Initial Program Approval for New Program Sponsors
November 2018

Overview

This report consists of a recommendation made for the initial approval of a professional preparation program for an institution that has recently received approval as a new program sponsor. Burton School District (BSD) has received provisional approval by the Commission as a new program sponsor in California. (see Item 2B August 2018 Commission meeting and now seeks approval from the Committee on Accreditation to offer a Teacher Induction credential program.

Staff Recommendation

Staff recommends that the Committee on Accreditation grant initial accreditation for Burton School District's Teacher Induction Credential program.

Background

The Commission requires that an institution seeking to offer new educator preparation program(s) must first be approved for initial accreditation as a new program sponsor and must do so by completing the Commission's Initial Institution Approval (IIA) process. At the December 2015 Commission meeting, the Commission approved a new IIA process requiring the satisfactory completion of five approval stages as part of the Strengthening and Streamlining Accreditation project – updates to the IIA process were subsequently approved during the February 2016 meeting. A graphic detailing the five stages of the IIA process is provided on the following page.

I	II	III	IV	V
Prerequisites	**Eligibility Criteria**	**Address Standards & Preconditions** a) Common b) Program	**Provisional Approval**	**Full Approval**
To ensure that the prospective sponsor is legally eligible to offer educator preparation programs in California. To ensure that the prospective sponsor understands the requirements of the Commission's accreditation system. **Staff Determination** If the institution is a legal entity and the team attends Accreditation 101, the institution may move to Stage II	To provide initial information to the Commission about the entity so that the Commission can make a decision if the prospective sponsor is one that has the potential to sponsor effective educator preparation programs. **Commission Decision** 1) Grant Eligibility 2) Grant Eligibility with specific topics to be addressed in Stage III 3) Require resubmission with additional information 4) Deny Eligibility	a) To ensure that the institution meets all of the Commission's Common Standards (e.g., infrastructure, resources, faculty, recruitment and support, continuous improvement, and program impact). Standards are reviewed by the BIR prior to going to Commission. b) To ensure that the proposed program meets all of the Commission's adopted program standards. Standards are reviewed by the BIR prior to going to the Commission. **a) Commission Decision** 1) Grant Provisional Approval 2) Deny Provisional Approval **b) Committee on Accreditation Decision** 1) Approve Program(s) 2) Deny Approval	After the program operates for 2-3 years, sufficient time so that a minimum of one cohort has completed the program and the institution has had ample time to collect data on candidate outcomes and program effectiveness, the institution will host an accreditation site visit. The report from this site visit, including related data, will be presented to the Commission. **Commission Decision** 1) Grant Full Approval 2) Retain Provisional Approval with additional requirements 3) Deny Approval	Once an entity has earned Full Approval from the Commission, the institution will be placed in one of the accreditation cohorts and will participate in the Commission's regularly scheduled accreditation activities. **Committee on Accreditation Decision** Monitors through the accreditation system

Burton School District

Burton School District (BSD) completed the first three stages of the Initial Institutional Approval process as follows:

Stage I: Prerequisites 1 and 2	December 2016 - Attended Accreditation 101
Stage II: Eligibility Requirements	April 2017 - Approved by the Commission
Stage III: Preconditions and Common Standards	August 2018 - Received Provisional Approval by the Commission, eligible to offer educator preparation for a three year period

BSD's responses to the Teacher Induction credential program standards were reviewed by a team of two Board of Institutional Reviewers. Reviewers collaborated on the feedback and provided BSD with a Report of Findings and BSD revised and resubmitted the responses. This process continued until the reviewers determined BSD's responses to be in alignment with the requirements of the Teacher Induction standards. Below is a summary of BSD's proposed Teacher Induction program. The reviewers Report of Findings is provided in Appendix A and the complete submission of responses is included in Appendix B of this item.

Burton School District Induction Program Design

The Burton School District Induction Program will be offered to candidates who hold a preliminary single subject or multiple subject credential. BSD's job-embedded teacher induction program will be based on the California Standards for the Teaching Profession. Support Providers (mentors) will work with candidates to identify their current stage of development in relation to mastery of the CSTPs and will collaborate with the candidates on their growth goals and Individualized Learning Plans (ILPs). Progress towards mastery will be determined through reflections, documentation in observation logs and discussions with the support providers. The New Teacher Support and Development (NTSD) Coordinator will monitor the progress of both candidates and support providers using feedback gathered from feedback forms, logs and from feedback provided during meetings and trainings.

In addition to support providers, every school site will be have a designated site mentor teacher who is classified as a Teacher on Special Assignment (TOSA). BSD also offers candidates the opportunity to work weekly with Achievement Teams with whom candidates may collaborate on content, lesson plans and teaching strategies.

Individual Learning Plan (ILP)

Candidate ILPs will be developed within the first 45 days of enrollment in the induction program. The ILPs will be based on the CSTPs and will be individualized according the candidate needs. Candidates will collaborate with their site administrator and support provider to select the CSTP that they want to focus on and will collaborate in the development of their goals. Four ILP cycles will be completed each year allowing candidates to change and adapt their ILP goal to their growth. Should growth not occur around an identified goal, a candidate will be able to continue to work on the same goal.

Multiple professional learning opportunities and resources will be available to the candidates through BSD's Burton University as well as through outside resources and will be individualized based on their needs.

Mentoring
BSD will recruit support providers (mentors) who meet the following qualifications:
- Possession of a Clear Teaching Credential
- Three or more years of successful teaching experience
- Availability to meet with candidates at least one hour per week, attend designated support provider meetings/trainings, and availability to conduct classroom observations of the candidates
- Recommendation from current site administrator
- Knowledge of curriculum, standards, and instruction in the specific grade level or content area

Prior to meeting with the candidates, support providers will attend an introductory workshop which will help to lay a foundation for effective coaching practices, set the expectations, and will provide an overview of the induction program. Continuing support for support providers will occur through training sessions held nine times per year. During the training sessions support providers will be able to collaborate, share ideas and new skills. Training sessions will include such topics as building relationships, successful coaching strategies, ILP development and how to provide timely and effective feedback. The NTSD Coordinator who will serve as the point person for support providers and will provide their training and support.

BSD induction candidates will receive support from their support providers for one hour per week based on specific learning needs and will be provided "just-in-time" support as needed. Weekly mentoring sessions will focus on ILP goals and the CSTPs. Support providers will observe candidates four times each year and will engage in reflective conversations around the observations. Support providers will also arrange for candidates to observe effective veteran teachers and will assist with the planning and implementation of the CSTPs.

Determining Candidate Competence
BSD's Induction candidates will be recommended for a clear credential after having met all program requirements. The NTSD Coordinator will review and verify that all required observations, reflections, the ILP and mentoring hours have been completed. Observations, reflections and discussions with the support provider will help to determine if candidates have completed all program activities.   Growth and mastery of the CSTPs will also be determined through candidate reflections that will occur a minimum of three times per ILP cycle.

Appendix A
Report of Finding Report of Findings
Commission on Teacher Credentialing Feedback
Initial Program Review

Induction Program Standards 2015

Institution	Burton School District
Date of initial review	August 22, 2018
Subsequent dates of review	September 21, 2018
Date Program Standards Aligned	October 26,2018

General Comments:

The Burton University program offerings seem like an outstanding way to individualize professional learning opportunities for candidates.

Many links were inaccessible outside of the district. Creating a link to a .pdf version of various logs and surveys would help the readers understand more about the program. (e.g. conversation guide, mentor log and observation log)

In the ILP rubric, candidates are evaluated on mechanics. Readers did not see evidence of how this is this related to the CSTP.

The documents use "Mentor" and "Support Provider" interchangeably. Please use the language from the standards to refer to mentors and candidates.

In the program brochure, candidates must attend and participate in "all BSD TIP meetings." How is this individualized?

Candidate agreement states that the candidate and mentor meet not less than 1 hour per week… and then has a minimum of **6 hours a month** -- this seems to be outside of the standard language.

In that agreement, the program states, "ECO not currently available." Preconditions call for an ECO to be in place. Readers found another place where the ECO required being the teacher of record for three years in Burton. How do you accommodate teachers from private schools or other states or districts who are "experienced and exceptional?"

Readers are concerned that ECO candidates must be a teacher of record for three years in Burton. If a teacher has been in Burton for three years, they should have already completed Induction.

How do you accommodate teachers from private schools or other states or districts who are "experienced and exceptional?"

The agreement says "ECO: Not currently available".

Readers continue to be concerned about four meetings that are required at the same time for all candidates. As the program assures that there is individualization at those meetings, we are recommending that the program is   aligned.

Status	Standard
More information needed **Aligned**	1: Program Purpose ***Questions, Comments, Additional Information Needed***: The program narrative states, "Our entire program will be based on California's TK-12 standards and frameworks." The standards call for the program to be based on the California Standards for the Teaching Profession. Readers did not find documentation beyond the narrative that the program builds on the knowledge and skills gained during the Preliminary Program. Readers were unclear on how candidates document progress toward mastery in the CSTP
More information needed **Aligned**	2: Components of the Mentoring Design ***Questions, Comments, Additional Information Needed:*** Readers were unable to access the conversation guide, mentor log and observation log. It was unclear how this guide is individualized based on the preliminary program. Readers were unable to clearly understand what is included in mentor training. While the transition plan is mentioned on page six of the handbook, it is unclear how that transition plan guides the work of the mentor. Readers needed more information about "just in time and "longer-term enduring skills." The text refers to everyday questions and bigger problems, but the readers were unclear how mentors were trained to address both of these ideas.
More information needed **More Information Needed** **Aligned**	3: Designing and Implementing Individual Learning Plans within the Mentoring System ***Questions, Comments, Additional Information Needed***: Readers did not see documentation of the SMART goal template, which would include the professional growth goal as well as defined and measurable outcomes. Readers are concerned that all candidates must attend quarterly professional learning events. Please provide evidence of how the ILP is individualized.[1] Readers were unclear about modifying the ILP. Three ILP cycles each year were mentioned, and modifications to the ILP was mentioned in the narrative. Readers did not find documented evidence beyond the statement in the narrative.

Status	Standard
	Readers noticed that there was a 45-day timeline for the ILP in one place, and 60 days in another place. Readers were unable to access the links on the achievement teams. Readers were concerned that the administrator and mentor had to "approve" the ILP. While the site administrator should provide input, the ILP is ultimately the candidate's choice. Readers did not find explicit documentation of the following elements required in this standard: • Observations of colleagues and peers by the candidate • Use of the data to further inform repeated cycle of planning and instruction • Mentors encouraging and assisting candidates to become part of the larger professional learning community **Readers continue to be concerned that all candidates have a list of required meetings.** **Readers still cannot access the links to the achievement teams.**
More information needed **Aligned**	4: Qualifications, Selection and Training of Mentors ***Questions, Comments, Additional Information Needed***: The Burton University options seem to be very strong, individualized professional learning opportunities to support professional growth and accomplishment of the ILP. Qualifications of mentors is clear, but readers needed more information about the content of the mentor training. The document states, *"At an introductory yearly meeting, Support Providers will receive schedules, due dates, timelines, and all required program documentation."* Please provide the schedules, due dates, timelines, and required documentation list, along with evidence of how this is individualized for each candidate. Readers did not find clear documentation of how expectations include • Modeling • Guided reflection on practice • Feedback on instruction • Connecting candidates with available resources • Review ILP and make adjustments (Readers found evidence that there were three different ILP each year, but did not see evidence of adjustments to the initial ILP, which would be based on the preliminary knowledge and skills.) Readers did not find clear documentation of how ongoing training and support of mentors includes • Coaching and mentoring • Goal setting • Mentoring instruments (*appropriate)* • Best practices: Adult learning • Support individual challenges • Reflect on mentoring practice • Program processes to support candidate growth

Status	Standard
More information needed **Aligned**	5: Determining Candidate Competence for the Clear Credential Recommendation ***Questions, Comments, Additional Information Needed:*** Readers did not find evidence of the "schedules, due dates, timelines, and required documentation list to determine Candidate Competence for the Clear Credential" that were mentioned in the narrative.
More information needed **More information needed** **Aligned**	6: Program Responsibilities for Assuring Quality of Program Services ***Questions, Comments, Additional Information Needed:*** Program documents state, "Any necessary support, guidance, or feedback will come from …Coordinator." Readers did not see documentation that describes this process. Is there a time/way for positive formative feedback to occur? How do you assure that every mentor gets formative feedback beyond the 2-times-per-year candidate survey and logs? The program states, "Candidates will meet quarterly to participate in professional learning…" Readers question what happens if the professional learning opportunity does not address their ILP focus. Readers are concerned with mandatory meetings for all candidates in regards to individual needs for growth. **Readers continue to be concerned with meetings that are mandatory for all candidates.**

Burton School District Induction Program Standards

Alexandria Aiello, Treasure Weisenberger, and Debbie Estrada

Burton School District Induction Program Standards

Induction Standard 1: Program Purpose

Standard Section	Narrative Response	Documentation (Hyperlinked)
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*.	The **mission** of the Burton School District Induction Program is to develop teachers along their professional learning journey through Support Providers who will model quality instruction, provide collaborative support, coach towards professional independence, equip candidates to teach the adopted California's K-12 standards and frameworks, and empower each teacher to reach every student. The program will develop the candidate's mindset throughout their professional journey as they work in collaboration with their Support Provider and seek to reach their diverse students with the intention of meeting the health, ethnic, racial, socioeconomic, linguistic and learning needs of each student; success for all. The **vision** of the Burton School District Induction Program is that every teacher is provided with the resources, skills, and support to realize the full potential of their professional capacity and that every child will have access to a rigorous, well-managed, TK-12 standards and framework aligned, and inclusive educational experience to prepare all students to be college and world ready. Our entire program will be based on the California Standards for the Teaching Profession. Candidates will have multiple opportunities to interact and understand the standards as they are personally guided by the direction of their support providers.	Website Handbook Educational Services Burton University Observation Log

| | In order to document progress towards mastery of the CSTP's, candidates and Support Providers will work together to identify the candidate's current stage of development as well as growth over time through the observation log. In addition, the ILP will serve as another way to document progress towards mastery. Within the ILP, candidates will create goals based on the CSTP's and show progress of meeting those goals.

Each school site in the Burton School District has a designated site mentor teacher who is classified as a Teacher on Special Assignment (TOSA). These site mentors serve all teachers on their campuses, but may also apply to be TIP support providers. In this document the term mentor is used to describe the site mentor teachers (TOSA) while the term Support Provider refers to the teachers who have been selected to support and guide their assigned TIP candidates. | |

Induction Standard 2: Components of the Mentoring Design

Standard Section	Narrative Response	Documentation (Hyperlink)
The Induction program 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.	In selecting Support Providers for BSD TIP, one of the main considerations will be the ability to build trusting relationships. Research from Marzano and Simms states that when teachers trust their coaches, they are more likely to consider their coach's advice and take steps toward self-improvement. In addition, as the coaches are a representative of the school at large, this can help new teachers build trust with other colleagues and site administrators.	Support Provider/Candidate Log Conversation Log Observation Logs ILP Educational Services

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Once a trusting relationship has been established, the Support Provider can focus on providing feedback. Feedback must be both timely and specific. Feedback should not be overwhelming or address too many things at one time, but rather focus on specific behaviors that teachers can improve. The ultimate result is growth and learning for the new teacher.

BSD Support Providers will promote reflective thinking and positive growth with their candidates. Research from *Cognitive Coaching* and *The Art of Coaching* demonstrates the importance of asking questions to help teachers reflect on their own professional practice.

Mentoring from the Support Providers will be provided at minimum for one hour per week based on the candidate's specific learning needs. Weekly mentoring sessions will focus on having a growth mindset through the ILP. In addition, Support Providers will conduct four observations of the candidates each year and will engage in reflective conversations about the observations, arrange for the candidates to observe effective veteran teachers as needed, and help with the planning and implementation of the California Standards for the Teaching Profession. All clinical and field-based experiences will be logged through the ILP and Support Provider logs. All logs serve as a guide; however, the conversations that take place between the candidate and the Support Provider are tailored to the candidate's specific needs and CSTP goals that build on their skills developed in the preliminary

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program.

Burton District instructional coaches and site level mentor teachers receive training and support from The Director of Educational Services, Instructional Development. They meet together nine times per year at which time they can share ideas and learn how to improve their coaching skills. The Human Resource department is included in the meetings to assist in supporting the Support Providers and to ensure the successful implementation of the BSD Teacher Induction Program. Training for Support Providers includes building relationships, successful coaching strategies, ILP development, and providing timely, effective feedback.

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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.

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In order to be recommended for the California Clear Credential(s), candidates must complete an Individualized Learning Plan (ILP) that will demonstrate the "Plan, Do, Study, Act" change cycle. Within the ILP, candidates will identify an area that they need to change related to the California Standards for the Teaching Profession, conduct research on the topic, try new strategies for improvement, and reflect on the process and outcomes. The New Teacher Support and Development Coordinator and Support Providers will guide candidates through the ILP process, provide professional development, and conduct observations for the recommendation of a California Clear Credential. Candidates who come from a college/university with a developed ILP

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	will be able to incorporate those goals and plans into the BSD ILP format.	
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.	Candidates use the summative information from their teacher preparation programs, or their transition document, to describe appropriate goals within the ILP. The Support Provider will receive a copy of the transition document and collaborate with the candidate to find resources and support that will help the candidate grow in those specific areas. The ILP addresses needs that were identified through teacher preparation or through self-assessments, along with feedback from Support Providers regarding the CSTP's. As candidates research and inquire, the ILP will show growth over time.	Observation Logs ILP ILP Rubric
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.	Support Providers coordinate a system of support for each candidate that will promote teacher retention. They collaborate with the candidate weekly and are available for both "just in time" support and longer analysis of teaching practice to help candidates develop enduring professional skills. Support Providers are able and ready to help with small, everyday questions to bigger problems that require intensive coaching and support. Support Providers are experienced educators who can share their knowledge and skills with the candidates. In addition, Support Providers will have time to collaborate with one another during TIP meetings to gather more ideas that are specific to their candidate's needs. The New Teacher Support and Development Coordinator will serve as the point person for the Support	Candidate/Support Provider Logs Conversation Logs

	Providers and will provide any necessary training and support. Frequent meetings and training sessions for Support Providers provide the opportunity for collaboration and professional growth.	

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

Standard Section	Narrative Response	Documentation (Hyperlink)
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.	The ILP is grounded in the *California Standards for the Teaching Profession.* After in depth conversations with their Support Provider, candidates select the CSTP that they want to grow in the most as the focus for their ILP cycle. Four ILP cycles will be completed in each year of induction which provides opportunities for candidates to focus on growth in the CSTPs. As candidates reflect with their Support Provider about their progress toward meeting their identified goal they can change and adapt their ILP goal in the next cycle to best serve their growth as an educator. If it is felt that goals are not met, they can carry those over to the next ILP cycle and continue to work on the same goals. If goals are met, then a new goal is chosen for the next cycle. The same ILP form is used for all cycles, but the content will vary depending on the cycle.	ILP ILP Rubric Handbook
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 candidates will attend a program collaboration meeting with their Support Provider in order to be guided in the goal of the ILP process and how the ILP cycles work. At program meetings, candidates and support providers will meet all together with the NTSD Coordinator. This collaboration time happens four times per year and is counted as the one	ILP ILP Rubric Handbook Support Provider Logs

	hour of mentoring/support for that week. The time is spent for the the candidate and the support provider to work on ILP goals and ask any questions of the NTSD Coordinator. Candidates and support providers can request resources and additional support at that time. In addition, candidates and support providers can share successes and challenges in order to get feedback from a wider community. The ILP goal is completely individualized as the candidates choose their change idea based on their own needs. The Support Provider and candidate will discuss the candidate's strengths and areas of growth to collaboratively develop the first draft of the ILP goal. The Support Provider and candidate will then meet with the site administrator and present the ILP goal so the administrator if aware of what the candidate is working on. The ILP goal for the cycle will be submitted by the candidate with signatures from the Support Provider and site administrator to show that everyone is aware of the process. This process will be completed within the first 45 days of the teacher's enrollment in the induction program.	
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 utilizes the Plan-Do-Study-Act cycles of Improvement Science. The candidate will indicate the specific problem of practice that the candidate wants to address that was collaboratively developed with their Support Provider and site administrator and indicate the CSTP associated with their goal. As a result of in-depth conversations with their Support Provider and research, the candidate will indicate several change ideas to implement throughout the ILP	ILP ILP Rubric Handbook

	cycle. After each change idea is implemented the candidate and Support Provider will reflect on the process and the result and determine the next steps toward achieving their ILP goal and modify the ILP if 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: 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 collaboration with para-educators and service providers.	The overarching goal of the ILP is for candidates to grow as professional educators. Job embedded experiences that serve as the foundation of the ILP goals will come from the work that candidates do with students in their classrooms. Candidates in BSD's TIP program teaching assignments provide rich opportunities for growth in many areas and the candidates will use self-reflection, conversations with their Support Provider, and feedback from their site administrators to determine the ILP goal to help them grow in the areas that will have the greatest impact on student achievement. As a result of conversations with their site administrator and Support Provider candidates may also chose an ILP goal grounded in CSTP six and focus on growth as a professional based on their goals which may include earning 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 collaboration with para-educators and service providers. Within creating and supporting ILP goals, it is suggested that Support Providers make arrangements for the candidates to observe other colleagues in action. This will be documented through the weekly logs as well as ILP research. Funds for substitute teachers has been	ILP ILP Rubric Handbook

	encumbered to release candidates to perform observations of their colleagues.	
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.	Burton University offers professional learning opportunities after school hours and teachers can request specific professional learning sessions from the course catalogue. Once ILP goals are submitted from the candidates the NTSD Coordinator and Educational Services team will identify the relevant professional learning opportunities needed to help support the candidates in achieving their ILP goals. Candidates, along with feedback from their Support Provider and site mentor may also chose to attend other professional development opportunities to help them improve their teaching practice. The multiple professional learning opportunities allows TIP candidates to individualize their professional growth and supports their progress to achieving their ILP goals. If the need for outside professional development is indicated in a candidate's ILP, BSD's NTSD coordinator will facilitate candidate access to those resources. Furthermore, the ILP cycles are designed to have weekly self reflections and conversations with their Support Provider to identify their growth and make necessary adjustments which may include further research and revision of change ideas. The change ideas are all required to be research based and have evidence of positively impacting student achievement. Candidates are encouraged to be part of the larger professional learning community by participating in weekly	ILP ILP Rubric Handbook Burton University

	Achievement Team (PLC) meetings with all site teachers, attending school events, and participating in district wide professional learning opportunities.	

Standard 4: Qualifications, Selection and Training of Mentors

Standard Section	Narrative Response	Documentation (Hyperlink)
The Induction program assigns qualified mentors and provides guidance and clear expectations for the mentoring experience based on the program's design.	Burton School District employs, assigns, and retains highly qualified personnel who will provide professional development and mentor new teachers. The Director of Human Resources will recruit TIP Support Providers who are tenured and fully credentialed, have three or more years of successful teaching experience, and have a recommendation from his/her site administrator. To promote and advertise the TIP Support Provider positions, The Director of Human Resources and The New Teacher Support and Development Coordinator will visit each school site to give an overview of the induction program and review the Support Provider requirements.	Handbook Support Provider Application
Qualifications for mentors must include but are not limited to: · 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	Burton School District Support Providers will meet the following qualifications: *Possession of a Clear Teaching Credential *Three or more years of successful teaching experience *Availability to meet with candidates at least one hour per week, attend designated Support Provider meetings/trainings, and availability to conduct classroom observations of the candidates	Support Provider Flyer Handbook Support Provider Application

Burton School District Induction Program Standards

· Ability, willingness, and flexibility to meet candidate needs for support · Minimum of three years of effective teaching experience	*Recommendation from current site administrator *Knowledge of curriculum, standards, and instruction in the specific grade level or content area	
Guidance and clear expectations for the mentoring experience provided by the program must include but are not limited to:	Clear mentoring expectations will be outlined for Support Providers.	Support Provider Flyer Handbook Support Provider Application
· Providing "just in time" support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills	Within the ILP, Candidates can address very specific goals that might need immediate attention or more long-term goals that will strengthen their enduring professional skills. The CSTP's allow for a wide range of skills for teachers to strive towards. Support Providers will assist Candidates in determining and working towards their ILP goals.	ILP ILP Rubric Handbook Burton University
· Facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction	As stated in standard 2, Support Providers will conduct four classroom observations of the candidate each year and then engage in reflective conversations about the observations. Arrangements can also be made for the candidate to observe effective veteran teachers as needed.	Handbook Observation Logs
· Connecting candidates with available resources to support their professional growth and accomplishment of the ILP	In addition to mentoring from Support Providers, TIP Candidates participate in weekly Professional Learning Community meetings with grade level or department colleagues to analyze data and plan lessons that meet the differentiated needs of all students. Within the weekly PLC meetings, TIP Candidates can gather resources and ideas from their colleagues.	Achievement Teams
· Periodically reviewing the ILP with candidates and	The BSD ILP is a living document that candidates can change and add to as	ILP

making adjustments as needed	needed. In order to facilitate the development of TIP candidates, BSD TIP will require candidates to review their growth on all six of the CSTPs in collaboration with their Support Provider at the mid-year and end of year point in both years of the induction program. Candidates will revise their ILPs and set appropriate goals for continued growth based on their self-assessment and feedback from their Support Provider and site administrators. Candidates and Support Providers will also reflect on growth monthly and will be logged as part of their reflection and interaction documentation which will be submitted and reviewed by the NTSD Coordinator. At this time candidates will also inform the NTSD Coordinator and Educational Services team of the professional learning opportunities they need to make progress toward their goals. The NTSD Coordinator and Educational Services will provide the resources needed as indicated by the candidates.	ILP Rubric Handbook Burton University Educational Services
The program must provide ongoing training and support for mentors that includes, but is not limited to:	Burton School District will provide ongoing training and support for TIP Support Providers.	Handbook Burton University Educational Services
· Coaching and mentoring	Support Providers will be supported through quarterly meetings and systematic training sessions in regards to coaching strategies, the implementation of the ILP, and current, effective teaching standards. Annual	Handbook Website

	Support Provider evaluation surveys will aide in meeting the needs of the support providers. Additional training sessions will be offered based on Support Providers' needs and interests. Several resources for supporting their needs can be found through: *The Impact Cycle* by Jim Knight, The *Art of Coaching* by Elena Aguilar, and cognitive coaching training through our District Coordinators. All of these supports will be used in the training of Support Providers.	
· Goal setting	All teachers in the Burton School District are trained in setting SMART goals. This training will help Support Providers guide candidates through the process of setting goals. Candidates will be encouraged to set goals that are specific, measurable, achievable, relevant, and timely. In addition, Candidates will be allowed to add and change their goals as needed based on research, inquiry, and implementation of teaching practices.	Handbook Achievement Teams
· Use of appropriate mentoring instruments	At an introductory yearly meeting, Support Providers will receive schedules, due dates, timelines, and all required program documentation, such as the ILP, weekly logs, conversation logs, and surveys. Support Providers will be trained on the ILP process so that they can assist candidates with developing and implementing the ILP, which is individualized by candidates choosing their own strategy/idea to work on connected to the CSTP's.	Handbook Website
· Best practices in adult learning	As outlined in Program Standard 2, mentoring best practices, such as building trusting relationships between the Support Provider and the Candidate, engaging in reflective	Handbook Website

	thinking, and focusing on positive growth will be provided professional learning session for Support Providers. In addition, mentoring/coaching strategies will be modeled. Feedback will be provided to the Support Providers from the NTSD Coordinator based on observations, communication with the Support Provider and Candidate, and meeting program requirements.	
· Support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks	The BSD Teacher Induction Program provides ongoing training and assistance to Support Providers. Through the Department of Professional Learning, Support Providers learn about effective coaching cycles, research to support mentoring/coaching, and strategies to coach both individuals and teams. Support Providers also learn about the importance of Emotional Intelligence in relation to coaching as empathy, social awareness, and forming healthy relationships are imperative to the mentoring process. Support Providers will attend an introductory workshop prior to meeting with their candidates. This workshop will help lay the foundation for effective coaching practices, set the expectations for Support Providers, and give an overview of the induction program. As ongoing assistance, Support Providers will meet four times throughout the year with the Director of HR and the New Teacher Support and Development Coordinator. These meeting will serve as professional learning as well as networking/collaboration for Support Providers.	Handbook Website Burton University Educational Services

Burton School District Induction Program Standards

Program processes designed to support candidate growth and effectiveness	Candidates' growth and effectiveness will be supported throughout the entire TIP program: Year 1, Year 2, and Early Completion Option. With mentoring, professional development sessions, candidate meetings, and weekly PLC time, BSD TIP Candidates will have the opportunity to continuously learn and grow as a professional educator. Processes are in place for accountability of program completion, such as candidate and Support Provider logs, the ILP, classroom observation logs, and reflective conversations. Clear dates and timelines are given at the beginning of the program. All documents are stored on an a shared, online platform that is accessed by the Candidate, the NTSD Coordinator, and the Director of HR.	Handbook Website ILP ILP Rubric Support Provider Logs

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.	The BSD induction program assesses the candidate's mastery of the *California Standards for the Teaching Profession* in many ways over the course of the induction program. The ILP cycles and candidate reflections are used to assess the candidate's growth over time in all six CSTPs. Documentation logs and Support Provider assessments of the candidates growth as a professional educator are another measure of the candidate's progress. Observations of teaching practices and interactions with the Educational Services Team, NTSD Coordinator and Director of HR are also used as indicators of the candidates growth. All of these measures are	Handbook Website ILP ILP Rubric Support Provider Logs

	considered together to formulate a holistic view of the candidate's progress toward mastery of the CSTPs as evidence 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.	The ILP includes ample opportunities for recorded reflection on growth using data. In Each ILP cycles candidates record their ILP goal on the indicated ILP form. Candidates research and record their change ideas on the form and implement them one at a time. While the change idea is being implemented candidate's record and collect concrete data. After each change idea is implemented candidates have a reflective conversation with their Support Provider and review their progress toward the ILP goal. The candidates record their reflections and progress on the ILP form. Support Providers also submit their reflections on the candidate's growth on the Support Provider ILP form. This implementation and reflection cycle happens a minimum of 3 times per cycle of the course of each year in the BSD induction program. At the end of the ILP cycles candidates, after a discussion with their Support Provider, record a final reflection on their overall growth. Support Provider observation forms are also included as documentation of the candidate's progress toward their ILP goals.	Handbook Website ILP Logs ILP Rubric
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	Candidates who are recommended for a clear credential by the BSD TIP will have all met the criteria for recommendation as specified in the TIP handbook. The following components must be met to be considered for a clear credential:	Handbook Website ILP ILP Rubric

program has documented the basis on which the recommendation for the clear credential is made.	a. Candidate Agreement Form b. ILP scored at level 2 on the rubric by the Director of HR and New Teacher Support and Development Coordinator c. Completed time logs and conversation logs d. Attendance and participation in TIP meetings and professional development sessions. e. Attendance and participation at the TIP Showcase f. Submission of required documentation for the Professional Clear Teaching Credential to the Commission on Teacher Credentialing The NTSD Coordinator will verify that all required observations, reflections, ILP, and documented mentoring hours have been turned in and completed correctly. The Support Providers observations, reflections, and discussions with the Support Provider will also be used to determine that the candidate has satisfactorily completed the program activities.	
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 NTSD coordinator will review the documented mentoring reflections and logs, ILP cycle documents, and observations as submitted by the candidate and Support Provider. These documents will be used by BSD TIP to verify the candidate's completion of the program requirements before recommending them for a clear credential.	Handbook Website
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	Candidates have a plethora of opportunities to succeed in the BSD TIP program. All documents are reviewed by the NTSD Coordinator and scored using a standardized rubric. The rubric for the ILP has a continuum for achievement for each of the following sections: Plan, Do, Study, Act, CSTP, and Mechanics. The mechanics	Handbook Website ILP ILP Rubric

repeat portions of the program, as needed.	element of the rubric is tied to CSTP 6 for teachers developing as professionals and presenting themselves as professionals in their work and writing. For example, teachers must write emails or notes home to parents and correct mechanics is important for communicating with parents and other stakeholders. The timelines for ILP cycles, reflections, and documentation logs are all available in the TIP handbook and on the TIP website. If candidates do not meet the timeline they have the opportunity to complete the requirements with increased support from their Support Provider and the NTSD coordinator. If the candidates submissions do not meet the necessary standards for acceptance based on the scoring rubric they have the opportunity to revise or repeat that position of the program. If candidates wish to appeal a decision they may follow the appeal process outlined in the TIP handbook.	

Standard 6: Program Responsibilities for Assuring Quality of Program Services

Standard Section	Narrative Response	Documentation (Hyperlink)
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	Feedback regarding the effectiveness of the Support Providers and the Support Provider-Candidate relationship will be solicited from the candidates through a feedback form two times per school year. In addition, the New Teacher Support and Development Coordinator will monitor the progress of the Support Providers by checking the Support Provider logs and monitoring the Support Providers' attendance and participation at the quarterly meetings/workshops. All logs are kept on a shared online platform	Handbook Website Support Provider Logs Feedback Survey

	with the Director of HR and the New Teacher Support and Development Coordinator. Through these logs, the NTSD Coordinator can view the weekly topics discussed between the candidate and the Support Provider. This will allow the NTSD coordinator to provide positive, formative feedback to both candidates and Support Providers and to stay connected with their progress. Feedback can come via email, in person, or the shared online platform (Google Classroom).	
Induction program leaders must provide formative feedback to mentors on their work, including establishment of collaborative relationships	The NTSD Coordinator will regularly track the progress of both candidates and Support Providers. By checking feedback forms, Support Provider logs, and working with Support Providers during meetings/trainings, the NTSD Coordinator will be able to monitor both program completion requirements and the relational capacity between the candidate and the Support Provider. Any necessary support, guidance, or feedback for the Support Providers will come from the New Teacher Support and Development Coordinator.	Handbook Website
Clear procedures must be in place for the reassignment of mentors, if the pairing of candidate and mentor is not effective.	Candidates have the opportunity to provide feedback regarding the Support Provider-Candidate relationship. The New Teacher Support and Development Coordinator will monitor this feedback and reach out to candidates who have concerns in an attempt to resolve the situation. In the unlikely event that a Support Provider concern becomes unresolvable, a replacement Support Provider will be sought in consultation with the site administrator.	Support Provider/Candidate Logs Handbook Website
The program must provide a coherent overall system	BSD's Teacher Induction Program will provide a course of study as	Handbook

of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system.	appropriate for its Year 1, Year 2, and Early Completion Option candidates that are aligned with CTC's Induction Program Standards. The program's course of study will provide multiple opportunities to succeed, structured time to reflect on their professional practice and to celebrate their growth individually and with their colleagues. The program's design also provides multiple opportunities for the candidate to refine their ILP to further support their development as an educator. In order to support the candidates in developing strong professional networks and positive relationships with their colleagues, the BSD induction program incorporates the Achievement Team construct into the program design. Candidates will collaborate weekly with their content area or grade level team to design SMART goals, share effective teaching strategies, and design lessons that incorporate research-based teaching strategies. Although Achievement Teams are not part of BSD TIP, the candidates benefit from this weekly experience. The Achievement Team process is a district service that is being used as a resource for induction candidates. Year 1, Year 2, and ECO Candidates will meet quarterly to participate in professional learning that is based on the specific needs of the candidates. These meetings will also provide time for candidates to collaborate and support one another. This collaboration time is completely based on the candidate's individual ILP goals.	Website Educational Services Burton University

	The quarterly meetings will be structured to provide necessary program information for a small portion of the meeting, but mainly geared towards professional learning that the candidates request and individual collaboration time. Because a significant amount of time will be spent between the Support Provider and the candidate, the weekly one-hour requirement will be met through attendance at the meeting. Quarterly meetings are not additional time for the candidates as they take the place of the one-hour mentor meeting for that week. At program meetings, candidates and support providers will meet all together with the NTSD Coordinator. This collaboration time happens four times per year and is counted as the one hour of mentoring/support for that week. The time is spent for the candidate and the support provider to work on ILP goals and ask any questions of the NTSD Coordinator. Candidates and support providers can request resources and additional support at that time. In addition, candidates and support providers can share successes and challenges in order to get feedback from a wider community. This time also allows for the NTSD Coordinator to hear the needs of all candidates and support providers in the interest of meeting their needs in a timely fashion. The Educational Services Coordinators will also be in attendance to offer individualized intensive support when needed. During months when an in-person meeting is not scheduled, candidates will meet online using video conferencing and discussion platforms to receive individualized professional	

| | learning and to collaborate with their peers, the Educational Services Coordinators, and Support Providers.

Site administrators will also be actively involved in supporting the candidate's professional growth by providing ongoing site-specific new teacher support regularly throughout the school year.

BSD's Educational Services, English Learner Group, Capturing Kids' Hearts staff, and Human Resources teams provide professional learning to all teachers in the district throughout the school year.

BSD's TIP experienced Support Providers, will assist candidates in developing and demonstrating the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.

This assistance will come from direct interaction with the Support Provider, collaboration with their Achievement Teams, support from the site administrator, and individualized support from the Educational Services team. A Support Provider might provide the candidate with information about a relevant professional learning opportunity from Burton University or outside resources, and assist the candidate with completion of the formal request for release time and/or funding to attend the event. | |

Burton School District
Teacher Induction Program
Handbook

Program Information

Mission and Vision

Mission

The mission of the Burton School District Induction Program is to develop teachers along their professional learning journey through support providers who will model quality instruction, provide collaborative support, coach towards professional independence, equip candidates to teach the adopted California K-12 standards and frameworks, and empower each teacher to reach every student. The program will develop the candidate's mindset throughout their professional journey as they work in collaboration with their support provider and seek to reach their diverse students with the intention of meeting the health, ethnic, racial, socioeconomic, linguistic and learning needs of each student; success for all.

Vision

The vision of the Burton School District Induction Program is that every teacher is provided with the resources, skills, and support to realize the full potential of their professional capacity and that every child will have access to a rigorous, well-managed, TK-12 standards and framework aligned, and inclusive educational experience to prepare all students to be college and world ready.

Our entire program will be based on the California TK-12 standards and frameworks. Candidates will have multiple opportunities to interact and understand the standards as they are personally guided by the direction of their support providers. They will be challenged to teach the curriculum at the appropriate depth of knowledge levels.

Admission and Eligibility

Burton School District provides teacher induction programs to our employees who hold preliminary single subject and multiple subject credentials. There are no fees charged to participate. Induction program candidates are required to complete a candidate agreement form. The Burton School District is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Support Provider Informa-

Support Providers Qualifications

- Effective and Experienced Teachers

- Engage Students in Learning

- Use Research-Based Strategies

- Strong Communication and Collaboration Skills

- Knowledgeable of Standards and Content

- Compassionate, Respectful, and Approachable

Application Requirements

- Tenured in the Burton School District

- Hold a Clear Credential

- 3 Successful Years of Teaching

- Recommendation from Current Principal

Responsibilities of a TIP Support Provider

- Meet with Induction Candidate a Minimum of 1 Hour Per Week

- Conduct a Minimum of 4 Classroom Observations of the Candidate

- Attend BSD TIP Meetings

- Complete all Required Forms, Documents, etc.

- Guide the Candidate Through the ILP Process
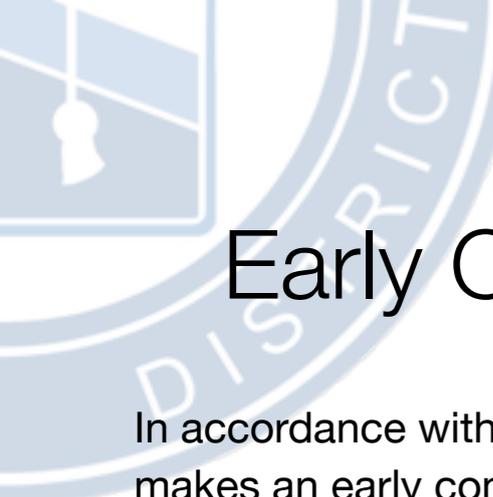
Section 4
Early Completion Option

In accordance with CTC Induction Preconditions, BSD TIP makes an early completion option available. An electronic application must be submitted and supporting documentation provided by September 4th. 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 or multiple subject credential

• Be employed in a California public school

• Be able to document a minimum 2 years prior teaching experience as the teacher of record. Experience may include but is not limited to graduates of an Intern Program, teaching out of state, or other recent teaching experience.

• Provide a recommendation from his/her site administrator

• Sign Candidate agreement form

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. BSD TIP 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 New Teacher Support and Development Coordinator may revoke the ECO status and the candidate will need to complete a second year of the program.

Program Contact Information

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Teacher Induction Program Coordinator

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Executive Director of Human Resources

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Calendars

Candidate Meeting Dates:

Orientation: September 4, 2018

Meeting 1: October 16, 2018

    ILP 1 Due: October 19, 2018

Meeting 2: December 4, 2018

    ILP 2 Due: December 13, 2018

Meeting 3: February 5, 2019

    ILP 3 Due: March 1, 2019

Meeting 4: April 9, 2019

    ILP 4 Due: May 3rd, 2019

*Meetings will be held from 3:40-5pm

Support Provider Meeting Dates:

Orientation: September 18, 2018

Meeting 1: October 16, 2018

Meeting 2: December 4, 2018

Meeting 3: February 5, 2019

Meeting 4: April 9, 2019

Meeting 5: April 16, 2019

*Meetings will be held from 3:40-5pm
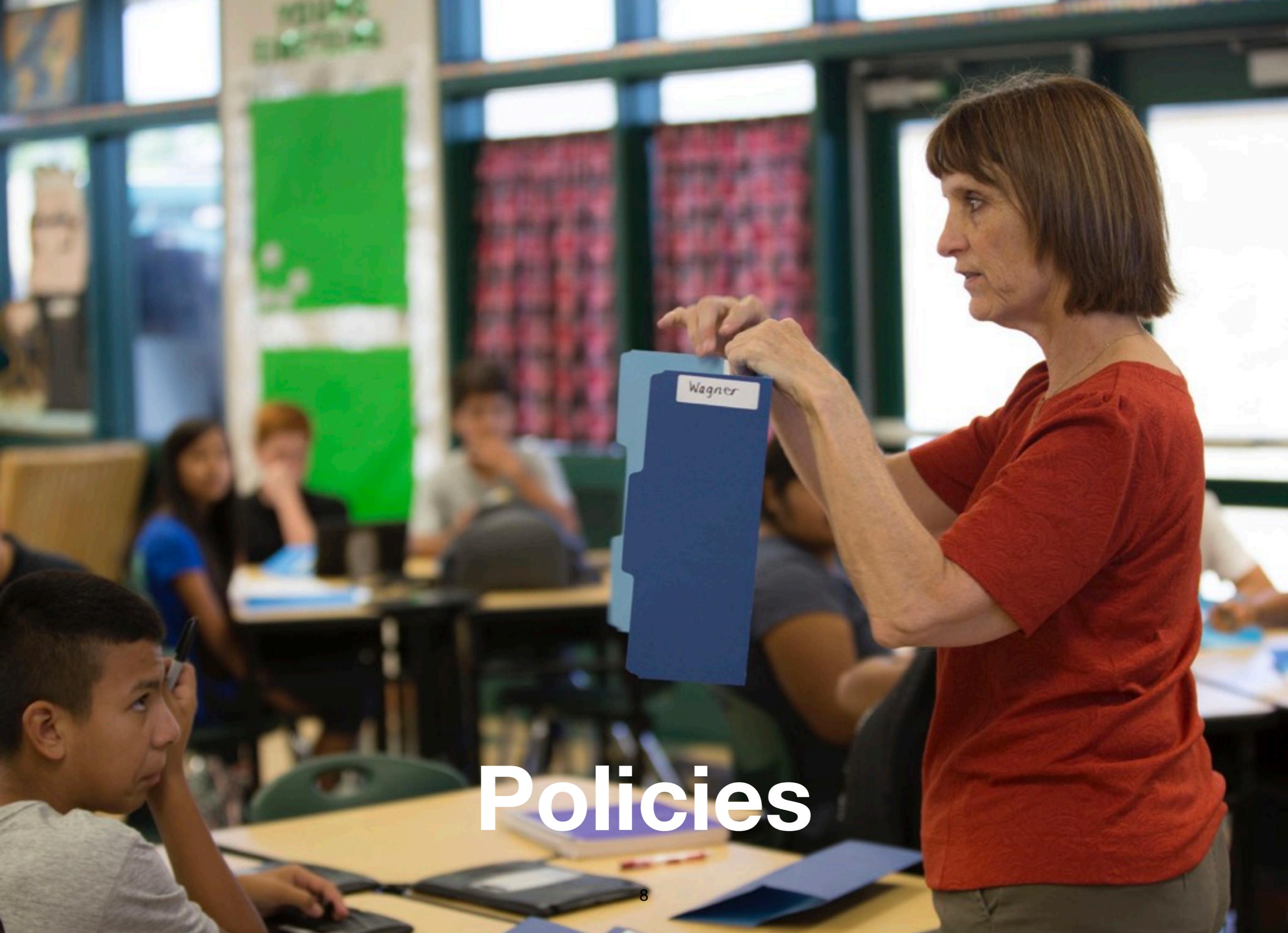
Policies

Section 1
Academic Integrity Policy

Effective learning, teaching, and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for the requirements of your Clear Credential or conducted in the wider arena of the teaching profession.

Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential.

Violations of This Policy Include, But Are Not Limited To:

1. Plagiarism

Plagiarism consists of taking someone else's ideas, words or other types of work product and presenting them as one's own. To avoid plagiarism, Candidates are expected to be attentive to proper methods of documentation and acknowledgement. Cite material from the internet as if it were from a traditionally published source. Follow the citation style or requirements of the instructor for whom the work is produced.

2. Copying or Collaborating on Assignments without Permission

When a Candidate submits work with his/her name on it, this is a written statement that credit for the work belongs to that Candidate alone. If the work was a product of collaboration, each Candidate is expected to clearly acknowledge in writing all persons who contributed to its completion.

3. Fabrication or Falsification of Data or Records

It is dishonest to fabricate or falsify data in research, reports, or in any other circumstances; to fabricate source material in a bibliography or "works cited" list. It is also dishonest to take data developed by someone else and present them as one's own.

This list is not intended to be exhaustive. To seek clarification, Candidates should ask the Teacher Induction Program Coordinator for guidance.
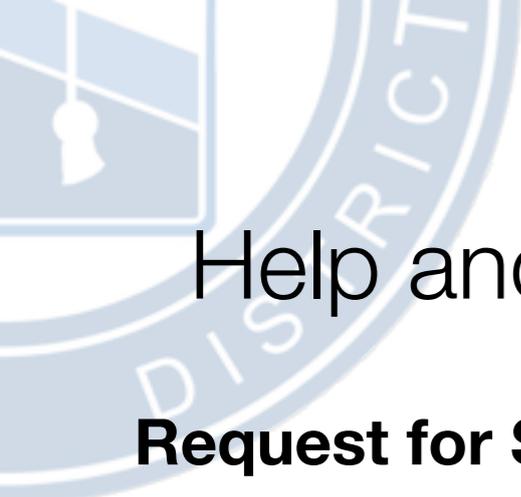
Help and Problem Solving

Request for Support Provider Reassignment

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

It is the responsibility of the participants to inform the program of any challenges in this area.

A candidate or a support provider 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 support provider to obtain additional confidential information.

Note: In cases when the mentor has provided partial services with BSD TIP, the reassignment of support provider will include consideration to prorate compensation. Newly assigned support provider' compensation will also be prorated depending on the time remaining in the school year and the duties to be completed.

Program Extension Requests

In the event that a Candidate requires additional time to demonstrate growth on the CSTPs a candidate can submit a request to extend the program.

Extension requests can be completed here:

https://docs.google.com/forms/d/e/1FAIpQLSdmaWU-fTD-FPjAMZltxni-X4U1Lfdmywcr9lhIi7g2Vx1Vwg/viewform

Section 3

Requirements for Clear Credential

The following components must be met to be considered for a clear credential:

1. Candidate Agreement Form

2. ILP scored at level 2 on the rubric by the Director of HR and New Teacher Support and Development Coordinator

3. Completed time logs and conversation logs

4. Attendance and participation in TIP meetings and professional development sessions.

5. Attendance and participation at the TIP Showcase

6. Submission of required documentation for the Professional Clear Teaching Credential to the Commission on Teacher Credentialing

Section 4

Grievance Policy

Grievance Policy

The grievance process is as follows. The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems which may from time to time arise negatively affecting the candidates and mentors. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.Since it is important that grievances be processed as rapidly as possible, the time limits specified at each level should be considered to be maximum, and every effort should be made to expedite the process. The time limits may, however, be extended by express written agreement of all parties. Every effort will be made to resolve grievances before the end of the school year. Grievances shall be made within 30 work days of the act or event of the complaint. In the case of identical grievance claims, the District may elect to hear only the first written grievance filed. When the decision is rendered, it shall be applicable to all claims on the same issue arising from the same set of circumstances.

Informal Level

- An aggrieved person shall normally seek a solution(s) to his/her problem(s) through at least one informal discussion with the other party prior to initiating a formalized grievance proceeding as hereinafter described. Adjustment of a grievance through such an informal discussion may be accomplished without the intervention of the Coordinator of the Teacher Induction Program or the Executive Director for Human Resources.

- No grievance shall be valid unless it has been presented at the informal level within thirty (30) working days after the act or condition occurred.

Formal Level

Level One

- If the aggrieved person is not satisfied with the disposition of the grievance at the Informal Level, he/she may forward the grievance, in writing, to the Coordinator of the Teacher Induction Program or if the grievance is against the Coordinator of the Teacher Induction Program, to the Executive Director for Human Resources. This may be done at any time within fifteen (15) working days after the Informal Level discussion.

- An aggrieved person will first present his/her grievance in writing to the appropriate person as stated above.

- The Coordinator for the Teacher Induction Program, Director of Human Resources, or Executive Director will conduct any necessary investigation and will communicate his/her written decision on the matter to the aggrieved person within ten (10) working days after receiving the grievance claim.

Level Two

- If the aggrieved person is not satisfied with the disposition of the grievance at Level One, or if no written decision has been rendered within the indicated ten (10) working day period, he/she may forward the grievance, in writing, to the Executive Director for Human resources. This may be done at any time within five (5) working days after the Level One decision has been received or the ten (10) working day period for such a decision has expired.

- Within ten (10) working days after he/she has received the written grievance, the Executive Director will meet with the aggrieved person in an effort to resolve it. Within ten (10) working days after such meeting, the Executive Director or his/her designee shall communicate his/her written decision on the matter to the aggrieved person.

Level Three

- If the aggrieved person is not satisfied with the disposition of the grievance at Level Two, or if no written decision has been rendered within the indicated ten (10) working day period, he/she may forward the grievance, in writing, to the District Superintendent. This may be done at any time within five (5) working days after the Level Two decision has been received or the ten (10) working day period for such a decision has expired.

- Within ten (10) working days after he/she has received the written grievance, the Superintendent or his/her designee will meet with the aggrieved person in an effort to resolve it. Within ten (10) working days after such meeting, the Superintendent or his/her designee shall communicate his/her written decision on the matter to the aggrieved person.

Level Four

- If the aggrieved person is not satisfied with the disposition of the grievance at Level Three, or if no written decision has been rendered within the indicated ten (10) working day period, he/she may appeal, in writing, to the School Board. This may be done at any time within five (5) working days after the Level Three decision has been received or the ten (10) working day period for such a decision has expired. All information presented at the informal and steps one (1) through three (3) shall be included in the appeal. The Superintendent shall provide a detailed report of the district's at-

tempt for a resolution at all steps including all documenta-
tion. The Board shall have the authority to uphold the find-
ings and resolution made by the district or may elect to hear
the appeal during a regularly scheduled board meeting. The
hearing shall be held in open session unless the grievance
relates to information required to be held in closed session
as per Government Code sections 54950 - 54963.

- The Board shall make its decision within 20 days of the hear-
  ing and shall send its decision to all concerned parties. The
  Board's decision shall be final.

Appendix

Appendix A

Individualized Learning Plan

Candidate Name		Program Year Year 1, Year 2, ECO	
Mentor Name		School Year	
Principal Name		Grade Level	
School Site		Subject (Single Subject Only)	
Submission #			

Problem of Practice	
Step One	What is the specific problem I am now trying to solve?
Step Two	What change might I introduce and why?
Step Three	How will I know whether the change is actually an improvement?
Step Four	Which CSTP supports my investigation of this problem?

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Individualized Learning Plan

Step One: Plan

Driver Diagram
(Insert Driver Diagram Here)

Individualized Learning Plan

Step Two: Do

Which change idea did you choose to focus on?
What is the research-based change idea you have chosen to address this issue?
How will you implement your change idea in your classroom?

Individualized Learning Plan

Step Three: Study

Reflect on your teaching. The description of the results should include specific evidence and examples from the implementation.
What is the data to support your conclusions? Include quantitative and qualitative data in your response.

Individualized Learning Plan

Step Four: Act

How will you use these results to better your professional practice?
For the next cycle, will you continue focusing on this goal or something else? If something else, what will be your focus? Why?

Appendix B

ILP Rubric

	1	2	3
Plan	A specific problem of practice is not identified, the driver diagram does not have at least three major causes or least six secondary causes, thorough research has been conducted using reliable sources and four distincts sources were not cited and summarized, and collaboration with the mentor is not in evidence.	A specific problem of practice is identified, the driver diagram has at least three major causes and at least six secondary causes, thorough research has been conducted using reliable sources and at least four distincts sources are cited and summarized, and collaboration with the mentor is evident.	The identified problem of practice is clearly identified and the driver diagram has at least three major causes and at least nine secondary causes, thorough research that is well connected to the problem of practice has been conducted and includes at least six distinct cited and summarized sources, and collaboration with the mentor is very evident.
Do	The selected driver is not clearly identified, the solution does not demonstrate clear ties to research, and there is no clear plan to implement the possible solution.	The selected driver is identified, the solution demonstrates clear ties to research, and there is a clear plan to implement the possible solution.	The selected driver is clearly identified, the solution is closely tied to research, and there is a clear, well-defined, plan to implement possible solutions.
Study	The description of the results is vague or unrealistic. Quantitative data is not in evidence.	The description of the results is clear and realistic. Quantitative data is in evidence.	The description of the results include specific evidence and examples from the implementation. The use of quantitative data is detailed and closely linked to the problem of practice.
Act	The suggested changes are not realistic and do not demonstrate a consideration of the results. A follow-up goal is not identified or is weak.	The suggested changes are realistic and demonstrate a consideration of the results. A follow-up goal is identified.	The proposed changes are closely tied to both research and results. A follow-up goal is clearly identified.
CSTP	The selected CSTP does not connect to the identified problem of practice, driver diagram, research, intervention, results, or analysis.	The selected CSTP connects to the identified problem of practice, driver diagram, research, intervention, results, and analysis.	Connections to specific elements of the identified CSTP are made in the identified problem of practice, driver diagram, research, intervention, results, and analysi.
Mechanics	The writing does not demonstrate a strong understanding of writing conventions and/or is full of errors.	The writing demonstrates a strong understanding of writing conventions, and is generally free from errors.	The writing is clear, concise, and free of error.

Appendix C

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP) 2009

STANDARD ONE:

ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

1.1 Using knowledge of students to engage them in learning

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

1.3 Connecting subject matter to meaningful, real-life contexts

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

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

1.6 Monitoring student learning and adjusting instruction while teaching

STANDARD TWO:

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

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

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

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

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

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

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

2.7 Using instructional time to optimize learning

STANDARD THREE:

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks

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

3.3 Organizing curriculum to facilitate student understanding of the subject matter

3.4 Utilizing instructional strategies that are appropriate to the subject matter

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

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

STANDARD FOUR:

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

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

4.2 Establishing and articulating goals for student learning

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

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

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

STANDARD FIVE:

ASSESSING STUDENTS FOR LEARNING

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

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

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

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

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

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

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

STANDARD SIX:

DEVELOPING AS A PROFESSIONAL EDUCATOR

6.1 Reflecting on teaching practice in support of student learning

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

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

6.4 Working with families to support student learning

6.5 Engaging local communities in support of the instructional program

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

6.7 Demonstrating professional responsibility, integrity, and ethical conduct

Numbers are provided for ease of reference. They do not imply priority or ordering of the standards.

Candidate Agreement

The Burton School District Teacher Induction Program is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins upon obtaining a California Preliminary Teaching Credential. The Induction program builds on the knowledge and skills gained during the Preliminary Preparation program. The support provider/candidate partnership is an opportunity for mutual and collaborative professional growth through the California Standards for the Teaching Profession.

1. The candidate must be assigned and begin work with their support provider within the first 30 days of enrollment in the program, matching the support provider and candidate according to credentials held, grade level and/or subject area, as appropriate to the participant's employment.

2. The candidate with the help of the support provider will develop an Individualized Learning Plan (ILP), which must address the California Standards for the Teaching Profession based on needs determined by the candidate and program provider, in consultation with the site administrator and guided by the Preliminary Program Transition Plan within the first 45 days of enrollment in the program.

3. Work with the support provider for an average of not less than one hour per week on individualized support coordinated and/or provided by the support provider, and must include both "just in time" and longer term analysis of teaching practice to help candidates develop enduring professional skills.

4. The candidate will work with the support provider on-site to facilitate the candidate's growth and development through modeling, lesson observation, lesson demonstration, teaching assistance, guided reflection on practice, and feedback on classroom instruction.

5. The candidate will participate in professional learning activities that lead to the achievement of the ILP goals, Induction program meetings, and on-site professional development.

6. Complete and submit a weekly documentation log of activities, Induction program surveys, feedback documents, questionnaires, etc.

7. Respond to requests for information and work collaboratively with support provider, Site Administrator, and Teacher Induction Program staff.

The program will provide:

A Variety Professional Learning Opportunities
Induction Program Meetings
Individual classroom observations by the support providers for candidate to show progress towards mastery of the California Standards for the Teaching Profession to support the recommendation for the clear credential.
Feedback from the candidate assessing the quality of services provided by support provider on effectiveness of support provided.

A schedule of meetings and a variety of professional learning opportunities are given during the Registration Meeting at the beginning of each school year and are listed on the BSD website. All meetings are mandatory. Failure to participate in the Induction meetings may result in an extension of the program and notification to the Site Administrator.

By signing below, you are confirming that you have read and understand the responsibilities of participating in the BSD TIP.

Please indicate your program year:

Year 1___
Year 2___
ECO: ____

By signing below you are confirming that you will meet all due dates and requirements for the program as outlined in the BSD TIP Handbook.

*If you have been granted ECO status you must meet all ECO deadlines in order to maintain your ECO status.

Print Name _____

School _____

Grade/Subject _____

Signature _____ Date _____

Candidate/Support Provider Log

* Required

1. **Email address** *

   _____

2. **For the Week Starting...** *
   Monday's Date

   _____

   Example: December 15, 2012

3. **How many hours did you meet this week?** *
   Mark only one oval.

1	2	3	4	5	6
◯	◯	◯	◯	◯	◯

4. **Topic(s) Discussed** *

   _____

   _____

   _____

   _____

   _____

5. **Current Goal** *

   _____

   _____

   _____

   _____

   _____

6. **CSTP** *

CSTP Continuum: https://www.ctc.ca.gov/docs/default-source/educator-prep/ca-ti/final-continuum-of-teaching-practice.pdf?sfvrsn=9b400217_0
Check all that apply.

☐ CSTP 1

☐ CSTP 2

☐ CSTP 3

☐ CSTP 4

☐ CSTP 5

☐ CSTP 6

7. **Your role** *

Mark only one oval.

◯ Support Provider

◯ Candidate

8. **Feedback, thoughts, or comments you would like to share about your experiences with your support provider.**

_____

_____

_____

_____

_____

9. **Candidate's Name** *

_____

10. **Feedback, thoughts, or comments you would like to share about your experiences with the candidate.**

_____

_____

_____

_____

_____

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

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Conversation Log

Fill out this form following your participation in a professional learning opportunity or discussing classroom demographics, equity, and instructional practices with your support provider.

* Required

1. **Email address** *

   _____

2. **Date of Discussion** *

   _____

   Example: December 15, 2012

3. **This conversation was about** *
   Mark only one oval.

   ( ) Professional Learning Opportunity   *Skip to question 3.*

   ( ) Discussion of Classroom Demographics   *Skip to question 8.*

   ( ) Equity   *Skip to question 12.*

   ( ) Instructional Practices   *Skip to question 15.*

   ( ) Other: _____

Professional Learning Description

4. **Name of Session** *

   _____

5. **Date Attended** *

   _____

   Example: December 15, 2012

6. **What did you learn?** *

   _____

   _____

   _____

   _____

   _____

7. **How will you use this knowledge in your classroom?** *

_____

_____

_____

_____

_____

8. **What is the connection between this learning and your ILP goal?** *

_____

_____

_____

_____

_____

Demographics Discussion

Single subject teachers, please select and use only one class period.

Demographics

9. **How many of your students are on an IEP?** *

_____

10. **How many of your students are on 504 plans?** *

_____

11. **How many of your students are ELLs?** *

_____

12. **What is the percentage of students on your campus who qualify for the Free and Reduced Lunch program?** *

_____

Equity

13. **How do you promote opportunities for all learners to be successful?** *

_____

_____

_____

_____

14. **How do you consistently monitor and adjust teaching strategies to meet the needs of all learners?** *

15. **How do you, or will you, communicate with the families of all learners?** *

Instructional Practices

16. **How will you incorporate both language and course content objectives within your lessons?** *

17. **How will you build a positive, professional, and appropriate relationship with your students?** *

18. **What strategies will you use to intervene with students who need additional support?** *

19. **How do you use technology to give your students voice and choice in your classroom? ***

_____

_____

_____

_____

_____

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

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ILP Rubric

	1	2	3
CSTP	The selected CSTP does not connect to the identified problem of practice, driver diagram, research, intervention, results, or analysis.	The selected CSTP connects to the identified problem of practice, driver diagram, research, intervention, results, and analysis.	Connections to specific elements of the identified CSTP are made in the identified problem of practice, driver diagram, research, intervention, results, and analysis.
Mechanics	The writing does not demonstrate a strong understanding of writing conventions and/or is full of errors.	The writing demonstrates a strong understanding of writing conventions, and is generally free from errors.	The writing is clear, concise, and free of error.
Problem of Practice	The stated problem of practice is not clearly stated and does not demonstrate a connection to impacting student achievement.	The stated problem of practice is stated and demonstrates a connection to impacting student achievement.	The stated problem of practice is clearly stated and demonstrates a clear connection to impacting student achievement.
Plan	A specific problem of practice is not identified, the driver diagram does not have at least three major drivers or at least six change ideas, thorough research has been conducted using reliable sources and four distinct sources were not cited and summarized, and collaboration with the mentor is not in evidence.	A specific problem of practice is identified, the driver diagram has at least three major drivers and at least six change ideas, thorough research has been conducted using reliable sources and at least four distinct sources are cited and summarized, and collaboration with the mentor is evident.	The identified problem of practice is clearly identified and the driver diagram has at least three major drivers and at least nine change ideas, thorough research that is well connected to the problem of practice has been conducted and includes at least six distinct cited and summarized sources, and collaboration with the mentor is very evident.
Do	The selected driver is not clearly identified, the change idea does not demonstrate clear ties to research, and there is no clear plan to implement the possible solution.	The selected driver is identified, the change idea demonstrates clear ties to research, and there is a clear plan to implement the possible solution.	The selected driver is clearly identified, the change idea is closely tied to research, and there is a clear, well-defined, plan to implement possible solutions.
Study	The description of the results is vague or unrealistic. Quantitative and qualitative data is not in evidence.	The description of the results is clear and realistic. Quantitative and qualitative data is in evidence.	The description of the results include specific evidence and examples from the implementation. The use of quantitative

ILP Rubric

			and qualitative data is detailed and closely linked to the problem of practice.
Act	The suggested change ideas are not realistic and do not demonstrate a consideration of the results. A follow-up goal is not identified or is weak.	The suggested change ideas are realistic and demonstrate a consideration of the results. A follow-up goal is identified.	The proposed change ideas are closely tied to both research and results. A follow-up goal is clearly identified.

Individualized Learning Plan

Candidate Name		Program Year Year 1, Year 2, ECO	
Support Provider		School Year	
Principal Name		Grade Level	
School Site		Subject (Single Subject Only)	
Submission #			

*The first cycle ILP goal will be based on your growth goals from your transition document from the preliminary preparation program.

Problem of Practice	
Step One	What is the specific problem I am now trying to solve?
Step Two	What change might I introduce and why?
Step Three	How will I know whether the change is actually an improvement?
Step Four	Which CSTP supports my investigation of this problem?

Step One: Plan

Driver Diagram

(Insert Driver Diagram Here)

Research

In collaboration with your Support Provider, identify four to six sources and write a concise summary of the possible solution presented in the research for each source. Include a short narrative of how you

arrived at these sources. Sources and learning experiences that can be utilized for this stage of the ILP include: Observations of colleagues and peers by the candidate, Empirical Research, Books, and Professional Learning Opportunities

Step Two: Do

Which change idea did you choose to focus on?
What is the research-based change idea you have chosen to address this issue?
How will you implement your change idea in your classroom?

Step Three: Study

Reflect on your teaching. The description of the results should include specific evidence and examples from the implementation.
What is the data to support your conclusions? Include quantitative and qualitative data in your response.

Step Four: Act

How will you use the data to further inform the next cycle of planning and instruction?
For the next cycle, will you continue focusing on this goal or something else? If something else, what will be your focus? Why?

Signatures

_____   _____
Candidate Signature   Date

_____   _____
Support Provider Signature   Date

_____   _____
Principal Signature   Date

Observation Log

Please fill this out in collaboration with your candidate.

* Required

1. **Candidate Name** *

   _____

2. **Date of Observation** *

   _____

   Example: December 15, 2012

3. **Time of Observation** *

   _____

   Example: 8:30 AM

First CSTP Discussed

This CSTP should should relate directly to the ILP goal. You can review the CSTPs and CSTP Elements here: https://drive.google.com/open?id=161uB7lfYiB61na-NTtulPrmps23HcyID

4. **CSTP Discussed** *

   Mark only one oval.

   ( ) CSTP 1

   ( ) CSTP 2

   ( ) CSTP 3

   ( ) CSTP 4

   ( ) CSTP 5

   ( ) CSTP 6

5. **CSTP Element Discussed** *

   Mark only one oval.

   ( ) Element 1

   ( ) Element 2

   ( ) Element 3

   ( ) Element 4

   ( ) Element 5

   ( ) Element 6

   ( ) Element 7

6. **Based on the discussion held between candidate and support provider we agree the candidate is currently at this level of proficiency on the indicated CSTP** *

Please refer to this resource for an explanation of the possible responses:
https://drive.google.com/open?id=1m0yYRPfV9lsO3hvZe9upP6n3jaRNj7YO

Mark only one oval.

- ( ) Emerging
- ( ) Exploring
- ( ) Applying
- ( ) Integrating
- ( ) Innovating

7. **Please provide evidence from your discussion and observation to justify your selection.** *

_____

_____

_____

_____

_____

Second CSTP Discussed

This CSTP should should relate directly to the ILP goal. You can review the CSTPs and CSTP Elements here: https://drive.google.com/open?id=161uB7lfYiB61na-NTtulPrmps23HcyID

8. **CSTP Discussed** *

Mark only one oval.

- ( ) CSTP 1
- ( ) CSTP 2
- ( ) CSTP 3
- ( ) CSTP 4
- ( ) CSTP 5
- ( ) CSTP 6

9. **CSTP Element Discussed** *

Mark only one oval.

- ( ) Element 1
- ( ) Element 2
- ( ) Element 3
- ( ) Element 4
- ( ) Element 5
- ( ) Element 6
- ( ) Element 7

10. **Based on the discussion held between candidate and support provider we agree the candidate is currently at this level of proficiency on the indicated CSTP** *

Please refer to this resource for an explanation of the possible responses:
https://drive.google.com/open?id=1m0yYRPfV9lsO3hvZe9upP6n3jaRNj7YO
Mark only one oval.

  ◯ Emerging

  ◯ Exploring

  ◯ Applying

  ◯ Integrating

  ◯ Innovating

11. **Please provide evidence from your discussion and observation to justify your selection.** *

_____

_____

_____

_____

_____

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Program Survey
* Required

1. **Email address ***

   _____

2. **What's going well? ***

   _____

   _____

   _____

   _____

   _____

3. **What could be better? ***

   _____

   _____

   _____

   _____

   _____

4. **Please indicate how useful each of the following activities were in facilitating your growth as a teacher with 1 being not at all useful and 5 being very useful. ***
   Check all that apply.

	1	2	3	4	5	N/A
Discussion with Support Provider	☐	☐	☐	☐	☐	☐
Individual Learning Plan	☐	☐	☐	☐	☐	☐
Observation of Candidate	☐	☐	☐	☐	☐	☐

5. **Is there any learning opportunity you would like to see the district offer?**

   _____

   _____

   _____

   _____

   _____

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

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Support Provider/Candidate Feedback Form
* Required

1. **Email address** *

   _____

2. **I am a.... ***
   Mark only one oval.

   ( ) Support Provider   *Skip to question 5.*

   ( ) Candidate   *Skip to question 2.*

Candidate

3. **My Support Provider's strengths are... ***

   _____

   _____

   _____

   _____

   _____

4. **Please rate the effectiveness of the support you received. ***
   Mark only one oval.

   ( ) Excellent

   ( ) Good

   ( ) Fair

   ( ) Unsatisfactory

5. **Any other comments or concerns you would like to share?**

   _____

   _____

   _____

   _____

   _____

Support Provider

6. **Candidate Name ***

   _____

7. **My candidate's strengths are...**

_____

_____

_____

_____

_____

8. **Rate your relationship with this candidate.** *
   Mark only one oval.

   ◯ Excellent

   ◯ Good

   ◯ Fair

   ◯ Problamatic

9. **Any other comments or concerns you would like to share?**

_____

_____

_____

_____

_____

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

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May 1, 2018
ANNOUNCEMENT OF 2017-2018 ELIGIBILITY POOL

POSITION: **Teacher Induction Support Providers**
Position will required a two year commitment (Preferred)

SITE: **Positions available at most sites**

POSITION SUMMARY: Teacher Induction support provider will be working outside of their regular work day to assist teachers who need to complete induction requirements to clear their credential. Attendance at BSD TIP meetings required.

HOURS: Minimum 1 hour per week per teacher assigned & BSD TIP meetings.

SALARY RANGE: $1,500 per teacher assigned

APPLICATION: Candidates interested in being considered for the vacancy identified above must complete the "Certificated Application of Interest" form on the reverse of this page, and deliver to the Personnel Department by the closing date identified below.

CLOSING DATE
OF APPLICATION: Tuesday, May 15 2018; 4:00 PM

CONTACT: Personnel Department: (559) 781-8020

Burton School District

David Shimer, Interim District Superintendent
College and World Ready

CERTIFICATED APPLICATION OF INTEREST

Please consider me a candidate for the support provider position(s) at the following site (in order of preference):

1.
2.
3.

Schedule: 2017-2018 School Year	**Closing Date:** Tuesday, May 15, 2018; 4:00 P.M.
Current Position:	**Current School Site:**

Credential(s) Currently Held:

1.
2.
3.

My qualifications for this position(s) include:

Employee Name: (Please Print)	**Employee Signature:**
Date:	**Contact #:**

MISSION AND VISION

The **mission** of the Burton School District Induction Program is to develop teachers along their professional learning journey through mentors who will model quality instruction, provide collaborative support, coach towards professional independence, equip candidates to teach the adopted California K-12 standards and frameworks, and empower each teacher to reach every student. The program will develop the candidate's mindset throughout their professional journey as they work in collaboration with their mentor and seek to reach their diverse students with the intention of meeting the health, ethnic, racial, socioeconomic, linguistic and learning needs of each student; success for all.

The **vision** of the Burton School District Induction Program is that every teacher is provided with the resources, skills, and support to realize the full potential of their professional capacity and that every child will have access to a rigorous, well-managed, TK-12 standards and framework aligned, and inclusive educational experience to prepare all students to be college and world ready.

CONTACT US

+1 559-781 8020
WWW.BSDTIP.ORG

Treasure Weisenberger
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Debbie Estrada
Executive Director of Human Resources

264 N Westwood St
Porterville, CA 93257

BURTON
College and World Ready

BURTON SCHOOL DISTRICT TEACHER INDUCTION PROGRAM

WE OFFER THE FOLLOWING CLEAR INDUCTION PROGRAMS:

**MULTIPLE SUBJECT
SINGLE SUBJECT
EARLY COMPLETION OPTION**

NOW ENROLLING

PROGRAM REQUIREMENTS

- Possession of a California Preliminary Credential
- Currently Teaching in the Burton School District
- Completion of all Elements Outlined in the ILP
- Participation at all BSD TIP meetings
- Regular Collaboration with Support Provider
- Produce Original graduate level work
- Demonstrate Competencies and Growth in the CSTPs

PROGRAM OPPORTUNITIES

- 2 years of ongoing job embedded support by a highly trained support provider
- Access to a menu of high quality and relevant professional development
- Collaborative opportunities with colleagues
- Professional growth in the California Standards for the Teaching Profession
- A California Clear Credential

FOR ENROLLMENT INFORMATION VISIT:

WWW.BSDTIP.ORG

Academic Integrity Policy

Effective learning, teaching, and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for the requirements of your Clear Credential or conducted in the wider arena of the teaching profession.

Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential.

Violations of This Policy Include, But Are Not Limited To:

1. Plagiarism

Plagiarism consists of taking someone else's ideas, words or other types of work product and presenting them as one's own. To avoid plagiarism, Candidates are expected to be attentive to proper methods of documentation and acknowledgement. Cite material from the internet as if it were from a traditionally published source. Follow the citation style or requirements of the instructor for whom the work is produced.

2. Copying or Collaborating on Assignments without Permission

When a Candidate submits work with his/her name on it, this is a written statement that credit for the work belongs to that Candidate alone. If the work was a product of

collaboration, each Candidate is expected to clearly acknowledge in writing all persons who contributed to its completion.

3. Fabrication or Falsification of Data or Records

It is dishonest to fabricate or falsify data in research, reports, or in any other circumstances; to fabricate source material in a bibliography or "works cited" list. It is also dishonest to take data developed by someone else and present them as one's own.

This list is not intended to be exhaustive. To seek clarification, Candidates should ask the New Teacher Support and Development Coordinator for guidance.

Achievement Team Process with Disciplined Collaboration-ELA Sample

Step 1. Gather/Present Assessment Results

How should we chart our data? Here is a sample chart that learning teams can use to record the short-cycle assessment performance levels of students. The team must first decide a "cut" score that represents the number of questions students must answer correctly to achieve the unit learning intentions. Next they determine a numerical range for each of the four performance levels (exceeding, achieving, progressing, and beginning). They then tally how many students scored in each of the levels and record their individual classroom totals on the team chart.

Teachers	Exceeding Learning Intention	Achieving Learning Intention	Progressing Toward Learning Intention	Beginning Understanding of Learning Intention	Total Students
Jones	3	2	13	7	25
Smith	0	0	21	8	29
Andrews	1	7	8	6	22
Totals	4	9	42	21	**76**
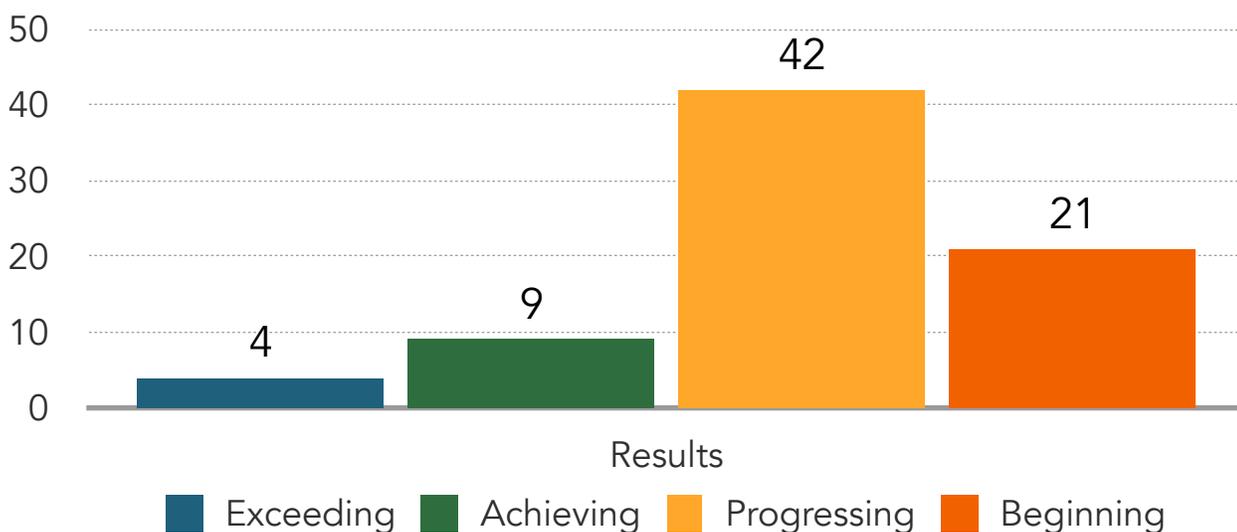
Step 2. Create Baseline Evidence Statements/Inferences

For illustration purposes, this chart and the ones that follow refer to a high-priority reading challenge that is common to the majority of students in the grade level. These charts are designed not only to plan instructional corrections for underachieving students, but also include inferences and next instructional steps (for the same reading priority) for students who met and exceeded the unit learning intentions.

Performance Level	Inference
Exceeding Learning Intentions	Students can make connections and summarize more succinctly between texts in *different genres* at the same reading levels.
Achieving Learning Intentions	Students can make connections between the text and previous ones we have read in the *same genre*.
Progressing Toward Learning Intentions	Students are struggling with making connections between this text and previous ones.
Beginning Understanding of Learning Intentions	Students struggled with the reading level of the text. Those who were able to comprehend the text could not make connections between this text and other texts.

Step 3. Determine SMART+ER Goal-Target Setting and Monitoring

Our SMART Target	How will we monitor/evaluate?
Specific	**Evaluate**
Measurable	**Re-evaluate**
Achievable	**Feedback to students**: How will we provide feedback to help students set goals for their learning?
Relevant	• Teachers will take a few minutes during the next guided reading group to provide specific feedback
Timely	• Students will complete their individual goal setting sheets on which they record their goal performance and the skill on which they need to concentrate

SMARTER+ER Goal Algorithm: To determine the difference between the pre assessment level of proficiency and post assessment level of proficiency, teams can consider the following:

Number of Students Proficient on Pre Assessment: Exceeding + Achieving/Total number of students who took assessment.

$$\frac{4 \ + \ 9}{76}$$

Number of Students Proficient on Post Assessment: Exceeding + Achieving + Progressing/Total number of student who took assessment. In this example, the team is predicting that the students who are progressing will become proficient **after instruction.**

$$\frac{4 + 9 + 42}{76}$$

What about the 21 students who are "Beginning"? Can they be included in the Algorithm?

Teachers must now use their professional judgement when predicting on how many more students might become proficient after instruction.

SMARTER + ER Goal Statement:

The percentage of students scoring in "Achieving" and higher in analysis of text will increase from 17% to 72% by the end of February as measured by a team created short-cycle assessment.

Step 4: Determine Instructional Strategies: The process for selecting instructional strategies means that team members must first determine next learning steps based on inferences made in step 2. Here, we re-visit baseline evidence statements.

Next, teams determine next learning steps for each performance level:

Performance Level	Inference	Next Learning Step
Exceeding Learning Intentions	Students can make connections and summarize more succinctly between texts in *different genres* at the same reading levels.	Students learn how to make connections and summarize more succinctly between texts in different genres *at more challenging reading levels.*
Achieving Learning Intentions	Students can make connections between the text and previous ones we have read in the *same genre*.	Students learn how to make the same connections and summarize more succinctly between texts in *different genres at the same reading levels.*
Progressing Toward Learning Intentions	Students are struggling with making connections between this text and previous ones.	Students **first** decide if the vocabulary is getting in the way of their making connections, and if it is, what help they need to correct that. **Next**, students identify the setting, character development, and impact of plot on character actions in the first and second texts *separately.* **Then** they look for the connections of those literary elements *between* the two texts.
Beginning Understanding of Learning Intentions	Students struggled with the reading level of the text. Those who were able to comprehend the text could not make connections between this text and other texts.	Students make connections between texts using a *lower level of vocabulary*. Less challenging vocabulary will help them see and make connections between the two texts more easily. If students cannot make connections between texts with easier vocabulary, teacher and students determine if a deeper reading comprehension issue is the cause. This will indicate the need for different next learning steps for students.

Accurately identifying next learning steps for students is only possible if the inferences educators derive from the short-cycles assessment results are accurate. This again underscores the critical need for the assessment questions to be of high quality and intentionally aligned to the unit learning intentions.

After the learning team records its inferences and next learning steps for students on the related chart, the team needs to identify specific instructional strategies directly matched to those steps. To accomplish this, team members review and select research- and evidence-based instructional strategies. In many instances, different strategies will be used with different performance-level groups. At other times, the same or similar strategies will be used with multiple groups.

Performance Level	Next Learning Step	Instructional Strategy
Exceeding Learning Intentions	Students learn how to make connections and summarize more succinctly between texts in different genres *at more challenging reading levels.*	Guided practice modeled by teacher showing how to make connections between *above grade level reading passages* in different genres. Teacher monitors students' independent practice of the same. Teacher then models how to rewrite summaries more succinctly. Students practice doing so independently.
Achieving Learning Intentions	Students learn how to make the same connections and summarize more succinctly between texts in *different genres at the same reading levels.*	Guided practice modeled by teacher making connections between *texts in different genres at the same reading level* followed by students' independent practice of the same. Teacher then models how to rewrite summaries more succinctly. Students practice doing the same, first in pairs or cooperative groups and then independently.

Performance Level	Next Learning Step	Instructional Strategy
Progressing Toward Learning Intentions	Students first decide if the vocabulary is getting in the way of their making connections, and if it is, what help they need to correct that. Next, students identify the setting, character development, and impact of plot on character actions in the first and second texts *separately*. Then they look for the connections of those literary elements *between* the two texts.	Teacher daily models small-group guided practices and reflective questioning while increasing students' comprehension of grade-level *Tier 2* (high frequency/multiple meaning) vocabulary and *Tier 3* (low frequency/context specific) vocabulary. Teacher includes more intentional use of classroom word walls and *semantic word mapping* (connecting words or concepts using a graphic organizer), 15–20 minutes three times per week. Teacher models two guided practices: identifying literary elements in two texts *separately* and making connections between them. Students then practice in pairs and independently to accomplish the same.
Beginning Understanding of Learning Intentions	Students struggled with the reading level of the text. Those who were able to comprehend the text could not make connections between this text and other texts.	Teacher models small-group guided practices and reflective questioning daily while increasing intentional use of the classroom word walls and *semantic word mapping* (connecting words or concepts using a graphic organizer), 15–20 minutes daily. Teacher models two guided practices: identifying literary elements in two texts *separately* and making connections between them. Students then practice in pairs and independently to accomplish the same.

Monitor: What evidence will we look for to know if our actions are working?

Finally, the team must know how to determine if their strategies are having the desired effect on student learning. Here is where teams make decisions about how they will monitor a strategy's impact. What will be the positive evidence that the strategy is successful? What will be the negative evidence that it is not having its intended effect on student learning?

The learning team members describe and chart what they expect to see in student achievement if the strategies and actions they are putting in place are working. Certain strategies will prove equally effective with progressing-level *and* beginning-level student groups.

| Performance Level	Instructional Strategy	Evidence of Positive Impact	Evidence of Negative Impact
Exceeding Learning Intentions	Guided practice modeled by teacher showing how to make connections between *above grade level reading passages* in different genres. Teacher monitors students' independent practice of the same. Teacher then models how to rewrite summaries more succinctly. Students practice doing so independently.	Students are able to read above grade level passages in different genres and make connections between them with little help from the teacher; specific students (Tony and Taryn) are able to do so without any help; (James and David) are able to do so independently by the end of the first modeled example.	Two students (Marcus and Ariel) are not able to independently make connections between above grade level passages due to increased difficulty of reading level or the challenge of doing so in different genres. Need more guided practice and support to do so independently.

Performance Level	Instructional Strategy	Evidence of Positive Impact	Evidence of Negative Impact
Achieving Toward Learning Intentions	Guided practice modeled by teacher making connections between texts *in different genres at same reading level* followed by students' independent practice of the same. Teacher then models how to rewrite summaries more succinctly. Students practice doing the same, first in pairs or cooperative groups and then independently.	Students are able to successfully make connections between texts. Following cooperative group practices of writing summaries more succinctly, students (specifically Karin, Juan, and Stefan) are able to do so independently or with little guidance and input from the teacher.	Guided practice is not leading students to being able to make connections between texts in different genres on their own (specifically Marta and Damien). Students are not able to rewrite the summary more succinctly on their own without a great deal of additional support (specifically John and Tanisha).

Performance Level	Instructional Strategy	Evidence of Positive Impact	Evidence of Negative Impact
Progressing Toward Learning Intentions	Teacher models small-group guided practices and reflective questioning daily while increasing students' comprehension of grade-level Tier 2 (high frequency/ multiple meaning) vocabulary and Tier 3 (low frequency/ context specific) vocabulary. Teacher includes more intentional use of classroom word walls and semantic word mapping (connecting words or concepts using a graphic organizer), 15–20 minutes three times per week. Teacher models two guided practices: identifying literary elements in two texts separately and making connections between them. Students then practice in pairs and independently to accomplish the same.	Students are showing greater independency, developing confidence and competence during the guided practice sessions. They are moving to independent practice sooner than expected. Students are using the word wall when appropriate and are completing the semantic word maps with less support over time (specifically Kristen and Michael). Everyone in the group is able to independently identify literary elements and make connections in two texts after guided practice.	Specific students (Manny and Rebecca) miss connections due to difficulty with *Tier 3* vocabulary and/ or are still unable to make the connections on their own. Other students (Riley and Alex) need more support than expected. Strategies not working due to need for more vocabulary work first.

Performance Level	Instructional Strategy	Evidence of Positive Impact	Evidence of Negative Impact
Beginning Understanding Toward Learning Intentions	Teacher models small-group guided practices and reflective questioning daily while increasing intentional use of the classroom word walls and *semantic word mapping* (connecting words or concepts using a graphic organizer), 15–20 minutes daily. Teacher models two guided practices: identifying literary elements in two texts *separately* and making connections between them. Students then practice in pairs and independently to accomplish the same.	Same as "Progressing" but with more guided and small-group practice needed. Monitor specific students (Marco and Felipe) as indicators that the strategies are working.	Same as "Progressing." Monitor specific students (Taylor and Maria) as indicators that the strategies are *not* working. Need to regroup with teacher team to either improve use of targeted strategies or select different ones.

Achievement Team Leadership Conversation Prompts

The purpose of the Achievement Team Conversation Prompts is to enable teams to get to the root causes of each student performance level. Specific collaborative prompts are designed to enable rich conversation while understanding the core purpose of collaboration: *to assess our impact as teachers and leaders.*
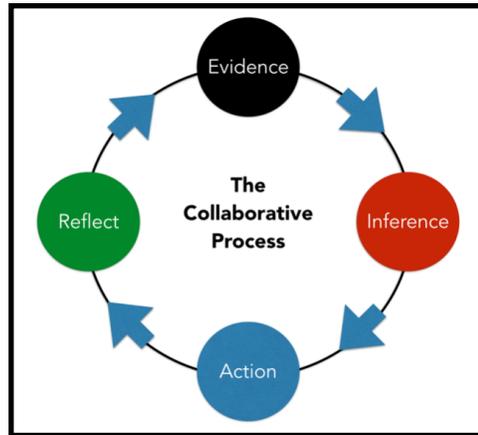
What was our priority standard? What was the specific unwrapped skill we were working on within the standard? What was the cognitive demand and rigor?

Step 1: Collect and Present Assessment Results

Exceeding - How many students "Exceeding" total?
Achieving - How many students "Achieving" total?
Progressing - How many students "Progressing" total?
Beginning - How many students "Beginning" total?

Step 2: Create Baseline Evidence Statements and Infer

Exceeding (students can)	Achieving (students can)	Progressing (students struggled)	Beginning (students struggled
• What could the Exceeding students do well? • What might be an area to focus on for this group to move them to the next level of learning? (i.e. increase text complexity to the next grade level, increase rigor of response, etc.)	• What could the Achieving students do well? Why? • How can we continue to maintain their achievement and how can we develop them to obtain Exceeding status?	• What key area kept these students from acquiring Achieving? • If more than one, which might be the most urgent?	• In comparing these students to the ones that are "Progressing" what were some of the key differences in performance? • Are there enabling skills or knowledge that these students might lack? • If more than one, which might be the most urgent? • How might these skills be addressed with support outside the classroom as well?

Step 3: SMARTER Goal Algorithm:
To determine the difference between the pre assessment level of proficiency and post assessment level of proficiency, teams can consider the following:

Number of Students Proficient on Pre Assessment: Exceeding + Achieving/Total number of students who took assessment.

$$\frac{4 \text{ (Exceeding)} + 9 \text{ (Achieving)}}{76 \text{ (total \# of students)}} = \textbf{17\% proficient} \text{ (Exceeding and Achieving combined)}$$

Number of Students Proficient on Post Assessment: Exceeding + Achieving + Progressing/ Total number of student who took assessment. In this example, the team is predicting that the students who are progressing (42) will become proficient after instruction.

$$\frac{4 \text{ (Exceeding)} + 9 \text{ (Achieving)} + 42 \text{ (Progressing)}}{76 \text{ (total \# of students)}} = \textbf{72\% proficient} \text{ (Exceeding/Achieving/Progressing combined)}$$

What about students who are "Beginning?" They were not included in the algorithm. Can we move them to "Achieving?"

Teachers must now use their professional judgement when predicting on how many more students might become proficient after instruction. Might we adjust this goal?

SMART Goal Statement:
The percentage of students scoring in "Achieving" and higher in **analysis of text** will increase from **17% to 72%** by the **end of February** as measured by a team created short-cycle formative assessment.

Step 4: Select Common Instructional Strategies – *Make sure to focus on specificity here to foster replication.*

Exceeding (students can)	Achieving (students can)	Progressing (students struggled)	Beginning (students struggled
• Looking back at Step 2, what is the prioritized next step? • What adult actions will be used to address this prioritized next step? • Whole group or small group? • How often? • What materials might we need? • How might we reinforce these skills or knowledge?	• Looking back at Step 2, what is the prioritized next step? • What adult actions will be used to address this prioritized next step? • Whole group or small group? • How often? • What materials might we need? • How might we reinforce these skills or knowledge?	• Looking back at Step 2, what is the prioritized next step? • What adult actions will be used to address this prioritized next step? • Whole group or small group? • How often? • What materials might we need? • How might we reinforce these skills or knowledge?	• Looking back at Step 2, what is the prioritized next step? • What adult actions will be used to address this prioritized next step? • Whole group or small group? • How often? • What materials might we need? • How might we reinforce these skills or knowledge?

ADVANCED
COLLABORATIVE SOLUTIONS