for them to continue to grow in their practice. Second-year candidates will

also engage in this process at the beginning of the school year, taking into account summer professional learning, personal growth and reflection, and/or a new teaching assignment. By repeating this cycle of inquiry, goal-setting, and examination of work, the program intends to foster within candidates the lifelong habit of engaging in such professional practice.

Standard 2: Components of the Mentoring Design

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 Teaching Profession.*

SBUSD's TIP utilizes a research-based mentoring design that consists of the TIP Coordinator working with site leaders to identify teacher mentors who work at the same site as the candidate whom they are supporting, thus they understand the content and context of the candidate's assignment. (Achinstein & Athanases, 2006) Mentors are also expected to provide support for the new teachers in both jobs that the new teachers are doing, namely teaching the students in their classes while also continuing to learn their own craft. (Feiman-Nemser, 2012)

Additionally, the mentoring design of SBUSD's TIP is informed by the work of the New Teacher Center, which advocates that programs should select mentors who demonstrate research-based qualities of an effective mentor. The New Teacher Center further encourages programs to provide ongoing professional development and support of mentors, sanctioned time for mentor-candidate interactions, multi-year mentoring, and intensive and specific guidance moving teaching practice forward. These principles are reflected in the mentoring design of SBUSD's TIP and are described in greater detail in Standards 3 – 4 below.

Via the mentoring relationship, multiple opportunities are provided for candidates to demonstrate growth on the California Standards for the Teaching Profession. Elements include weekly mentoring interactions and regular work on developing, refining, and evaluating the Individual Learning Plan (ILP), throughout both years of the program. Mentors must engage candidates in critical reflection that fosters their development as reform-minded teachers. (Corriero and Romeo, 2011) SBUSD asks new teachers to engage in a standards-based self-evaluation and asks mentors to provide candidates with standards-based feedback that is not used for employment purposes. Candidates are also encouraged to have reflective conversations with their mentors about any feedback they may have received from their site administrator, but this is not required.

Mentors in SBUSD's TIP conduct classroom observations, provide formative assessment of their candidates' progress on the CSTPs via reflective conversations about these observations as well as work on the candidate's ILP. Further, via the weekly mentoring interactions, mentors provide support on challenges the candidate is facing. (Sun 2012) Additional details about this are provided in the section on mentoring support below.

The mentoring approach implemented by the program must include the development of an Individualized Learning Plan (ILP) for candidates based on needs determined by the teacher and program provider, in consultation with the site administrator and guided by the Preliminary Program Transition Plan.

At the first program meetings, SBUSD's TIP Coordinator orients participants to the Induction Program and its requirements, including the development of an Individualized Learning Plan. The development of the Individualized Learning Plan (ILP) takes place at the beginning of Year 1 and is conducted by the candidate with mentor support.

The candidate uses the Sample SBUSD Teacher Observation Form to conduct a self-assessment of his/her practice vis a vis the CSTPs. The use of this form is intended to keep TIP program materials prudent and judicial and to familiarize candidates with one of the tools used by their employer in providing them with feedback on their practice. Induction, by definition, is a formal process of integrating someone into an organization. Thus, by using a sample version of the SBUSD Classroom Observation Instrument, candidates will be dual tasking, in that they will be reflecting on their own practice while also becoming familiar with the document that they will see later in the school year, when their principals observe them in their classrooms.

Mentors provide ILP input based on their interactions with the candidate in meetings, teaching settings, and PLCs or other professional settings.
Site administrators are consulted for guidance regarding school and district initiatives and for information about resources to assist teachers in

achieving their ILP goals.

Candidates will also utilize the Preliminary Program Transition Plans which they developed at the end of their preservice programs. Exceptions to this step would be made for candidates who come from out of state or received their preliminary credentials prior to 2018.

The completed initial ILP is signed by both candidate and mentor prior to being submitted to the TIP Coordinator for review using the ILP Rubric.

When the TIP Coordinator determines that the ILP meets expectations, the ILP is signed and returned to the candidate.

The ILP must address identified candidate competencies that support the recommendation for the credential.

The ILP will prioritize professional learning and support for CSTP areas in which candidate competencies are lower, while including plans for work in the other areas as well. Recommendation for the credential will include the requirement that the candidate has made growth in competency on all CSTPs over the two years of the Induction Program.

During the first 60 days of the program, the candidate, together with the mentor, gathers evidence to assess his or her strengths and areas of need vis a vis the CSTPs. Emphasis is placed on creating a plan to address the areas of need, while still promoting continued growth in candidate competency in the areas of strength. The plan will include candidate-selected, coordinator-approved professional learning opportunities that are aligned with the identified areas of need in the ILP.

All candidates will be asked to reflect on and refine the ILP at mid-year and year-end. Additionally, Year 2 candidates will be asked to do so at the beginning of the second year. Should additional relevant professional learning opportunities become available prior to one of the planned ILP revision dates, the candidate may submit an early ILP revision to include the newly identified professional learning. Any amendments or modifications to the ILP must be made together with the mentor and require approval from the TIP Coordinator.

Thus, throughout the two years of the program, the candidate will engage in a continuous cycle of self-assessment, identifying areas of need, making plans to address those areas, implementing the plans, assessing the outcomes as defined by levels of practice on the CSTPs, recording those outcomes and refining the plans to continue working on growing as a professional educator. This process will allow the candidate to accumulate and the TIP Coordinator to review the evidence to demonstrate growth in competency on all CSTPs.

Mentoring support for candidates must include both "just in time" and longer term analysis of teaching practice to help candidates develop enduring professional skills.

Mentoring will be provided at minimum for an average of one hour weekly and will emphasize meeting the most acute candidate needs prior to addressing other areas that require longer term analysis of teaching practice.

Mentors will provide "just-in time" support to candidates for challenges that emerge throughout the year and can be better navigated in partnership with an experienced colleague. Examples might include preparing for significant events such as the first-day of school, Back to School Night, parent conferences, or report cards. Novel situations with students or families would also be appropriately met with "just-in-time" support. The learning that comes from these situations could be applied to the longer term analysis of teaching practice and incorporated into the candidate's ILP. Mentors will also provide or facilitate long-term support, to support candidate growth on the ILP.

In addition to weekly mentoring support for pressing concerns and ongoing ILP work, mentors will provide 4 informal observations of their candidates throughout the year and will engage in reflective conversations with the candidates about those observations. These reflections will be used to inform quarterly reviews of and twice-yearly revisions to the ILP which, in turn, serve to reinforce for candidates the professional skills of reflecting on

one's own work, setting goals, planning, and evaluating outcomes. Other Mentor-provided support could include making mentor classrooms available to candidates as demonstration classrooms. Support that is mentor-facilitated, rather than directly provided, might comprise connecting candidates with colleagues who excel in an area in which the candidate is working to improve his or her practice. Mentors might also share professional learning resources such as scholarly publications, links to online learning communities, or information about professional organizations and upcoming conferences.

Induction Mentors will meet quarterly as a cohort and analyze data to determine where there is evidence of emerging needs among multiple members of the candidate cohort. Data sources can include, but are not limited to, topics from ILPs, mentoring logs, site leader feedback and mentor or TIP Coordinator observations. This information will be used to make recommendations to the TIP coordinator regarding program needs. Program support for candidates will be adjusted as appropriate, in some cases being implemented the same year or in other cases planned for the subsequent year. Such communication will allow the program to provide customized support that is timely and scalable.

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.

The program's design will include several opportunities during each of the two years for candidates to strengthen their professional practice via reflecting on and celebrating growth that they have made, while refining their ILP to align with their development as educators. Candidates will work with experienced colleagues in varied contexts.

Candidates will meet monthly as a cohort to participate in professional learning that is based on their requests as well as to provide peer support to one another. They will interact weekly with their assigned mentors to focus on induction and they will work with experienced colleagues in their grade-level or content-area PLCs to focus on student learning. The weekly candidate/mentor log will provide a record of the former while PLC Meeting minutes will provide evidence of the latter.

Not only do these design elements serve to strengthen candidate practice, they also comprise research-based factors which contribute to the candidate's retention in the field. [Sun 2012] Research further tells us that administrator support, as well as teachers' perception of a supportive school culture, are factors in teacher retention. [S.S. Wong, et al 2015]

SBUSD's site administrators provide site-specific new teacher support regularly throughout the school year. Examples of site-based support include, but are not limited to, new teacher meetings with principal, ongoing new teacher meetings, new teacher quick reference sheet with site-specific information, Back to School Night prep for new teachers, and a digital faculty handbook including lesson plan template and other items to assist a new teacher. Site leaders will be asked annually to describe the type of support that they intend to provide to their first and second year teachers. The TIP Coordinator will verify, through interactions with candidates and mentors at cohort meetings and through conversations with site leaders during periodic site visits, that this support is being provided.

Via this interaction with cohort peers, content area colleagues, experienced fellow educators, and local administrators, SBUSD's Induction Program will provide multiple sources of job-embedded support and collegial structures for the new teacher thus contributing to the candidate's future retention in the profession.

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

The Individualized Learning Plan (ILP) must address the *California Standards for the Teaching Profession* and provide the road map for candidates' induction work during their time in the program along with guidance for the mentor in providing support.

> **The Individualized Learning Plan (ILP) is developed based on evidence of the candidate's proficiency on the California Standards for the Teaching Profession (CSTPs) and requires that the candidate identify his or her professional goals as well as the intended resources to be used and guidance required for achieving those goals.**

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.

> **The ILP is collaboratively developed over the initial weeks of the school year, utilizing information from various sources.**
>
> **The process begins with the candidate responding to the prompt and questions 1-3 on the Individual Learning Plan Form or utilizing the transition document from his/her teacher preparation program to determine his/her own competencies as defined by the descriptors of practice in the CSTPs. Then the mentor, through meetings and observations, learns about the candidate and, utilizing the Sample Teacher Observation Form, completes an initial mentor assessment, providing evidence of the candidate's standings on the CSTPs. Meetings between candidates and mentors to develop the ILP will be documented on the weekly Candidate/Mentor Log. Program mentors also meet with site leaders to get input on candidates' job assignments. This information is provided to candidates by their mentors and is utilized in the design of each ILP. Mentors will also upload evidence of these meetings, such as agendas or notes, to the learning management platform.**
>
> **The Induction Program Coordinator, in partnership with the Educational Services and Special Education departments, as well as with the Director of English Learner Services, provides guidance regarding District initiatives to support student learning and the necessary teaching competencies required to achieve those goals. This information will initially be provided to participants at the initial candidate and mentor meetings as well as at required SBUSD professional learning days held prior to the start of the school year. Updates throughout the year will be shared by the TIP Coordinator at monthly candidate and quarterly mentor meetings, or via messages sent by the TIP Coordinator using the learning management platform.**

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.

> **The ILP includes candidate professional growth goals, framed by the CSTPs, which stem from areas of need identified by the self-assessment, mentor, site, and program input. As indicated in the ILP Form, each goal must describe a specific objective, include a time for completion and be measurable. Candidates will be provided with examples of specific, timely, and measurable goals as well as feedback from their mentors and the TIP Coordinator to assist them in refining their goals.**
>
> **The candidate will describe the materials, resources, or professional learning needed to meet each goal. Possible examples include materials such as current professional literature, resources such as software or release time, or professional learning provided either by SBUSD or relevant approved provider such as Santa Barbara County Education Office or a content area professional organization.**
>
> **The candidate will also indicate what evidence will be provided in order to document growth. Data to determine candidate growth will primarily**

consist of evidence of practice as framed by the CSTPs. Candidates may provide evidence including, but not limited to, self-reflections, mentor or colleague observations, and feedback that they have requested from students or parents. Observations of the candidate by the mentor or TIP Coordinator will provide another source of evidence of practice.

The candidate will further state how success will be determined and what changes might be made in teaching practice. In addition to conducting ongoing reflection on the ILP during weekly candidate/mentor interactions, which are recorded on the candidate/mentor log, there will be formal mid-year and end-of-year opportunities to reflect on progress and revise the ILP as needed. When the ILP is modified, the revision will be submitted to the TIP Coordinator for approval.

The candidate's specific teaching assignment should provide the 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 advanced certifications, additional content area literacy, early childhood education, case management, evidence-based practices supportive of specific disabilities within the candidate's caseload, consultation, collaboration, co-teaching, and collaborating with para-educators and service providers.

The candidate's teaching assignment, whether Preschool, Elementary, or Secondary, will provide the primary context for the development of the overall ILP. Given the uniqueness of each educator's professional growth arc, the candidate and mentor may add additional goals based on the candidate's professional interests or needs.

Early Childhood educators or those holding Multiple Subject Credentials may wish to delve deeper into their credential area. Single Subject teachers may wish to acquire advanced certifications in their content area. Education Specialists may wish to focus on unique aspects of their assignments such as case management, co-teaching, collaboration with other professionals who provide services to their caseload, or other additional work that would of benefit their caseload.

Additional goals will be subject to approval by the Induction Program Coordinator and candidates may be advised to defer work on these additional goals if there is a concern about the candidate's progress toward growth on the CSTPs.

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.

Together with their mentor, candidates will identify professional learning opportunities within the ILP that provide a chance to practice and refine effective teaching strategies for all students through focused cycles of inquiry. Candidates will be encouraged to first utilize the support of their mentors as well as to avail themselves of the many professional learning opportunities provided by SBUSD's Educational Services, Special Education, and English Learner Services Departments. Other support can include, but is not limited to, working with grade level teams, content area peers, department colleagues, and other professional networks.

The framework for this process will be focused cycles of inquiry, which require that the candidates pre-assess, plan for learning, learn, assess, refine their plan, and continue to learn, assess, and plan. The cycles of inquiry will be repeated a few times throughout each of the two years of induction, giving the candidate recurring opportunities to refine and re-implement strategies to further hone his/her teaching practice. The number and length of these cycles of inquiry will be highly individualized and will be both supported and propelled by the reflective interactions between candidates and their mentors.

Yet, as indicated above, all candidates will conduct a mid-year and year-end reflection on and re-assessment of their ILPs, which must include

evidence that at least one cycle of inquiry has been completed Evidence will be found in the candidate's ongoing self-assessment and mentor's observation of teaching practice as framed by the descriptions of practice in the CSTPs. Data around student achievement can include, but is not limited to the candidate's or mentor's observations of students in the learning environment, informal teacher-conducted formative assessment of students' achievement of learning objectives, student attendance and participation data, students' responses to teacher-generated surveys, or parent feedback.

The program must assist the candidate and the mentor with assuring the availability of resources necessary to accomplish the ILP.

The majority of resources necessary to accomplish the ILP will be provided to candidates and mentors at the district level by SBUSD.

Via monthly candidate meetings, TIP will provide professional learning that is cohort-specific and is based on both assessed and expressed candidate needs. The TIP Coordinator will review all candidate ILPs in order to assess individual and cohort needs. Both in advance of as well as during monthly cohort meetings, candidates will be invited to co-create their agendas, thus ensuring that topics are timely and based on their expressed needs. The TIP Coordinator will use differentiation strategies within the cohorts so as to allow for potentially varying candidate needs to be met.

SBUSD Educational Services, Special Education, and English Learner Services Departments provide a wide range of professional development to all of the district's teachers, which candidates will be able to access in order to accomplish the goals in their ILPs. Information about these professional development offerings will be shared multiple times with all teachers via direct email from the Educational Services and Special Education departments as well as from the Director of English Learner Services. Reminders will be sent to site leaders by those departments, asking principals to ensure that all their teachers are participating in relevant and necessary professional learning to support all students. The TIP Coordinator will provide reminders via email messages and meeting agendas, to both candidates and mentors, about SBUSD professional development offerings. Attendance is recorded and candidates will be asked to reflect on their learnings as part of their weekly mentor interactions.

Additionally, at mid-year and year-end, candidates will evaluate and revise their ILPs as needed, using various data sources to determine which, if any, changes are to be made. Reflection on the impact of professional development offerings will constitute one of these data points.

Finally, SBUSD conducts exit surveys following its professional learning offerings and TIP will conduct mid-year as well as year-end program surveys to help determine how candidates' chosen professional learning activities impacted their growth goals.

At the site level, site leaders will be encouraged to support candidates' attendance, via authorization of professional development funding and release time, at relevant professional development outside the district, if the intended training supports the ILP and is not otherwise available in-house. Candidates will be expected to adhere to SBUSD travel and conference guidelines and timelines when making requests to attend professional development events.

In light of the individualized nature of the candidates' needs and plans, as well as the repeated cycles of inquiry to determine candidate progress toward achieving ILP goals, there will be no set minimums for numbers of professional development offerings attended. Instead, if candidate development is static, the mentor and TIP coordinator will encourage the candidate to engage in additional professional learning activities. Examples include are not limited to, observing other teachers, reading professional literature, participating in professional online communities or online learning opportunities, or attending trainings or conferences.

The program must ensure dedicated time for regular mentor and candidate interactions, observations of colleagues and peers by the candidate, and other activities contained in the ILP.

> **SBUSD will ensure dedicated time for induction activities, using several site and district based strategies and resources.**
>
> **At the site level, site leaders will be asked to allocate time to support regular mentor and candidate interactions via common prep periods, planning time, or other site-based structures. Principals' input on this and other topics was sought as SBUSD developed its TIP. All respondents indicated that they would provide support in one or more of these areas. SBUSD's TIP sends emails to site leaders during spring master scheduling season, identifying existing candidate/mentor pairs at their sites and reminding principals of the need to allocate time to these pairs to support induction work. At mid-year and year-end principals will be asked to report back to the Induction Program to indicate what types of support they are providing to the candidates and mentors on their sites. A list will be compiled and shared with site leaders as well as with TIP stakeholders in the quarterly TIP newsletter. Principals will be encouraged to adopt their colleagues' best practices at their own sites.**
>
> **At the district level, SBUSD will fund 2 days of release time per year for each candidate to observe colleagues and peers. SBUSD will also fund 2 days of mentor release time for each candidate that the mentor is supporting. This is already in place for SBUSD's teachers currently participating in TIP with Santa Barbara County Education Offices. In early fall, the TIP Coordinator provides site leaders with an email containing a list of their school's TIP participants and a paragraph outlining the provision of 2 days of release time per year that TIP participants may use for TIP activities, as well as the account code to which the substitute teacher's pay should be charged. Principals are asked to share the information with their office managers.**
>
> **Participants in SBUSD's TIP will receive reminders from the TIP Coordinator, by way of email messages and announcements at cohort meetings, that dedicated time in the form of site-based support and district-funded release days, is provided. The TIP Coordinator will request a report from SBUSD's Payroll Department to review use of the TIP Account funds. Additional release time to support attendance at relevant professional development activities will be supported as indicated in the prior response above.**

In addition, the mentoring process must support each candidate's consistent practice of reflection on the effectiveness of instruction, analysis of student and other outcomes data, and the use of these data to further inform the repeated cycle of planning and instruction.

> **In both candidate and mentor orientations at the beginning of the program, the cycle of reflection, planning, instruction, and assessment will be explained. All participants will be reminded to use the TIP Cycle of Inquiry as a framework for documenting their interactions on the weekly Candidate/Mentor Log.**
>
> **As mentors provide support to their candidates for a minimum of an average of one hour per week, they will be prompting candidates to reflect on planning, instruction, and assessment of student learning. Via reflective coaching conversations, mentors will encourage candidates to continue to implement strategies that move their practice forward and to refine or revise strategies, as needed, to support all P-12 learners in their classrooms. The guiding metrics will be formative assessment of student learning and other student outcomes, including, but not limited to attendance and behavior.**
>
> **The weekly mentoring interactions will be memorialized via an electronic log which will be monitored by the Teacher Induction Program Coordinator. The TIP Coordinator will be checking for both timeliness and application of the repeated cycle of planning and instruction to ensure that candidates are using their reflections to inform the next cycle of planning and instruction and thus working to improve their ability to meet the differentiated needs of all learners. Additionally, mentors will support candidates' work on the quarterly ILP reviews and half-yearly ILP revisions, which also require**

candidate reflection on practice, analysis of data, and use of data to further inform the repeated cycle of planning and instruction.

Within the ongoing mentoring interactions, the mentor must encourage and assist candidates to connect with and become part of the larger professional learning community within the profession.

Via the weekly mentoring interactions, SBUSD's mentors will encourage and assist candidates to connect with colleagues at their sites, throughout the district, and with peers in the larger professional community. Examples of connections with the larger professional community could include, but are not limited to, PLC work at the site or district level, observation of or conferencing with colleagues, attendance at professional learning opportunities, membership in a professional organization, and participation in a professional online community.

Candidates will document their collegial interactions in their weekly mentoring logs as well as in their mid-year and year-end reflections used for refining the ILP. Induction program candidate surveys will also inquire about the type and amount of mentor facilitation of candidate connections to the larger professional community.

Standard 4: Qualifications, Selection and Training of Mentors

The Induction Program assigns qualified mentors and provides guidance and clear expectations for the mentoring experience based on the program's design.

SBUSD's TIP works in partnership with its site leaders, Special Education and Early Childhood program administrators, and credential analyst to ensure that appropriate mentors are provided to its Induction candidates. Qualifications for mentors are described in greater detail below. Site leaders will be asked to affirm that mentors meet the qualifications by completing the Principal's Verification of TIP Mentor Qualifications form.

Guidance and clear expectations for the mentoring experience, which are also described throughout this standard, are provided by the TIP Coordinator to the mentors at program meetings, via the learning management system, and individually during site visits.

By design and as described in the final sections of this standard, SBUSD's TIP program provides ongoing training and support for mentors in the areas of coaching and mentoring, goal setting, use of appropriate mentoring instruments, best practices in adult learning, support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks.

Qualifications for mentors must include but are not limited to:

Knowledge of the context and the content area of the candidate's teaching assignment;

Via partnership with site leaders or program administrators, if applicable, the Teacher Induction Program Coordinator will ensure that:

-Candidates in preschool or elementary assignments will be supported by mentors who, where practicable, teach at the same site and in the same grade level as the candidate.

-Candidates in secondary assignments will be supported by mentors who, where practicable, teach at the same site and in the same content area as the candidate.

At all levels, greater consideration will be given to content area than to site location when determining mentors for practitioners such as elementary music or art teachers, world language teachers, and low incidence education specialist assignments where there is no mentor at the site who teaches the same content. In these situations, a mentor who teaches the same content as the candidate will be found at another site within the district. The TIP Coordinator, in partnership with SBUSD's Coordinator of Certificated Personnel, will assist in identifying prospective mentors at other sites who are a credential match and have knowledge of content and context. The TIP Coordinator will then work with the prospective mentor's site leader to determine if the match is potentially appropriate.

Demonstrated commitment to professional learning and collaboration

Pairings of candidates and mentors will be made upon the recommendation of site principals who will be reminded to recommend mentors who have consistently demonstrated a commitment to professional learning and collaboration as evidenced by their participation in both district and outside professional development as well as by their work in site and district PLCs or via prior successful mentoring of pre-professionals, student teachers, or TIP candidates. If a prospective mentor is new to the site, s/he will be asked to provide the site principal with evidence of these qualities via prior employment evaluations or similar written recommendations. The TIP Coordinator will provide site principals with a Principals' Verification of TIP Mentor Qualifications form to complete for each prospective mentor. All responses to the form will go into a spreadsheet and be retained by the program as evidence that mentors meet the established criteria.

Possession of a Clear Teaching Credential
In partnership with the credential analyst in SBUSD's Human Resources Department, the TIP Coordinator will provide a list of eligible mentors, based on possession of a Clear Teaching Credential, to site principals.

Ability, willingness, and flexibility to meet candidate needs for support
As stated above, the TIP Coordinator will provide site principals with a Principals' Verification of TIP Mentor Qualifications form to complete for each prospective mentor. SBUSD's Mentor Guidelines include attributes such as ability, willingness, and flexibility to meet candidate needs for support. Using the verification form, principals will ensure that candidate-mentor pairings have been made with these guidelines in mind.

A minimum of three years of effective teaching experience.
The TIP Coordinator will provide site principals with mentor guidelines which specify that mentors should have demonstrated a minimum of three years of effective teaching experience as defined by observable behaviors such as reflecting on teaching practice, establishing professional goals and engaging in continuous and purposeful professional growth and development, collaborating with colleagues and the broader professional community to support teacher and student learning, working with families to support student learning, engaging local communities in support of the instructional program, and managing professional responsibilities to maintain motivation and commitment to all students. The Principal's Verification of TIP Mentor Qualifications form addresses this area as well. Using the verification form, principals will ensure that candidate-mentor pairings have been made with these guidelines in mind. All responses to the form will go into a spreadsheet and be retained by the program as evidence that mentors meet the established criteria.

Guidance and clear expectations for the mentoring experience provided by the program must include but are not limited to:

Providing "just in time" support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills
SBUSD's TIP will provide guidance and clear expectations for the mentoring experience on an ongoing basis via its Introduction to Mentoring Seminar, Quarterly Mentoring Meetings, and materials sent out via an online learning platform such as Inductionsupport.com or similar. The need for "just in time" support and various ways to provide it, along with the need for longer-term guidance to promote enduring professional skills, will be addressed in a variety of ways throughout the school year.
This will be done primarily via work at Quarterly Mentoring Meetings with the textbook Learning Matters, differentiated break-out grouping of new and experienced mentors at the quarterly mentor meetings, reminders sent via the online learning platform, and individual feedback given by the TIP Coordinator directly to mentors, as needed, based on evidence from the Candidate/Mentor Log, as well as from work done during the Quarterly Mentoring Meetings, and from mentor experience surveys completed by candidates during the 2nd and 4th quarters.

Facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction
Facilitation of candidate growth and development through modeling will be provided by mentors. SBUSD's TIP will communicate the expectation that mentors make their classrooms available as demonstration sites for any candidate in the program (prior arrangements required.) The TIP Coordinator will create a database of demonstration classrooms that is accessible to TIP participants via the TIP website. These will primarily be the classrooms of TIP Mentors, but may also include other teachers' classrooms so that more members of the school community can play a role in supporting induction candidates.
During the Introduction to Mentoring Seminar and Quarterly Mentoring Meetings, mentors will be trained in guided reflection on their own teaching practice, which they will be expected to provide to their candidates.

Using the Sample Teacher Observation form for the ILP, mentors will provide 4 informal observations of their own candidates (2 in Fall and 2 in Spring) and will be expected to provide feedback on classroom instruction. Initial practice in using this instrument will be provided at the Introduction to Mentoring Seminar.

Ongoing training on strategies for recording observations and providing observation feedback will be provided at the Quarterly Mentoring Meetings. This training will be provided by the TIP Coordinator and/or SBUSD's Elementary and Secondary TOSAs.

Connecting candidates with available resources to support their professional growth and accomplishment of the ILP

The TIP Coordinator and mentors will create a database of available resources to support candidates' professional growth and accomplishment of the ILP. The database will be provided to TIP participants in the TIP Handbook. Local resources will include professional learning opportunities provided by SBUSD's Special Education and Education Services Departments, including the English Learners and Parent Engagement Programs division.

Additional local resources will include professional learning opportunities provided by the Santa Barbara County Education Office, as described in their Professional Learning Opportunities Catalog, which are fee-based and require self-pay or approval for use of categorical funds.

Local institutions of higher education such as UC Santa Barbara, UCSB Extension, and Antioch University Santa Barbara also offer professional learning opportunities for educators.

Other fee-based resources will include conferences and workshops hosted by professional organizations such as the College Board, California Council for the Social Studies, California Language Teachers' Association, California Science Teachers' Association, California Mathematics Council, California Association of Teachers of English, California Teachers' Association, California Association for Bilingual Education and the like.

Mentors will be expected to support candidates in navigating the process of requesting professional development funding through their site principals or program administrators to cover the costs of fee-based professional learning opportunities.

Periodically reviewing the ILP with candidates and making adjustments as needed

SBUSD's TIP will also provide ongoing training related to reviewing the ILP with candidates and making adjustments as needed. This training will be provided prior to the start of the school year, and 4 times during the school year at quarterly cohort meetings. Mentors will be provided with a timeline of dates by which to review the ILP with their candidates and make adjustments as needed. The ILP will need to be reviewed quarterly and updated at mid-year and year-end. The TIP Coordinator will monitor and verify completion via candidate and mentor reporting using InductionSupport.com or similar software.

The program must provide ongoing training and support for mentors that includes, but is not limited to:

Coaching and mentoring

SBUSD's TIP will also provide ongoing training related to coaching and mentoring prior to the start of the school year, and 4 times during the school year at quarterly cohort meetings. Based on the needs of the mentor cohort, this training may be differentiated for new or experienced mentors.

Goal setting

Prior to the start of the school year and 4 times during the school year at quarterly cohort meetings, SBUSD's TIP will provide ongoing training for mentors related to goal setting and creation or review of the ILP.

Use of appropriate mentoring instruments

Prior to the start of the school year and **4 times during the school year at quarterly cohort meetings, SBUSD's TIP will provide ongoing training for mentors on the use of appropriate mentoring instruments, such as structured conversations, learning-focused conversations, and lenses for listening. SBUSDs TIP Coordinator will review the candidate/mentor logs for evidence that these mentoring instruments are being used. Based on needs that emerge from this review as well as from candidate and mentor surveys, the TIP Coordinator will provide support to mentors in the use of the instruments.**

Best practices in adult learning

SBUSD's TIP will provide training related to best practices in adult learning prior to the start of the school year, and at the first quarterly cohort meetings. Themes will be based on Malcolm Knowles' work and will include the adult learner's need to be involved in planning and evaluation of their learning, the need for the learner's experience to provide the basis for learning activities, the adult learner's likelihood of being most interested in learning subjects that have immediate relevance and impact to their job, and the problem-centered, rather than content-oriented nature of adult learning.

Support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks

SBUSD's TIP coordinator will meet with mentors quarterly at their sites and will coordinate quarterly mentoring meetings throughout the school year to provide opportunities for reflection on mentoring practice and opportunities to engage with mentoring peers in professional learning networks. Support for individual mentoring challenges will be provided as needed and can be initiated by the mentor via email request to the TIP Coordinator. Mentors also have the support of and the opportunity to engage with their peers at quarterly mentoring meetings where they could bring up mentoring challenges. Meeting norms include reminders about confidentiality.

Responses to mentoring challenges will vary by situation, but could range from conferencing to referrals to employee assistance programs. Email conference summaries will be utilized to ensure clarity of intent and to provide record keeping in the event that further follow-up is required.

Program processes designed to support candidate growth and effectiveness

Prior to the start of the school year and **4 times during the school year at quarterly cohort meetings SBUSD's TIP will train mentors in supporting candidate growth and effectiveness via emphasis on a cycle of inquiry which asks candidates to engage in the following multi-step repeated process:**

1. Use data to inform ILP or plan for instruction
2. Create the ILP or the plan for instruction
3. Implement the plan
4. Reflect on successes and challenges or receive observation feedback from mentor or TIP coordinator or site leader*
5. Formatively assess candidate or student outcomes
6. Use the new data from the reflection and formative assessment to inform a revised ILP or plan for instruction.

Candidates and mentors will document the implementation of this inquiry process in the weekly Candidate / Mentor Log and on the ILP Revision Form.

*Feedback from mentors and from the TIP Coordinator is required for this process. Candidates may, at their own option, include feedback they receive from their site leader.

Standard 5: Determining Candidate Competence for the Clear Credential Recommendation

The Induction Program must assess candidate progress towards mastery of the *California Standards for the Teaching Profession* to support the recommendation for the clear credential.

> **SBUSD's TIP will assess candidate progress toward mastery of the *California Standards for the Teaching Profession* utilizing a holistic review of candidate development. Elements of the assessment will include evidence of practice provided by the candidate via the ILP Review process and will be supported by evidence of active engagement in program activities; namely weekly mentoring, monthly candidate cohort meetings, and professional learning outlined in the ILP.**
>
> **Engagement in weekly mentoring will be indicated by candidate-mentor logs which are monitored by the TIP coordinator. Active participation in monthly candidate cohort meetings will be documented via sign-in sheets and reflections written in the weekly candidate-mentor log. Implementation of new strategies acquired at professional learning will be outlined in the ILP.**
>
> **The impact of those strategies on candidate growth will be documented in the weekly candidate-mentor log and in the ILP Review process, which are both reviewed by the TIP Coordinator. This documentation will support the recommendation for the clear credential.**

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.

> **Throughout the Induction Program as well as at the conclusion of Year 2, candidates and their mentors will separately document evidence, as indicated above, of the candidates' progress toward mastery of the California Standards for the Teaching Profession. The evidence will focus closely on the growth the candidate has made on the goals s/he established at the outset of the program.**
>
> **Both candidate and mentor will provide supporting documentation to verify successful completion of the activities outlined in the ILP. The candidate will complete an initial ILP, which will be reviewed quarterly and updated at the beginning of the second year as well as mid-year and year-end both years, to assist in measuring progress made in the candidate's first two years in the profession. At the end of the second year, the candidate will also use the final ILP to set goals for the next 5 years as a fully credentialed teacher in California. To assist the candidate with monitoring his/her own progress, a Progress Monitoring Checklist will be provided.**

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.

> **SBUSD will verify that each candidate has satisfactorily completed all program activities and requirements prior to recommending the candidate for a Clear Credential. Documentation must substantiate that the candidate is making progress toward mastery of the California Standards for the Teaching Profession and will consist of the following:**
>
> **-The candidate's initial, updated, and final (with goals for continuing professional development) ILPs**
>
> **-Evidence of progress on the professional growth goals indicated in the ILP (provided by both the candidate and the mentor)**
>
> **-Evidence of the candidate's participation in all professional development provided by SBUSD or pre-approved outside provider, as outlined in the candidate's ILP**
>
> **-Evidence of completion of a minimum of one hour of weekly support provided by the mentor to the candidate for the duration of the program**
>
> **-Evidence of attendance at required monthly candidate cohort meetings.**

> **-Evidence that the candidate has completed all required observations by his/her mentor and by the TIP coordinator**
> **-Evidence that the candidate's teaching practice, as defined by the CSTPs, has grown since beginning the program**

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.

> **Santa Barbara Unified School District's TIP program will provide verification of candidates' completion of all required elements identified in candidates' approved ILPs, based on a review of observed and documented evidence that has been collaboratively assembled by the candidate, mentor, and/or TIP coordinator, utilizing a cloud-based electronic platform such as InductionSupport.com or similar.**
>
> **Candidates and Mentors will submit evidence throughout both years of the program. SBUSD's TIP Coordinator will review the evidence and then provide the district's Credential Analyst with a TIP Program Completion Document for each candidate, thereby confirming completion of all program requirements as well as eligibility for the Clear Credential recommendation.**

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.

> **Candidates and mentors will be advised of all required documentation and due dates. Documentation will be reviewed throughout the duration of the program by the candidate, mentor, and TIP Coordinator.**
>
> **Candidates will be notified promptly if submitted documentation requires revision or additional work in order to satisfy requirements. This notification will include a timeline for submitting the revised work. Timelines will be designed to ensure that resubmissions can be reviewed quickly, thus keeping the candidate on track to complete the program in the allotted time.**
>
> **In Spring of the final year of the candidate's program, a review panel comprised of the TIP Coordinator, a site administrator who does not supervise the candidate, the district's Credential Analyst, an IHE representative, and at least one of the following: a TOSA from Education Services, the EL TOSA, or a Program Facilitator from Special Education, will review the supporting documentation for credential recommendation.**
>
> **An appeal process for candidates is outlined in the Induction Program Handbook, as is a procedure for candidates to repeat portions of the program, as needed.**

Standard 6: Program Responsibilities for Assuring Quality of Program Services

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.

Quality of services provided by mentors to candidates will be assessed at scheduled intervals. At mid-year and year-end, during both the first and second year, candidates will be able to provide confidential feedback regarding the quality of mentor services, the quality and perceived effectiveness of support provided to them in implementing their ILP, and the opportunity to complete the full range of program requirements. This information will be used to convey generalized feedback to the mentor cohort, as well as to shape mentor professional development.

Mentors will be given an opportunity, during mentor check-in visits, to share their responses to the feedback with the TIP coordinator. This feedback, in addition to mid-year and year-end mentor surveys, will also inform future mentor professional development.

Induction Program leaders must provide formative feedback to mentors on their work, including establishment of collaborative relationships. Clear procedures must be in place for the reassignment of mentors, if the pairing of candidate and mentor is not effective.

During mentor check-in visits, as well as via individual conferences and/or individual email, SBUSD's TIP Coordinator will provide formative feedback to mentors based on information gleaned from candidate/mentor logs, mentors' input on ILPs, candidate mid-year and year-end survey data, mentors' participation in quarterly cohort meetings, and mentors' participation in TIP events held before the start of school and throughout the school year. Procedures for reassignment of mentors are outlined in the TIP Handbook.

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.

The program will provide a coherent overall system of support, as described in detail below, via collaboration, communication, and coordination between candidates, mentors, school and district administrators, and all members of the Induction system, including IHE partners and other stakeholders.

Candidates will receive direct weekly support from their mentors as well as monthly peer support and professional learning, based on candidates' requests, at scheduled cohort events. Candidates will provide mid-year and year-end feedback to the program regarding the collaboration, communication and coordination between all members of the Induction system.

Mentors will provide direct weekly support to their candidates. Mentors will receive regular peer support and professional development at quarterly mentor meetings. Additionally, mentors will receive regular support from their site leaders and the TIP Coordinator at scheduled meetings with site leaders and at mentor events. Mentors will provide mid-year and year-end feedback to the program regarding the collaboration, communication and coordination between all members of the Induction system.

Site leaders will receive support from the TIP Coordinator during quarterly site visits and from relevant district administrators at district-scheduled site leader meetings such as monthly Elementary and Secondary Principals' Council meetings or monthly Leadership meetings.

Collaboration, communication, and support between TIP and district administrators will take place at quarterly District Leadership Team (DLT) meetings, whose work focuses on analyzing and revising district systems to improve student outcomes.

The TIP Coordinator will provide regular communication to all Induction participants via messages sent using **Induction Support.com** and to site leaders and district administrators via email **updates** or announcements in SBUSD's electronic Weekly Memo.

Coordination between **all entities** will be facilitated by the TIP Coordinator, who will schedule **events**, provide access to online learning tools, request information from participants and stakeholders, and respond to inquiries from all members of the induction system.

Communication and coordination between all members of the Induction System, including IHE partners and other stakeholders will be facilitated by the TIP Coordinator, utilizing tools such as the quarterly **TIP Newsletter** and venues such as **TIP Advisory Board Meetings**.

We Offer

Multiple Subject Induction Program

Single Subject Induction Program

Education Specialist Program

Early Completion Option

Continuing Education Units

Launching Fall

2018

CONTACT US

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SBUSD Website
www.sbunified.org

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TEACHER INDUCTION PROGRAM

TIP OVERVIEW

Induction provides a two-year*, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.

Each Induction participant receives an average of not less than one hour per week of individualized support/ mentoring coordinated and/or provided by the mentor.

Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.

The Individual Learning Plan must be designed and implemented solely for the professional growth and development of the participating teacher and **not** for evaluation for employment purposes.

*In accordance with CTC Induction Preconditions, SBUSD makes an Early Completion Option available. Experienced and exceptional candidates who meet established criteria may be eligible to apply for the Early Completion Option. Please visit our website to learn more.

PROGRAM DETAILS

Candidates and mentors will attend regularly scheduled after-school workshops throughout each year of the program. Workshops are cohort specific, differentiated, and feature participant-driven agendas designed to address the varied needs of 1st and 2nd year teachers or mentors which arise during the school year.

Together with their mentors, candidates will develop or refine an Individual Learning Plan that is based on the California Standards for the Teaching Profession.

Additional online courses will be offered for candidates interested in further professional development in the areas of Technology, Equity, Diversity, and Access to the Core Curriculum, Special Populations, English Language Learners, and Supportive and Healthy Environments.

District -provided content area professional development may be counted toward Induction requirements. (Prior approval from TIP coordinator required.)

Candidates will collect evidence of coursework, fieldwork, assessments, and participation in mentoring that indicate that they meet CTC adopted competency requirements and possess the knowledge and skills necessary to effectively educate and support all students in meeting state adopted academic standards.

www.sbunified.org/tip for more information or to enroll.

MISSION & VISION

The mission of the Teacher Induction Program (TIP) for the Santa Barbara Unified School District (SBUSD) is to ensure that the practice of our public education teachers has significant and positive impact on public school student achievement.

SBUSD's vision is to provide new educators with a high-quality individualized, job-embedded system of mentoring, support, and professional learning, grounded in current research and effective practices, which is integrated with ongoing timely support from experienced and knowledgeable mentor teachers.

FEES AND REQUIREMENTS

This program is provided at **no charge** to teachers in the Santa Barbara Unified School District who hold a Preliminary Teaching Credential.

SBUSD's Teacher Induction Program is a pathway to earning a Clear California Teaching Credential, thus completion of all elements outlined in the ILP as well as participation in all workshops and mentoring is required. Workshop dates are provided well in advance so that participants can reschedule or make alternate arrangements for any calendar conflicts.

New and returning candidates must register prior to September 1st of the year in which they wish to enroll.

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Candidate Name: _____   **Date:** _____

Directions: Using any sources of evaluation such as feedback from your teacher preparation program, CalTPA score, first year of induction, evaluations from prior teacher employment (if not new to teaching), etc., complete pages 3 – 8 of this Sample SBUSD Teacher Observation Form. Refer to the descriptors of practice found on pages 9 – 22 of the sample observation form to guide you in your self-assessment.

1. In the field below, indicate what you have identified as your areas of strength:

| |
| |

2. In the field below, indicate what you have identified as your areas of need:

| |
| |

3. Based on your self-assessment of your placement on the CSTPs, identify 2 – 3 areas of focus and record them in the field below:

| |
| |

Professional Goals: Select one or more areas for professional growth and use them to develop 2 – 3 goals that you would like to accomplish this year. Each goal must describe a specific objective, include a time for completion, and be measurable. Describe how accomplishing each goal will strengthen your teaching practice and create a positive impact on all students.

| |
| |

Plan: Describe what you will need in order to accomplish each of your goals. Examples include materials, resources, professional learning, etc. Also indicate what evidence you will use to document your growth, including observations by your mentor teacher and the TIP Coordinator.

| **Items needed:** | **Evidence**: |
| | |

School and District Goals: Review SBUSD's Strategic Plan and your school's Single Plan for Student Achievement. Meet with your site leader to get more information about current site goals and resources. Based on your research, indicate how your own professional goals correlate with school and district goals.

| |
| |

Long Term Professional Goals: What are some of your long term career goals? How do your goals for this year relate to your long term goals? What impact do you expect to make on all students this year and throughout your career?

| |
| |

Candidate signature: _____   **Date:** _____

Mentor Signature: _____   **Date:** _____

TIP Coordinator Signature: _____   **Date Received:** _____

SBUSD's TIP agrees to provide opportunities for weekly candidate and mentor interactions, dedicated time for observations of colleagues and peers by the candidate, and resources to support other activities contained in the ILP. All parties agree that the plan may be updated as ongoing reviews indicate.

Monthly Year 1 Candidate Cohort Meeting #1
September xx, 2018
3:30 - 5:00
La Colina Junior High Cafeteria

Welcome, Housekeeping, and Norms
-Food, facilities, utilities, sign-in sheets
-Mind the technology, actively participate with mind & heart, discuss ideas & issues - not people, maintain confidentiality, help your colleagues, celebrate

Check-ins (Groups of 4)
-Your name, school site, your grade level or content area, and roses/thorns
-Share one rose/thorn with whole group

Agenda Co-creation
-Topics suggested prior to meeting
-New topics from roses/thorns
-Other important topics/updates

Article on Talking to Parents
-Read article New Teachers How to Talk to Parents and highlight anything that is important to you
-Think about your experiences thus far with parents. Have you already run into some of these situations?
-Reflective conversation with elbow partner
-Identify at least one strategy you'd like to try in the coming weeks

Agenda Topics for Whole Group
-Discuss highest priority topics first
-Park other topics for next meeting or online discussion

Agenda Topics for Break-out Groups
-Break into Secondary/Primary/Content Area Groups
-Discuss highest priority topics first
-Park other topics for next meeting or online discussion

Classroom Management - Review in Large Group Setting
-Re-read Back to School: Rules and Routines in the Classroom
-Think about your experiences thus far with your students. Has one of these strategies worked especially well for you? Is there something here that you are struggling with?
-With an elbow partner, discuss a success or a challenge
-Record a strategy you would like to try or a challenge you would like to revisit (Candidate Log)
-Share with large group

Adjourn

TIP Mentor Information

Mentor Teacher Qualifications

Per the 2016 Program Standards for Induction, The Induction Program must identify mentors who meet the following qualifications:

● Hold a Clear California Teaching Credential

● Possess knowledge of the context and content area of the candidate's teaching assignment

● Demonstrate a commitment to professional learning and collaboration

● Are able, willing, and flexible to meet candidate needs for support

● Have completed a minimum of three years of effective teaching practice

Mentor Teacher Responsibilities

● Provide a minimum of an average of one hour per week of mentoring support

● Mentoring must consist of a blend of "just-in-time" support as well as sustained coaching around teaching practice to help candidates develop a rich repertoire of professional skills.

● Facilitate candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction

● Connect candidates with available resources to support their professional growth and accomplishment of the ILP.

● Periodically review the ILP with candidates and make adjustments as needed

● Attend the Introduction to Mentoring Seminar in August

● Attend 4 Quarterly Mentor Cohort Meetings after school in September, November, January, & March

● Attend final Candidate Cohort Meeting/Celebration after school in May

Mentor Teacher Benefits

● $1500 stipend for first candidate and $1300 for the second candidate to be paid upon successful completion of the above-mentioned responsibilities

● Professional learning in mentoring, coaching, and teacher leadership

● Optional continuing education units from UCSB Extension

● Documented professional growth hours that may be applied to the renewal of the Clear Credential

● Networking with other teacher mentors

● Two release days (per candidate) for observations, completing formative assessments, ILP support

● Books, resources, and tools provided to support candidate growth, as measured by the California Standards for the Teaching Profession

Candidate/Mentor Log

Use this form to keep track of new and continuing topics as well as work on long-term goals from the ILP. You will receive a copy of your responses. Best practice is to maintain a folder in your gmail for candidate/mentor logs. You can then easily refer back to them as needed.

Your email address (**rstern@sbunified.org**) will be recorded when you submit this form. Not **rstern**?
<u>Sign out</u>
* Required

1. **Check-in: Success(es) from this week?**

   _____

2. **Check-in: Challenge(s) from this week?**

   _____

3. **New topic(s)**

   _____

   _____

   _____

   _____

   _____

4. **Continuing topic(s)**

   _____

   _____

   _____

   _____

   _____

5. **Completed topic(s)**

   _____

   _____

   _____

   _____

   _____

6. **Goal #1 Update(s)**

_____

_____

_____

_____

_____

7. **Goal #2 Update(s)**

_____

_____

_____

_____

_____

8. **Goal #3 Update(s)**

_____

_____

_____

_____

_____

9. **My Role in TIP** *

Mark only one oval.

◯   Candidate   _Stop filling out this form._

◯   Mentor

Mentor Section

This section is for mentors only. If you are a candidate, please click the BACK button below to return to the previous item and mark the "Candidate" field.

10. **Mentoring Notes/Challenges**

Use this section to keep track of any items you would like to discuss with fellow mentors or the TIP Coordinator

_____

_____

_____

_____

_____

A copy of your responses will be emailed to rstern@sbunified.org

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Candidate Name: _____   **Date:** _____

Please check the appropriate box below.

☐ **Year 1 Mid-Year**   ☐ **Year 1 Year-end**   ☐ **Year 2 Mid-Year**   ☐ **Year 2 Final**

Directions: Using any sources of evaluation such as feedback from your mentor, site administrator, other colleagues, student surveys, etc. complete pages 3 – 8 of this Sample SBUSD Teacher Observation Form. Refer to the descriptors of practice found on pages 9 – 22 of the sample observation form to guide you in your self-assessment.

1. In the field below, describe the progress you have made on your ILP goals:

> **Goal #1 Progress**
> **Goal #2 Progress**
> **Goal #3 Progress**

2. In the field below, describe any challenges you have encountered while working on these goals:

> **Goal #1 Challenges**
> **Goal #2 Challenges**
> **Goal #3 Challenges**

3. Based on your documented growth and identified challenges, describe your next steps for continuing to work on your identified goals to improve your teaching practice:

> **Goal #1 Next Steps**
> **Goal #2 Next Steps**
> **Goal #3 Next Steps**

Plan: Describe what you will need, from this point forward, in order to accomplish each of your goals. Examples include materials, resources, professional learning, etc. Also indicate what evidence you will use to document your growth, including observations by your mentor teacher and the TIP Coordinator.

Items needed:	Evidence:

Long Term Professional Goals: How have your progress and challenges thus far affected your thinking about the relationship between your goals for this year and your long term goals? Please also comment on any new ideas about the impact you expect to make on all students this year as well as throughout your career.

Candidate signature: _____   **Date:** _____

Mentor Signature: _____   **Date:** _____

TIP Coordinator Signature: _____   **Date Received:** _____

SBUSD's TIP agrees to provide opportunities for weekly candidate and mentor interactions, dedicated time for observations of colleagues and peers by the candidate, and resources to support other activities contained in the ILP. All parties agree that the plan may be updated as ongoing reviews indicate.

Support From The Start

A 50-State Review of Policies on New Educator Induction and Mentoring

March 2016

by Liam Goldrick, Director of Policy

Executive Summary

Introduction

New teachers really matter. When they struggle, their students suffer. When mentors don't have the time or training to help new teachers, those beginning educators don't have the support they need. School leaders new to the job also need assistance. With quality standards, dedicated funding, protected time and mentor training, states can help school districts to provide the induction and mentoring support that new educators, and their students, deserve.

New Teacher Center's monitoring of state policies around support for new teachers and school principals began with our first report in 2012, using data primarily from the 2010-2011 school year. Our latest report—updated for the 2015-2016 school year—takes stock of policy changes over the last five years and summarizes what actions states have taken to strengthen on-the-job support for beginning educators.

Unfortunately, states have made only limited progress over the past several years. A small handful of states have taken clear steps forward in improving multiple areas of state policy that can lead to greater support for new teachers and principals. Several states have made progress in specific areas of new educator induction.

Unfortunately, states have made only limited progress over the past several years.

Why is support for new teachers and the mentors who work with them so critical for every state and school system? Without strong support and continued growth, many new educators do not stay on the job—and fewer who do can be effective in helping students reach higher academic standards. No matter the quality of their preparation, new teachers encounter many distinct challenges as they navigate their first months and years in the classroom. Their job is too important in children's lives and futures to let them to simply "sink-or-swim" without continued guidance and support. NTC has designed and implemented research-based induction programs to help schools support new teachers since our founding in 1998.

Beginning teachers are, on average, less effective than more experienced ones.[1] High-quality induction programs can accelerate new teachers' professional growth, making them more effective faster. Research demonstrates that comprehensive, multi-year induction programs accelerate the professional growth of new teachers, reduce the rate of new teacher attrition, provide a stronger return on states' and school districts' investment, and improve student learning.[2]

When NTC published our first comprehensive analysis of state policies on teacher induction in 2012, data suggested that beginning teachers were more common in schools today than at any time in the prior 20 years. In 1987-1988 the typical teacher had 15 years of

experience; by 2007-2008 the typical teacher was in her first year.[3] Current data indicate the presence of early-career educators is no less common.[4] The most recent data show roughly one in five U.S. classroom teachers are in their first three years on the job. But there are signals that more new educators are staying on the job longer.[5] This is a promising possibility, and it could show that states' and school districts' attention to teacher induction could be starting to address this national challenge. The battle isn't won, however.

Beginning teachers are inequitably found in schools in high-poverty neighborhoods and communities.[6] But this reality can hinder many schools from effectively addressing the needs of many students of color and those from low-income families. Too many beginning educators in one place can impact student achievement and unfairly put students in these schools at a disadvantage compared to their more advantaged peers. Failure to address this issue will only plague states and school districts further—and burden our society—if we don't make more progress in educating all students to higher levels.

While all schools and students can benefit from more effective teachers, the power of high-quality induction has special significance for schools that serve a disproportionate number of low-income and minority students.

While all schools and students can benefit from more effective teachers, the power of high-quality induction has special significance for schools that serve a disproportionate number of low-income and minority students. In such schools, teacher turnover is generally higher—and sometimes rampant. High-quality induction programs can help to provide the specialized support that new teachers need and transform these schools into strong professional communities where educators want to stay and work—and be more successful in working with students.

Simply put, high-quality induction programs are needed more than ever. State policy must create a supportive context and establish a strong expectation that comprehensive support will be provided to every beginning educator. Policy matters because it heavily influences the provision, design and scope of induction and mentoring for new educators.

We advocate for state policy that prioritizes new educators to help them thrive—and for the first time, we're examining how states can provide supportive teaching and learning conditions that help new teachers serve their students better. More than a decade of research suggests that positive teaching conditions are an important component of successful schools.[7] Positive working conditions—including trust, collaboration, supportive school leadership and professional learning opportunities—afford educators the chance to continue to learn and grow on the job and to provide instructional excellence to their students. Assessing these conditions through educator perception surveys—such as NTC's Teaching, Empowering, Leading and Learning (TELL) Survey—may be used by states and districts to monitor schools' progress under the Every Student Succeeds Act, the sweeping federal education law signed by President Obama in December 2015. After all, effective teaching is not just built on a foundation of individual knowledge, skills and abilities—but also upon a culture of support, trust and instructional improvement.

Still, policy isn't enough. The right laws and regulations won't solve the problems by themselves. That's why NTC urges states to make support for new educators a major priority in both policy *and* practice. Also, we work directly with states and school systems across the country to build stronger support systems for new educators. Our work is evolving and growing as we discover new challenges, review the latest research, and adjust to the changing federal and state education policy landscape.

NTC believes it's important to gauge states' progress and bring attention to research-based practices that will strengthen the field. Certain states have significantly strengthened or overhauled their educator induction policies over the past five years, and we highlight some of those exemplary efforts in this report and in the state policy summaries that accompany it.[8] Our intention is for this report to be a useful guide for state policymakers and education leaders in improving support for new teachers. We're all in this together.

How the States Are Faring

We slightly adjusted the criteria we use to measure states' policy progress since our first report in 2012. This new report examines how states' policies address nine important criteria in providing high-quality support programs for new teachers, school principals and school administrators and for the mentors who work with them.

Only three states meet NTC's most important criteria for a high-quality system of new teacher support. Connecticut, Delaware and Iowa are the only states that require schools and districts to provide multi-year support for new teachers, require teachers to complete an induction program for a professional license, and provide dedicated funding for new teacher induction and mentoring. These same states also were the only ones to meet these important criteria in the 2012 report. Today, Hawaii also requires and funds a multi-year induction program for teachers and school principals, but not specifically for purposes of educator licensure. But while these four states are pacesetters in several areas of support for new educators, even they do not meet all nine of our main policy quality criteria.

Only three states meet NTC's most important criteria for a high-quality system of new teacher support.

Just as in 2012, NTC finds that few states have comprehensive policies to require high-quality induction for beginning teachers. Many states still lack adequate support for new school principals, quality standards for educator induction, and ongoing professional development and support for mentors, and many states have only limited mentoring for new teachers. Further, too many states' policies that do exist are implemented poorly or sporadically. A sizable percentage of beginning teachers regularly report in NTC's TELL Surveys that they were not assigned a formal mentor—even in states with a mentoring requirement.[9]

Other Key Findings

Requirements—

- Of the 29 states that now require some type of support for new teachers, barely half (15 states) require support in teachers' first *and* second years. In 2012, 27 states required some type of new teacher support. Most states emphasize support only in teachers' first year on the job—or require no support at all.
- Over the last five years, Indiana eliminated its teacher-mentoring program, and the states of Hawaii, Oklahoma and Vermont enacted new teacher induction or mentoring requirements.
- Nine states require support for new teachers beyond their first two years (usually for three years): Delaware, Hawaii, Louisiana[10], Maryland, Massachusetts, Michigan, North Carolina, Ohio (for four years), and Utah.
- Only 20 states require some type of support for first-time school principals. Only six states—California, Delaware, Hawaii, Missouri, New Jersey, and Vermont—require induction or mentoring for first- *and* second-year school principals.

Funding—

- Only 16 states provide some dedicated funding for teacher induction, one fewer than in 2012.
- Since our 2012 report, Hawaii and Washington, began providing induction funding. Three states—Alabama, Kansas, New Jersey—stopped.
- Only nine states provide induction funding to all school districts, and among them only six states (Hawaii, Iowa, North Dakota, South Carolina, Virginia, West Virginia) provide funding for local induction program costs. The other three states provide funds exclusively for mentor stipends.
- Two states fund statewide teacher induction programs—the Alaska Statewide Mentoring Project and the Kentucky Teacher Internship Program.
- Not included among the 17 states with "dedicated" induction funding,
  - o California has appropriated $490 million in Educator Effectiveness funding for use during the 2015-16, 2016-17 and 2017-18 school years that may be used for beginning teacher and administrator induction and mentoring.
  - o Maryland provides resources for educator induction through its school funding formula.
  - o Minnesota requires school districts to "set aside" 2 percent of their basic state education revenues for staff development, of which induction and mentoring is an allowable activity.
  - o Ohio school districts may use state professional development funds to support resident educator programs.

Quality Mentoring—
- Nearly 30 states articulate which educators are eligible to serve as mentors, and a majority of states have policies in place to structure or guide teacher-mentor selection.
- More than 30 states provide or require initial mentor training, but only 18 also require ongoing professional development for mentors.
- Alaska, Hawaii, Maryland and Washington actively provide or require full-time teacher mentors. A few other states—Idaho, New Hampshire, Ohio—encourage it.
- Twenty-three states require or encourage release time for mentor teachers to conduct classroom observations and provide support during the school day.
- Twelve states establish a minimum amount of weekly or annual mentor contact time for beginning teachers. A half-dozen other states explicitly require regular mentor/ mentee interactions in policies and program standards.

Program Quality—
- Eleven states' policies (California, Delaware, Hawaii, Idaho, Maryland, Massachusetts, New Jersey, North Carolina, Ohio, Oregon, South Carolina) address three key induction program elements: (1) classroom observations of and by beginning teachers; (2) formative assessment of or feedback on teaching from mentors; and (3) participation in a professional learning community or beginning educator peer network. The Alaska Statewide Mentoring Project formatively assesses teachers, conducts monthly classroom observation and uses online forums for new teachers— but these elements are not included in state policy.
- Two states (Maryland and Massachusetts) encourage a reduced teaching load for beginning teachers.

Certification/Licensure—
- Twenty-four states require new teachers to complete or participate in an induction or mentoring program for professional teaching certification—only two more states than we reported in 2012.
- Fourteen states require new school principals and administrators to receive induction or mentoring support on their path to a professional certificate or license.

Program Accountability/Oversight—
- Fifteen states' policies, practices and standards establish the clearest focus on ensuring induction program quality and informing program improvement.
- Oregon state law reserves 2.5 percent of induction funding for program evaluation.

Teaching and Learning Conditions—
- Only two states (Kentucky and North Carolina) have adopted standards for teaching and learning conditions.
- Fourteen states have conducted or provided educator surveys of teaching and learning conditions in recent years, and at least 11 have applied the survey data to school improvement efforts.
- At least nine states have articulated strategies for improving teaching conditions in their teacher-equity plans approved by the U.S. Department of Education in 2015.

More on the Specific Challenges for States

The foundation for beginning educators: Twenty-one states still have no requirement for support for all new teachers. This is down from 23 states five years ago. Using current data, 11 states require only one year of support for new teachers and three states require mentoring or induction of indeterminate length. In the 2015-2016 school year, then, just 15 states require a research-based, multi-year course of support for all beginning teachers.

NTC recommends that states institute multi-year induction programs, or at least a comprehensive grant program for school districts or consortia to develop comprehensive, high-quality local induction programs. New teachers also should be required to complete a high-quality, multi-year induction experience to receive a professional teaching license or certificate. Yet, in 2015-2016, only 24 states connect induction to the teacher credentialing process, up from 22 states in 2010-2011.

Twenty-one states still have no requirement for support for all new teachers. This fact has changed little since our 2012 report when 23 states had none.

Support for school leaders: School administrators play a key role in new teachers' success and growth. When new teachers find supportive, skilled school leaders who can help them grow professionally and improve classroom instruction, they are much more likely to stay at their school and become better instructors themselves. But just as most states lack adequate support for new teachers, few states support school administrators in their first years on the job. Only 20 states require such support in 2015-2016, an increase from 16 states in 2010-2011. But only six states require support extended beyond a school leader's first year on the job. Only 14 states connect induction requirements to their school principal and administrator certification and licensure processes.

How can states improve in this area? By setting policy that all school administrators will receive induction support for their first two years on the job. This policy should include all principals, superintendents, and district administrators. Short of this, states should at least establish a grant program for districts and consortia of districts to support comprehensive, high-quality induction and coaching programs for new administrators.

Setting high expectations, making the right investments: States have made the most progress in setting high standards for teacher-induction programs. Twenty states met this criterion in 2015-2016, compared with 15 states in 2010-2011. The strongest versions of such state induction program standards articulate a vision of instructional mentoring and require school districts to design and implement standards-based programs. After all, the goal of such programs must be not only to help new teachers survive, but to thrive as professionals, delivering high-quality instruction and meeting the social and emotional needs of their students.

Support for new teachers benefits from dedicated funding. And funding should not be restricted to mentor stipends alone. Local districts can share the investment in this endeavor. States can start with targeted grant programs that build support for new teachers over time, but should scale up to a statewide program.

Dedicated state funding is needed to establish new educator support as a state interest and priority. Sixteen states provide funding for induction or mentoring in 2015-2016, one fewer state than in the 2010-2011 school year. But only 11 of these states provide resources statewide or operate state-level programs; the other five operate competitive or otherwise limited grant programs. And some states still reserve all such funding for mentor stipends. In 2015-2016, three states that provide induction funding restrict it to mentor stipends, compared to six in 2010-2011. Up from eight states five years ago, 10 states now have authorized dedicated induction funding in state law, but have not appropriated the money for it.

The need for great mentors: A critical factor in assisting new teachers is the quality of the mentor. Our criteria pose several key questions for states: Are mentors selected based on specific guidelines aligned with research and knowledge? Are mentors provided their own support in beginning their role, and do they have good professional learning as they move along? And are mentors' caseloads of new teachers manageable, and do they include time for mentors and teachers to collaborate?

States should set explicit criteria for the selection of mentors, including evidence of teaching excellence and an ability to serve effectively as a mentor. States also need to ensure mentors get the initial and continuing training they need for their specific role.

> **A critical factor in assisting new teachers is the quality of the mentor.**

Merely assigning new teachers a mentor—the age-old "buddy system"—does not meet the needs of new educators. Schools have done this for a long time with little apparent impact. More research and best practices now exist for teacher-mentors, enabling states and districts to provide them more effective guidance and training.

Mentors should be assigned to new teachers at the start of the school year. In selecting mentors, schools should attend to the subject and grade level of new teachers—but not be overly restrictive with such requirements. The best mentor for a particular teacher may be down the hall—or working in another school. Mentors, whether they're full-time instructional coaches or classroom teachers who perform this role atop a full teaching load, need appropriate time to meet with and observe teachers during the school day. State policy should support regular interaction between mentors and beginning teachers. Mentors' caseloads should also be flexible, depending on their role and the needs of new teachers.

Making the entire system of support for new teachers work requires more from states than simply monitoring local school systems' compliance with program rules. Program success should be measured at both the state and local levels, and evaluations should

guide improvements in new educator support. These program assessments should include an annual survey of all new teachers and perhaps mentors and principals about their support and how it might be improved.

Good Policy to Support Good Practice

Policy is only as good as what it accomplishes. The real test of states' prioritization of support for new educators comes from the programs and resources they devote to this area of education—and their attention to the provision of comprehensive, quality induction support. While other areas of state policy related to teachers—their preparation, evaluations and professional development—are important, they at times have overshadowed the need for states and schools to help the rising number of new educators succeed. Without greater attention to beginning teachers and school leaders, many schools cannot meet the higher standards most states have enacted, nor prepare more of their students for college and good careers.

> **The real test of states' prioritization of support for new educators comes from the programs and resources they devote to this area of education—and their attention to the provision of comprehensive, quality induction support.**

States can help to put good policy on new teachers into practice through communication and outreach, helping school districts or consortia of districts to build their own capacity, developing technological tools and effective program design, and providing for the professional learning needed for mentors and new educators. States also need to monitor the success of their own efforts and make improvements continually, and require schools to provide support for new educators as part of state accountability and oversight. Research and surveys of educators have shown consistently that states with more detailed policies around support for new teachers provide the greatest level of assistance for these beginning educators.[11] They deserve our best, so that they can bring their best knowledge and skills to our nation's students.

State Induction Policy Criteria

1. ***Educators Served.*** State policy should:
   a. Require that all beginning teachers receive induction support during their first two years in the profession; and
   b. Require that all beginning school principals and administrators receive induction support during their first two years in the profession.

2. ***Mentor Quality.*** State policy should:
   a. Require a rigorous mentor selection process;
   b. Require foundational training and ongoing professional development for mentors;
   c. Establish criteria for how and when mentors are assigned to beginning educators; and
   d. Allow for a manageable caseload of beginning educators and the use of full-time teacher mentors.

3. ***Time.*** State policy should encourage programs to:
   a. Provide release time for teacher mentors; and
   b. Provide dedicated mentor-new teacher contact time.

4. ***Program Quality.*** State policy should address the overall quality of induction programs by:
   a. Requiring regular observation of new teachers by mentors, the provision of instructional feedback based on those observations, and opportunities for new teachers to observe experienced teachers' classrooms;
   b. Encouraging a reduced teaching load for beginning teachers; and
   c. Encouraging beginning educators' participation in a learning community or peer network.

5. ***Program Standards.*** The state should adopt formal program standards that govern the design and operation of local educator induction programs.

6. ***Funding.*** The state should:
   a. Authorize and appropriate dedicated funding for local educator induction programs; and/or
   b. Establish competitive innovation funding to support high-quality, standards-based programs.

7. ***Educator Certification/Licensure.*** The state should require beginning educators to complete an induction program to move from an initial license.

8. ***Program Accountability.*** The state should assess and monitor induction programs through strategies such as program evaluation, program surveys, and peer review.

9. ***Teaching Conditions.*** The state should:
   a. Adopt formal standards for teaching and learning conditions;
   b. Conduct a regular assessment of such conditions; and
   c. Incorporate the improvement of such conditions into school improvement plans.

The following pages contain a sample of our district's Classroom Teacher Observation Instrument. You are being provided with this document for two reasons:

1. You will have a chance to become familiar with this tool that you will soon see and be asked to use at your school site.
2. It utilizes the California Standards for the Teacher Profession, which are also the basis for your self-assessment of your own teaching proficiency and subsequent creation of your TIP Individual Learning Plan

Directions:

Using any sources of evaluation such as feedback from your teacher preparation program, CalTPA score, first year of induction, evaluations from prior teacher employment (if not new to teaching), etc., complete pages 3 – 8 of this Sample SBUSD Teacher Observation Form.

Refer to the descriptors of practice found on pages 9 – 22 of the observation form to guide you in your self-assessment.

Santa Barbara Unified School District
Classroom Teacher Observation Instrument

SECTION 1 – ADMINISTRATIVE INFORMATION: (Administrator completes.)

Administrator: TIP Candidate   Position: Self Evaluation for ILP

Classroom Teacher: _____   School Year: _____

School(s): _____   Assignment: _____

Dates: Pre-Conference: N/A   Observation: N/A   Post-Conference: N/A

Length of Observation: From: N/A   To: N/A   (Minimum 40 minutes).

Observation #: ☐1st ☐2nd ☐3rd ☐4th   **Status:** ☐ Temporary ☐Probationary 1 ☐Probationary 2 ☐Permanent

SECTION 2 – CLASSROOM DEMOGRAPHICS: Classroom teacher completes prior to the pre-observation conference.

Class Profile: ____ % English Learner; ____ % Special Education; ____ % 504; Data Source(s): _____

SECTION 3 – LESSON OBJECTIVE & CONTENT/CCSS STANDARD: Classroom teacher completes prior to the pre-observation conference.

STATED LESSON OBJECTIVE: _____

CONTENT/CCSS STANDARD related to the lesson objective (What students will learn during the lesson):

Content Area: _____

Content/CCSS Standard (Number and Brief Description):

_____

SECTION 4 – STANDARDS FOR THE TEACHING PROFESSION

4A. Prior to the pre-observation conference, the classroom teacher reviews the attached Continuum of Practice and Standard Indicators from Continuum of Practice to reflect on their practice, to consider the standards to be rated and evaluated in the context of the lesson planned, and to consider the evidence that could be provided

4B. Prior to the pre-observation conference, the classroom teacher and administrator confirm the specific two teacher standards to be observed and rated. The classroom teacher then completes the "Teacher Evidence" section of the addendum for the two standards to be rated and evaluated.

4C. During the pre-observation conference, the administrator and teacher discuss the standards that will be observed and the evidence that will be provided. Data/evidence on additional standards may be collected and included in the post-observation conference, including Standard #6, Developing as a Professional Educator.

4D. The administrator, in conversation with the classroom teacher, checks off the two standards that will be observed and rated and also checks off the expected performance level for the two standards.

☐ **Teacher Standard # 1. Engaging and supporting all students in learning.**
Performance Level: ☐ 1 Beginning   ☐ 2 Emerging   ☐ 3 Applying   ☐ 4 Integrating   ☐ 5 Innovating

☐ **Teacher Standard # 2. Creating and maintaining effective environments for student learning.**
Performance Level: ☐ 1 Beginning   ☐ 2 Emerging   ☐ 3 Applying   ☐ 4 Integrating   ☐ 5 Innovating

☐ **Teacher Standard # 3. Understanding and organizing subject matter for student learning.**
Performance Level: ☐ 1 Beginning   ☐ 2 Emerging   ☐ 3 Applying   ☐ 4 Integrating   ☐ 5 Innovating

☐ **Teacher Standard # 4. Planning instruction and designing learning experiences for all students.**
Performance Level: ☐ 1 Beginning   ☐ 2 Emerging   ☐ 3 Applying   ☐ 4 Integrating   ☐ 5 Innovating

☐ **Teacher Standard # 5. Assessing student learning.**
Performance Level: ☐ 1 Beginning   ☐ 2 Emerging   ☐ 3 Applying   ☐ 4 Integrating   ☐ 5 Innovating

SECTION 5 - POST OBSERVATION CONFERENCE. **The administrator completes Section 5 prior to the post observation conference. During the post-observation conference, the administrator reviews the information discussed during the pre-observation conference; engages in a conversation with the classroom teacher about the classroom observation; and discusses the rationale for the summative information that follows in Section 5.**

5A. LESSON OBJECTIVE & CONTENT/CCSS STANDARD:

The classroom teacher stated the lesson objective. ☐ Yes ☐ No

All students made observable progress toward meeting the lesson objective. ☐ Yes ☐ No

All students made observable progress toward achieving the Content/CCSS. ☐ Yes ☐ No

Summative Evaluation of 5A: ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

5B. TEACHER STANDARDS:

1. **Teacher Standard:**

Classroom teacher's performance met the first standard from page 1. (Standard# _____). ☐ Yes ☐ No

Rating/**expected** level of teacher performance from page 1:

☐ 1 Beginning ☐ 2 Emerging ☐ 3 Applying ☐ 4 Integrating ☐ 5 Innovating

Administrator's **observed** rating/expected level of performance:

☐ 1 Beginning ☐ 2 Emerging ☐ 3 Applying ☐ 4 Integrating ☐ 5 Innovating

2. **Teacher Standard:**

Classroom teacher's performance met the second standard from page 1. (Standard# _____). ☐ Yes ☐ No

Rating/**expected** level of teacher performance from page 1:

☐ 1 Beginning ☐ 2 Emerging ☐ 3 Applying ☐ 4 Integrating ☐ 5 Innovating

Administrator's **observed** rating/expected level of performance:

☐ 1 Beginning ☐ 2 Emerging ☐ 3 Applying ☐ 4 Integrating ☐ 5 Innovating

Summative Evaluation of 5B: ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

5C. Summative Evaluation of 5A and 5B: ☐ Satisfactory ☐ Needs Improvement ☐ Unsatisfactory

Remarks

SECTION 6 – SIGNATURES. The classroom teacher and administrator complete after the post-observation conference.

I received a copy of the observation report. I understand that I have the right to submit a written response within 10 days to the SBUSD Human Resources Office, which will be attached to this document.*

Employee's Signature _____ Date _____

*The employee's signature does not constitute endorsement of the evaluator's statement; only that the observation document has been received.

Administrator's Signature _____ Title_____ Date _____

References:
1. Standard Indicators
2. Standard Indicators from Continuum of Practice Addendum

STANDARD INDICATORS FROM CONTINUUM OF PRACTICE

ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING	RATINGS B E A I I	TEACHER EVIDENCE (To be completed prior to observation)	EVALUATOR EVIDENCE (To be completed as part of observation)
1.1 Use knowledge of students to engage them in learning.	1.1 ☐ ☐ ☐ ☐ ☐		
1.2 Connects learning to students' prior knowledge, backgrounds, life experience, and interests.	1.2 ☐ ☐ ☐ ☐ ☐		
1.3 Connect subject matter to meaningful, real-life contexts.	1.3 ☐ ☐ ☐ ☐ ☐		
1.4 Use a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.	1.4 ☐ ☐ ☐ ☐ ☐		
1.5 Promote critical thinking through inquiry, problem solving and reflection.	1.5 ☐ ☐ ☐ ☐ ☐		
1.6 Monitor student learning and adjusting instruction while teaching.	1.6 ☐ ☐ ☐ ☐ ☐		

COMMENDATIONS/RECOMMENDATIONS:

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING	RATINGS B E A I I	TEACHER EVIDENCE (To be completed prior to observation)	EVALUATOR EVIDENCE (To be completed as part of observation)
2.1 Promote social development and responsibility within a caring community where each student is treated fairly and respectfully.	2.1 ☐ ☐ ☐ ☐ ☐		
2.2 Create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.	2.2 ☐ ☐ ☐ ☐ ☐		
2.3 Establish and maintain learning environments that are physically, intellectually, and emotionally safe.	2.3 ☐ ☐ ☐ ☐ ☐		
2.4 Create a rigorous learning environment with high expectations and appropriate supports for all students.	2.4 ☐ ☐ ☐ ☐ ☐		
2.5 Develop, communicate and maintain high standards for individual and group behavior.	2.5 ☐ ☐ ☐ ☐ ☐		
2.6 Employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.	2.6 ☐ ☐ ☐ ☐ ☐		
2.7 Use instructional time to optimize learning.	2.7 ☐ ☐ ☐ ☐ ☐		

COMMENDATIONS/RECOMMENDATIONS:
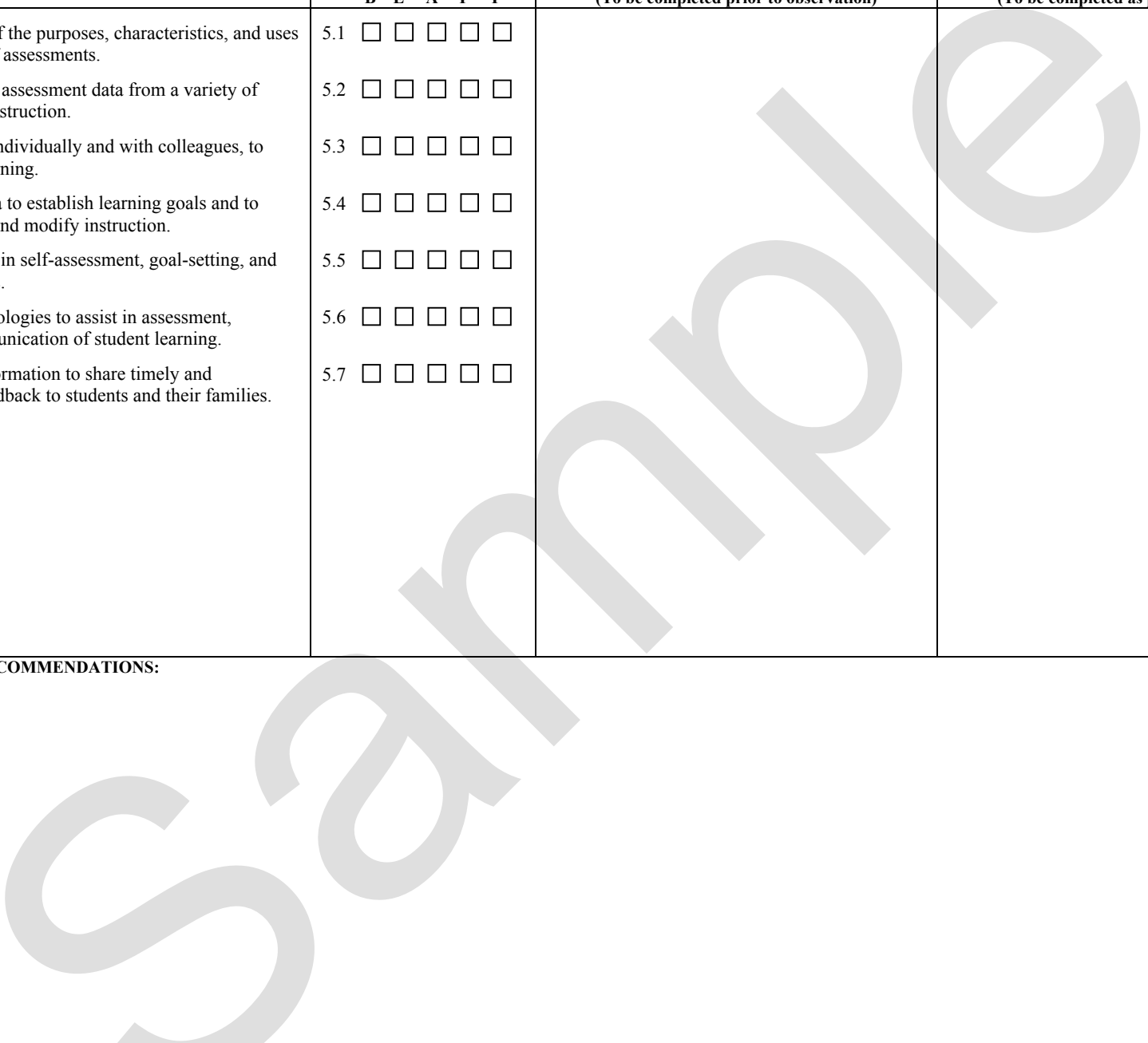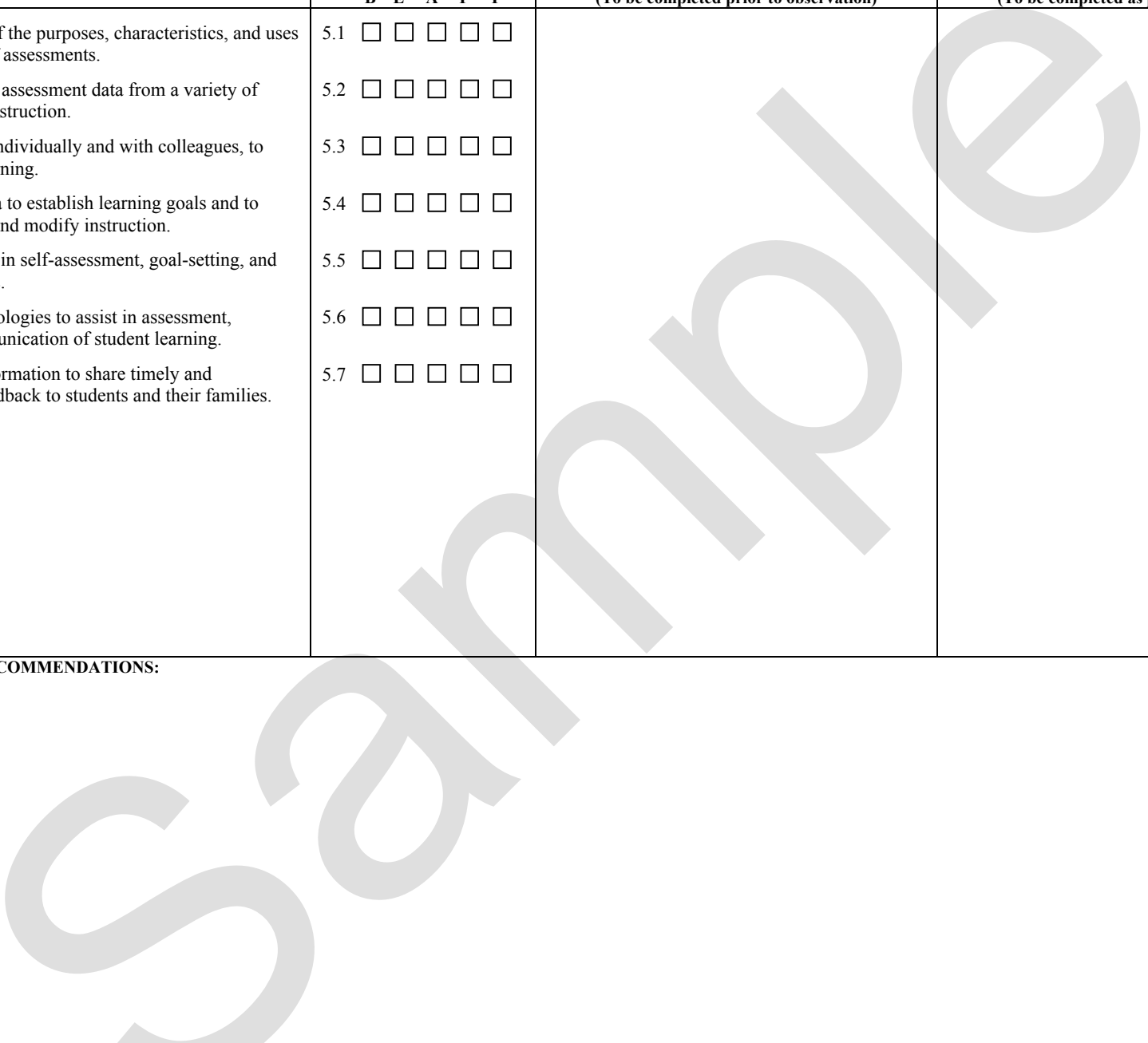
Teacher Name _____ Administrator Name _____ Date _____

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING	RATINGS B E A I I	TEACHER EVIDENCE (To be completed prior to observation)	EVALUATOR EVIDENCE (To be completed as part of observation)
3.1 Demonstrate knowledge of subject matter academic content standards.	3.1 ☐ ☐ ☐ ☐ ☐		
3.2 Apply knowledge of student development and proficiencies to ensure student understanding of subject matter.	3.2 ☐ ☐ ☐ ☐ ☐		
3.3 Organize curriculum to facilitate student understanding of the subject matter.	3.3 ☐ ☐ ☐ ☐ ☐		
3.4 Utilize instructional strategies that are appropriate for subject matter.	3.4 ☐ ☐ ☐ ☐ ☐		
3.5 Use and adapt resources, technologies, and standards-aligned materials, including adopted materials, to make subject matter accessible to all students.	3.5 ☐ ☐ ☐ ☐ ☐		
3.6 Address the needs of English learner students to provide equitable access to the content.	3.6 ☐ ☐ ☐ ☐ ☐		
3.7 Address the needs students with special needs to provide equitable access to the content.	3.7 ☐ ☐ ☐ ☐ ☐		

COMMENDATIONS/RECOMMENDATIONS:

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS	RATINGS B E A I I	TEACHER EVIDENCE (To be completed prior to observation)	EVALUATOR EVIDENCE (To be completed as part of observation)
4.1 Use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.	4.1 ☐ ☐ ☐ ☐ ☐		
4.2 Establish and articulate goals for student learning.	4.2 ☐ ☐ ☐ ☐ ☐		
4.3 Develop and sequence long-term and short-term instructional plans to support student learning.	4.3 ☐ ☐ ☐ ☐ ☐		
4.4 Plan instruction that incorporates appropriate strategies to meet learning needs of all students.	4.4 ☐ ☐ ☐ ☐ ☐		
4.5 Adapt instructional plans and curricular materials to meet the assessed learning needs of all students.	4.5 ☐ ☐ ☐ ☐ ☐		

COMMENDATIONS/RECOMMENDATIONS:

ASSESSING STUDENT LEARNING	RATINGS B E A I I	TEACHER EVIDENCE (To be completed prior to observation)	EVALUATOR EVIDENCE (To be completed as part of observation)
5.1 Apply knowledge of the purposes, characteristics, and uses of different types of assessments.	5.1 ☐ ☐ ☐ ☐ ☐		
5.2 Collect and analyze assessment data from a variety of sources to inform instruction.	5.2 ☐ ☐ ☐ ☐ ☐		
5.3 Review data, both individually and with colleagues, to monitor student learning.	5.3 ☐ ☐ ☐ ☐ ☐		
5.4 Use assessment data to establish learning goals and to plan, differentiate, and modify instruction.	5.4 ☐ ☐ ☐ ☐ ☐		
5.5 Involve all students in self-assessment, goal-setting, and monitoring progress.	5.5 ☐ ☐ ☐ ☐ ☐		
5.6 Use available technologies to assist in assessment, analysis, and communication of student learning.	5.6 ☐ ☐ ☐ ☐ ☐		
5.7 Use assessment information to share timely and comprehensible feedback to students and their families.	5.7 ☐ ☐ ☐ ☐ ☐		

COMMENDATIONS/RECOMMENDATIONS:

DEVELOPING AS A PROFESSIONAL EDUCATOR	RATINGS B E A I I	TEACHER EVIDENCE (To be completed prior to observation)	EVALUATOR EVIDENCE (To be completed as part of observation)
6.1 Reflect on teaching practice in support of student learning.	6.1 ☐ ☐ ☐ ☐ ☐		
6.2 Establish professional goals and engage in continuous and powerful professional growth and development.	6.2 ☐ ☐ ☐ ☐ ☐		
6.3 Collaborate with colleagues and the broader professional community to support teacher and student learning.	6.3 ☐ ☐ ☐ ☐ ☐		
6.4 Work with families to support student learning.	6.4 ☐ ☐ ☐ ☐ ☐		
6.5 Engage local communities in support of the instructional program.	6.5 ☐ ☐ ☐ ☐ ☐		
6.6 Manage professional responsibilities to maintain motivation and commitment to all students.	6.6 ☐ ☐ ☐ ☐ ☐		
6.7 Demonstrate professional responsibility, integrity, and ethical conduct.	6.7 ☐ ☐ ☐ ☐ ☐		

COMMENDATIONS/RECOMMENDATIONS:

8

ADDENDUM: CONTINUUM OF PRACTICE

1.1 Using knowledge of students to engage them in learning

Expected Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of <u>Teacher</u> Knowledge, Skills, Practices	*Learns about students through data provided by the school and/or through district assessments.*	*Gathers additional data to learn about individual students.*	*Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs.*	*Uses data from multiple measures to make adjustments to instruction and meet individual identified learning needs.*	*Uses comprehensive knowledge of students to make ongoing adjustments and accommodations in instruction.*
Descriptor of <u>Student</u> Knowledge, Skills, Practices	*Some students may engage in learning using instructional strategies focused on the class as a whole.*	*Students engaged in single lessons or sequence of lessons that include some adjustments based on assessments.*	*Students engage in learning through the use of adjustments in instruction to meet their needs.*	*Students actively utilize a variety of instructional strategies and technologies in learning that ensure equitable access to the curriculum.*	*Students take ownership of their learning by choosing from a wide range of methods to further their learning that are responsive to their diverse learning needs.*

1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Develops awareness of prior knowledge, culture, backgrounds, life experience, and interests represented among students.*	*Uses gathered information about students' prior knowledge, cultural backgrounds, life experiences, and interests to support student learning.*	*Uses school resources and family contacts to expand understanding of students' prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning.*	*Integrates broad knowledge of students and their communities to inform instruction.*	*Develops and systematically uses extensive information regarding students' cultural backgrounds, prior knowledge, life experiences, and interests.*
Descriptor of Student Knowledge, Skills, Practices	*Some students connect learning activities to their own lives.*	*Students participate in single lessons or sequence of lessons related to their interests and experiences.*	*Students make connections between curriculum and their prior knowledge, backgrounds, life experiences, and interests.*	*Students are actively engaged in curriculum which relates their prior knowledge, experiences, and interests within and across learning activities.*	*Students can articulate the relevance and impact of lessons on their lives and society.*

1.3 Connecting subject matter to meaningful, real-life contexts*

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Uses real-life connections during instruction as identified in curriculum.*	*Explores using additional real-life connections to subject matter in single lessons or sequence of lessons to support student understanding.*	*Includes connections from subject matter to meaningful, real-life contexts, including those specific to students' family and community.*	*Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to engage students in relating to subject matter.*	*Engages students in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction.*
Descriptor of Student Knowledge, Skills, Practices	*Some students relate subject matter to real-life.*	*Students make use of real-life connections provided in single lessons or sequence of lessons to support understanding of subject matter.*	*Students utilize real-life connections regularly to develop understandings of subject matter.*	*Students actively engage in making and using real-life connections to subject matter to extend their understanding.*	*Students routinely integrate subject matter into their own thinking and make relevant applications of subject matter during learning activities.*

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1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Uses instructional strategies, resources, and technologies as provided by school and/or district.*	*Explores additional instructional strategies, resources, and technologies in single lessons or sequence of lessons to meet students' diverse learning needs.*	*Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs.*	*Creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs.*	*Refines the flexible use of an extensive repertoire of strategies, resources, and technologies to meet students' diverse learning needs.*
Descriptor of Student Knowledge, Skills, Practices	*Some students participate in instructional strategies, using resources and technologies provided.*	*Students participate in single lessons or sequence of lessons related to their interests and experiences.*	*Students participate in instruction using strategies, resources, and technologies matched to their learning needs.*	*Students actively engage in instruction and make use of a variety of targeted strategies, resources, and technologies to meet their individual learning needs.*	*Students take responsibility for using a wide range of strategies, resources, and technologies that successfully advance their learning.*

1.5 Promoting critical thinking through inquiry, problem solving, and reflection

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Asks questions that focus on factual knowledge and comprehension.*	*Includes questions in single lessons or a sequence of lessons that require students to recall, interpret, and think critically.*	*Guide students to think critically through use of questioning strategies, posing/solving problems, and reflection on issues in content.*	*Supports students to initiate critical thinking through independently developing questions, posing problems and reflecting on multiple perspectives.*	*Facilitates systematic opportunities for students to apply critical thinking by designing structured inquires into complex problems.*
Descriptor of Student Knowledge, Skills, Practices	*Some students respond to questions regarding facts and comprehension.*	*Students respond to varied questions or tasks designed to promote comprehension and critical thinking in single lessons or a sequence of lessons.*	*Students respond to questions and problems posed by the teacher and begin to pose and solve problems of their own related to the content.*	*Students pose problems and construct questions of their own to support inquiries into content.*	*Students pose and answer a wide-range of complex questions and problems, reflect, and communicate understandings based on in depth analysis of content learning.*

1.6 Monitoring student learning and adjusting instruction while teaching

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Implements lessons following curriculum guidelines.*	*Seeks to clarify instructions and learning activities to support student understanding.*	*Makes ongoing adjustments to instruction based on observation of student engagement and regular checks for understanding.*	*Adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge.*	*Makes adjustments to extend learning opportunities and provide assistance to students in mastering the content flexibly and effectively.*
Descriptor of Student Knowledge, Skills, Practices	*Some students receive individual assistance during instruction.*	*Students receive assistance individually or in small groups during instruction.*	*Students successfully participate and stay engaged in learning activities.*	*Students are able to articulate their level of understanding and use teacher guidance to meet their needs during instruction.*	*Students monitor their progress in learning and provide information to teacher that informs adjustments in instruction.*

2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Models and communicates expectations for fair and respectful behavior to support social development.*	*Models fair and respectful behavior. Demonstrates commitment to fairness and respect in communications with students about language and behavior.* *Seeks to understand cultural perceptions of caring community.*	*Reinforces positive, responsible, and respectful student interactions. Assists students to resolve conflicts.* *Incorporate cultural awareness to develop a positive classroom climate.*	*Develops shared responsibility with students for resolving conflict and creating and maintaining a caring classroom community. Supports students in taking leadership in developing a caring community that is responsive to the diverse cultural norms of identities of all students.*	*Facilitates student self-reflection and ongoing improvement of the caring community based on respect, fairness, and the value of all members.*
Descriptor of Student Knowledge, Skills, Practices	*Some students share in responsibility for the classroom community.*	*Students participate in occasional community building activities, designed to promote caring, fairness, and respect.*	*Students demonstrate efforts to be positive, accepting, and respectful of differences.*	*Students take responsibility resolving conflicts and maintaining a caring classroom community. Students promote respect and appreciation for differences.*	*Students take leadership in resolving conflict and creating a fair and respectful classroom community where student's home culture is included and valued. Students communicate with empathy and understanding in interactions with one another.*

2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Is aware of the importance of the physical and/or virtual learning environments that support student learning.* *Is aware that structured interaction between students can support learning.*	*Experiments with adapting the physical and/or virtual learning environments that support student learning.* *Structures for interaction are taught in single lessons or sequence of lessons to support student learning.*	*Develops physical and/or virtual learning environments that reflect student diversity and provide a range of resources for learning. Utilizes a variety of structures for interaction during learning activities that ensure a focus on and completion of learning tasks.*	*Maintains physical and/or virtual learning environments that reflect student diversity and provides a broad range of resources, displays, and artifacts that are current and integral to instruction.* *Integrates a variety of structures for interaction that engage students constructively and productively in learning.*	*Adapts physical and/or virtual learning environments flexibly to facilitate access to a wide range of resources that engage students in learning. Ensures that environments enhance learning and reflect diversity within and beyond the classroom.* *Selects from a repertoire of structures for interaction to insure accelerated learning for the full range of students.*
Descriptor of Student Knowledge, Skills, Practices	*Some students use available resources in learning environments during instruction.*	*Students use resources provided in learning environments and interact with each other to understand and complete learning tasks in single lessons or sequence of lessons.*	*Students use a variety of resources in learning environments and interact in ways that deepen their understanding of the content and develop constructive social and academic interactions.*	*Students routinely use a range of resources in learning environments that relate to and enhance instruction and reflect their diversity. Students share in monitoring and assessment of interactions to improve effectiveness and develop a positive culture for learning.*	*Students participate in monitoring and changing the design of learning environments and structures for interactions.*

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2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Adheres to policies and laws regarding safety that are required by the site, district, and state. Responds to behaviors that impact student safety as they arise.*	*Recognizes and addresses safety issues regarding materials, student interactions, and the organization of the leaning environments. Explores strategies to establish intellectual and emotional safety in the classroom*	*Anticipates and reduces risks to physical, intellectual, and emotional safety using multiple strategies that include examining biases in the learning environment and curriculum. Models and provides instruction on skills that develop resiliency and support intellectual and emotional safety.*	*Integrates support for students to take risks and offer respectful opinions about divergent viewpoints. Engages in reflection on their own language and behavior that contributes to intellectual and emotional safety in the classroom.*	*Shares responsibility with the students for the establishment and maintenance of a safe physical, intellectual, and emotional environment focused on high quality and rigorous learning.*
escriptor of Student Knowledge, Skills, Practices	*Students are aware of required safety procedures and the school and classroom rational for maintaining safety.*	*Students follow teacher guidance regarding potential safety issues for self or others.*	*Students take risks, offer opinions, and share alternative perspectives.*	*Students develop and practice resiency skills and strategies to strive for academic achievement, and establish intellectual and emotional safety in the classroom.*	*Students demonstrate resiliency in perseverance for academic achievement. Students maintain intellectual and emotional safety for themselves and others in the classroom.*

2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Focuses the rigor of the learning environment on accuracy of answers and completion of learning tasks. Is aware of the importance of maintaining high expectations for students.*	*Strives for a rigorous learning environment that includes accuracy, understanding, and the importance of meeting targeted learning goals. Works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students.*	*Develops a rigorous learning environment that includes accuracy, analysis, problem solving, and appropriate levels of challenge. Holds high expectations for students. Has an understanding of achievement patterns, and uses scaffolds to address achievement gaps.*	*Integrates rigor throughout the learning environment that values accuracy, analysis, and critical reading, writing and thinking. Integrates strategic scaffolds and technologies throughout instruction that support the full range of learners in meeting high expectations for achievement.*	*Facilitates a rigorous learning environment in which students take leadership in learning. Fosters extended studies, research, analysis and purposeful use of learning. Supports students to utilize an extensive repertoire of differentiated strategies to meet high expectations.*
Descriptor of Student Knowledge, Skills, Practices	*Some students ask for teacher support to understand or complete learning tasks.*	*Some individuals and groups of students work with the teacher to support accuracy and comprehension in their learning.*	*Students engage in a variety of differentiated supports and challenges in ways that promote their accuracy, analysis, and problem solving in learning.*	*Students actively use supports and challenges to complete critical reading, writing, higher order thinking, and problem solving across subject matter.*	*Students take responsibility to fully utilize teacher and peer support, to achieve consistently high levels of factual and analytical learning.*

2.5 Developing, communicating, and maintaining high standards for individual and group behavior

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Establishes expectations, rules, and consequences for individual and group behavior. Refers to standards for behavior and applies consequences as needed.*	*Develops expectations with some student involvement. Communicates models and explains expectations for individual and group behavior. Reviews standards for behavior with students in single lessons or sequence of lessons in anticipation of need for reinforcement.*	*Uses multiple strategies including culturally responsive instruction to develop and maintain high standards for individual and group behavior. Utilizes routine references to standards for behavior prior and during individual and group work.*	*Integrates equitable expectations, positive supports, and consequences for individual and group behavior within and across learning activities. Guides and supports students to self-assess, monitor, and set goals for individual and group behavior and participation.*	*Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors.*
Descriptor of Student Knowledge, Skills, Practices	*Students are aware of classroom rules and consequences.*	*Students know expectations for behavior and consequences and respond to guidance in following them.*	*Students follow behavior expectations, accept consequences and increase positive behaviors.*	*Students respond to individual and group behaviors and encourage and support each other to make improvements.*	*Students demonstrate positive behavior, consistent participation and are valued for their unique identities.*

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

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Establishes procedures, routines or norms for single lessons to support student learning. Responds to disruptive behavior.*	*Develops routines, procedures and norms in single lessons or sequence of lessons with some student involvement. Seeks to promote positive behaviors and responds to disruptive behavior.*	*Maintains regular use of routines and procedures that are culturally responsive and engage students in the development and monitoring of norms. Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning climate.*	*Engages students in monitoring and reflecting on routines, procedures, and norms in ways that are culturally responsive. Maintains a quality learning climate that builds on student strengths. Promotes positive behaviors and consistently prevents or refocuses behaviors disruptive to the learning climate.*	*Facilitates student participating in developing, monitoring, and adjusting routines and procedures focuses on maximizing learning. Classroom climate integrates school standards and culturally relevant norms. Promotes positive behaviors and establishes preventions and a positive classroom climate that eliminate most disruptive behavior.*
Descriptor of Student Knowledge, Skills, Practices	*Students are aware of procedures, routines, and classroom norms.*	*Students receive correction for behavior that interferes with learning, and positive reinforcement in following routines, procedures, and norms.*	*Students participate in routines, procedures, and norms and receive reinforcement for positive behaviors. Students receive timely and effective feedback and consequences for behaviors that interfere with learning.*	*Students are involved in assessment and monitoring of routines, procedures, and norms in ways that improve the learning climate.*	*Students share responsibility with teacher for managing and maintaining a positive classroom climate that promotes learning.*

2.7 Using instructional time to optimize learning

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Paces instruction based on curriculum guidelines. Develops awareness of how transitions and classroom management impact pacing and lessons.*	*Paces instruction with some consideration of lesson type, adjustments for sufficient student work time and transitions to optimize learning.*	*Paces instruction with students to provide adequate time for instruction, checking for understanding, completion of learning activities and closure.*	*Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time.*	*Paces, adjusts, and fluidly facilitates instruction and daily activities.*
Descriptor of Student Knowledge, Skills, Practices	*Some students complete learning activities in time allotted.*	*Students complete learning activities and, as needed, may receive some adjustments of time allotted for tasks or expectations for completion.*	*Students participate in and complete a variety of learning activities in the time allotted with options for extension and review.*	*Students use their instructional time to engage in and complete learning activities and are prepared for the next sequence of instruction.*	*Students monitor their own time, are engaged in accomplishing learning goals, and participate in reflection, self-assessment, and goal setting.*

3.1 Demonstrating knowledge of subject matter* academic content standards

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Has foundational knowledge of subject matter, related academic language and academic content standards.*	*Examines concepts in subject matter and academic language, to identify connections between academic content standards and instruction.*	*Understands and explains the relationship between essential subject matter concepts, academic language, and academic content standards.*	*Uses broad knowledge of inter-relationships of concepts, academic content standards, and academic language, in ways that ensure clear connections and relevance to students.*	*Uses extensive knowledge of subject matter concepts, current issues, academic language, and research to make relevant connection to standards during instruction and extend student learning.*
Descriptor of Student Knowledge, Skills, Practices					

* See glossary for a more complete definition of academic language

3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Has basic knowledge of student stages of development while becoming aware of differences in students' understanding of subject matter.* *Teaches subject-specific vocabulary following curriculum guidelines.*	*Expands knowledge of student development and implements learning activities in single lessons or sequence of lessons that address students' proficiencies and support understanding of subject matter including related academic language.* *Provides explicit teaching of essential content vocabulary and associated academic language in single lessons or sequence of lessons. Explains academic language, formats, and vocabulary to support student access to subject matter when confusions are identified.*	*Adapts instruction in response to knowledge of student development and proficiencies to meet students' diverse learning needs. Ensures understanding of subject matter including related academic language.* *Provides explicit teaching of essential vocabulary, idioms, key words with multiple meanings, and academic language in ways that engage students in accessing subject matter text or learning activities.*	*Integrates knowledge of range of students development into instructional decisions to ensure student understanding of subject matter including related academic language.* *Provides explicit teaching of specific academic language, text structure, grammatical, and stylistic language features to ensure equitable access and subject matter understanding for the range of student language levels and abilities.*	*Utilizes comprehensive knowledge of students to guide all students to develop proficiencies, understand subject matter including related academic language.* *Engages students at all levels of vocabulary, academic language, and proficiency in self-directed goal setting, monitoring, and improvement. Guides all students in using analysis strategies that provides equitable access and deep understanding of subject matter.*
Descriptor of Student Knowledge, Skills, Practices					

3.3 Organizing curriculum to facilitate student understanding of the subject matter

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Follows organization of curriculum as provided by site and district to support student understanding of subject matter.*	*Examines organization of curriculum and considers adjustments in single lessons or sequence of lessons to support understanding of subject matter.*	*Uses knowledge of curriculum and student readiness to organize and adjust the curriculum to ensure student understanding.*	*Integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student understanding.*	*Uses extensive knowledge of curriculum and related resources to flexibly and effectively organize and adjust instruction.* *Ensures student comprehension and facilitates student articulation about what they do and don't understand.*
Descriptor of Student Knowledge, Skills, Practices					

3.4 Utilizing instructional strategies that are appropriate to the subject matter

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Uses instructional strategies that are provided in the curriculum.*	*Gathers and uses additional instructional strategies in single lessons or sequence of lessons to increase student understanding of academic language appropriate to subject matter.*	*Selects and adapts a variety of instructional strategies to ensure student understanding of academic language appropriate to subject matter and that address students' diverse learning needs.*	*Integrates instructional strategies appropriate to subject matter to meet students' diverse learning, to ensure student understanding of academic language, and guide students in understanding connections within and across subject matter.*	*Uses an extensive repertoire of instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of students towards a deep knowledge of subject matter.*
Descriptor of Student Knowledge, Skills, Practices					

3.5 Using and adapting resources, technologies, and standards-aligned instructional materials including adopted materials, to make subject matter accessible to all students

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Uses available instructional materials, resources, and technologies for specific lessons to make subject matter accessible to students.* *Identifies technological resources needed.*	*Explores additional instructional materials, resources, and technologies to make subject matter accessible to students.* *Explores how to make technological resources available to all students.*	*Selects, adapts, and utilizes appropriate instructional materials, resources, and technologies for concept and skill development in subject matter. Resources reflect the diversity of the classroom and support differentiated learning of subject matter.* *Guides students to use available print, electronic, and online subject matter resources based on individual needs.*	*Integrates a wide range of adapted resources, technologies, and instructional materials to meet identified student needs and make subject matter accessible to students.* *Assists students with equitable access to materials, resources, and technologies. Seeks outside resources and support.*	*Engages students in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter.* *Ensures that students are able to obtain equitable access to a wide range of technologies, through ongoing links to outside resources and support.*
Descriptor of Student Knowledge, Skills, Practices					

3.6 Addressing the needs of English Learners and students with special needs* to provide equitable access to the content

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Is aware of students' primary language and English language proficiencies based on available assessment data.* *Provides adapted materials to help English Learners access content.*	*Seeks additional information describing elements of culture and language proficiencies in listening, speaking, reading and writing. Uses multiple measures for assessing English learners' performance to identify gaps in English language development.* *Attempts to scaffold content using visuals, models, and graphic organizers.*	*Identifies language proficiencies and English learner strengths in the study of language and content. Differentiates instruction using one or more components of English language development to support English learners.* *Creates and implements scaffolds to support standards-based instruction using literacy strategies, SDAIE, and content level English language development in order for students to improve language proficiencies and understand content.*	*Integrates knowledge of English language development and English learner's strengths and assessed needs into English language and content instruction.* *Develops and adapts instruction to provide a wide range of scaffolded supports for language and content for the range of English learners.*	*Engages English learners in assessment of their progress in English language development and in meeting content standards. Supports students to establish and monitor language and content goals.* *Is resourceful and flexible in the design, adjustment and elimination of scaffolds based on English learners' proficiencies, knowledge and skills in content.*
Descriptor of Student Knowledge, Skills, Practices					

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

3.7 Addressing the needs of English Learners and students with special needs* to provide equitable access to the content

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Has an awareness of the full range of students identified with special needs students through data provided by the school.* *Attends required meetings with resource personnel and families.* *Learns about referral processes for students with special needs.*	*Seeks additional information on the full range of students identified with special needs to address challenges or supports in single lessons or sequence of lessons.* *Cooperates with resource personnel, para-educators, and families during meetings and activities in support of learning plans and goals.* *Seeks additional information on struggling learners and advanced learners to determine appropriateness for referral.*	*Utilizes information on the full range of students identified with special needs to assess strengths and competencies to provide appropriate challenge and accommodations in instruction.* *Communicates regularly with resource personnel, para-educators, and families to ensure that student services are provided and progress is made in accessing appropriate content.* *Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions tried previous to referral.*	*Integrates accommodations, adaptations, and extensions to instruction for the full range of students with special needs to ensure adequate support and challenge.* *Communicates and collaborates with colleagues, support staff and families to ensure consistent instruction. Supports families in positive engagement with the school.* *Initiates and monitors referral processes and follow-up meetings to ensure that students receive support and/or extended learning that is integrated into the core curriculum.*	*Guides and supports the full range of students with special needs to actively engage in the assessment, and monitor their own strengths, learning needs, and achievements in accessing content.* *Communicates and collaborates with resource personnel, para-educators, families, leadership, and students in creating a coordinated program to optimize success of the full range of students with special needs.* *Takes leadership at the site/district and collaborates with resource personnel to ensure the smooth and effective implementation of referral processes.*
Descriptor of Student Knowledge, Skills, Practices					

*The full range of students with special needs includes students with IEPs, 504 Plans and advanced learners.
Please see the additional Standard elements that are of particular importance in the effective instruction of students with special needs:
Standard Element 2.6: Employing classroom routines, procedures, norms, and supports for positive behavior to ensure climate in which all students can learn.
Standards 2 and 4 contain multiple references to differentiation, adaptations, and adjustments that are all critical supports for students with special needs.

4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to play instruction

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Plans daily lessons using available curriculum and information from district and state required assessments.* *Is aware of the impact of bias on learning.*	*Plans single lessons or sequence of lessons using additional assessment information on student academic readiness, language, cultural background, and individual development.* *Becomes aware of potential areas of bias and seeks to learn about culturally responsive pedagogy.*	*Plans differentiated instruction based on knowledge of students' academic readiness, academic language, diverse cultural backgrounds, and individual cognitive, social, emotional, and physical development to meet their individual needs.* *Examines potential sources of bias and stereotyping when planning lessons. Uses culturally responsive pedagogy in planning.*	*Plans differentiated instruction which is based on broad knowledge of students. Matches resources and specific strategies to students' diverse learning needs and cultural backgrounds.* *Planning addresses bias, stereotyping, and assumptions about cultures and members of cultures.*	*Plans differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information on students.* *Engages students in the analysis of bias, stereotyping, and assumptions.*
Descriptor of Student Knowledge, Skills, Practices					

4.2 Establishing and articulating goals for student learning

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Communicates learning objectives for single lessons to students based on content standards and available curriculum guidelines.*	*Establishes and shares learning goals for skill development with students in single lessons and sequence of lessons.*	*Establishes and communicates to students clear learning goals for content that are accessible, challenging, and differentiated to address students' diverse learning needs.*	*Establishes and articulates learning goals to students that integrate content standards with students' strengths, interests, and learning needs.*	*Establishes and articulates comprehensive shortand long-term learning goals for students. Assists students to articulate and monitor learning goals.*
Descriptor of Student Knowledge, Skills, Practices					

4.3 Developing and sequencing long-term and short-term instructional plans to support student learning

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Uses available curriculum guidelines for daily, shortand long-term plans.*	*Begins to plan curriculum units that include a series of connected lessons and are linked to long-term planning to support student learning.*	*Establishes short- and long-term curriculum plans for subject matter concepts and essential related academic language and formats that support student learning.*	*Refines sequence of long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards with assessed instructional needs to ensure student learning.*	*Utilizes extensive knowledge of the curriculum, content standards, and assessed learning needs to design cohesive and comprehensive long- and short-term instructional plans that ensure high levels of learning.*
Descriptor of Student Knowledge, Skills, Practices					

4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Plans instruction that incorporates strategies suggested by curriculum guidelines.* *Is aware of student content, learning, and language needs through data provided by the site and district.*	*Selects strategies for single lessons or sequence of lessons that respond to students' diverse learning needs.* *Seeks to learn about students' diverse learning and language needs beyond basic data.*	*Incorporates differentiated instructional strategies into ongoing planning that addresses culturally responsive pedagogy, students' diverse language, and learning needs and styles.* *Uses assessments of students' learning and language needs to inform planning differentiated instruction.*	*Plans instruction using a wide range of strategies to address learning styles and meet students' assessed language and learning needs. Provides appropriate support and challenge for students.* *Integrates results from a broad range of assessments into planning to meet students' diverse learning and language needs.*	*Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all.* *Facilitates opportunities for students to reflect on their learning and the impact of instructional strategies to meet their learning and language needs.*
Descriptor of Student Knowledge, Skills, Practices					

4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Implements lessons and uses materials from curriculum provided.*	*Begins to adapt plans and materials in single lessons or sequence of lessons to address students' learning needs.*	*Makes adjustments and adaptations to differentiate instructional plans. Uses culturally responsive pedagogy and additional materials to support students' diverse learning needs.*	*Makes ongoing adjustments to instructional plans and uses a variety of materials as the instructional need arises to support student learning.*	*Anticipates and plans for a wide range of adaptations to lessons based on in depth analysis of individual student needs.* *Engages with students to identify types of adjustments in instruction that best meet their learning needs.*
Descriptor of Student Knowledge, Skills, Practices					

5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Is aware of the purposes and characteristics of formative and summative assessments.*	*Explores the use of different types of pre-assessment, formative and summative assessments.* *Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency.*	*Decides on the purpose for assessment and skills to be assessed to select appropriately matched pre-, formative, and summative assessments.* *Selects assessments based on a clear understanding of the purposes and characteristics of assessments to support student learning.*	*Develops and adapts the range of appropriate assessments to address questions about students' learning needs and progress.* *Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know.*	*Demonstrates purposeful use of a wide range of assessments to support differentiated student learning needs and reflect progress.* *Draws flexibly from a repertoire of appropriate assessment options and characteristics to maximize student demonstration of knowledge.*
Descriptor of Student Knowledge, Skills, Practices					

5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Uses data from required assessments to assess student learning.* *Follows required processes for data analysis and draws conclusions about student learning.*	*Explores collecting additional data using supplemental assessments.* *Makes adjustments in planning for single lessons or sequence of lessons based on analysis of assessment data.*	*Collects a variety of formal and informal assessment data on student learning.* *Uses analysis of a variety of data to inform planning and differentiation of instruction.*	*Designs and integrates an assessment plan that provides formal and informal assessment data on student learning.* *Uses data analysis of a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction.*	*Infuses assessments strategically and systematically throughout instruction to collect ongoing assessment data appropriate for the range of learning needs.* *Uses results of ongoing data analysis to plan and differentiate instruction for maximum academic success.*
Descriptor of Student Knowledge, Skills, Practices					

5.3 Reviewing data, both individually and with colleagues, to monitor student learning

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Reviews and monitors available assessment data as required by site and district processes.*	*Reviews and monitors additional assessment data individually and with colleagues and identifies learning needs of individual students.*	*Reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students.*	*Reviews and monitors a broad range of data individually and with colleagues to analyze student thinking and identify underlying causes for trends.*	*Facilitates collaborative work and fosters colleagues ability to identify and address underlying causes for achievement patterns and trends.*
Descriptor of Student Knowledge, Skills, Practices					

5.4 Using assessment data to establish learning goals and to plan, differentiate and modify instruction

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Uses data from assessments provided by site and district to set learning goals for the class.* *Plans instruction using available curriculum guidelines.*	*Uses data from available assessments to establish content based learning goals for class and individual students in single lessons or sequence of lessons.* *Plans adjustments in instruction to address learning needs of individual students.*	*Uses a variety of assessment data to set student learning goals for content and academic language.* *Plans differentiated lessons and modifications to instruction to meet students' diverse learning needs.*	*Uses a broad range of data to set learning goals for content and academic language that are integrated across content standards for individuals and groups.* *Plans differentiated instruction targeted to meet individual and group learning needs and modifies lessons during instruction based on informal assessments.*	*Reflects on data continuously to make ongoing refinements to learning goals for content and academic language for the full range of students.* *Uses data systematically to refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups.*
Descriptor of Student Knowledge, Skills, Practices					

5.5 Involving all students in self-assessment, goal setting*, and monitoring progress

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Informs students about lesson objectives, outcomes, and summative assessment results. Recognizes the need for individual learning goals.* *Monitors progress using available tools for recording.*	*Begins to encourage students to establish learning goals through single lessons or sequence of lessons that include goal setting exercises.* *Provides students with opportunities in single lessons or sequence of lessons to monitor their own progress toward class or individual goals.*	*Models and scaffolds student self-ssessment and goal setting processes for learning content and academic language development.* *Guides students to monitor and reflect on progress on a regular basis.*	*Implements structures for students to self-assess and set learning goals related to content, academic language and individual skills.* *Integrates student selfassessment, goal setting, and monitoring progress across the curriculum.*	*Provides systematic opportunities for student self-assessment, goal setting, and monitoring progress.* *Develops students' meta-cognitive skills for analyzing progress and refining goals towards high levels of academic achievement.*
Descriptor of Student Knowledge, Skills, Practices					

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

5.6 Using available technologies to assist in assessment, analysis, and communication of student learning

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Uses available technology to record assessments, determine proficiency levels, and make required communications about student learning.*	*Explores use of additional technologies to implement individual assessments, record results, and communicate with administration, colleagues, and families about student learning.*	*Uses technology to design and implement assessments, record and analyze results, and communicate about student learning with administration, colleagues, families, and students. Ensures that communications are received by those who lack access to technology.*	*Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all audiences.*	*Uses a wide range of technologies to design, implement, and analyze assessments and provides for in depth and ongoing communication regarding student learning for all audiences.*
Descriptor of Student Knowledge, Skills, Practices					

5.7 Using assessment information to share timely and comprehensible feedback with students and their families

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Provides students with feedback through assessed work and required summative assessments.* *Notifies families of student proficiencies, challenges, and behavior issues through school mandated procedures.*	*Provides students with additional feedback based on formative assessments from single lessons or sequence of lessons. Seeks to provide feedback in ways that students understand.* *Communicates with families about student progress, strengths, and needs at reporting periods. Contacts families as needs arise regarding struggling students or behavior issues.*	*Provides students with clear and timely information about strengths, needs, and strategies for improving academic achievement.* *Provides opportunities for comprehensible and timely two-way communications with families to share student assessments, progress, raise issues and/or concerns, and guide family support.*	*Integrates the ongoing sharing of comprehensible feedback to students from formal and informal assessments in ways that support increased learning.* *Communicates regularly with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs.*	*Facilitates students' leadership in seeking and using ongoing comprehensible feedback to accelerate their learning.* *Engages families in a variety of ongoing comprehensible communications about individual student progress and ways to provide and monitor support.*
Descriptor of Student Knowledge, Skills, Practices					

6.1 Reflecting on teaching practice in support of student learning

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Is aware of the need to reflect on teaching practice to support student learning. Reflects individually or with colleagues on immediate student learning needs.*	*Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners.*	*Engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and impact on the full range of learners.*	*Reflects individually and with colleagues on refinements in teaching practice and connections among the elements of the CSTP to positively impact the full range of learners.*	*Maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement.* *Engages in and fosters reflection among colleagues for school wide impact on student learning.*
Descriptor of Student Knowledge, Skills, Practices					

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6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Develops goals connected to the CSTP through required processes and local protocols.* *Attends required professional development.*	*Sets goals connected to the CSTP that take into account self-assessment of teaching practice.* *Expands knowledge and skills individually and with colleagues through available professional development.*	*Sets goals connected to the CSTP that are authentic, challenging, and based on self-assessment.* *Aligns personal goals with school and district goals, and focuses on improving student learning.* *Selects and engages in professional development based on needs identified in professional goals.*	*Sets and modifies authentic goals connected to the CSTP that are intellectually challenging and based on self-assessment and feedback from a variety of sources.* *Engages in and contributes to professional development targeted on student achievement. Pursues a variety of additional opportunities to learn professionally.*	*Sets and modifies a broad range of professional goals connected to the CSTP to improve instructional practice and impact student learning within and beyond the classroom.* *Engages in ongoing inquiry into teacher practice for professional development.* *Contributes to professional organizations, and development opportunities to extend own teaching practice.*
Descriptor of Student Knowledge, Skills, Practices					

6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Attends staff, grade level, department, and other required meetings and collaborations.* *Identifies student and teacher resources at the school and district level.*	*Consults with colleagues to consider how best to support teacher and student learning.* *Begins to identify how to access student and teacher resources in the broader professional community.*	*Collaborates with colleagues to improve student learning and reflect on teaching practice at the classroom level.* *Interacts with members of the broader professional community to access resources that support teacher effectiveness and student learning.*	*Collaborates with colleagues to expand impact on teacher and student learning within grade or department and school and district levels.* *Engages with members of the broader professional community to access resources and a wide range of supports for teaching the full range of learners.*	*Facilitates collaboration with colleagues.* *Works to ensure the broadest positive impact possible on instructional practice and student achievement at school and district levels and for the profession.* *Initiates and develops professional learning opportunities with the broader professional community focused on student achievement.*
Descriptor of Student Knowledge, Skills, Practices					

6.4 Working with families to support student learning

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Is aware of the role of the family in student learning and the need for interactions with families.*	*Acknowledges the importance of the family's role in student learning. Seeks information about cultural norms of families represented in the school. Welcomes family involvement at classroom/school events.*	*Supports families to contribute to the classroom and school. Adjusts communications to families based on awareness of cultural norms and wide range of experiences with schools.*	*Provides opportunities and support for families to actively participate in the classroom and school.* *Communicates to families in ways which show understanding of and respect for cultural norms.*	*Structures a wide range of opportunities for families to contribute to the classroom and school community. Supports a school/district environment in which families take leadership to improve student learning.*
Descriptor of Student Knowledge, Skills, Practices					

6.5 Engaging local communities in support of the instructional program

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Develops awareness about local neighborhoods and communities surrounding the school.* *Uses available neighborhood and community resources in single lessons.*	*Seeks available neighborhood and community resources.* *Includes references or connections to communities in single lessons or sequence of lessons.*	*Uses a variety of neighborhood and community resources to support the curriculum.* *Includes knowledge of communities when designing and implementing instruction.*	*Utilizes a broad range of neighborhood and community resources to support the instructional program, students, families.* *Draws from understanding of community to improve and enrich the instructional program.*	*Collaborates with community members to increase instructional and learning opportunities for students.* *Engages students in leadership and service in the community. Incorporates community members into the school learning community.*
Descriptor of Student Knowledge, Skills, Practices					

6.6 Managing professional responsibilities to maintain motivation and commitment to all students

Level	Beginning	Emerging	Applying	Integrating	Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Develops an understanding of professional responsibilities.* *Seeks to meet required commitments to students.*	*Maintains professional responsibilities in timely ways and seeks support as needed.* *Demonstrates commitment by exploring ways to address individual student needs.*	*Anticipates professional responsibilities and manages time and effort required to meet expectations.* *Pursues ways to support students' diverse learning needs and maintains belief in students' capacity for achievement.*	*Integrates the full range of professional responsibilities into advanced planning and prepares for situations that may be challenging.* *Maintains continual efforts to seek, develop, and refine new and creative methods to ensure individual student learning.*	*Models professionalism and supports colleagues in meeting and exceeding professional responsibilities effectively.* *Supports colleagues to maintain the motivation, resiliency, and energy to ensure that all students achieve.*
Descriptor of Student Knowledge, Skills, Practices					

6.7 Demonstrating professional responsibility, integrity, and ethical conduct

Level	Beginning- Emerging-Applying	Integrating-Innovating
Descriptor of Teacher Knowledge, Skills, Practices	*Follows all state education codes, legal requirements, district and site policies, contractual agreements, and ethical responsibilities.** ** As follows:* • *Takes responsibility for student academic learning outcomes.* • *Is aware of own personal values and biases and recognizes ways in which these values and biases affect the teaching and learning of students.* • *Adheres to legal and ethical obligations in teaching the full range of learners, including English learners and students with special needs.* • *Reports suspected cases of child abuse, and/or neglect as outlined in the California Child Abuse and Neglect Reporting Act.* • *Maintains a non-hostile classroom environment and carries out laws and district guidelines for reporting cases of sexual harassment.* • *Understands and implements school and district policies and state and federal law in responding to inappropriate or violent student behavior.* • *Complies with legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals.* • *Models appropriate behavior for students, colleagues, and the profession.* • *Acts in accordance with ethical considerations for students.* • *Maintains professional conduct and integrity in the classroom and school community.*	*Maintains a high standard of personal integrity and commitment to student learning and the profession in all circumstances.* *Contributes to building professional community and holding peers accountable to norms of respectful treatment and communication.* *Contributes to fostering a school culture with a high degreeof resilience, professional integrity, and ethical conduct.*
Descriptor of Student Knowledge, Skills, Practices		

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- [Admission and Eligibility](#)
- [Candidate Requirements](#)
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Mission and Vision Statement

- The mission of the Teacher Induction Program (TIP) for the Santa Barbara Unified School District (SBUSD) is to ensure that the practice of our public education teachers has significant and positive impact on public school student achievement.

- SBUSD's vision is to provide new educators with a high-quality individualized, job-embedded system of mentoring, support, and professional learning, grounded in current research and effective practices, which is integrated with ongoing timely support from experienced and knowledgeable mentor teachers.

Candidate Admission and Eligibility

- Santa Barbara Unified School District provides teacher induction programs to our employees who hold preliminary single subject, multiple subject and education specialist credentials.

- There are no fees charged to participate. Induction program candidates and mentors are required to complete a candidate commitment form.

- SBUSD's Teacher Induction Program does not discriminate in admission against properly qualified and eligible individuals by reason of their actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation.

Candidate Requirements

- Attend two-day Candidate Kick-off in August

- Attend Monthly Candidate Cohort Meetings after school throughout the school year

- Participate in a minimum of an average of one hour per week of mentoring with an assigned mentor

- Develop an Individualized Learning Plan (ILP) based on identified needs, that builds on the Preliminary Program Transition Plan
    - *ILP must be collaboratively developed with the assigned mentor*
    - *ILP must include professional growth goals*
    - *Candidate must regularly reflect on progress made toward goals and modify ILP as needed*
    - *Candidate must consistently reflect on effectiveness of instruction, analysis of student and other outcome data, and use these data to further inform the repeated cycle of planning and instruction*

- Attend professional learning events identified in ILP

Early Completion Option

In accordance with CTC Induction Preconditions, SBUSD makes an early completion option available. An electronic application must be submitted and supporting documentation provided. The Early Completion Option (ECO) is available for "experienced and exceptional" candidates who meet the following established criteria.

Candidates must:
- Hold a California Preliminary single subject, multiple subject, or education specialist credential
- Be employed in a California public school
- Be able to document a minimum 3 years prior teaching experience as the teacher of record (Experience may include, but is not limited to completion of an intern program, teaching out of state, or other recent teaching experience.)
- Be able to provide rigorous positive evaluations from prior teaching employment
- Earn "Exceeds Expectations" on the initial ILP (need rubric)
- Provide a recommendation from his/her TIP mentor following classroom observations
- Sign ECO Letter of Commitment (in lieu of standard TIP Letter of Commitment)

This option is designed to acknowledge the skills of teachers who have previous teaching experience, such that the induction program may be completed in one year rather than two. Upon successful completion of all induction requirements, candidates will be recommended to CTC for a clear credential.

SBUSD's Induction Program is responsible for determining if the ECO candidate has met all program requirements. The ECO candidate must demonstrate that s/he has the knowledge, skills, abilities, and competencies required of all teacher candidates who complete the full-length induction program. If the ECO candidate does not complete the program requirements and/or meet program deadlines, the Induction Coordinator may revoke the ECO status and the candidate will need to complete a second year of the program.

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Mentor Qualifications

Qualifications for Induction Mentors include:

- 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 California Teaching Credential

- Ability willingness, and flexibility to meet candidate needs for support

- A minimum of three years of effective teaching experience

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Mentor Requirements

- Attend Introduction to Mentoring Seminar in August
- Attend 4 Quarterly Mentoring Cohort Meetings after school in September, November, January, & March
- Attend final Candidate Cohort Meeting/Celebration in May
- Provide a minimum of an average of one hour per week of mentoring
- Mentoring must consist of a blend of "just-in-time" support as well as sustained coaching around teaching practice to help candidates develop a rich repertoire of professional skills
- Facilitate candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction
- Connect candidates with available resources to support their professional growth and accomplishment of the ILP

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Mentor Benefits

- $1500 stipend for first candidate and $1300 for the second candidate, to be paid upon successful completion of mentor requirements

- Professional learning in mentoring, coaching, and teacher leadership

- Optional continuing education units from UCSB Extension

- Documented professional growth hours that may be applied to the renewal of the Clear Credential

- Networking with other teacher mentors

- Two release days (per candidate) for observations, completing formative assessments, ILP support

- Books, resources, and tools provided to support candidate growth, as measured by the California Standards for the Teaching Profession

Contact Us

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Name:	Title:	For Assistance With:	Phone/Email
Mitch Torina	Assistant Superintendent of Human Resources	Employment information, TIP concerns appeals	805.963-4338 x6237 mtorina@sbunified.org
Roxanna Stern	Teacher Induction Program Coordinator	TIP information, requirements, placement, concerns	805.967-4581 x5656 rstern@sbunified.org
Ann Peak	Coordinator of Certificated Personnel	Credentialing information	805.963-4338 x6266 apeak@sbunified.org
Erika Herrera	Administrative Assistant	General employee information, general TIP information, forms	805.963-4338 x6243 eherrera@sbunified.org

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Calendar

- [Year 1 Candidates](#)

- [Year 2 Candidates](#)

- [Mentors](#)

- [SBUSD Traditional School Year Calendar](#)

Year 1 Candidate Calendar

- ***September – April (Click [here](#) for dates)***
  Monthly Year 2 Cohort Meetings (8)
  3:30 – 5:00
  La Colina Jr. High School Cafeteria

- ***May***
  Year – end celebration & Year 2 Graduation
  3:30 – 5:00
  La Cumbre Jr. High School Theater

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Year 2 Candidate Calendar

- ***September – April (Click [here](#) for dates)***
Monthly Year 2 Cohort Meetings (8)
3:30 – 5:00
La Colina Jr. High School Cafeteria

- ***May***
Year – end celebration & Year 2 Graduation
3:30 – 5:00
La Cumbre Jr. High School Theater

Mentor Calendar

- ***September, November, January, March (Click [here](#) for dates)***
  Quarterly Mentor Cohort Meetings (4)
  3:30 – 5:30
  La Colina Junior High School Cafeteria

- ***May***
  Year – end Celebration & Year 2 Graduation
  3:30 – 5:00
  La Cumbre Junior High School Theater

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Resources

- Individual Learning Plan

- ILP Rubric

- ILP Revision Form

- Candidate/Mentor Log

- SBUSD Professional Learning Information

- SBCEO Professional Learning Information

- Conference and Workshop info
  (*coming soon*)

Help & Problem Solving

- FAQs
- Request for Mentor Reassignment
- Appeal of Documentation Evaluation
- Request for Program Extension
- Grievance Process
- Grievance Process Flowchart

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FAQs

- **Are part time teachers eligible for Induction?**
  Yes. Decisions will be made on a case by case basis, but general guidelines require access to the same group of students regularly as well as responsibility for lesson planning, assessment, student caseload.

- **How do I access my records or request a transcript?**
  Santa Barbara Unified School District uses a web-based software application to track candidates' academic units and program completion. Candidates will be able to access unofficial copies of their records via password-protected access. Official transcripts must be requested in writing from the Induction Program Coordinator.

- **What if I disagree with an evaluation of my work/documentation?**

- *More coming soon*

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Request for Mentor Reassignment

Request for TIP Mentor Reassignment

- If at any time the pairing between the candidate and the mentor is perceived as unsuccessful for any reason, this pairing may be revised.

- In general, it is the responsibility of the participants to inform the program of any challenges in this area.

- In the unlikely event that a mentor is not able to carry out the assigned duties, the mentor may be removed by the TIP Coordinator to allow for a more appropriate mentor to continue.

- A candidate or a mentor may contact the TIP Coordinator at any time to request a new pairing. Upon receipt of such a request, the TIP Coordinator will contact both the candidate and mentor to obtain additional confidential information. Respect and dignity for all involved parties will be of utmost importance as will collaboratively determining a solution to the presented concern(s). The TIP Coordinator will facilitate implementation of the solution and monitor the new pairing. Appropriate information is shared as needed.

- **Note**: In cases when the mentor has provided partial services, attended meetings, and/or has a signed agreement for compensation with SBUSD's Teacher Induction Program, the reassignment of mentors will include consideration to prorate compensation. Newly assigned mentors' compensation will also be prorated depending on the time remaining in the school year and the duties to be completed.

Appeal of Documentation Evaluation

Appeal of Documentation Evaluation

- Induction Candidates must submit documentation to verify that they have completed all elements of TIP and that they are making progress on the California Standards for the Teaching Profession.

- Documentation will be reviewed throughout the duration of the program by the candidate, mentor, and TIP coordinator.

- Candidates will be provided with a checklist to assist them in keeping track of all required documentation.

- Candidates will be notified promptly if submitted documentation requires revision or additional work in order to satisfy requirements.

- Timelines for resubmission will be designed to ensure quick review, thus keeping the candidate on track to complete the program in the allotted time. Candidates who require additional time to complete resubmissions should refer to the Request for Program Extension policy in this handbook.

- A candidate may appeal to the TIP Coordinator at any time if in receipt of an unsatisfactory evaluation of required documentation. The TIP Coordinator will promptly respond to the candidate to obtain additional information and collaboratively determine a solution to the presented concern(s).

- In the event that the matter cannot be resolved utilizing this process, a candidate may utilize the Grievance Process outlined in this handbook.

Request for Program Extension

Policy Statement
The purpose of this policy is to provide opportunities for extending the Induction Program to those candidates who do not complete the program during their initial two years of teaching. These extensions are offered according to the following program criteria:

General Terms:
1. Application for the Clear Credential shall be submitted to the Commission on Teacher Credentialing (CCTC) within five (5) years of issuance of a Preliminary Credential. To apply for the Clear Credential, the applicant shall have successfully completed an accredited Induction Program.

2. It is the intent of the legislation that under most circumstances, the Induction Program will be completed in the initial two years of teaching.

Although each candidate is encouraged and expected to complete the Santa Barbara Unified School District Induction Program within the initial two years of California employment, extenuating circumstances may preclude this from being accomplished. A formal request for an extension must be made with the Induction Program Coordinator. Appropriate documentation shall accompany the extension request and the following criteria will be considered in approving an extension:

Extension Criteria:
• Severe personal health issues* related to the candidate.
• Severe health issues** related to the immediate family of the candidate. The district policies define immediate family.
• An approved leave of absence from the district.
• Layoff due to declining enrollment or staffing adjustments.
• Break in service for personal reasons or non-reelect
• Relocating to another state or country.
*Severe personal health issue is defined as being under a doctor's care and precluded from working.
**Severe health issue related to immediate family is defined as the candidate must stop work to care for an immediate family member who is under a doctor's care.

Fees:
If a candidate's request for extension is approved, terms relating to the extension timeframe, fees and candidate's responsibilities will be laid out in an agreement to be signed by the candidate

Appeal:
A candidate may present evidence and documentation that would support an appeal of the above fees charged under the circumstances of severe hardship. Appeals are made in writing to the Program Coordinator. Upon receipt, the Program Coordinator will review the evidence and documentation. Candidates work with program staff to determine if an alternate solution is warranted.

Non-Completion:
A candidate who fails to complete the program during the initial two years because s/he did not attend all required professional development, or has not completed the documentation of ILP work, must complete all required assignments before being recommended for a Clear Credential. The candidate will be **charged for actual costs of additional services rendered**. Funds must be received prior to recommendation of a Clear Credential.

Request to Extend the Induction Program:
If after carefully reviewing the Extension of Induction Program Policy you believe that you meet the criteria for receiving an approved extension, please provide a written request for extension to the TIP Coordinator as soon as possible. Please thoroughly explain your need to extend your Induction Program and describe the qualifying criteria that fit your circumstances. Additionally, you must sign and date your request and have your request signed by your site administrator and the Program Coordinator.

Grievance Process

TIP Grievance Process

Step 1: Informal Complaint Process

Every effort should be made to resolve a complaint at the earliest possible stage. Prior to instituting a formal, written complaint, the TIP participant shall first discuss the issue with the Induction Program Coordinator. Formal complaint procedures shall not be initiated until the TIP participant has first attempted to resolve the matter informally.

Step 2: Formal Complaint Process

If the matter cannot be resolved through the informal process, then the complainant may file a written complaint with the Induction Program Coordinator within 60 days of the act or event which is the subject of the complaint. If a TIP participant fails to file a written complaint within 60 days, the complaint shall be considered settled on the basis of the answer given at the preceding step.

Within 10 working days of receiving the complaint, the Induction Program Coordinator shall conduct any necessary investigation and meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, s/he shall prepare and send a written response to the complainant.

Step 3: District Level Appeal

If a complaint has not been satisfactorily resolved at Step 2, the complainant may file the written complaint with the Assistant Superintendent of Human Resources or designee within five working days of receiving the written response from the Teacher Induction Program Coordinator. The complainant shall include all information presented to the immediate supervisor or principal at Step 2.

Within 10 working days of receiving the complaint, the Assistant Superintendent of Human Resources or designee shall conduct any necessary investigation, including reviewing the investigation and written response by the Induction Program Coordinator at Step 2, and shall meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, s/he shall prepare and send a written response to the complainant.

Step 4: Appeal to the Governing Board

If a complaint has not been satisfactorily resolved at Step 3, the complainant may file a written appeal to the Board within five working days of receiving the Assistant Superintendent's response. All information presented at Steps 1, 2, and 3 shall be included with the appeal, and the Assistant Superintendent shall submit to the Board a written report describing attempts to resolve the complaint and the district's response.

The Board may uphold the findings by the Assistant Superintendent without hearing the complaint or the Board may hear the complaint at a regular or special Board meeting. The hearing shall be held in closed session if the complaint relates to matters that may be addressed in closed session in accordance with law.

cf. 9321 - Closed Session Purposes and Agendas)

The Board shall make its decision within 30 days of the hearing and shall send its decision to all concerned parties. The Board's decision shall be final.

cf. 1312.1 Complaints Concerning District Employees or Policies

cf. 4144 Complaints

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Grievance Process Flowchart

Step 1: Informal Complaint Process

TIP participant discusses issue with the Teacher Induction Program Coordinator.

Step 2: Formal Complaint Process

If not resolved through informal process, complainant files written complaint with TIP Coordinator within 60 days.

Within 10 working days of receipt of complaint, TIP Coordinator conducts investigation and meets with complainant.

Within five working days after the meeting, TIP Coordinator prepares and sends written response

Step 3: District Level Appeal

If complaint is not resolved at Step 2, complainant files written complaint with Assistant Superintendent of Human Resources within five working days of receiving written response from TIP Coordinator.

Within 10 working days of receiving complaint, Assistant Superintendent conducts investigation, and meets with complainant to resolve complaint.

Within five working days after meeting, Assistant Superintendent prepares and sends a written response to complainant.

Step 4: Appeal to the Governing Board

If complaint is not resolved at Step 3, complainant files written appeal to Board within five working days of receiving Assistant Superintendent's response.

Assistant Superintendent submits written report to Board, describing attempts to resolve complaint and district's response.

Board may uphold findings by the Assistant Superintendent without hearing complaint or

Board may hear complaint at regular or special Board meeting. The hearing shall be held in closed session if allowable by law. *(cf. 9321 - Closed Session Purposes and Agendas)*

Board makes its decision within 30 days of hearing and sends its decision to all concerned parties. Board's decision shall be final.

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Forms

- Candidate Enrollment Form
- Mentor Enrollment Form
- Acknowledgement of Policies/Procedures
- TIP Progress Monitoring Checklist
- Early Completion Option Application
- ECO Mentor Recommendation Form
- Clear Credential Application Form *(coming soon)*
- TIP Program Completion Document

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Candidate Name: _____   **Initial Score:** ___/12   **Mid-year Score:** ___/15   **Final Score:** ___/15

ILP Step	Expectations Not Met (1 point)	Meets Expectations (2 points)	Exceeds Expectations (3 points)	Comments/Score
Initial Reflection	Candidate demonstrates little ability to self-analyze using prior input, CSTP, and job assignment to develop and implement the ILP.	Candidate demonstrates ability to self-analyze using prior input, CSTP, and job assignment to develop and implement the ILP.	Candidate demonstrates thoughtful and conscientious ability using prior input, CSTP, and job assignment to develop and implement the ILP.	
Goal Setting	Candidate selects professional learning activities and other evidence that demonstrate partial alignment to the descriptors of practice in the CSTP.	Candidate selects professional learning activities and other evidence that demonstrate direct alignment to the descriptors of practice in the CSTP and provides a rationale.	Candidate selects professional learning activities and other evidence that demonstrate direct alignment to the descriptors of practice in the CSTP and provides a rationale. Candidate demonstrates a deep understanding of own professional growth and instructional practice.	
Plan Development	Candidate considers impact of plan development, implementation, and application. Candidate does not use evidence to document growth.	Candidate thoughtfully considers impact of plan development, implementation, and application. Candidate uses some evidence to document growth.	Candidate thoughtfully considers impact of plan development, implementation, and application stating a strong rationale. Candidate consistently uses evidence to document growth.	
Reflection on Outcome*	Candidate explains a single measurable outcome aligned to CSTP goals. Candidate displays resistance to trying solutions identified during interactions with the mentor or TIP Coordinator.	Candidate explains measurable outcomes aligned to CSTP goals. Candidate displays willingness to trying some of the solutions identified during interactions with the mentor or TIP Coordinator.	Candidate thoroughly explains measurable outcomes aligned to CSTP goals. Candidate displays willingness to trying many of the solutions identified during interactions with the mentor or TIP Coordinator.	
Clarity and Substance	Candidate provides limited responses with vague reference to professional knowledge and skills. Most is irrelevant to professional goals and descriptors of practice in the CSTP.	Candidate provides adequate responses that highlight professional knowledge and skills with evidence of reflection. Candidate demonstrates relevance to professional goals and descriptors of practice in the CSTP.	Candidate provides substantial responses that highlight professional knowledge and skills with detailed evidence of reflection. Candidate insightfully demonstrates relevance to professional goals and descriptors of practice in the CSTP.	

Note: ILPs which are unclear due to grammar or formatting will be returned to the candidate for revision and resubmission.

*Reflection on Outcome will be assessed at mid-year and year-end.

Candidate Name: _____   **Date:** _____

Please check the appropriate box below.

☐ **Year 1**   ☐ **Year 2**

The candidate may modify any or all of the Individualized Learning Plan elements as determined by professional objectives and needs.

1. In the field below, identify the ILP goal or goals you wish to revise and provide rationale for the revision:

> ☐ **Goal #1 Revision Rationale**
> ☐ **Goal #2 Revision Rationale**
> ☐ **Goal #3 Revision Rationale**

2. In the field below, describe the reflection(s) that led you to determine that a revision to the goal(s) was needed:

> ☐ **Goal #1 Reflection**
> ☐ **Goal #2 Reflection**
> ☐ **Goal #3 Reflection**

3. Based on your reflections and identified revisions, describe your next steps for continuing to work on your identified goals to improve your teaching practice:

> ☐ **Goal #1 Next Steps**
> ☐ **Goal #2 Next Steps**
> ☐ **Goal #3 Next Steps**

Plan: Describe what you will need, from this point forward, in order to accomplish each of your revised goals. Examples include materials, resources, professional learning, etc. Also indicate what evidence you will use to document your growth, including observations by your mentor teacher and the TIP Coordinator.

Items needed:	Evidence:

The candidate and mentor agree to these modifications of the original ILP. Mentors will continue to provide the minimum of an average of one hour per week of mentoring to the candidate in order to support the modified ILP and the candidate's growth on the California Standards for the Teaching Profession.

Candidate signature: _____   **Date:** _____

Mentor Signature: _____   **Date:** _____

TIP Coordinator Signature: _____   **Date Received:** _____

SBUSD's TIP agrees to provide opportunities for weekly candidate and mentor interactions, dedicated time for observations of colleagues and peers by the candidate, and resources to support other activities contained in the ILP. All parties agree that the plan may be updated as ongoing reviews indicate.

ILP Review and Revision Dates

Per the 2016 Program Standards for Induction, the Individualized Learning Plan (ILP) must address the *California Standards for the Teaching Profession* and provide the roadmap for candidates' induction work during their time in the program along with guidance for the mentor in providing support. Additionally, 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.

Although the cycles of inquiry are largely determined by individual candidate need, SBUSD's TIP sets quarterly deadlines for candidate and mentor review of the ILP. Candidates are also required to update their ILP at mid-year and year-end to ensure that the ILP remains a living document which reflects candidate learning as a result of analyzing student and other outcome data.

Candidates and mentors should document ILP reviews by the following due dates via the Candidate/Mentor Log. Mid-year and year-end revisions should be made using the ILP Review Form

Quarterly Review Dates 2017-2018

Quarter 1   13 October 2017
Quarter 2   12 January 2018
Quarter 3   16 March 2018
Quarter 4   11 May 2018

Mid-year and Year-end Revision Dates 2017-2018

Mid-Year   26 January 2018
Year-end   18 May 2018

Teacher Induction Program

Quarterly Mentoring Cohort Meeting #1 (September)

Quarterly Mentoring Cohort Meeting #2 (November)

Quarterly Mentoring Cohort Meeting #3 (January)

Quarterly Mentoring Cohort Meeting #4 (March)

Candidate Kickoff Day 1 (Year 1 Candidates)

August 13, 2018
8:00 - 4:00
La Colina Junior High Cafeteria

Welcome, Housekeeping, and Norms
-Food, facilities, utilities
-Mind the technology, actively participate with mind & heart, discuss ideas & issues - not people,
 maintain confidentiality, help your colleagues, celebrate

Introductions
-Your name, school site and grade/subject, preliminary program or prior teaching experience

KWL
-What you already <u>know</u> about induction and what do you <u>wonder</u> about SBUSD TIP (write)
-Share with your elbow partner
-Share with room (verbal and Google doc)

Handout: Teacher Induction Program Candidate Overview
-Read handout and highlight anything that is important to you
-Reflective conversation with elbow partner
-Were any wonderings from KWL addressed here? Write them on the KWL (L)
-Questions or concerns? (write)
-Share with elbow partner
-Share with room (verbal and Google doc)

Transition to TIP Document
-Individually, review the Transition to TIP document* you created in your Preliminary Program
-Note what (if anything) has changed since you wrote it
-Share with room (via Google doc on screen)
*Candidates who did not create this will be given a blank T2T document to work with

Intro of ILP
-Overview of ILP
-Click on link and take a few minutes to read the ILP document
-Begin the self assessment for the ILP
-Begin recording any Areas of Strength and Areas of Need on the ILP
-Begin recording Long Term Professional goals on the ILP

Lunch
-Lunch provided on site
-Return in 45 minutes

SBUSD TOSAs
-Introduction of SBUSD TOSAs
-Support available from TOSAs throughout the year
-TOSAs' role in content area professional development

School and District Goals
-State of our Schools Video (start at 32:14)
-Presentation of District Goals -need link to document (TIP Coordinator)
-School Goals (will be provided by site leaders - need link to document)
-Consider how your own goals correlate with what you know about school and district goals

Your plan for your students
-Write a response to the following prompts:
 +What is your wish for what your students will get out of this year?
 +How will you greet your students the first day of school?
 +Describe how will you begin to build community in your classroom
 +Detail your routines for learning that will maximize instructional time
-Gather in grade-level cohorts to share your responses to these prompts
 +Record any new ideas you would consider implementing in your classroom

The Big Picture and the Day to Day
-Identify your goals for your students' academic and social-emotional development
-Define specifically what you will do in your daily work that supports these goals

Introduction to Mentoring Seminar

August 10, 2018
8:00 - 4:00
La Colina Junior High Cafeteria

Welcome, Housekeeping, and Norms
-Food, facilities, utilities
-Mind the technology, actively participate with mind & heart, discuss ideas & issues - not people,
 maintain confidentiality, help your colleagues, celebrate

Introductions
-Your name, school site, # of candidates you are supporting, and prior mentoring experience

KWL
-What you already <u>know</u> about mentoring and what do you <u>wonder</u> about the new SBUSD TIP (write)
-Share with your elbow partner
-Share with room (verbal and Google doc)

Article on Mentoring
-Read article and highlight anything that is important to you
-Reflective conversation with elbow partner

Resources for Candidates
-In table groups, brainstorm resources for your candidate(s)
-Record on a Google doc (share with TIP Coordinator)
-Share with room (via Google doc on screen)
-New learnings (record what you <u>learned</u> on your KWL tool)

Supports Needed
-Write down anything you believe you will need in order to effectively support your candidate(s)
-Discuss in table group and share ideas for accessing needed supports
-New learnings (record what you <u>learned</u> on your KWL tool)

Adult Learning Theory - Introduction
-Write anything you already know and what you wonder about Adult Learning Theory
-Read Adult Learning Theories Fact Sheet
-Record what you <u>learned </u>on your KWL tool

Continuum of Mentoring Practice
-Read through one time
-Review and complete self-assessment (note date in square that best describes you)
-Decide on 3 areas of focus for the coming year

Lunch
-Lunch provided on site
-Return in 45 minutes

SBUSD TOSAs
-Introduction of SBUSD TOSAs
-Support available from TOSAs throughout the year
-TOSAs' role in quarterly TIP Mentor Cohort Meetings

School and District Goals
-Presentation of District Goals (Ed Services)
-School Goals (Site admins aware that mentors will be contacting them)

Mentor Goal Setting & Plan
-Referring back to your mentoring areas of focus from this morning, develop 2 - 3 goals that you
 would like to accomplish this year.
 +Each goal must describe a specific objective, include a time for completion and be measurable.
 +Describe how accomplishing each goal will strengthen your mentoring practice and create a
   positive impact on all students.

Mentoring Instruments
-Read Guidelines for Reflective Conversation and discuss with elbow partner
-Review Sample Teacher Observation Form for TIP and note a few hypothetical examples of
 "evidence" that you might observe during your work with your candidate.

District-wide Professional Learning August 2017

Wednesday, August 16, 2017

<u>Time</u>	<u>Event</u>	<u>Location</u>
All Staff		
7:15-8:00	Continental Breakfast	School Front
7:45-3:30	*Implicit Bias Training (for selected certificated volunteers); Lunch 11:45-12:30*	*Cafe/CR/J/M*
8:00-3:30	PLC Meetings (see schedule of required "push-in" Apple Classroom Trainings here) Lunch On Your Own 12:00-1:00 (Mobile Cafes available)	See below
Elementary		
Pre-School	Office of EES: CDE Audit Review and Action Plan, Vertigo ical/Horizontal Curriculum Alignment, and Learning Genie Training	E-14
Grades TK-2	A. Writer's Workshop (Make & Take) B. GLAD (Foundational- Day 1 of 2)	E-6 (TK-K) E-8 (Gr. 1-2) E-4
Grades 3-5	A. Writer's Workshop (Foundational- Day 1 of 2) B. Writer's Workshop (Make & Take) C. GLAD (Foundational- Day 1 of 2)	E-1 E-3 E-5 E-7 E-4
Grade 6	A. Illustrative Math B. PLC Collaboration (Scope and Sequence)	E-10 E-12
VAPA	**Collaboration Agenda for VAPA**	I-5
PE	Course planning incorporating PE Framework Study & school instructional focus	F-12

Secondary		
ELA Course planning incorporating Pathway Pillars, school instructional focus area, CCSS and PLC goals	English 7 English 8 English 9 English 10 English 11/12/Other	D-1 D-3 D-4 D-6 D-8
ELD (Literacy 1/2/3) Read 180 Universal Training	READ 180 Universal Agenda	D-5
Math	All teachers: push-in MDTP Training Schedule and Math 7: Course planning Math 8: Training for CPM Pilot (Day 2 of 3) Math I (Math 1 Support), Math II, Math III: Course Planning (w/CPM) Beyond Math III	C-1 C-3 C-5/C-4/C-6 C-wing
Science	8:00-8:30: All Science Meeting August 16 Science PL Agenda Science 7/Science 8 Physics/Chemistry/Biology	M-5 F-1 F-2 & F-6
Social Studies	Stanford Primary Source Training re-scheduled for 10/30 See Revised Social Studies Schedule	7th: D-7 8th: D-9 World: D-10 US: D-12 Gov/Ec: D-14
World Languages	Course planning with new materials and incorporating TPRS	C-8
PE	Course planning incorporating PE Framework Study & school instructional focus	F-12
Health	Course planning incorporating school instructional focus	B-7
VAPA	**Collaboration Agenda for VAPA**	I-5
CTE	**Collaboration Agenda for CTE**	I-7

Special Education		
All Special Education Teachers	8:00-9:00 Special Education Leadership Meeting Required for teachers; optional for other Sp Ed certificated staff	Auditorium
Mild/Mod Teachers	9:00-3:30 Fold into General Education PLCs	See above
Mod/Severe Teachers	am: Optimizing Paraeducator Support pm: Job-Alike Collaboration	H-4B
TLC	Job-Alike Collaboration	H-3
Itinerant Special Education Staff	Medi-Cal Trainings as specified below; on site for balance of work day Psychologists: 8:00-9:30 SLPs: 9:30-11:00 (Job-alike Meeting in Room B-11 8:00-9:30) Nurses: 11:00-12:30	B-12
Itinerant Special Education Teachers	DHH/VI/Bridges: Job-Alike Collaboration APE am: join Gen Ed PE PLC pm: join Mod/Severe	H-1
Paraeducators	CPI Training (Day 1 of 2)	B-8 & B-10

Thursday, August 17, 2017

Time	Event	Location
	All Staff	
7:15-8:00	Continental Breakfast	School Front
8:00-8:30	Superintendent's Address	Greek Theater
8:30-8:45	Informational Updates--Human Resources	Greek Theater
8:45-3:00	Vendor/Health Fair	Cafeteria
9:00-3:30	PLC Collaboration (Continued) or Thursday Workshops (Required & Optional) (PLEASE REVIEW) Lunch On Your Own 12:00-1:00 (Mobile Cafes)	See below
	Elementary	
Pre-School	Office of EES: CDE Audit Review and Action Plan, Vertical/Horizontal Curriculum Alignment, and Learning Genie Training	E-14
Grades TK-2	A. Writer's Workshop (Make & Take) B. GLAD (Foundational- Day 2 of 2)	E-6 (Gr. TK-K) E-8 (Gr. 1-2) E-4
Grades 3-5	A. Writer's Workshop (Foundational- Day 2 of 2) B. Writer's Workshop (Make & Take) C. GLAD (Foundational- Day 2 of 2)	E-1 E-3 E-5 E-7 E-4
Grade 6	C. Illustrative Math [TBD] D. PLC Collaboration (Scope and Sequence) [15]	E-10 E-12

VAPA/PE	Cont. course planning: school instructional focus and/or optional workshops	Same as Wed.

Secondary		
ELA	Continued PLC collaboration and/or optional workshops	D-wing
ELD (Literacy 1/2/3)	Fold into Primary PLC or continued ELD collaboration	D-5
Math	Math 7, I, II, III, Math +: Continued PLC collaboration and/or optional workshops Math 8: Training for CPM Pilot (Day 3 of 3) Math Modeling 2:30-3:30 All Math Teachers (& Others): Messaging re: Math Pathways Presentation	C-1/C-5/C-4/C-6 C-3 B-9 Gym
Science	Continued PLC collaboration and/or optional workshops Sessions 4 & 5: Articulation & cohort collaboration (August 17th Science PL Agenda)	F-wing
Social Studies	See Revised Social Studies Schedule	D-wing
World Languages/PE/Health/CTE/VAPA	Continued PLC collaboration, course planning incorporating school instructional focus and/or optional workshops	Same as Wed.
Other		
Counselors	ASCA Model/Systems Training 2:30-3:30 Math Messaging Meeting	Library Gym
Librarians	Library Master Planning	Staff Lounge
Launching PL	Identified La Cuesta & La Cumbre Staff	I-8
Academy for Success	Identified DPHS & SMHS & SBHS Staff	I-12
IB	Identified DPHS Staff	1-14

....

Special Education		
All Special Education Certificated Staff	Continued PLC/Job-alike collaboration and/or optional workshops 1:00-2:55 SELPA Dyslexia Training (required for M/M,Psychs,SLPs)	Auditorium
Paraeducators	a) CPI Training (Day 2 of 2) b) CPI Refresher (P2s and IBIs)	B-8 & B-10 B-12 & B-14

Quarterly Mentoring Cohort Meeting #1
September xx, 2018
3:30 - 5:00
La Colina Junior High Cafeteria

Welcome, Housekeeping, and Norms
-Food, facilities, utilities
-Mind the technology, actively participate with mind & heart, discuss ideas & issues - not people, maintain confidentiality, help your colleagues, celebrate

Check-ins (Groups of 4)
-Your name, school site, # of candidates you are supporting, and roses/thorns
-Share one rose/thorn with whole group

Agenda Co-creation
-Topics suggested prior to meeting
-New topics from roses/thorns
-Other important topics

Article on Mentoring or Review of Mentoring Instruments
-Read article or review mentoring instruments and highlight anything that is important to you or you have questions about
-Reflective conversation with elbow partner

Agenda Topics for Whole Group
-Discuss highest priority topics first
-Park other topics for next meeting or online discussion

Agenda Topics for Break-out Groups
-Break into Secondary/Primary/Content Area Groups
-Discuss highest priority topics first
-Park other topics for next meeting or online discussion

Adult Learning Theory - Review in Large Group Setting
-Re-read Adult Learning Theories Fact Sheet
-With an elbow partner, discuss any evidence of adult learning theory that you observed during your work with your candidate
-Discuss any strategies for facilitating SDL (p2) or TL (p2-3) that you plan to implement moving forward with your candidate
-Record the strategies you intend to use (Mentor Log)
-Share with large group

Adjourn

SBUSD Professional Learning 2017 - 2018

Directions: Click on the links below to view information on professional learning opportunities available through SBUSD Educational Services, English Learner Services, and Special Education Departments.

Be sure to check back from time to time as new opportunities may be added throughout the year.

[District-Wide Professional Learning August 2017](#)

[Thursday August 17, 2017 Workshop Sessions](#)

[Elementary Professional Learning](#)

[Secondary Professional Learning](#)

[District-Wide Professional Learning October 2017 (Student Free Day)](#)

[Elementary Professional Learning October 30, 2017 (Student Free Day)](#)

District-Wide Professional Learning April 2018 (Student Free Day) *Under development, please check back*

Survey: District-wide Professional Learning 2017

In the spirit of evaluating our work in order to improve our practice, please take a few minutes to complete this survey before you leave today.

Name (optional)

Your answer

Please indicate your school site or indicate "other" and specify your role below.

Choose ▼

If not assigned to a/one site, please specify your role.

Your answer

Did you participate in Implicit Bias Training on Wednesday, August 16th?

○ Yes (proceed to next question)

○ No (skip next 2 questions)

How do you rate the effectiveness of the Implicit Bias training in terms of equipping you to improve your practice?

	1	2	3	4	5	
Not effective	○	○	○	○	○	Highly effective

Comments re: Implicit Bias Training (optional)

Your answer

How do you rate the effectiveness of the collaboration workshops that took place on Wednesday (in PLC or Job-Alike groups) in equipping you to improve your practice?

	1	2	3	4	5	
Not effective	○	○	○	○	○	Highly effective

Please indicate which PLC or Job-Alike Group you participated with on Wednesday.

Your answer

Comments re: Wednesday Collaboration (optional)

Your answer

How would you rate the effectiveness of the Apple Classroom trainings?

	1	2	3	4	5	
Not effective	○	○	○	○	○	Highly effective

effective

Comments re: Apple Classroom trainings (optional)

Your answer

Did you attend optional workshops on Thursday?

◯ Yes (please identify and give us your feedback below)

◯ No

Session 1:

Your answer

Session 2:

Your answer

Session 3:

Your answer

Session 4:

Your answer

Session 5:

Your answer

Other:

Other:

Your answer

Please provide any feedback you have in relation to the logistics of the two days (communication, parking, schedule, meals, etc.)?

Your answer

In general, how effective was the design of the two-day professional learning schedule in meeting your needs?

	1	2	3	4	5	
Not effective	○	○	○	○	○	Highly effective

Comments re: Professional Learning schedule design (optional)

Your answer

What input do you have to inform our planning for the student-free professional learning days (October 30 and April 2)?

Your answer

SUBMIT

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Google Forms

SBUSD TIP Mid-year Candidate Survey

The Teacher Induction Program must regularly asses the quality of services provided to candidates by mentors, as well as provide formative feedback to mentors on their work, and provide a coherent overall system of support through collaboration, communication, and coordination between all members of the Induction System.

Please complete the following survey to assist us in determining program strengths and needs so that we may make the necessary adjustments to ensure delivery of high quality services to all participants.

* Required

1. **Email address** *

   _____

2. **Candidate year:** *
   Mark only one oval.

   ◯ Year 1

   ◯ Year 2

3. **Please rate the overall quality and effectiveness of support provided to you by your mentor.** *
   Mark only one oval.

	1	2	3	4	5	
Poor	◯	◯	◯	◯	◯	Excellent

4. **Please describer the type and amount of connection to the larger professional community provided to you by your mentor.** *

   _____

5. **Please rate the overall quality and effectiveness of support provided to you by the program in implementing your ILP.** *
   Mark only one oval.

	1	2	3	4	5	
Poor	◯	◯	◯	◯	◯	Excellent

6. **How consistent was the weekly support provided to you by your mentor?** *
   Mark only one oval.

	1	2	3	4	5	
Extremely inconsistent	◯	◯	◯	◯	◯	Highly consistent

7. **I had the opportunity to complete the full range of program requirements.** *

Mark only one oval.

	1	2	3	4	5	
No opportunity	◯	◯	◯	◯	◯	Every opportunity

8. **My mentor worked to establish a collaborative relationship with me.** *

Mark only one oval.

	1	2	3	4	5	
Directive, not at all collaborative	◯	◯	◯	◯	◯	Highly collaborative, a guide at the side

9. **The SBUSD Teacher Induction Program provided opportunities for weekly mentor support.** *

Mark only one oval.

	1	2	3	4	5	
Never	◯	◯	◯	◯	◯	Always

10. **My mentor utilized mentoring tools such as learning-focused conversations to support my work on the ILP.** *

Mark only one oval.

	1	2	3	4	5	
Never	◯	◯	◯	◯	◯	Always

11. **The SBUSD TIP provided opportunities for monthly peer support.** *

Mark only one oval.

	1	2	3	4	5	
Never	◯	◯	◯	◯	◯	Always

12. **The SBUSD TIP provided opportunities for professional learning.** *

Mark only one oval.

	1	2	3	4	5	
Rarely	◯	◯	◯	◯	◯	Frequently

13. **The SBUSD TIP provided clear coordination between candidates and mentors.** *

Mark only one oval.

	1	2	3	4	5	
Never	◯	◯	◯	◯	◯	Always

14. **The SBUSD TIP provided regular communication to candidates.** *

Mark only one oval.

	1	2	3	4	5	
Never	◯	◯	◯	◯	◯	Always

15. **The SBUSD TIP Coordinator responded promptly to inquiries from candidates.** *

Mark only one oval.

	1	2	3	4	5	
Never	◯	◯	◯	◯	◯	Always

16. **Is there anything you would like to add or share with us to help us improve the quality of the program?**

_____

_____

_____

_____

_____

A copy of your responses will be emailed to the address you provided

Powered by

Google Forms

SBUSD TIP Year-end Candidate Survey

The Teacher Induction Program must regularly asses the quality of services provided to candidates by mentors, as well as provide formative feedback to mentors on their work, and provide a coherent overall system of support through collaboration, communication, and coordination between all members of the Induction System.

Please complete the following survey to assist us in determining program strengths and needs so that we may make the necessary adjustments to ensure delivery of high quality services to all participants.

* Required

1. **Email address** *

   _____

2. **Candidate year:** *
   Mark only one oval.

   ( ) Year 1

   ( ) Year 2

3. **Please rate the overall quality and effectiveness of support provided to you by your mentor.** *
   Mark only one oval.

	1	2	3	4	5	
Poor	( )	( )	( )	( )	( )	Excellent

4. **Please describer the type and amount of connection to the larger professional community provided to you by your mentor.** *
   Mark only one oval.

	1	2	3	4	5	
Poor	( )	( )	( )	( )	( )	Excellent

5. **Please rate the overall quality and effectiveness of support provided to you by the program in implementing your ILP.** *
   Mark only one oval.

	1	2	3	4	5	
Poor	( )	( )	( )	( )	( )	Excellent

6. **How consistent was the weekly support provided to you by your mentor?** *
Mark only one oval.

	1	2	3	4	5	
Extremely inconsistent	◯	◯	◯	◯	◯	Highly consistent

7. **I had the opportunity to complete the full range of program requirements.** *
Mark only one oval.

	1	2	3	4	5	
No opportunity	◯	◯	◯	◯	◯	Every opportunity

8. **My mentor worked to establish a collaborative relationship with me.** *
Mark only one oval.

	1	2	3	4	5	
Directive, not at all collaborative	◯	◯	◯	◯	◯	Highly collaborative, a guide at the side

9. **The SBUSD Teacher Induction Program provided opportunities for weekly mentor support.** *
Mark only one oval.

	1	2	3	4	5	
Never	◯	◯	◯	◯	◯	Always

10. **My mentor utilized mentoring tools such as learning-focused conversations to support my work on the ILP.**
Mark only one oval.

	1	2	3	4	5	
Never	◯	◯	◯	◯	◯	Always

11. **The SBUSD TIP provided opportunities for monthly peer support.** *
Mark only one oval.

	1	2	3	4	5	
Never	◯	◯	◯	◯	◯	Always

12. **The SBUSD TIP provided opportunities for professional learning.** *
Mark only one oval.

	1	2	3	4	5	
Rarely	◯	◯	◯	◯	◯	Frequently

13. **The SBUSD TIP provided clear coordination between candidates and mentors.** *

Mark only one oval.

	1	2	3	4	5	
Never	◯	◯	◯	◯	◯	Always

14. **The SBUSD TIP provided regular communication to candidates.** *

Mark only one oval.

	1	2	3	4	5	
Never	◯	◯	◯	◯	◯	Always

15. **The SBUSD TIP Coordinator responded promptly to inquiries from candidates.** *

Mark only one oval.

	1	2	3	4	5	
Never	◯	◯	◯	◯	◯	Always

16. **Is there anything you would like to add or share with us to help us improve the quality of the program?**

_____

_____

_____

_____

_____

A copy of your responses will be emailed to the address you provided

TRAVEL & CONFERENCE - SCHOOL /DISTRICT POLICY

GUIDELINES FOR ALL TRAVEL & CONFERENCE

(Including summer months)

30-60 day notice is required. No exceptions will be made.

Prepare a summary of es mated expenses and request to meet with principal for approval.

A er funding has been approved complete the Request to be Absent Form and submit hard copy to principal's secretary.

In state conference & travel with cost less than $400 requires 30 day no ce (site approval only).

Conference & Travel with cost greater than $400 requires 30-60 day no ce with site AND district approval. A er approval, all travel and conference arrangements will be handled by the district purchasing office.

Out of State & In state conference & travel with cost greater than $3,000 requires 30-90 days no ce with site AND board approval. A er approval ALL arrangements for conference & travel will be handled by the district purchasing office.

DO NOT make any reservations or use your personal credit card to reserve or pay for anything until the approval process is complete and you are told to do so. Failure to follow these guidelines will result in not getting reimbursed.

check list to complete the Request to be Absent Form (RTAF)

- Registra on fees: Indicate cost and a ach a copy of conference registra on form including conference agenda
- Meals: reimbursable @ the district per diem rates - Breakfast $13, Lunch $17, Dinner $30 ($60 daily). Meals provided by the conference event will not be reimbursed.
- Hotel: Include total cost (es ma ng an addi onal 25% nightly rate). Print and a ach copy of hotel informa on. Include parking fees if needed. Cost of hotel will not be provided if travel des na on is less than 150 miles.
- Mileage: reimbursable @ 53.5 cents per mile – print and a ach copy of map-quest showing point-to-point miles.

A er a ending conference you have 30 days to submit the Travel Expense Claim Voucher for the approved reimbursable expenses such as meals, mileage, parking fees (receipt required for parking fees). Keep this informa on you will need it when you prepare the Travel Claim voucher form.

This is a summary; please refer to the district's board policy and administra ve regula on for more on travel & conference.

TIP Principal Spring email re: TIP Planning for Master Schedule

Hi [Site Leader Name]:

In preparation for next school year, I wanted to reach out on behalf of [Candidate Name(s)], who will be in their 2nd year of TIP and will be mentored by [Mentor Name(s)].

Alternate text:
First Year:
[Candidate Name(s)] / [Mentor Name(s)]

Second Year:
[Candidate Name(s)] / [Mentor Name(s)]

Your support of their work makes such a huge impact on the success of the Induction Program. In response to our regular surveys of candidates and mentors, both groups have mentioned how much it would help them to have common planning time to support their ability to accomplish the one hour per week of mentoring that is the main requirement of the program.

Thank you for doing all you can to provide [Candidate and Mentor Name(s)] time to work together!

Roxanna Stern
Teacher Induction Program
Coordinator
Santa Barbara Unified School District
rstern@sbunified.org
www.sbunified.org
805.967- 4581 x5656

TIP Principal (Fall) email re: Release Days and Account Code

Good Evening [Site Leader Name]!

Below, please find a comprehensive list of your site's teachers who are participating in TIP with SBCEO.

1st Year
[Candidate Name] :: [Mentor Name]

2nd Year
[Candidate Name] :: [Mentor Name]
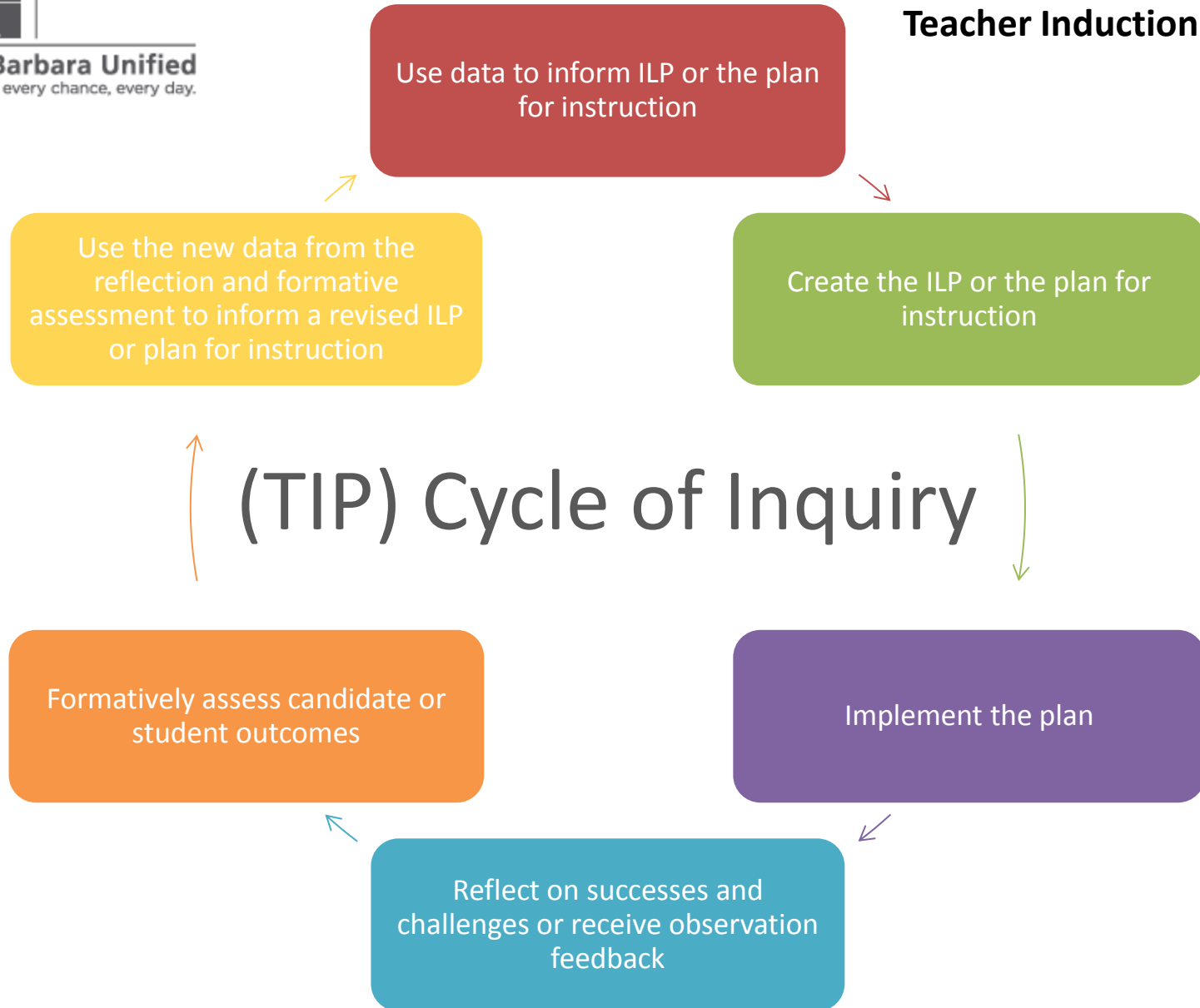[Candidate Name] :: [Mentor Name]

As you are aware, per the 2016 CTC Program Standards for Teacher Induction, our district agrees to provide two days of release time to each candidate and mentor for planning, observation, and completion of Induction program requirements.

Please share the following info with your payroll person so that s/he has the info to cover the sub cost.

Subs for TIP program are charged to 01-0000-1110-1000-1140-000-3250.

Thank you!

Roxanna Stern
Teacher Induction Program
Coordinator
Santa Barbara Unified School District
rstern@sbunified.org
www.sbunified.org
805.967- 4581 x5656

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Use data to inform ILP or the plan for instruction

Create the ILP or the plan for instruction

(TIP) Cycle of Inquiry

Use the new data from the reflection and formative assessment to inform a revised ILP or plan for instruction

Implement the plan

Formatively assess candidate or student outcomes

Reflect on successes and challenges or receive observation feedback

Links to Candidate and Mentor Surveys

[Candidate Mid-year Survey](#)

[Candidate Year-end Survey](#)

[Mentor Mid-year Survey](#)

[Mentor Year-end Survey](#)

Principal's Verification of TIP Mentor Qualifications

Please respond to the following questions to verify that the TIP Mentor whom you have identified meets SBUSD TIP's Mentor Qualifications.

* Required

1. **Email address** *

   _____

Knowledge of context and content area of candidate's teaching assignment

2. **Name of candidate** *

   _____

3. **Grade level or content area taught** *

   _____

4. **Name of prospective mentor** *

   _____

5. **Grade leve or content area taught**

   _____

Demonstrated Commitment to Professional Learning and Collaboration

6. **Has the prospective mentor participated actively in district and outside professional development?** *
   Mark only one oval.

   ◯ Yes

   ◯ No

7. **Has the prospective mentor contributed to site and district PLCs?** *
   Mark only one oval.

   ◯ Yes

   ◯ No

8. **Has the prospective mentor successfully mentored pre-professionals, student teachers, or TIP candidates?** *

Mark only one oval.

◯ Yes

◯ No

Ability, willingness, and flexibility to meet candidate needs for support

9. **Does the prospective mentor demonstrate the ability, willingness, and necessary flexibility to meet the candidate's need for support?** *

Mark only one oval.

◯ Yes

◯ No

Minimum of three years of effective teaching practice

10. **Does the prospective mentor reflect on teaching practice?** *

Mark only one oval.

◯ Yes

◯ No

11. **Does the prospective mentor establish professional goals and engage in purposeful professional growth and development?** *

Mark only one oval.

◯ Yes

◯ NO

12. **Does the prospective mentor collaborate with colleagues and the broader professional community to support teacher and student learning?** *

Mark only one oval.

◯ Yes

◯ No

13. **Does the prospective mentor engage local communities in support of the instructional program?** *

Mark only one oval.

◯ Yes

◯ No

14. **Does the prospective mentor manage professional responsibilities to maintain motivation and commitment to all students?** *

Mark only one oval.

◯ Yes

◯ No

A copy of your responses will be emailed to the address you provided

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About InductionSupport.com

We provide an Internet-based software solution for New Teacher Induction programs, with our primary focus on data collection and retention in support of audit and portfolio requirements. Our administrative tools help organize the management, communication and record-keeping tasks required to operate a successful Induction program.

Originally developed in 2003 for California BTSA Induction Programs, we have grown to support other credential programs (Education Specialist, Intern, Admin Tier I and Career/Technical Education) across the country.

Moving online with InductionSupport provides a centralized, secure repository for your program data, as well as for Candidate portfolios and evidence. By automating routine operations and providing powerful user grouping and reporting tools, we allow you to focus your time and effort on your primary goal – developing effective educators.

Candidates and Mentors interact with InductionSupport directly: registering for events, completing assessments and mentor/support logs, maintaining their personal data, uploading required forms and portfolio documents/evidence, and monitoring their progress. The site automatically reminds users when they have tasks to perform or events to attend, and our tools allow Program Staff to communicate with either targeted groups or individual users.

Since we are an online service, nothing is installed or maintained on your district's computers. All site users – Candidates, Mentors, and Program Staff – have complete access to all our tools, all the time, anywhere.
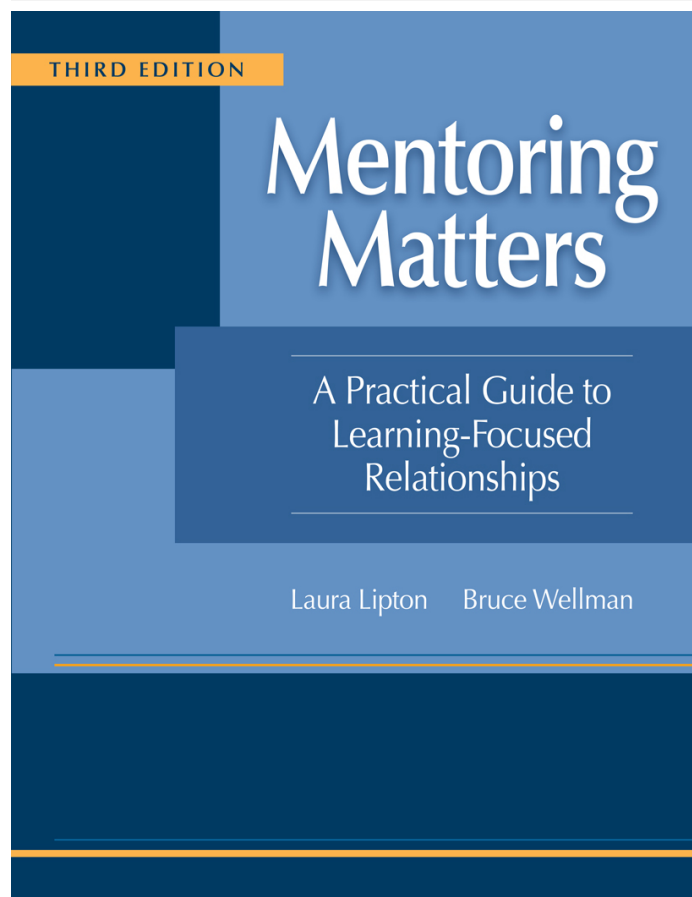
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Home (/)
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(http://www.miravia.com/mm5/merchant.mvc?
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Mentoring Matters, 3rd Edition

Price: $35.95

Code: MM3E

Weight: 1.50 pounds

Volume Price

Quantity	Price Each
25-49	$32.35
50-99	$30.56
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Quantity:

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Mentoring Matters, 3rd Edition

Mentoring Matters: A Practical Guide to Learning-Focused
Relationships, 3rd Edition
By Laura Lipton and Bruce Wellman

An invaluable reference for mentors of beginning teachers, this guide
offers structures, strategies,
and tools for developing expertise in teaching and launching a career
of continuous learning.
The updated and revised Third Edition adds new tools for time-
efficient, effective learning-focused conversations, including
templates for problem-solving conversations that balance support
with learning Tons of tips for maximizing time and attention and
extensive resources for understanding and supporting each phase of
a new teacher's first years. This new edition incorporates the growing
importance of linking teaching and learning standards to developing
professional expertise, including:

-Methods for applying specific teaching and learning standards as a
focus for teacher growth
-Tools for using data to calibrate practice and set learning goals
-Nine strategies for learning-focused consultation with specific
"mentor moves" to apply them
-Specific examples related to ensuring inclusive, student-centered
classrooms
-Links to online resources, including videos and self-directed tasks to
strengthen and stretch both new teachers and their mentors

This new book focuses on mentor learning with Awareness and
Action exercises in each section, QR codes to video examples
illuminating the mentor's toolkit and a host of means to support a
mentor's emerging knowledge and skill.

Charlotte, VT: MiraVia, LLC, Copyright 2017, Softcover, 160 pages,
ISBN 978-0-09981770-0-7

(/)

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781.316.8484

info@miravia.com (mailto:info@miravia.com)

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Curriculum & Instruction
PROFESSIONAL LEARNING OPPORTUNITIES

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Professional Learning Opportunities 2016-2017

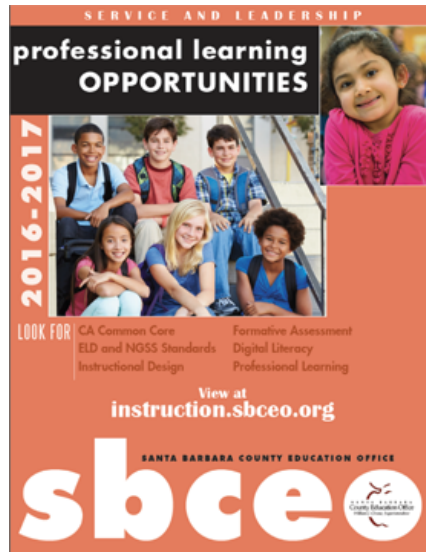We invite you to view our professional development offerings for 2016-17 by viewing our calendar list by month or by topic.

Professional Learning Opportunities

List by Month

List by Topic

Resources

New offerings will be added throughout the year, so please check for updates.

For more information, please contact:

Ellen Barger
Assistant Superintendent, Curriculum & Instruction

(805) 964-4711 ext. 5066

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Statewide Impact

Our faculty members are intimately involved in statewide projects, consortiums, and, of course, work with the other University of California campuses. They are frequent visitors to Sacramento to testify on educational matters. They have taken leadership roles on the California Commission on Teacher Credentialing and the Development Team for the Performance Assessment for California Teachers (PACT), striving to improve the quality of teacher education statewide, not just at UCSB. Students and faculty routinely present at conferences held by organizations like the California Association of School Psychologists.

The GGSE is the home of The California Dropout Research Project (CDRP), which was established in December 2006 to synthesize existing research and undertake new research to inform policymakers, educators and the general public about the nature of the dropout crisis in California and to help the state develop a meaningful policy agenda to address the problem.

Our interest in STEM led us to form the county-wide P-20 STEM Council that has begun to work hand-in-hand with similar groups in San Luis Obispo and Ventura counties.

And the Gevirtz School also is a center for professional development in the region through its affiliations with the South Coast Writing Project, the South Coast Science Project, and the UCSB Mathematics Project.

Impact

Local
State
California Dropout Research Project
SBC P-20 STEM
SCWriP
South Coast Science Project
UC-HBCU Initiative
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- Complete final classes for graduation
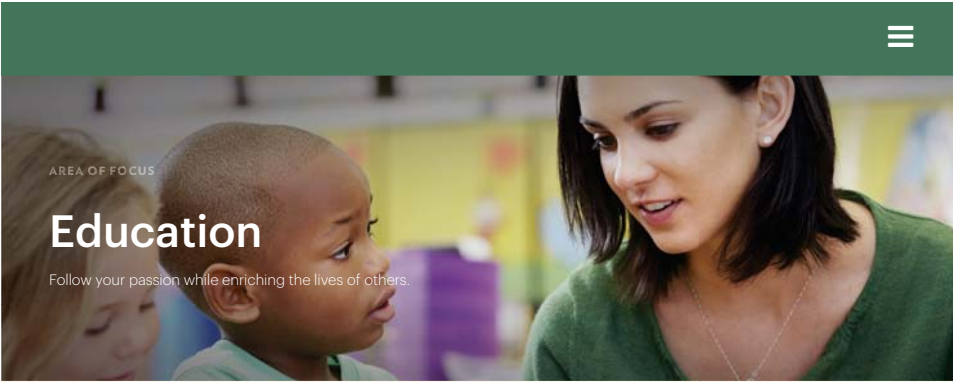- Graduate on time

Career Professionals
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Community
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- Meet prerequisites for advanced degrees
- Resume academic study

AREA OF FOCUS

Education

Follow your passion while enriching the lives of others.

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Education to Inspire

In our 160-year history, Antioch University has been a defining force for progressive education. Our philosophy maintains a deep respect for educational equity and the power of teachers to change the world. Antioch University Santa Barbara offers credential and degree programs that prepare you to make a meaningful impact in the field of education as you develop your voice as a professional educator and engaged citizen.

Choose from our programs below for aspiring educators, experienced educators, and for anyone passionate about the field of education, outdoor education, and community leadership.

Still deciding? Our **Admissions Advisors** are happy to assist you in understanding our credential and graduate education programs.

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What can we help you find?   ✕

Multiple Subject Credential

TEACHING CREDENTIAL

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MED   SANTA BARBARA

MEd with Multiple Subject Credential

MASTER OF EDUCATION

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Credentials & Degrees: Experienced Educators

Antioch University's teaching credential programs emphasize social justice and ecological literacy in addition to the CCTC California Standards for the Teaching Profession. Teachers who already hold their single or multiple subject credentials will benefit from AUSB's comprehensive Induction program, a stand-alone Mild-to-Moderate Education Specialist Credential, or choose to stay for our combined credential + master's degree programs that let you earn an MA in just a few additional quarters.

| AU | SANTA BARBARA |

M/M Education Specialist Credential

TEACHING CREDENTIAL

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| AU | SANTA BARBARA |

Induction Program

TEACHING CREDENTIAL

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Other Degrees & Certificates

We believe young minds thrive in nature! Antioch University's unique Nature-Based Early Childhood Education curriculum is offered as both a certificate program and a master's degree. Courses may also be taken individually for continuing education. If you're pursuing a Master of Arts in Education that emphasizes academics, research, and application rather than teacher preparation, AUSB's concentrations in Leadership & Social Justice and in Nature-Based Early Childhood Education inspire you to make positive change in the field of education and become a community leader.

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MA in Education, Leadership & Social Justice
MASTER OF ARTS

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| MA | SANTA BARBARA |

MA in Education, Nature-Based Early Childhood Education
MASTER OF ARTS

🔍   *What can we help you find?*

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| BA | SANTA BARBARA |

BA in Liberal Studies, Child Development & Education
BACHELOR OF ARTS

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More from Education

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What can we help you find?

CONTINUE READING   →   CONTINUE READING   →

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Teacher Induction Program

2018 - 2019 TIP Site Leader, Candidate Observation, and Mentor Check-in Visits

The Induction Program Coordinator will meet with site leaders each quarter to provide updates and support as well as to learn about needs related to ongoing work with Induction participants.

Please plan on an hour per visit. School site visits are planned geographically with multiple sites visited per day. The TIP coordinator will work with site leaders to find times that are mutually agreeable.

Quarter 1			Quarter 2		
9/18 (T)	**9/19 (W)**	**9/20* (Th)**	**11/5 (T)**	**11/6 (W)**	**11/7 (Th)**
Roosevelt	SBJr	McKinley	Roosevelt	SBJr	McKinley
Cleveland	SBHS	Washington	Cleveland	SBHS	Washington
Franklin	La Cuesta	Monroe	Franklin	La Cuesta	Monroe
9/25 (T)	**9/26 (W)**	**9/27 (Th)**	**11/13 (T)**	**11/14 (W)**	**11/15 (Th)**
Harding	La Colina	GV	Harding	La Colina	GV
La Cumbre	SMHS	DPHS	La Cumbre	SMHS	DPHS
SBCA			SBCA		
Adams			Adams		
*If EPC, does 9/21 work better?					
Quarter 3			**Quarter 4**		
2/12 (T)	**2/13 (W)**	**2/14 (Th)**	**4/9 (T)**	**4/10 (W)**	**4/11 (Th)**
Roosevelt	SBJr	McKinley	Roosevelt	SBJr	McKinley
Cleveland	SBHS	Washington	Cleveland	SBHS	Washington
Franklin	La Cuesta	Monroe	Franklin	La Cuesta	Monroe
2/19 (T)	**2/20 (W)**	**2/21 (Th)**	**4/16 (T)**	**4/17 (W)**	**4/18 (Th)**
Harding	La Colina	GV	Harding	La Colina	GV
La Cumbre	SMHS	DPHS	La Cumbre	SMHS	DPHS
SBCA			SBCA		
Adams			Adams		

Candidate Observaon Visits will take place during the beginning of Q2 & and end of Q3. Candidates will be observed for 30 minutes each during the weeks indicated below. The number of candidates varies significantly from site to site, so specific dates and names will be sent via email to individual site leaders.

Fall 2018 Site Observations:
-Weeks of October 22 - 26 & October 29 - November 2

Spring 2019 Site Observations:
-Weeks of February 25 - March 1 & March 4 - 8

Mentor Check-in Visits

The Induc on Program Coordinator will check in with TIP Mentors each quarter at their sites to provide support and to learn about needs related to ongoing work with Induc on candidates.

Please plan on an hour per visit. School site visits are planned geographically with mul ple sites visited per day. The TIP coordinator will work with site mentor cohorts to find mes that are mutually agreeable.

Quarter 1	Quarter 2
Week of October 1:	**Week of December 3:**
Roosevelt, Cleveland, Franklin, SBJr, SBHS, La Cuesta	Roosevelt, Cleveland, Franklin, SBJr, SBHS, La Cuesta
Week of October 8:	**Week of December 10:**
McKinley, Washington, Monroe, Harding, La Cumbre, SBCA, Adams	McKinley, Washington, Monroe, Harding, La Cumbre, SBCA, Adams
Week of October 15:	**Week of December 17:**
La Colina, GV, SMHS, DPHS	La Colina, GV, SMHS, DPHS
Quarter 3	**Quarter 4**
Week of January 21:	**Week of April 22:**
Roosevelt, Cleveland, Franklin, SBJr, SBHS, La Cuesta	Roosevelt, Cleveland, Franklin, SBJr, SBHS, La Cuesta
Week of January 28:	**Week of April 29:**
McKinley, Washington, Monroe, Harding, La Cumbre, SBCA, Adams	McKinley, Washington, Monroe, Harding, La Cumbre, SBCA, Adams
Week of February 4:	**Week of May 6:**
La Colina, GV, SMHS, DPHS	La Colina, GV, SMHS, DPHS

TIP Progress Monitoring Checklist

Per the 2016 Program Standards for Induction, The Induction Program must assess candidate progress towards mastery of the *California Standards for the Teaching Profession* to support the recommendation for the clear credential. 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. 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.

Candidates for the Clear Teaching Credential are encouraged to track their progress using this checklist. A similar document will be submitted to the Credential Analyst when the application for the Clear Credential is made.

Date Met:	Requirement Name:	Notes:
	Candidate Kick-off (Y1)	August
	Candidate Cohort Meetings [9] (Y1)	Monthly
	Initial ILP Created	Due mid-October
	ILP Quarterly Reviews [4] (Y1)	Click for dates
	ILP Mid-year Revision (Y1)	Click for dates
	ILP Year-end Revision (Y1)	Click for dates
	Candidate / Mentor Logs (Y1)	Complete weekly
	Mentor Observations [4] (Y1)	2 in Fall / 2 in Spring
	TIP Coordinator Observations [2] (Y1)	1 in Fall / 1 in Spring
	Candidate Kick-off (Y2)	August
	Candidate Cohort Meetings [9] (Y2)	Monthly
	ILP 2nd Year Fall Revision	Due mid-September
	ILP Quarterly Reviews [4] (Y2)	Click for dates
	ILP Mid-year Revision (Y2)	Click for dates
	ILP Final (Y2)	Click for dates
	Candidate / Mentor Logs (Y2)	Complete weekly
	Mentor Observations [4] (Y2)	2 in Fall / 2 in Spring
	TIP Coordinator Observations [2] (Y2)	1 in Fall / 1 in Spring

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TIP Program Completion Document

Per the 2016 Program Standards for Induction, The Induction Program must assess candidate progress towards mastery of the *California Standards for the Teaching Profession* to support the recommendation for the clear credential. 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. 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.

This document must be signed by the TIP Coordinator and submitted to the Credential Analyst, together with the Application for the Clear Credential.

Date Met:	Requirement Name:	Verified By:
	Candidate Kick-off (Y1)	
	Candidate Cohort Meetings [9] (Y1)	
	Initial ILP Created	
	ILP Quarterly Reviews [4] (Y1)	
	ILP Mid-year Revision (Y1)	
	ILP Year-end Revision (Y1)	
	Candidate / Mentor Logs (Y1)	
	Mentor Observations [4] (Y1)	
	TIP Coordinator Observations [2] (Y1)	
	Candidate Kick-off (Y2)	
	Candidate Cohort Meetings [9] (Y2)	
	ILP 2nd Year Fall Revision	
	ILP Quarterly Reviews [4] (Y2)	
	ILP Mid-year Revision (Y2)	
	ILP Final (Y2)	
	Candidate / Mentor Logs (Y2)	
	Mentor Observations [4] (Y2)	
	TIP Coordinator Observations [2] (Y2)	

Recommended for Clear Credential by:_____, **TIP Coordinator   Date:**_____

SBUSD TIP Mid-year Mentor Survey

The Teacher Induction Program must regularly asses the quality of services provided to candidates by mentors, as well as provide formative feedback to mentors on their work, and provide a coherent overall system of support through collaboration, communication, and coordination between all members of the Induction System.

Please complete the following survey to assist us in determining program strengths and needs so that we may make the necessary adjustments to ensure delivery of high quality services to all participants.

* Required

1. **Email address** *

   _____

2. **Mentor status** *
   Mark only one oval.

   ◯ New (first year)

   ◯ Experienced (second year or greater)

3. **Number of candidates you are supporting.** *
   Mark only one oval.

   ◯ 1

   ◯ 2

   ◯ 3

4. **How consistently were you able to provided weekly support to your candidate(s)?** *
   Mark only one oval.

	1	2	3	4	5	
Extremely inconsistent	◯	◯	◯	◯	◯	Highly consistent

5. **My candidate(s) had the opportunity to complete the full range of program requirements.** *
   Mark only one oval.

	1	2	3	4	5	
No opportunity	◯	◯	◯	◯	◯	Every opportunity

6. **I consistently worked to establish a collaborative relationship with my candidate(s).** *
   Mark only one oval.

	1	2	3	4	5	
Extremely inconsistent	◯	◯	◯	◯	◯	Highly consistent

7. **The SBUSD Teacher Induction Program provided weekly opportunities for me to support my candidate.** *

Mark only one oval.

	1	2	3	4	5	
Never	◯	◯	◯	◯	◯	Always

8. **The SBUSD TIP provided opportunities for quarterly peer support.** *

Mark only one oval.

	1	2	3	4	5	
Never	◯	◯	◯	◯	◯	Always

9. **The SBUSD TIP provided opportunities for mentor professional learning.** *

Mark only one oval.

	1	2	3	4	5	
Rarely	◯	◯	◯	◯	◯	Frequently

10. **The SBUSD TIP provided ongoing training for mentors on the use of appropriate mentoring instruments.** *

Mark only one oval.

	1	2	3	4	5	
Never	◯	◯	◯	◯	◯	Always

11. **The SBUSD TIP provided clear coordination between candidates and mentors.** *

Mark only one oval.

	1	2	3	4	5	
Never	◯	◯	◯	◯	◯	Always

12. **The SBUSD TIP provided regular communication to mentors.** *

Mark only one oval.

	1	2	3	4	5	
Never	◯	◯	◯	◯	◯	Always

13. **My site leader met with me regularly in support of TIP work.** *

Mark only one oval.

	1	2	3	4	5	
Rarely	◯	◯	◯	◯	◯	Frequently

14. **The SBUSD TIP Coordinator responded promptly to inquiries from mentors. ***

Mark only one oval.

	1	2	3	4	5	
Never	◯	◯	◯	◯	◯	Always

15. **Is there anything you would like to add or share with us to help us improve the quality of the program?**

_____

_____

_____

_____

_____

A copy of your responses will be emailed to the address you provided

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SBUSD TIP Year-end Mentor Survey

The Teacher Induction Program must regularly asses the quality of services provided to candidates by mentors, as well as provide formative feedback to mentors on their work, and provide a coherent overall system of support through collaboration, communication, and coordination between all members of the Induction System.

Please complete the following survey to assist us in determining program strengths and needs so that we may make the necessary adjustments to ensure delivery of high quality services to all participants.

* Required

1. **Email address** *

_____

2. **Mentor status** *
   Mark only one oval.

   ( ) New (first year)

   ( ) Experienced (second year or greater)

3. **Number of candidates you are supporting.** *
   Mark only one oval.

   ( ) 1

   ( ) 2

   ( ) 3

4. **How consistently were you able to provided weekly support to your candidate(s)?** *
   Mark only one oval.

	1	2	3	4	5	
Extremely inconsistent	( )	( )	( )	( )	( )	Highly consistent

5. **My candidate(s) had the opportunity to complete the full range of program requirements.** *
   Mark only one oval.

	1	2	3	4	5	
No opportunity	( )	( )	( )	( )	( )	Every opportunity

6. **I consistently worked to establish a collaborative relationship with my candidate(s).** *
   Mark only one oval.

	1	2	3	4	5	
Extremely inconsistent	( )	( )	( )	( )	( )	Highly consistent

7. **The SBUSD Teacher Induction Program provided weekly opportunities for me to support my candidate.** *

Mark only one oval.

	1	2	3	4	5	
Never	◯	◯	◯	◯	◯	Always

8. **The SBUSD TIP provided opportunities for quarterly peer support.** *

Mark only one oval.

	1	2	3	4	5	
Never	◯	◯	◯	◯	◯	Always

9. **The SBUSD TIP provided opportunities for mentor professional learning.** *

Mark only one oval.

	1	2	3	4	5	
Rarely	◯	◯	◯	◯	◯	Frequently

10. **The SBUSD TIP provided ongoing training for mentors on the use of appropriate mentoring instruments.** *

Mark only one oval.

	1	2	3	4	5	
Never	◯	◯	◯	◯	◯	Always

11. **The SBUSD TIP provided clear coordination between candidates and mentors.** *

Mark only one oval.

	1	2	3	4	5	
Never	◯	◯	◯	◯	◯	Always

12. **The SBUSD TIP provided regular communication to mentors.** *

Mark only one oval.

	1	2	3	4	5	
Never	◯	◯	◯	◯	◯	Always

13. **My site leader met with me regularly in support of TIP work.** *

Mark only one oval.

	1	2	3	4	5	
Rarely	◯	◯	◯	◯	◯	Frequently

14. **The SBUSD TIP Coordinator responded promptly to inquiries from mentors.** *

Mark only one oval.

	1	2	3	4	5	
Never	◯	◯	◯	◯	◯	Always

15. **Is there anything you would like to add or share with us to help us improve the quality of the program?**

_____

_____

_____

_____

_____

A copy of your responses will be emailed to the address you provided

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TIP Email Templates

[TIP Principal Summer email re: Program Overview, Calendar, Account Code](#)
[TIP Principal (Fall) email re: Site Leader, Mentor, and Candidate Visits](#)
[TIP Principal (Fall)email re: Release Days and Account Code](#)
[TIP Principal (Spring) email re: TIP Mentors Needed and Candidate Calendar](#)
[TIP Principal Spring email re: TIP Planning for Master Schedule](#)

[Candidate Welcome email](#)
[Mentor Request email](#)
[Candidate/Mentor Pairing Confirmation email](#)

[Advisory Board Invitation email](#)
[Advisory Board Meeting Save the Date email](#)
[Advisory Board Meeting Notice email](#)
[Advisory Board Meeting Thanks email](#)

![Santa Barbara Unified logo - Every child, every chance, every day.](logo)

Teacher Induction Program

TIP Event Calendars

[TIP Candidate Calendar 2018 - 2019](#)

[TIP Mentor Calendar 2018 - 2019](#)

[TIP Site Visits Calendar 2018 - 2019](#)

[SBUSD Calendar 2018 - 2019](#)

Teacher Induction Program

Those who can, do. Those who can do more, teach.

Springtime is candidate / mentor pairing time!

Spring Sneak Peak

Springtime is Candidate/Mentor Pairing Time

With hiring well underway for 2018—2019, no time is better than the present to line up mentors for our new 1st and 2nd year teachers. When candidate / mentor pairings are known early on, our new teachers receive the message loud and clear that supporting their success is our highest priority, mentor teachers can finish out the school year with a clear idea of what the fall holds for them, and site leaders can build master schedules that support opportunities for weekly candidate / mentor interactions.

As HR onboards newly hired teachers, the TIP Coordinator will reach out to site leaders to identify mentors to support newly credentialed teachers assigned to your site. If you have any questions, please contact Roxanna Stern.

Winter Advisory Board Praises Program

At its inaugural meeting in early February, the Induction Program Advisory Board praised the proposed Teacher Induction Program for its detail and relevance to newly credentialed teachers. The advisory board is comprised of several constituencies, including SBUSD teachers who are TIP candidates and mentors being served by SBCEO's program, SBUSD site leaders representing Early Childhood, K-6, Junior High, and High School, representatives from SBUSD Educational Services and Special Education, and local IHE partners.

Input for the creation of the program was provided during the prior school year by candidates, mentors, site leaders, and IHE partners. CTC's 2016 Induction Program Standards govern the structure of the program and the research base includes best practice recommendations from The New Teacher Center, SRI International, Koppich & Associates, and Inverness Research.

Advisory Board Members: Please save the date for our Spring Board Meeting May 2, 2017 @ 3:30 pm. SMHS Room B-11

2018 — 2019 Program Highlights

- August: 2-day Candidate Kick-off and 1-day Introduction to Mentoring
- Candidate Individual Learning Plans
- Monthly Candidate Cohort meetings and Quarterly Mentor Cohort meetings.
- Quarterly TIP Coordinator Site Visits

90% of education is encouragement!

Questions or comments? Email us at induction@sbunified.org or call 805-967-4581 x5656

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Every child, every chance, every day.

TIP Advisory Board Meeting Winter 2018
Agenda
Thursday 15 February, 2018
Boardroom, SBUSD

1. Welcome & Introductions
Current TIP Participants, Elementary and Secondary Site Leaders, Educational Services, Special Education, Business Services, HR, IHE Partners (Westmont, Antioch, UCSB), *Community Partners (SBCEO and Feeder Districts)?*

2. Overview of TIP in SBUSD
How do our teachers currently access Induction?
Why is SBUSD creating its own Induction program?

3. CTC Accreditation Process Summary

4. SBUSD TIP Program Information
Program Snapshot
Calendar of Site Leader Visits, Candidate Observations, and Mentor Check-in Visits
Mentor Calendar
Candidate Calendar

5. Small Group Deep Dive
You will be grouped with role-alike colleagues or based on your background as an educator and asked to review the Program Information provided in Item 4 above.
Please consider how the proposed program affects you in your role.
You will share your observations and recommendations with the Board.

6. Share out and recommendations

7. Other items

8. Thank you

Next meeting: Thursday, 10 May 2018
3:30 - 5:00
SBUSD Boardroom