



**Newark Teacher Induction Program # 205
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For the school year, 2018-2019 this Induction program will support all candidates of Newark USD but only the continuing Year 2 candidates from charter and private school. No new candidates from charter or private schools will be enrolled.

Table 1: Addressing the Stipulations	
Stipulation	August 2018 Update
<p>1. NUSD must fully transition to the new Teacher Induction standards. In doing so they must provide evidence that:</p> <ul style="list-style-type: none"> the program is grounded in individualization and growth for each candidate rather than the completion of documents and assignments. 	<p>The Induction Experience for Candidates and Mentors outlines how the Newark Teacher Induction program is grounded in individualization and growth and has eliminated any evidence of previous FACT system.</p> <p>Candidates and mentors submitted data on examples of “just-in-time” support provided in 17-18.</p>
<ul style="list-style-type: none"> the knowledge/experiences from a candidate’s preliminary program is being considered during the development of the candidate’s ILP. 	<p>Through the use of the transition document from the university and the intake interview, the candidate and program director will draft a professional growth plan that will build on the candidate’s pre-service experience and skills. This individualization will form the foundation and be reflected in the candidate’s Individual Learning Plan, ILP 2018</p> <p>The Guide to ILP 2018 describes how the Intake interview considers the knowledge/ experiences from the candidate’s preliminary program during the development of the candidate’s ILP.</p>
2. NUSD must provide evidence that any Common Standard and Program Standard less than fully met has been addressed.	See Table 2 for how the standards were addressed
3. NUSD must provide evidence of a cohesive mentoring structure across all institutions served.	As of June 2018, NUSD has merged both the NUSD & Private/Charter under the direction of one person. There will be one program with all mentors meeting together.
4. NUSD must provide evidence that a system is in place to regularly collect data from multiple sources, analyze it, share it with all stakeholder groups and use the data to inform the effectiveness of the program and make modifications. This must include:	<p>Stakeholders complete surveys twice each year- Fall and Spring</p> <ul style="list-style-type: none"> Principal Survey (Anonymous) Program Effectiveness Survey for Candidates Program Effectiveness Survey for Mentors

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<p>a. Feedback from all relevant stakeholders, including K-12 and higher education partners, candidates, mentors, and completers.</p>	<ul style="list-style-type: none"> • Candidate Log provides feedback on the quality and level of support provided by the mentors. • Mentor Log - completed for each interaction with the candidate and reviewed by the program director regularly documents the types of interaction and the quality of mentor support provided. • Mentor Descriptions of Practice Self-assessment and Reflection-completed in the Fall and Spring, a tool mentors use to monitor growth in the development of mentoring skills
<p>b. A means for mentors and candidates of sharing feedback that protects their anonymity.</p>	<p>Mentors and candidates complete the Program Effectiveness Survey in the Fall and Spring. Feedback is anonymous.</p> <ul style="list-style-type: none"> • Program Effectiveness Survey for Candidate • Program Effectiveness Survey for Mentors
<p>c. Feedback about the quality of the candidate/mentor matches to ensure they are productive and positive.</p>	<p>The following data sources will provide information on the quality of the candidate/ mentor matches:</p> <ul style="list-style-type: none"> • Mentor Log • Candidate Log • Program Effectiveness Survey for Candidate • Program Effectiveness Survey for Mentors <p>If the candidate/mentor match is not productive and/or positive the Mentor Reassignment Process outlines the process to change the mentoring partnership.</p>
<p>5. NUSD must provide evidence that it has a clear process in place for determining the impact of the program on the teaching and learning of both candidates and students.</p>	<p>Through the ILP, candidates and mentors engage in reflective conversations regularly to discuss growth and teaching practice. Candidates also reflect and document the impact of the ILP activities</p>

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	<p>to their teaching and to their student's learning. The ILP is shared with the mentor and program director. Both the mentor and program director provide additional evidence through classroom observations.</p> <p>Additional data from the Program Effectiveness survey completed by the candidate and mentor anonymously are analyzed by the program director and/or Advisory Council.</p>
6. NUSD must invite CTC staff to attend their advisory committee meetings.	<p>Calendar of Advisory Council Meetings: July 12, September 21, December 14, February 8, April 12</p>
7. NUSD must submit quarterly reports including a report to the COA at the August 2018 COA meeting.	<p align="center">Addressed by the Quarterly Reports</p>
8. That within one year Newark Unified School District will host a revisit. Consistent with the Commission cost recovery policies, the institution will assume the cost for the revisit.	<p align="center">Revisit is scheduled for May 6 & 7, 2019</p>
9. That Newark Unified School District must notify all current candidates and applicants that its accreditation status is Probationary Accreditation and that the programs could be closed if the stipulations are not addressed in a timely manner	<p>The CTC Letter signed by Superintendent Patrick Sanchez and Induction Program Director Leonor I. Rebosura is included in all the shared Google folders of the candidates and mentors. This is presented and discussed during the Intake Interview with candidates and/or Mentor Orientation sessions.</p> <p>The CTC Candidate Letter</p>

Table 2: Addressing the Standards that Were Less than Fully Met	
Standard Less Than Fully Met and Rationale	Activities to Address the Standard
Common Standards	
CS 2: After a review of program documents and stakeholder interviews, inconsistencies surfaced among program participants from NUSD and their partnering districts. Candidates expressed concerns in programmatic support to promote growth and effectiveness in attaining competence and performance expectations. Inconsistencies also exist in program advisement and candidate support for those who need additional assistance to meet competencies.	<p>As of June 2018, NUSD has merged both the NUSD & Private/Charter under the direction of one person. The Director provides advisement and support to all candidates. All candidates and mentors complete their Induction work in shared Google folders. All Candidate Folders will hold identical documents. All Mentor Folders will hold identical mentoring documents.</p>

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	<p><u>Candidate Folder</u> contain the following:</p> <ul style="list-style-type: none"> • The Candidate's Induction Experience • Guide to ILP 2018 • ILP 2018 • Levels of Teacher Development Across the CSTP • Teacher Inquiry • CTC Candidate Letter <p><u>Mentor Folder</u> contain the following resources for the mentors:</p> <ul style="list-style-type: none"> • Conversation Guides • Observation Tools • Mentor Descriptions of Practice • Mentor Log: Trimester 1, 2, 3 • The Induction Experience: Candidate & Mentor • CTC Candidate Letter
<p>CS 3: It appears in the NUSD Program Resource Guide, portfolio reviews, and was corroborated by candidate interviews that the program is continuing to utilize all previous formative assessment documents. While candidates indicated that some "assignments" promoted their reflection they also expressed how the preponderance of required documentation hindered their ability to focus on their overall growth, effectiveness and development of competencies. There were also inconsistencies which should not exist under new program guidelines among general education and education specialists candidates regarding the work required for completion of the program. Additionally, there is no convincing evidence that the induction program regularly evaluates the quality of services provided by mentors. Assignment of mentors is inconsistent across all programs and partnering districts. Some candidates indicated having to identify their own mentor.</p>	<p><u>The Induction Experience</u></p> <p>New program is characterized by three major components:</p> <ol style="list-style-type: none"> 1) Individualization & growth, 2) Consistent & robust mentoring system 3) Consideration of candidate's knowledge & experiences from preservice. <p>Candidates grow in the areas of:</p> <ol style="list-style-type: none"> 1) Content Standards 2) Effective instructional strategies 3) Choosing & utilizing resources 4) How to collaborate with other personnel 5) CSTPs <p>As of June 2018, NUSD has merged both the NUSD & Private/Charter under the direction of one person. The program director is responsible for communicating program requirements, implementation of activities, mentor selection and ongoing support.</p>



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	<p>The Director collaborates with site administrators regarding selection of mentors.</p> <p>Site-based supervisors are the mentors in this program. Whenever possible, the program selects mentors with similar grade-level or subject area assignment from the same school site. However, when a mentor is not available, the program director, principal and candidate select a mentor considering the candidate's needs and priorities.</p> <p>All new mentors participate in the Mentor Foundations workshops to receive training on their supervisory role and responsibilities on their first year. Ongoing support and mentoring training is provided during monthly Mentor Workshops.</p> <p>Systematic and periodic evaluation and feedback is provided by the program director on the submitted Mentor Logs. Program director records feedback, commendations and questions on the Newark Mentor Log</p>
<p>CS 4: It was identified in interviews that the process utilized by the program to gather candidate and stakeholder feedback does not ensure a comprehensive and authentic reflection of the support they receive that promotes their overall growth and development. The data collected by the program is focused on professional development and does not reflect a systematized process for collecting data from multiple sources across all programs.</p>	<p>The program director meets with each candidate three times each year in order to regularly assess the effectiveness of the ILP, and mentor support. The first meeting occurs within 60 days of enrollment or at the beginning of school year for Y2. The midyear meeting is scheduled in January and the final meeting is in May. At each benchmark meeting, the director and candidate engage in a structured interview focused on the development & progress of the ILP. Candidates also provide data on the level and quality of the mentor support in the Candidate Log</p> <p>To solicit feedback on the support candidates and mentors receive from the program, anonymous Program Effectiveness Survey for Candidates and Program Effectiveness Survey for Mentors are administered in the Fall and Spring.</p>

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	<p>Data from these multiple sources are systematically collected, analyzed and used to determine effectiveness and impact of the program, and specific feedback guides any areas for improvement.</p> <p>The continuous improvement process includes data from structured interviews with candidates and a discussion on their growth and reflection on the ILP, as well as survey data from the principals and mentors. Collated data is analyzed with the Advisory Council and/ or mentors during Mentor Support Workshops. Relevant data will be posted on the Newark Teacher Induction website.</p> <p>Data Sources:</p> <ul style="list-style-type: none"> • Program Effectiveness Survey for Mentors (Fall & Spring) • Program Effectiveness Survey for Candidates (Fall & Spring) • Principals Survey • Mentor Log • Candidate Log <p>The analysis data is published in the Newark Teacher Induction website. (New website to be live in August 2018)</p>
<p>CS 5: Although an ILP is being implemented by the program, there is little support that the program is grounded in individualization and growth for each candidate rather than the completion of documents and assignments. The Program has implemented an ILP that is used in tandem with the existing FACT system focusing on completion of documents and assignments not the individualized growth of candidates. There is no formalized process in place to ensure that the program is having a positive impact on teaching and learning in schools.</p>	<p>Through the use of the transition document from the university and the intake interview, the candidate and program director will draft a professional growth plan that will build on the candidate's pre-service experience and skills. This individualization will form the foundation and be reflected in the candidate's Individual Learning Plan.</p> <p>The Induction Experience</p> <p>Impact on teaching & learning data sources:</p> <ul style="list-style-type: none"> • Program Effectiveness Survey for Mentors (Fall & Spring) • Program Effectiveness Survey for Candidate (Fall & Spring) • Principals Survey

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	<ul style="list-style-type: none"> • Mentor Log • Candidate Log
Program Standards	
1: Evidence was found indicating that a formative assessment system is in place, however no evidence was found that supports candidates building on the knowledge and skills gained during the preliminary preparation program and the program support for candidates using a robust mentoring program as intended in the new program standards.	<p>Through the use of the transition document from the university and the intake interview, the candidate and program director will draft a professional growth plan that will build on the candidate's pre-service experience and skills. This individualization will form the foundation and be reflected in the candidate's Individual Learning Plan ILP 2018</p> <p>Guide to ILP 2018</p>
4: No evidence was found from interviews and document review reflecting that "just in time" supports were being provided to candidates. Support was focused on completion of the assignments and documents in a formative assessment system. The ongoing support for mentors including reflection on their mentoring practices to promote candidate growth and effectiveness was not evident.	<p>Data on "just-in-time" support from interviews of mentors and information on the Support Effectiveness Survey of May 2018 is collated in a report, Examples of "just-in-time" support.</p> <p>Mentors reflect on their mentoring practice through the Mentor Description of Practice and Mentor Log. The Mentor DOP is completed at the beginning and end-of-the year. These are reviewed by the program director regularly. These are the mentoring skills outlined in the Mentor DOP that the program will ensure candidates receive and that the program must support:</p> <ul style="list-style-type: none"> • Provides Just-in Time support • Guidance to Promote Enduring Professional Skills (CSTP) • Modeling • "Learning to Teach" by Watching • Reflection on Practice • Connecting to Available Resources • Developing, Reviewing, and Modifying the ILP • Classroom Observations

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	<p>The Mentor Log is completed after every interaction with a candidate and is reviewed by the program director regularly. It is the tool the mentor uses to identify the the types of support s/he provides as described in the Mentor DOP, listed above.</p>
<p>5: After a document review and interviews with stakeholders there is no convincing evidence that the induction program regularly assesses the quality of services provided by mentors to candidates. Program assessment of mentors is lacking specific feedback that is based on the mentoring support rather than document completion, including a clear procedure for mentor reassignment if necessary. The program currently does not solicit feedback and assess the perceived effectiveness of support provided to candidates in implementing their individual learning plan.</p>	<p>Mentors complete a self-assessment of their mentoring skills at least twice a year, in the Fall and Spring. A digital copy of the Mentor Descriptions of Practice is found in their Mentor Folder.</p> <p>Through the Candidate Log, the program solicits feedback from the candidates to assess the quality and support provided by their mentors.</p> <p>Mentor Reassignment Process</p>

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