



INITIAL INSTITUTIONAL APPROVAL PROPOSAL

MULTIPLE SUBJECT, SINGLE SUBJECT AND EDUCATION SPECIALIST

Stage III- Program Standards

Atwater Elementary School District

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Program Standards		
Standard	Narrative Response	Documentation
<p>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 <i>California Standards for the Teaching Profession</i>.</p>	<p>The Atwater Elementary School District New Induction Program is a job-embedded professional learning experience that supports candidates who hold a preliminary single subject, multiple subject or education specialist credential. It is a two-year program of extended preparation and professional learning activities that builds upon the skills that candidates have developed in their preliminary preparation programs. The program’s goals are</p> <ol style="list-style-type: none"> 1. To increase student achievement in meeting California’s adopted state standards and frameworks by developing candidate competence in working effectively with the full range of California’s TK-12 students. 2. To support the retention of teachers who are well-qualified to meet the unique needs of students in the Atwater Elementary School District. <p>When teachers are hired by the district, they complete a credential verification form. This is the first step in providing robust support for teachers of all credential levels. AESD has a full- release model of mentoring support for its candidates. Mentors will meet with and/or observe teachers for an average of one hour per week. The first few weeks of mentoring will focus on “just in time” support for teachers. This may include providing resources, teaching model lessons, answering questions, providing a school site orientation, and other “hands-on” support. The mentor will also observe in the classroom to gather data that will later inform and support the creation of an Individualized Learning Plan. Following the initial period of adjustment and prior to 60 days of the candidate’s enrollment in the program, the mentor will guide the candidate in creating an ILP planning guide. This will involve gathering a variety of data in preparation for designing an ILP that will help the candidate grow to meet the CSTP. This guide will include preliminary preparation data, input from a site administrator, classroom observation data provided by the mentor, results of a self-assessment on the CSTP, and teacher interests.</p> <p>Within the first 60 days of the enrollment in the program, the candidate and the mentor will create an Individualized Learning Plan (ILP) which will focus on supporting the candidate’s development in the CSTP. Candidates will work with the mentor to create goals that are appropriate to their classroom context and</p>	<p>Credential verification form</p> <p>Sample ILP ILP Planning Guide</p>

	<p>their individual professional development to build upon the knowledge and skills they have gained in their preliminary preparation program.</p> <p>Teachers will conduct action investigations that will support them in meeting these goals. Mentors will guide teachers in finding the appropriate resources and experiences to help them meet their goals. This may include modeling lessons, observing veteran teachers, attending professional development, reading professional resources, and creating lesson plans among other activities. Where appropriate, mentors will use tools provided by the program to help teachers reach their goals. For example, when a teacher is focusing on supporting students with special needs in a general education classroom and wants to observe a colleague who uses effective strategies, a mentor may use the Focus Teacher Observation Tool to support that teacher in learning about her special needs students.</p> <p>Candidates and mentors will review the ILP at midyear to refine, modify or change ILP goals as appropriate.</p> <p>At the conclusion of the two year program, candidates will be asked to detail their growth in the CSTP in exit activities where they demonstrate how they have grown using classroom data. Each candidate is unique; therefore, each exit activity will also be unique. Candidates will share their growth experiences with a panel that will consist of the program coordinator and all of the district mentors. In addition, the program coordinator will evaluate ILP data throughout both years of the program to ensure that candidates are making appropriate growth in the California Standards for the Teaching Profession.</p>	<p>Sample Action Investigation</p> <p>Optional mentor tools</p> <p>Midyear review tool</p> <p>Exit activities/rubric</p> <p>California Standards for the Teaching Profession.</p>
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<p>Standard 2: Components of the Mentoring Design</p> <p>The Induction program’s mentoring design must be based on a sound rationale informed by theory and research, and must provide multiple opportunities for candidates to demonstrate growth in the California Standards for the Teaching Profession. 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. The ILP must address identified candidate competencies that support the recommendation for the credential. Mentoring support for candidates must include both “just in time” and longer term analysis of teaching practice to help candidates develop enduring professional skills. The program’s design features both individually and as a whole must serve to strengthen the candidate’s professional practice and contribute to the candidate’s future retention in the profession.</p>	<p>The program and structure of the AESD NTIP is based the upon the research and practices of the New Teacher Center, Linda Darling-Hammond and the Stanford Center for Opportunity in Education, Cognitive Coaching (Costa, and Garmston) and Wellman and Lipton (Mentoring Matters). These researchers provide the basis for both quality teaching and quality mentoring. Research indicates that teacher retention and teacher impact on student learning increases when teachers are supported by a quality induction program. In addition, teacher attrition is lower which benefits the district, not only financially, but in the creation of a cohesive district culture, in the capacity and effectiveness of professional development initiatives and in student achievement (Ronfeldt, Loeb, and Wyckoff). Central to the AESD New Teacher Induction Program is the Individualized Learning Plan which will be grounded in the State Standards for Educator Preparation and the California Standards or the Teaching Profession.</p> <p>The Individualized learning plan is developed by the candidate and the mentor. The ILP planning guide supports them in determining candidates’ needs, consulting with the site administrator and in building on the knowledge and skills gained in the preliminary preparation program. This planning guide also builds upon the Preliminary Transition Plan when candidates have them available. Mentors will review those plans with candidates as the first step of the ILP planning guide. In the event that the candidate does not have a Preliminary Transition Plan, mentors will use the questions on the guide to help candidates determine areas of strength and areas for growth based upon their preliminary preparation. Candidates and their mentors meet with the site administrator to solicit her/his input in each year of the program. This input is recorded on the ILP planning guide so that candidates can use this input to inform their ILPs. In this way, site administrators will have input at the beginning of both years of candidates’ induction programs. Although the mentor/candidate relationship will be confidential and not used for evaluative purposes, mentors will follow up with site administrators about candidates’ goals so that site administrators will be able to provide the candidate with additional support and feedback.</p> <p>Candidates develop competencies in a variety of individual ways. These are documented as action investigations where candidates will work toward their ILP goals. These investigations will help them develop the habits of mind that will be a part of their teaching practice both now and in the future.</p> <p>Since the Atwater Elementary School District New Teacher Induction Program is a full-release mentoring program, mentors are able to provide both “just in time” and longer term analysis of teaching practice in greater depth. Because mentors have increased access to candidates, they are able to observe instruction on a regular</p>	<p>New Teacher Center Linda Darling-Hammond and the Stanford Center for Opportunity in Education Cognitive Coaching Mentoring Matters</p> <p>Ronfeldt, Loeb, Wyckoff Individualized Learning Plan State Standards for Educator Preparation California Standards or the Teaching Profession</p> <p>ILP Planning Guide</p> <p>Action Investigation</p> <p>Sample Observation form</p> <p>Individualized Learning Plan</p>
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	<p>basis and provide feedback to candidates (sample). This not only increases the opportunity for “just in time” support such as providing resources or teaching model lessons, but it also allows the mentor to collect meaningful classroom data that will inform the development of enduring teaching skills. This both strengthens and accelerates candidate practice which will support the candidate’s professional practice and retention in the profession.</p> <p>Mentors will support their candidates for an average of one hour per week. Induction specific professional development is provided at various points throughout the school year, and its design is based on candidates’ identified goals and needs as indicated in the ILP. Candidates have many opportunities to demonstrate the competencies required of the credential, through multiple observations and subsequent reflections in weekly meetings with their mentors. At the conclusion of year 2, candidates will formally demonstrate their growth in the CSTP’s through exit activities conducted with their mentor and the program coordinator.</p>	<p>Exit Activities/Rubric</p>
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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 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 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 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, for example, 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. Within the ILP, professional learning and support opportunities must be identified for each candidate to practice and refine effective

AESD's New Teacher Induction program will design and implement individual learning plans as part of the mentoring system. Coupled with mentor guidance, the ILP which will be based upon the CSTP will provide the road map for each candidate's unique induction experience. The [Individualized learning plan](#) is developed by the candidate and the mentor within 60 days of the candidate's enrollment in the program. The [ILP planning guide](#) supports the candidate, the mentor and program staff in determining candidates' needs and interests, consulting with the site administrator to determine school site priorities and in building on the knowledge and skills gained in the preliminary preparation program. The program's design will include several opportunities during each of the two years for candidates to reflect on their professional practice and [identify their growth in the CSTP's](#). They will also set professional goals and conduct professional investigations as part of the [ILP](#) process. Candidates will reflect on their progress at [mid-year](#) and at the end of each year of the program. This will allow them to modify their ILPs as necessary. If a candidate's ILP goals include a need for outside professional development (e.g. advanced certifications), the program coordinator and mentor will facilitate the candidate's access to those resources. Professional learning and support opportunities are included as part of the [action investigation](#) process, which also includes cycles of inquiry.

The candidate's teaching assignment and specific credential (multiple subject, single subject, and/or educational specialist) will provide the primary context for the development of the ILP. Given that each candidate's growth needs are unique, the candidate and mentor may include goals based upon other professional interests or needs. For example, a multiple subject credential candidate may wish to delve deeper into one specific content area, such as literacy development. A single subject candidate may wish to acquire an advanced degree in her/his content area. Education specialists may wish to focus on the unique needs or particular students such as students with autism spectrum disorder.

Mentors are assigned to candidates based upon their preliminary credentials and areas of specialization. For example, if a candidate has a multiple subject credential, s/he is assigned a mentor who also holds that credential and has teaching experience at a similar grade level. Similarly, education specialists are paired with mentors who have the same areas of specialization and have experience with that specialization, e.g. mild/moderate. This allows the mentor to better understand and meet the needs of each candidate. In addition, The AESD New Teacher Induction Program provides each candidate with a full-release mentor. Therefore, candidates in AESD's New Teacher induction program will be observed weekly by their mentors and will have multiple opportunities to reflect on their instruction and its impact on students. These mentoring interactions will be documented in an [electronic log](#).

[Individualized learning plan](#)

[ILP planning guide](#)

[Midyear review](#)

[Action Investigation](#)

[Weekly mentor log](#)

<p>teaching practices for all students through focused cycles of inquiry.</p> <p>The program must assist the candidate and the mentor with assuring the availability of resources necessary to accomplish the ILP. 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. 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. 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.</p>	<p>which the Program Coordinator will monitor. Candidates and mentors may also use these logs as an archive and refer to them as they set and refine ILP goals. Candidates will be released from their classroom and provided with a substitute for a minimum of 3 school days to observe colleagues and peers or to work in other ways with the mentor outside of the classroom on activities contained in the ILP. More release time may be granted on a case-by-case basis as needed.</p> <p>Induction-specific professional development sessions will be developed based upon candidates’ ILP needs and will focus on modelling effective instructional practices and opportunities for candidates to collaborate with one another. The District also provides professional development for all teachers regarding district instructional initiatives. Site administrators will also provide site-specific new teacher support regularly throughout the school year. When candidates participate in either district or site-based professional development, they will reflect on what they have learned and discuss practical classroom applications of this learning with their mentor as part of their <u>weekly mentor meeting</u>. Mentors may also observe candidates applying what they have learned in their classroom instruction and provide them with feedback. Additionally, at midyear and at the end of the year, candidates will evaluate and revise their ILPs as needed. Mentors will help candidates revise their ILPs to include this additional professional development as needed.</p> <p>This interaction with both experienced and other new colleagues, site administrators, district leaders and the AESD New Teacher Induction Program mentors and leaders will provide multiple opportunities for candidates to connect with the school community. In addition, mentors and program staff will encourage and assist candidates in becoming part of the larger professional learning community of the teaching profession. This support may include advertising and assisting candidates in acquiring the means to attend conferences or other larger-scale learning opportunities as well as technology-based opportunities such as webinars and/or social media resources such as Twitter.</p>	<p>Weekly mentor log</p>
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<p>Standard 4: Qualifications, Selection and Training of Mentors</p> <p>The Induction program assigns qualified mentors and provides guidance and clear expectations for the mentoring experience based on the program’s design. Qualifications for mentors must include but are not limited to:</p> <ul style="list-style-type: none"> • Knowledge of the context and the content area of the candidate’s teaching assignment • Demonstrated commitment to professional learning and collaboration • Possession of a Clear Teaching Credential • Ability, willingness, and flexibility to meet candidate needs for support • Minimum of three years of effective teaching experience <p>Guidance and clear expectations for the mentoring experience provided by the program must include but are not limited to:</p> <ul style="list-style-type: none"> • Providing “just in time” support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills • Facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction • Connecting candidates with available resources to support their professional growth and accomplishment of the ILP 	<p>The AESD New Teacher Induction Program will assign qualified mentors and provide them with the guidance and training and support that they need to work effectively with candidates.</p> <p>Candidate support will be provided by full–release mentors who have undergone a rigorous selection and interview process. Mentors are teachers on special assignment who hold a Clear California Teaching Credential and have a minimum of five years of successful TK-8 teaching experience. At least one mentor will hold an education specialist credential and have provided at least two years of education specialist service. AESD’s New Teacher Induction Program mentors will have extensive classroom experience and grade level and content-area expertise and will demonstrate the ability, desire, and flexibility needed to support candidates.</p> <p>At least one mentor will have education specialist experience to provide specific mentoring for candidates (mild/moderate; moderate severe). This mentor will also work closely with the Special Education Coordinator and the Director of Special Programs to provide professional development experiences that support these specific candidates’ needs. For example, the Special Education Coordinator may provide training on writing IEP’s. The education specialist mentor would attend this training with candidates in order to help candidates develop this specific skill.</p> <p>Expectations and guidance for mentors are outlined in the AESD New Teacher Induction Program Handbook and also described on the website. The AESD New Teacher Induction Program will provide a full-release mentor to each candidate. This will allow greater opportunities for support which will include “just in time” support as documented on electronic conversation logs and longer-term guidance and goal-setting as documented by the ILP. Mentors will have numerous opportunities to model instruction, observe candidates and provide feedback and to guide candidates in reflecting upon classroom practice and feedback. This assistance will primarily come from direct weekly interaction with the mentor, but it may also involve mentor-facilitated support from other sources. For example, a mentor might arrange an opportunity for a candidate to meet with or observe a colleague who is experienced and able to demonstrate a strategy that meets one of the candidate’s ILP goals or a mentor may provide the candidate with information about a relevant professional learning opportunity outside of the district. Mentors also conduct a review of the ILP at least twice per year within each year of the program to help candidates make adjustments to their ILP goals and activities as indicated.</p> <p>Mentors are trained in conducting coaching conversations and providing other support for new teachers. This includes both just-in-time support and the development of long-term goals through the ILP process. Mentors will be trained to</p>	<p>Mentor resumes</p> <p>Job description</p> <p>Draft of handbook</p> <p>Weekly mentor log</p> <p>Individualized Learning Plan</p> <p>Midyear review</p> <p>Continuum of Teaching Practice</p> <p>Sample forum agenda</p>
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<ul style="list-style-type: none"> • Periodically reviewing the ILP with candidates and making adjustments as needed <p>The program must provide ongoing training and support for mentors that includes, but is not limited to:</p> <ul style="list-style-type: none"> • Coaching and mentoring • Goal setting • Use of appropriate mentoring instruments • Best practices in adult learning • Support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks • Program processes designed to support candidate growth and effectiveness 	<p>help teachers assess themselves on the Continuum of Teaching Practice and to set goals based upon this assessment. All mentors will meet at monthly forums where they will be taught and given the opportunity to practice coaching conversations, to conduct observations, to give actionable feedback, and to appropriately support adult learning. These forums also allow mentors to collaborate and problem-solve with one another and the program coordinator regarding mentoring challenges. They will also self-assess to reflect upon and set goals for their mentoring practice. These forums will guide mentors in creating a professional learning network for themselves and other site-based networks. They will also present program processes which will lead to candidate growth and effectiveness. In addition, mentors will participate in outside professional development opportunities on an annual basis as the need arises. These may include technology conferences, coaching conferences, and state-wide induction events.</p> <p>Mentors receive feedback and coaching to support their work with candidates in the following ways:</p> <ol style="list-style-type: none"> 1. At least twice per year, the program coordinator will “shadow” each mentor. This may involve observing teachers and comparing observation notes, modelling a conference with a teacher, answering questions about how to best to coach a teacher or provide feedback and addressing any other questions or concerns that mentors have regarding the candidates with which they are working. This will allow mentors to have one-on-one coaching time with the coordinator. Mentors may also request additional “shadowing” days as needed. 2. Midyear survey data from candidates and site administrators is shared anonymously with mentors at a mentor forum so that they can adjust their support as necessary. For example, if education specialist candidates were to report that they needed more support for writing IEP’s, this feedback would be provided to the mentor. 3. The program coordinator will conduct a review of ILPs and their supporting documents at midyear and about a month prior to the end of the school year. She will provide mentors with a “progress report” on each teacher so that mentors will be able to address any gaps in ILPs with candidates. 4. If through a review of candidates’ ILP and weekly logs the program coordinator finds that a mentor is in need of additional support, she will meet one-on-one with the mentor to provide additional coaching as needed. 	<p>Continuum of mentoring practice</p>
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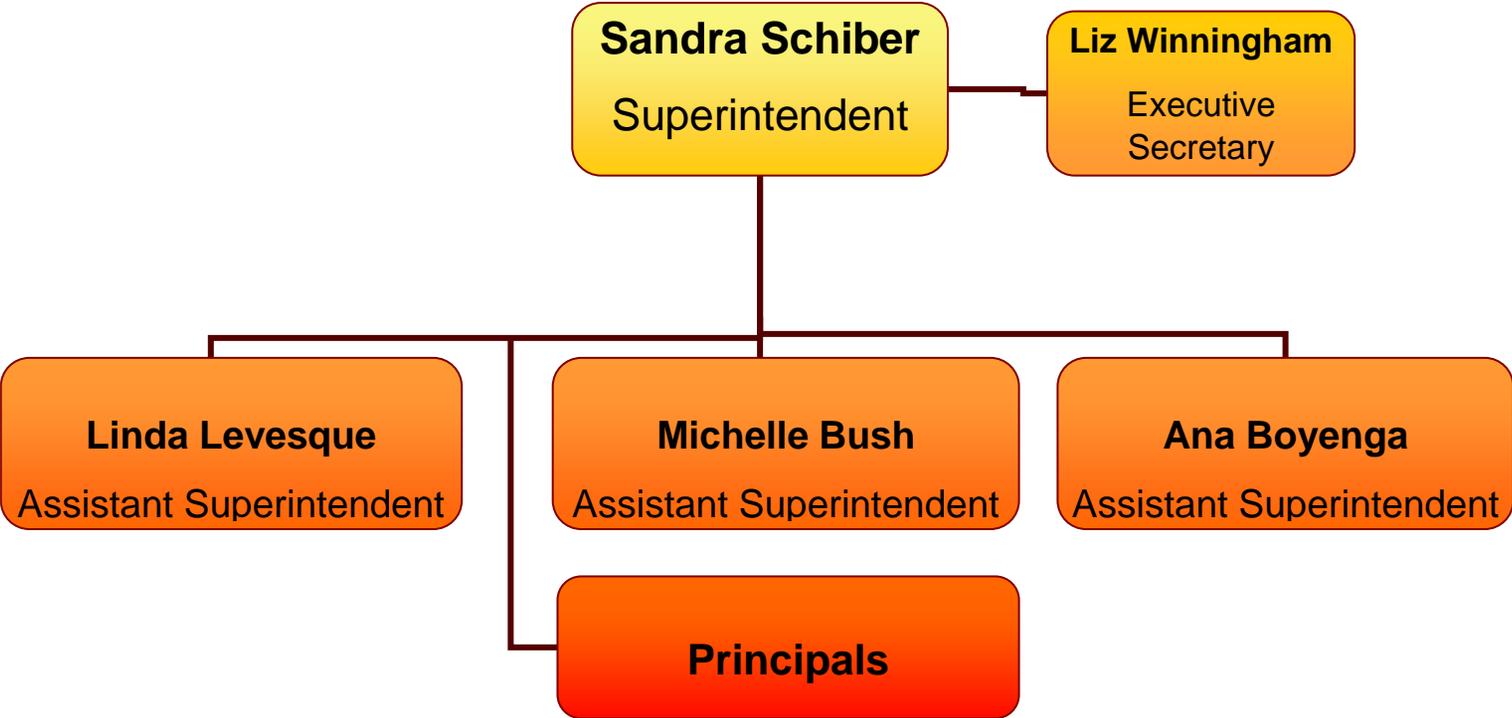
<p>Standard 5: Determining Candidate Competence for the Clear Credential Recommendation</p> <p>The Induction program must assess candidate progress towards mastery of the <i>California Standards for the Teaching Profession</i> to support the recommendation for the clear credential. The documentation 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.</p>	<p>The AESD New Teacher Induction Program will assess candidates’ progress towards mastery of the California Standards for the Teaching Profession in the following manner.</p> <ol style="list-style-type: none"> 1. Candidates will self-assess on the Continuum of Teaching Practice at the beginning of year 1 of the program, at the beginning of year 2 of the program, and at the end of year 2 of the program. This will allow the candidate to gauge her/his own growth and allow program staff to note where growth has occurred. 2. Each candidate will create an Individualized learning plan in collaboration with her/his mentor. This ILP will contain several professional growth goals. Candidates will also complete Action Investigations which are also outlined in the ILP. These activities are designed to show growth and improvement towards mastery of the CSTP. The mentor and program coordinator will collaboratively review the ILP at midyear and at the end of each year of the program to determine whether or not the candidate is making progress and to provide extra support to candidates who may need it. 3. At the end of year 2 of the program, the candidate will be asked to “defend” the ILP in front of a panel made up of the mentors and the program coordinator. Candidates will be asked to use classroom data to demonstrate their progress toward mastery of the CSTP. Since each teacher is unique, the products in this activity will be as well. Teachers may choose to use technology, videos, student work, photographs or any other method that will demonstrate their growth. They will also be asked to detail the professional development activities they have completed to show growth in CSTP 6. Exit Activities/Rubric 	<p>Continuum of Teaching Practice</p> <p>Individualized learning plan</p> <p>Action Investigation</p> <p>Exit Activities/Rubric</p>
<p>Prior to recommending a candidate for a Clear Credential, the Induction program sponsor must verify that the candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made. 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. The Induction program’s recommendation verification process</p>	<p>Prior to recommending candidates for clear credentials, the Program Coordinator and mentor will verify that the candidate has completed all program activities and requirements and that those activities have been accurately documented in the candidate’s Individualized learning plan.</p> <p>Evidence collected to document that candidates are making progress toward mastery of the California Standards for the Teaching Profession will consist of the following:</p> <ul style="list-style-type: none"> The candidate’s ILP which include professional development goals (including any revisions or updates made during the course of the program). Evidence of progress toward meeting ILP goals through action investigations as provided by either mentor or candidate. Evidence of participating in an average of one-hour per week of mentor support. Evidence that the candidate has exhibited growth in the CSTP throughout the program based on collaborative assessment by the candidate and mentor. 	<p>Individualized learning plan</p> <p>Exit Activities/Rubric</p>

<p>must include a defensible process of reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, as needed.</p>	<p>The exit activities at the end of year 2 (or year 1 for ECO candidates) allow the candidate to assemble documented evidence and present it to the mentors and program coordinator to be reviewed. The verification process will include a rubric for reviewing both the ILP and the exit activities. Exit Activities/Rubric</p> <p>Candidates who do not complete this process appropriately will be notified in writing by the program coordinator. They will be offered a step-by-step action plan that will allow them to repeat or extend portions of the program if necessary.</p> <p>If a candidate disagrees with the evaluation of the mentor and coordinator, s/he may write a written appeal to the program coordinator and the director. The program director will then review the documentation in collaboration with the mentor and coordinator in response to the candidate’s appeal. If the director feels that the candidate has completed all requirements, she may choose to recommend the candidate for a clear credential. If the director finds that the appropriate requirements have not been met, she will offer the candidate a way to repeat portions of the program. The program coordinator will then meet with the candidate and the mentor to develop a step-by-step action plan upon the successful completion of which the candidate will be recommended for the clear credential.</p>	<p>Progress action plan</p>
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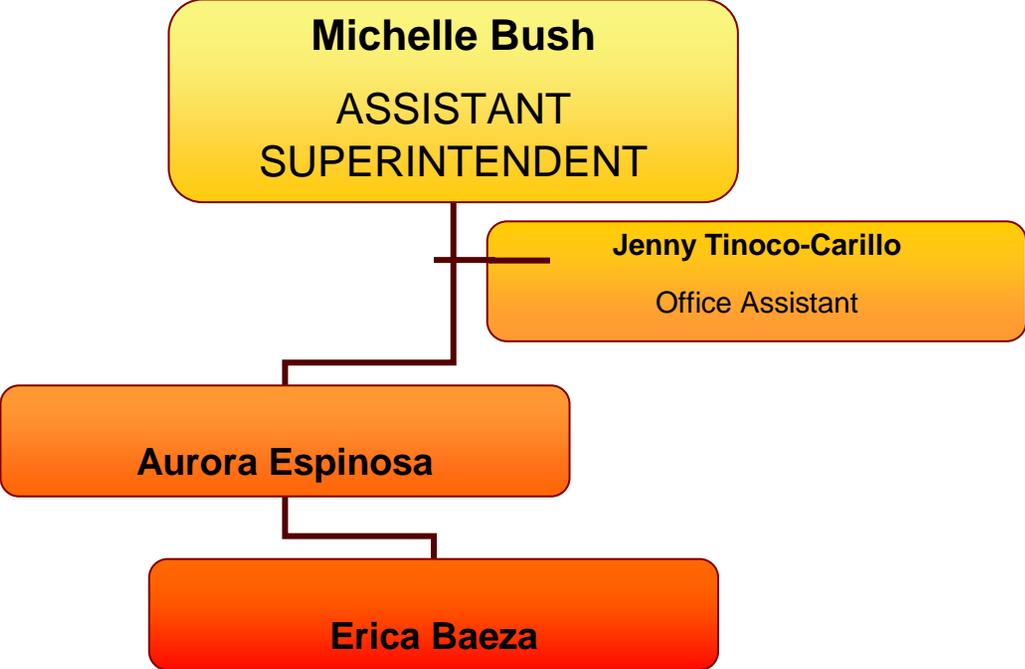
<p>Standard 6: Program Responsibilities for Assuring Quality of Program Services</p> <p>The program must regularly assess the quality of services provided by mentors to candidates, using criteria that include candidate feedback, the quality and perceived effectiveness of support provided to candidates in implementing their Individualized Learning Plan, and the opportunity to complete the full range of program requirements. 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.</p>	<p>The AESD New Teacher Induction program will regularly assess the quality of services offered through a variety of measures:</p> <ul style="list-style-type: none"> • Mentor/Candidate/Site Administrator Mid-year Survey • Mentor/Candidate/Site Administrator End-of-Year program Survey • Program completer survey (every other year after the first two years of the start of the program) • Professional development sessions feedback <p>Mentors will self-assess and set goals based upon the Continuum of mentoring practice, Mentors will meet both at midyear and at the end of the year with the program coordinator to reflect on their progress towards meeting these goals and to discuss the effectiveness of the support they are offering to each teacher. This will include reviewing each candidate’s ILP progress. In addition, the coordinator will “shadow” each mentor twice per year to calibrate observation and collaborative relationship skills and to provide formative feedback to the mentors.</p> <p>Candidate feedback (e.g. state and or local surveys) will inform the work of mentors and program leadership. Mentors will receive survey results anonymously. Each mentor will receive individualized survey data from the candidates that they support. This will allow them to adjust their support as indicated. Program leaders will use survey data to evaluate the effectiveness of mentors and program components and to provide formative feedback to mentors. For example, if a large number of candidates indicate on the survey that they had difficulty in understanding the exit process, program leaders and mentors would work together to make that process easier for candidates to understand. Surveys are conducted both at midyear to provide the opportunity for immediate feedback and improvement and at the end of the year for longer term planning. Induction specific professional development sessions are also evaluated by candidates after each session which give candidates the opportunity to provide feedback to program leaders and for leaders to adjust the topics and format of future sessions to better meet the needs of candidates and their ILP goals.</p> <p>Procedures will be in place for the reassignment of mentors if a candidate/mentor pairing is not effective. These procedures are presented at the year 1 orientation and are provided to candidates in the program handbook. If a candidate is not satisfied with her/his mentor pairing, s/he will contact the program coordinator. The coordinator will meet with the candidate and possibly the mentor as well to determine what can be done to improve the mentor/candidate relationship. If the</p>	<p>Mentor/Candidate/Site Administrator Mid-year Survey</p> <p>Sample Candidate end of year survey</p> <p>Sample PD session feedback</p> <p>Continuum of mentoring practice</p> <p>Program handbook</p>
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	<p>situation cannot be resolved to the satisfaction of the candidate, a new mentor will be assigned.</p>	
<p>The program must provide a coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system.</p>	<p>The AESD New Teacher induction program will provide a coherent overall system of support.</p> <p>The AESD New Teacher Induction program has a strong relationship with California State University, Stanislaus (CSUS). This Institution of Higher Education (IHE) has a member on the AESD Induction Advisory Council. Program leaders collaborate with IHE members during Advisory Council Meetings, and North Valley Collaborative meetings. The AESD New Teacher Induction Program will coordinate and build upon the work done by candidates in their preliminary preparation to increase candidates' pedagogical knowledge and skills.</p> <p>The AESD Induction Program Coordinator collaborates with members of surrounding induction programs through the North Valley Collaborative Meetings and with state colleagues at state-wide induction conferences. In the event that a candidate moves from the AESD New Teacher Induction Program to another program, the program will provide a portability document to the new induction program.</p> <p>Members of the Advisory Council who are mentors, former candidates, current candidates, site administrators, and the program director will meet quarterly to discuss program implementation and effectiveness.</p> <p>All district site leaders will attend an annual induction orientation where induction program leaders discuss induction participation and completion requirements. During this training, administrators will be given a list of ideas to use when supporting new teachers. Administrators will sign an agreement that details their responsibilities in supporting induction candidates.</p> <p>Site administrators meet with mentors and candidates to help them understand the instructional initiatives and priorities of their school site. Notes from this meeting will become part of the ILP planning guide which will assist candidates and mentors in creating effective ILPs.</p> <p>District administrators will also collaborate with the induction program. The Human Resources Department helps to identify qualified candidates and promotes the induction program at the point of hire. The Assistant Superintendent for Educational Services serves as the program director and she participates in both advisory council meetings and mentor forums. She and her staff make credential recommendations based upon input from the program coordinator. She is also directly responsible for district professional development. She will help to design induction specific</p>	<p>Advisory Agenda North Valley Collaborative Agenda</p> <p>State Induction Conference</p> <p>Administrators' orientation agenda Administrators' agreement</p> <p>District organizational chart</p> <p>ILP planning guide</p> <p>Induction brochure</p>

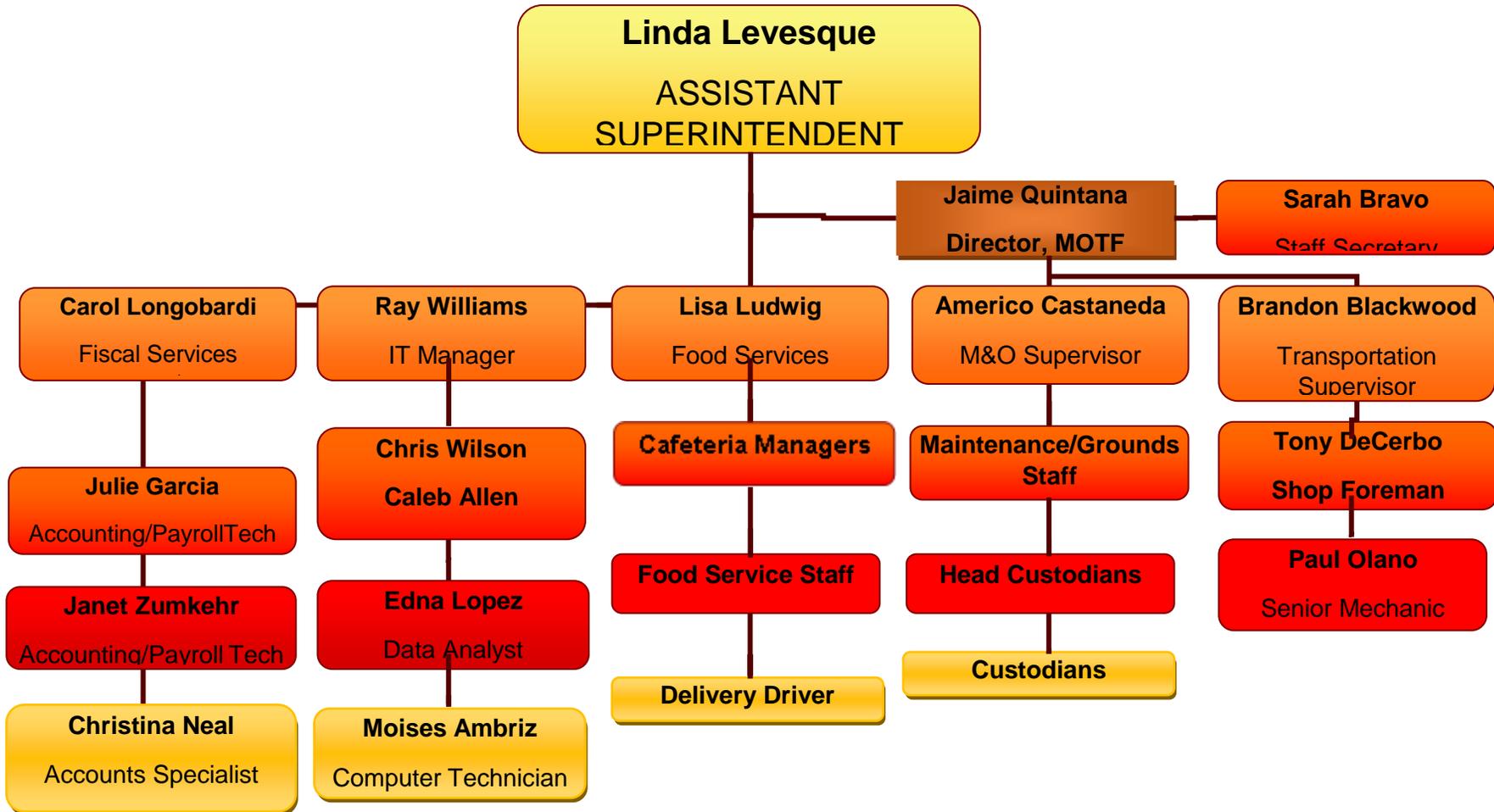
Atwater Elementary School District Organizational Chart



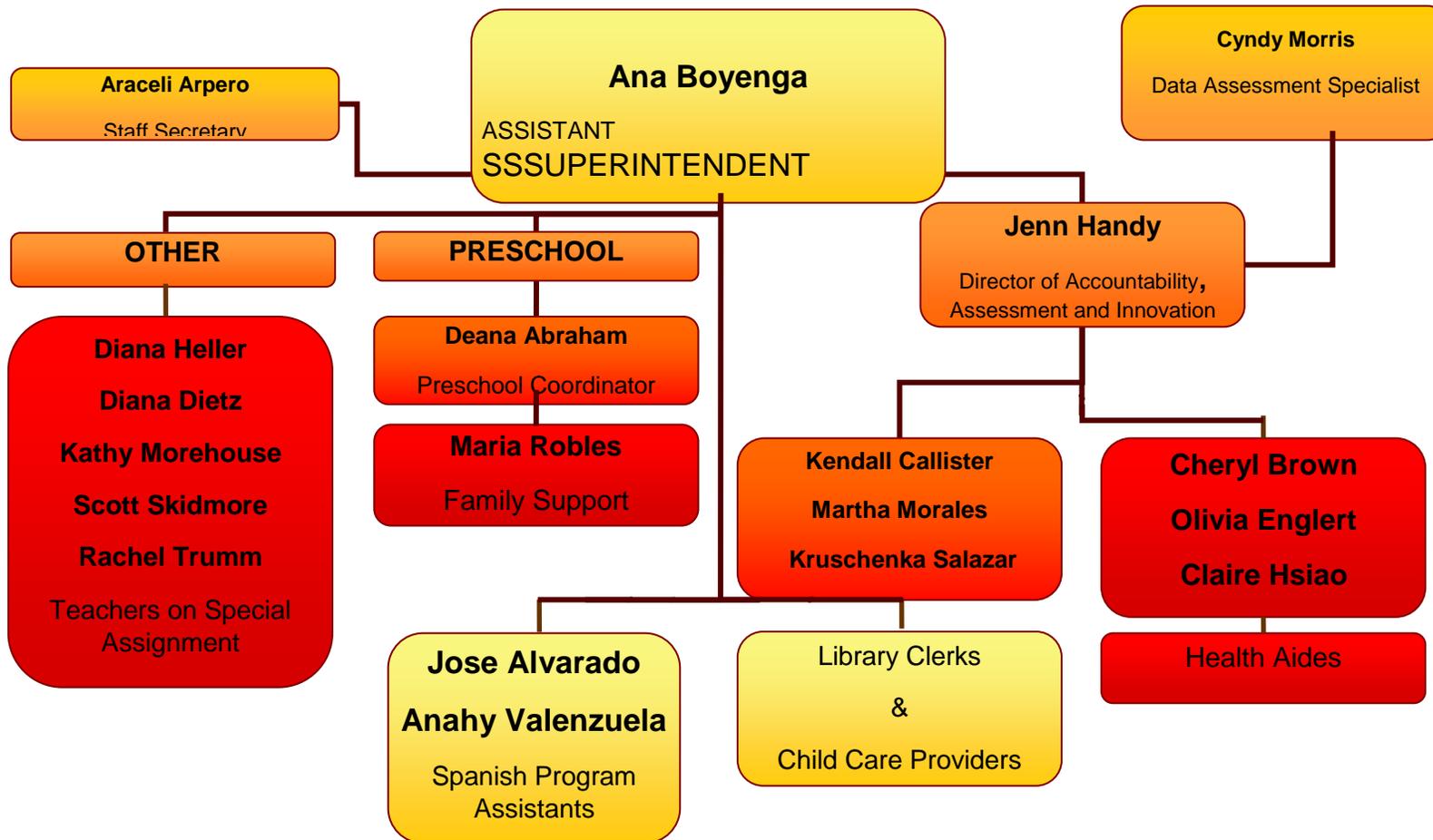
Human Resources



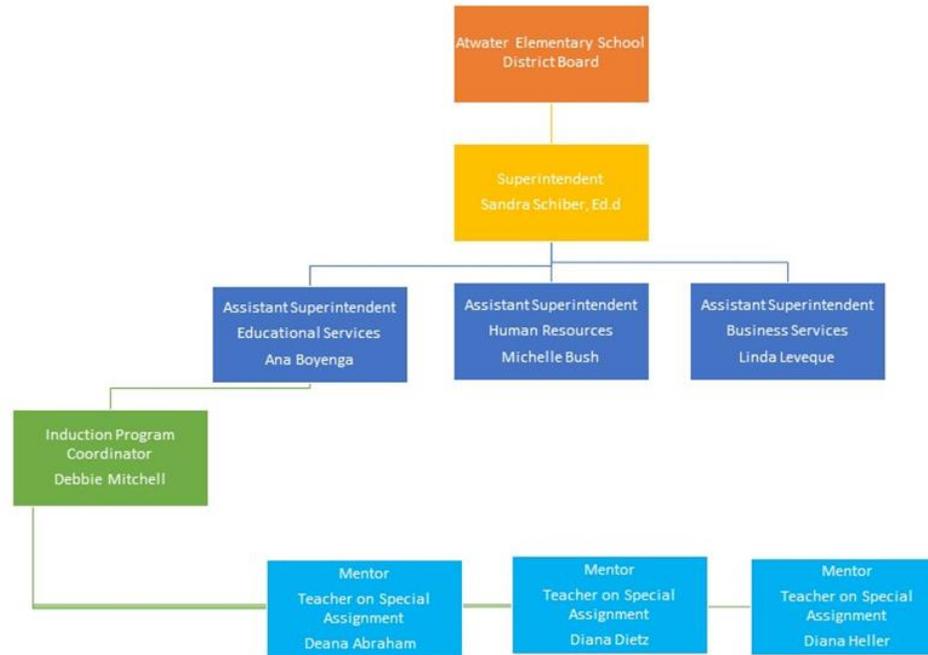
Business services



Educational Services



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



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

Agenda

Number of induction teachers and mentor support

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

ILP discussion

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

Attendees:

Ana Boyenga, Director, Assistant Supt. Ed. Services

Michelle Bush, Assistant Supt. Human Resources

Marcia Carrillo (MUHSD)

Debbie Mitchell, Coordinator

Diana Dietz, Mentor

Diana Heller, Mentor

AESD MENTOR FORUM #2:

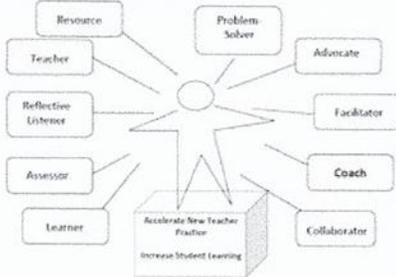
AUGUST 24, 2017

 **WELCOME BACK!**

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

Instructional Mentor Roles

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



GOALS FOR TODAY

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



COMPLETE THIS ACTIVITY TO DEVELOP A BETTER UNDERSTANDING OF THE CSTP

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

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

What is evidence?

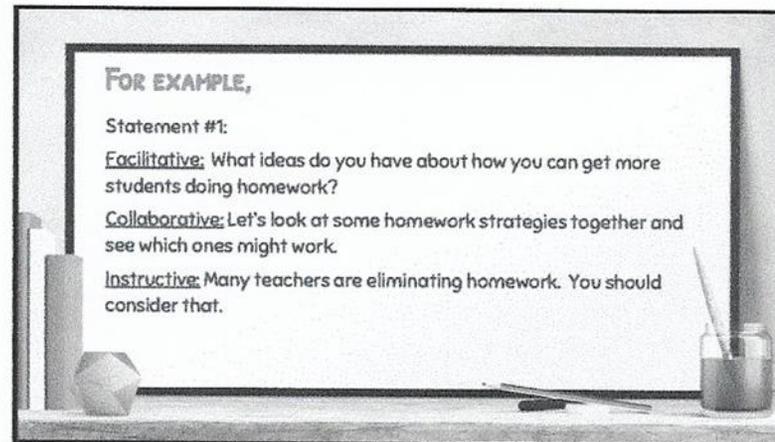
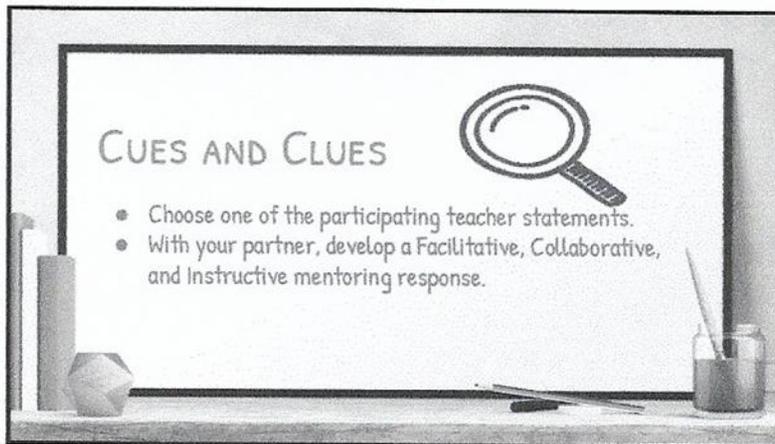
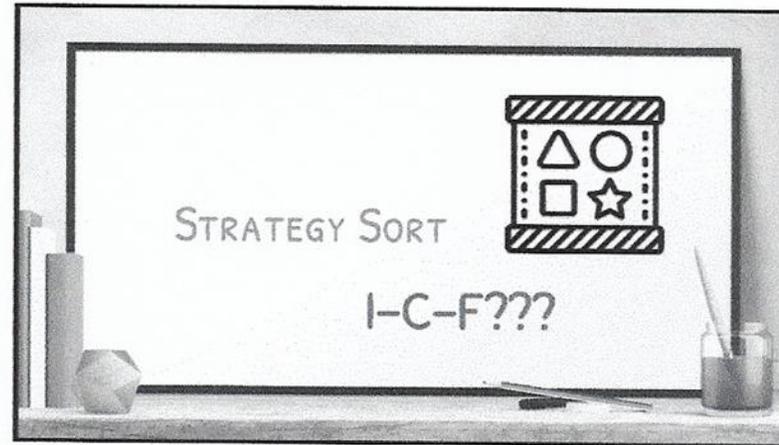
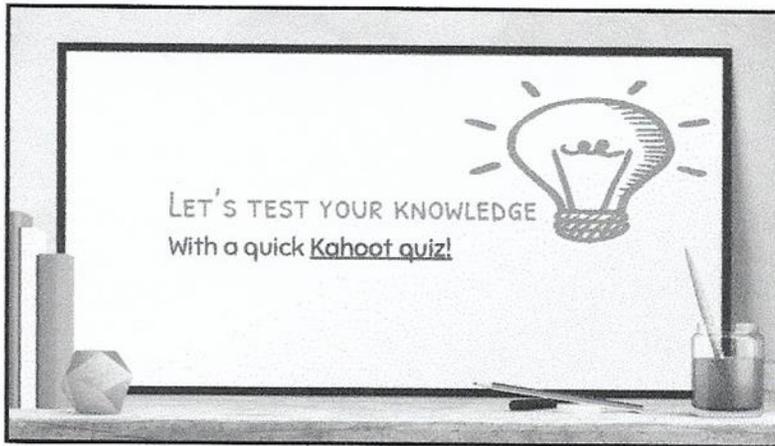


MENTORING CONVERSATIONS

California Standards for the Teaching Profession

OBSERVATION FOCUS

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

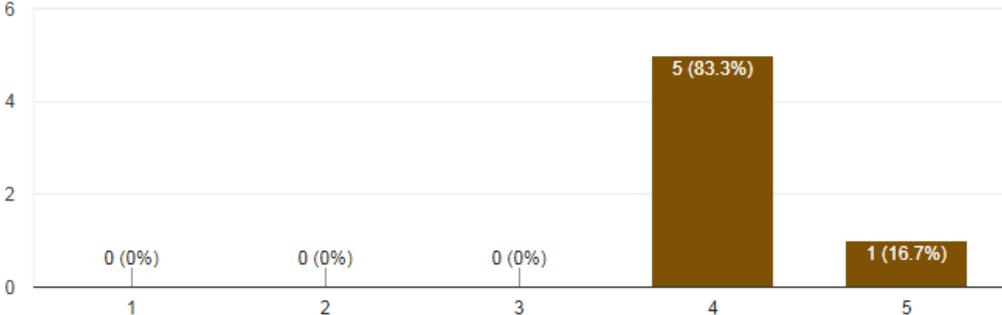


Site Administrators' Midyear Survey Responses

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



6 responses



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

6 responses

Days out of the classroom are difficult

no answer at this time

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

None

None. I like all of the components.

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

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

6 responses

I think demo lessons are important.

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

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

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

Visitations to other sites/districts

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

Midyear Survey

Candidate responses	
Q: What aspects of the current program, aside from mentoring which is a required component, would you like to see continue?	Q: What aspects of the current program, aside from mentoring which is a required component, would you like to see modified or discontinued?
<p>A: Sharing of resources Drop in days Class visits, able to observe a colleague none I would like to have been able to visit / observe a veteran teacher. I love how it focuses on our personal goals and growth. This really allows me to reflect on my teaching and work on how I can personally improve. Mentoring, but that's mandatory. Classroom observations of other teachers within the district Grouped up by grade level or Dept. The opportunity to observe veteran teachers, and pick their brain for ideas. Time of collaboration with others. Optional Drop-In Days</p>	<p>A: Full day trainings - time out of the classroom is stressful. Everything is great Introducing strategies is okay, but we just need to make sure that the time we are attending professional development outweighs our need to be in the classroom. Usually after lunch, the need to be in the classroom becomes higher in relation to what we are going over. Everything so far has been useful. A detailed example of how to complete the exit presentation. There is nothing at this time that I think needs modification. I think you've made a lot of great improvements. Development days and other training more tailored for primary teachers. I felt each component was valuable. I really like the induction meetings but I would like them to be a little more active. the first year tour of every campus</p>
Mentor responses	
Q: AESD is in the process of applying for its own induction program. What is one aspect of the current program you believe should be continued in the new program? Mentoring will be included	Q: AESD is in the process of applying for its own induction program. What is one aspect of the current program you believe should not be continued in the new program? Mentoring will be included. Or what suggestions do you have?
<p>A: Appreciate the collaboration we have monthly as "mentors" to share and discuss. ILPs meeting individual needs More mentoring debriefing and more observations of other classrooms. More group meetings of the inductees to get suggestions from each other. Mentoring forums and trainings</p>	<p>A: Offering drop in sessions for varied support. I think there should be a few more required checks for understanding along the way Continued collaboration with mentors and opportunities for the teachers to observe other teachers. I just think that allowing the inductees to observe other teachers is very helpful and worthwhile.</p>

Using a standard of templates for inductees to use	<p>Be open and flexible. Keep individual teacher needs a priority.</p> <p>Have a skeleton yearly calendar with suggestions of some things you could discuss with your teachers.</p> <p>Continue to reflect and grow as needed.</p> <p>Have a transparent ladder of expectations along with a pacing guide to help people measure their progress, success and achievement.</p>
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North Valley Collaborative

Agenda & Notes

January 22, 2018

IHEs & Induction

Network: scoeguestwifi

Username: JanNVC@stancoe.org

Password: f!r9ri

Welcome and Introductions

17-18 Topics & Facilitators (lead: _____)

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

General Business

- **PSD News topics**
 - **SEL & Culturally Responsive Teaching**
 - **SCOE coordinators attended webinar, possible resource: Center for Reaching and Teaching the Whole Child**
 - <https://register.gotowebinar.com/recording/viewRecording/1940525160840212227/6869709456120329217/gsmith@stancoe.org?registrantKey=3411136257261007627&type=ATTENDEEEMAILRECORDINGLINK>
 - **ADS: how's it working for you?**
 - **Most are able to log in**
 - **Newest PSD has information regarding "due dates," also lists office hours from Feb. 6-13, and Zoom meeting links**
 - [Evidence Guidance for General Preconditions](#)
 - **Yellow Cohort: Common Standards due 2/28/18**
 - **CalTPA Updates**
 - **Anybody entering in Fall of 2018 will be using the new version, those already enrolled can continue with old version**
 - **Readers needed!**
 - **Video demonstrations will carry more weight**
 - **SEL will be more important for IHEs to stress (possible NVC topic?)**
- **CTC Updates**
 - **Education Specialist Updates**
 - **Back on Feb. agenda**

- Instead of 7 special education areas (M/M, M/S, EC, DHH, VI, etc.), there will be 5--m/m, early childhood, VI, DHH, significant support needs (formerly known as M/S); all will have a common base of classes together, and then branch off individually
- Big questions: How long will getting a credential take in this time of teacher shortage? Work load?
- TPA for SpEd? Nothing specifically stated currently, however the process may be moving in that direction
- Mentoring Matters: (Stacy/Alison) <http://www.miravia.com/seminars/2018-summer-institute-for-leaders-and-learners/>
 - Form an NVC team to receive \$50 discount
 - By next meeting, determine if you will attend to be registered as part of this team
- Micro “credentials”/professional development; currently the certificates are free
 - This could couple with the content of induction ILPs
 - IRIS center is also doing this (<https://iris.peabody.vanderbilt.edu/pd-hours/micro-credentials/>)
- RICA--will most likely remain, but will be updated through a long process

Break--return at 10:15

Induction

- How to handle non compliance of pre-conditions by candidates and districts (Kathy)
 - What to do when districts won't sign MOUs or require their teachers to participate in induction their first year?
 - Citing CTC language
 - Waiver
- Units?
 - Anywhere from 2-6 units
 - Some districts won't accept the units due to paying for induction
- What do programs do when completers don't follow through with CTC and they need to be recommended?
 - Charge a fee
 - Remind candidates that they may have to complete other requirements if standards change before payment
 - Credential review with candidates
- ECO requirements
- Rubrics vs. pass

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



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

Program Information

Mission and Vision

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

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

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

Program Description

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

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

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

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

Program Design

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

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

Admission and Eligibility

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

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

Non-discrimination policies

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

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

Early Completion Option

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

Eligible candidate must

1. Hold a preliminary multiple subject, single subject, or education specialist credential.
2. Meet one of these criteria:
 - a. Private school or out of state or country teacher with two or more years of experience documented with at least two positive evaluations from a directly supervising administrator.
 - b. Graduate of an intern program with two years of participation in the program. Evidence of successful intern experience must include at least two rigorous, positive evaluations from the University Supervisor, Site Administrator, and/or Supervising Teacher.
3. Candidates who feel they meet the above criteria must apply by submitting the following within 60 days of their enrollment in the program.
 - a. A written rationale explaining how they meet the criteria for Early Completion. The letter should outline both prior experience and exemplary practice related to the California Standards for the Teaching Profession, professionalism, and commitment to the teaching profession.
 - b. Documentation of a minimum of two (2) years prior teaching experience as the teacher of record in a K-12 teaching assignment.
 - c. Evidence of exceptional teaching practice during prior professional experience with a minimum of three (3) teacher performance evaluations completed in the prior 18 months including one by the most recent evaluator.
 - d. A letter of recommendation from the current Atwater Elementary School District site administrator referencing exemplary practice based upon the California Standards for the Teaching Profession and a statement that the ECO program will be appropriate for the candidate.

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

Contact Information

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

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

Grievance Process

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

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

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

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

AESD New Teacher Induction Program
Candidate Acknowledgements

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

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

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

No fees are charged to participate in this program.

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

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

An early completion option is available to qualified candidates.

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

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

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

Candidate's Signature: _____ School Site: _____

Date: _____

WE OFFER

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

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

Contact Us

Atwater Elementary School District

Ana Boyenga, Director

1401 Broadway Ave.
Atwater, CA 95301

Phone: 209-357-6100

aboyenga@aesd.edu

Debbie Mitchell, Program Coordinator

dmitchell@aesd.edu

[AESD Educational Services website](#)

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

Atwater Elementary School District

*Teacher
Induction
Program*



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



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

Highlights

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

Program Details

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

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

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

Mission & Vision

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

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

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

DIANA M. DIETZ

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

Professional Summary

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

Education

Master of Arts: Education, Curriculum and Instruction, 1991

Chapman University - Orange, CA

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

California State University, Stanislaus - Turlock, CA

Credentials

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

Experience

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

Atwater Elementary School District – Atwater, CA

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

Teacher, 08/1992 to 06/2016

Atwater Elementary School District – Atwater, CA

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

Teacher, 08/1991 to 06/1992

Our Lady of Mercy School – Merced, CA

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

Recent Highlights

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

DIANA HELLER

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

Professional Summary

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

Education

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

Credentials

California State University Stanislaus
Turlock, CA

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

Professional Highlights

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

Experience

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

Atwater Elementary School District –Atwater, CA

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

Teacher, 08/2003 to 01/2016

Atwater Elementary School District –Atwater, CA

Peggy Heller Elementary School

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

Thomas Olseth Elementary School

- Intern Credentialed 5th grade teacher

ATWATER ELEMENTARY SCHOOL DISTRICT

Certificated Job Description

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

SUMMARY OF RESPONSIBILITIES:

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

SUPERVISION RECEIVED:

Reports to the Assistant Superintendent of Educational Services

EXAMPLES OF DUTIES:

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

WORK YEAR:

Equal to work year of certificated teacher

SALARY:

42 AESD Program Standards

QUALIFICATIONS:

Minimum Requirements

Knowledge of:

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

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

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

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

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

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

Ability to:

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

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

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

Provide an attractive, inviting and stimulating learning environment.

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

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

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



Credential Evaluation Referral Form

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

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

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

<u>DESCRIPTION</u>	<u>REQUIREMENTS</u>	<u>FEE</u>
_____ TPSL Temporary Permit for Statutory Leave Form: CL-903	_____ Bachelor's Degree _____ OFFICIAL Transcripts to MCOE _____ CBEST Passing Score to MCOE _____ 45 Hour of Subsequent Prep (On-Line Course RCOE) _____ CSET – Passing Score Preferred OR Course Evaluation - MCOE	\$100. Money Order Payable to CCTC
_____ VTW Variable Term Waiver Form: WV1	_____ Bachelor's Degree _____ OFFICIAL Transcripts to MCOE _____ Must complete necessary req. to reach credential goal	<i>Complicated Answer Contact MCOE</i>
_____ PIP Provisional Internship Permit Form: CL-857	_____ Bachelor's Degree _____ OFFICIAL Transcripts to MCOE _____ CBEST – Passing Score to MCOE _____ Board Approval (Need Minutes) _____ Supporting Recruitment Documents Note: After PIP, can be moved to STSP	\$100. Money Order Payable to CCTC
_____ STSP Short Term Staff Permit	_____ Bachelor's Degree _____ OFFICIAL Transcripts to MCOE	\$100. Money Order

Form: CL-859

_____ CBEST – Passing Score to MCOE

_____ CSETS – Passing Score

CSETS are Desirable NOT Mandatory

Note: After STSP, there is no recourse unless
CSET's are passed and are
internship eligible OR received Preliminary
Credential

**Payable to
CCTC**

_____ **Internship**

_____ Enrolled in an Internship Program with an
Accredited University – MOU

_____ OFFICIAL Transcripts to MCOE

\$102.50
Money Order

**Payable to
CCTC**

4. Tools for Action Investigations:

Link completed applicable documents/evidence below:

School and Community	Analysis of Student Assessment
New Teacher Interview	Assessments
Class Profile	Special Populations
Family Communication	Grade Reflection
Focus Teacher Observation	Focus Students
Student work samples	Lesson plans
Technology tools (Hyperdoc, Kahoot, Class website, Peardeck, etc)	Other (name)
Classroom environment photos	Other (name)

Teacher:	Mentor:
School Site:	Assignment

Individualized Learning Plan Planning Guide:

Consider the following sources of information as you choose your professional goals.

1. If you have any documents from your preliminary credential program that indicate your progress in meeting the CSTP, please share these with your mentor.

Guiding Questions for mentors

What was your student teaching experience like?	In which CSTP were you strongest and most confident in your preliminary preparation?
Tell me about your experiences in meeting the TPA's.	In which CSTP did you feel you needed the most growth in your preliminary preparation?

2. Observation data provided by your mentor.

CSTP 1: Engaging and supporting all students in learning	CSTP 2: Creating and Maintaining Effective Environments for Student Learning
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CSTP 3: Understanding and Organizing Subject Matter for Student Learning	CSTP 4: Planning Instruction and Designing Learning Experiences for All Students
CSTP 5: Assessing Students for Learning	

3. Site Administrator Input:

Meet with your mentor and you site administrator (this may be all of the Induction teacher candidates on your site)

Your Site administrator will review the school's goal(s) and initiative(s) and clarify any questions the teacher candidate(s) or mentor(s) may have.

Site initiative(s):	How can you fulfill these goals and initiatives in your classroom (discuss with your mentor)?
Date of Meeting:	Site Administrator:

4. Your thoughts and interests

What would you like to be able to do well in your classroom?	What would you like to learn more about?
What is challenging to you about your teaching practice?	What are you passionate about in terms of teaching?

5. Results of your CTP self-assessment;

Strengths	Areas for growth

Ideas for Goals (drafts):

Examples: I would like to develop my ability to plan a unit of instruction.

I want to do a better job of supporting my English learners.

I need to learn more about the autistic students in my class and what I can do to help them learn.

1.
2.
3.

Discuss these with your mentor.

Site Administrator's Induction Orientation

Proposed Agenda

1. Welcome and introductions

2. What is induction and who is eligible?

Induction is a two-year job embedded system of support for newly credentialed teachers. In AESD induction teachers are supported by a full-release mentor. Teachers who hold a preliminary multiple subject, single subject, or education specialist credential are eligible for induction.

3. What about Interns and pre-interns?

These teachers can receive informal support from induction mentors or at the site through Learning Directors.

4. Confidentiality

The mentor/candidate relationship is confidential. However, the input of the site principal is very important.

5. Site administrator meeting/ Individualized Learning Plan Planning Guide

Mentor, candidate and principal will meet to discuss site priorities, key focus of the evaluation process, and other concerns. This meeting may be held with all induction teachers at the same time.

6. Site administrator suggested support for candidates

- Conduct orientation
- Introduce teachers to staff
- Provide health and safety information
- Encourage a community of learning
- Clearly articulate expectations for teachers; observe frequently and provide feedback
- Schedule observations and abide by that schedule.
- Facilitate participation in induction and other professional growth activities (3 sub days)
- Regularly communicate with candidates and their mentors
- Limit extra assignments and duties
- Assign new teachers to subjects or grades that they are qualified to teach
- Secure classroom placements that optimize the candidates' chance for success
- Distribute challenging students among classrooms.
- Consider the strength of the candidate's grade level collaboration group
- Communicate with the program staff
- Participate in the program evaluation process
- Model collaboration and sound instructional practices.

7. Please sign the site administrator agreement.

AESD New Teacher Induction Program Site Administrator's Agreement

Principal's Name _____

School Site _____

As a school principal, I recognize that my role in the support of induction teachers is very important. I agree to support the induction teachers at my site in the following ways:

- Conduct a site orientation during which I introduce induction teachers to my staff and provide health and safety information.
- Promote a community of learning by modelling collaboration and sound instructional practices.
- Clearly articulate expectations for teachers and regularly communicate with my induction teachers, their mentors, and the induction staff.
- Observe and provide feedback both formally and informally.
- Facilitate participation in induction and other professional growth activities (3 sub days)
- Limit extra assignments and duties.
- Whenever possible, assign new teachers to subjects or grades that they are qualified to teach.
- Secure classroom placements that optimize the candidates' chance for success.
- Distribute challenging students among classrooms.
- Participate in the induction program evaluation process twice each year.

Principal's Signature _____ Date: _____

Exit rubric: Using your ILP and other documents and forms of evidence you have accumulated through your induction experience, select two CSTP's in which you feel you have grown the most. Demonstrate your growth in these two standards.

Standards selected	Level 3	Level 2	Level 1
	The evidence the teacher provides clearly and specifically demonstrates growth in this CSTP.	The evidence the teacher provides adequately demonstrates growth in this CSTP.	The evidence the teacher provides partially demonstrates growth in this CSTP.
	The evidence the teacher provides clearly and specifically demonstrates growth in this CSTP.	The evidence the teacher provides adequately demonstrates growth in this CSTP.	The evidence the teacher provides partially demonstrates growth in this CSTP.
Standard 6	The evidence the teacher provides clearly and specifically demonstrates growth in this CSTP.	The evidence the teacher provides adequately demonstrates growth in this CSTP.	The evidence the teacher provides partially demonstrates growth in this CSTP.

Program's Action Plan for Candidate Progress

Evidence collected to document that candidates are making progress toward mastery of the California Standards for the Teaching Profession will consist of the following:

The candidate's ILP which include professional development goals (including any revisions or updates made during the course of the program).

Evidence of progress toward meeting ILP goals through action investigations as provided by either mentor or candidate.

Evidence of participating in an average of one-hour per week of mentor support.

Evidence that the candidate has exhibited growth in the CSTP throughout the program based on collaborative assessment by the candidate and mentor.

Candidate and mentors will be advised of program activities and be provided with suggested due dates.

Documentation will be reviewed a minimum of twice per year in each year of the program by the candidate, the mentor, and the Program Coordinator. This will include weekly mentor logs, professional learning as outlined in the ILP, growth in the CSTP as evidenced by self-reflection and mentor input, and evidence collected in conducting action observations.

Candidates will be notified promptly in writing if any program elements need revision or if additional evidence needs to be added to show candidate growth.

The program will follow this step by step process to address candidates who may need additional assistance to ensure their progression towards mastery of the CSTP.

Step 1: After the candidate and mentor have been notified that revision is needed, the mentor and program coordinator will meet to design an action plan for the candidate that includes specific examples and timelines. These will vary based upon candidate needs but may include documentation of additional meetings with the mentor, completion of additional professional development activities, documentation of additional observations by the mentor, completion of self-reflection activities, and the collection of additional evidence to document ILP goals (e.g. lesson plans, student work, or assessment data).

Step 2: At the conclusion of 30 days, the program coordinator will review the candidate's evidence again to see whether or not progress has been made.

If progress has been made, the candidate will proceed in the program as scheduled.

If progress has not been made, the program coordinator will meet with the candidate to discuss additional program alternatives. This may include a detailed action plan which the program coordinator will verify in collaboration with the mentor on a weekly basis or the recommendation that the candidate take additional time to complete the program.

Step 3: If after the previous steps, the candidate does not progress, s/he will meet with the Program Director to determine an appropriate course of action. This may include extending the program or having the program coordinator serve as mentor.