

Merced Union High School District Induction Program

Participating Teacher Year One Orientation Agenda

1. Welcome
 - a. Induction Staff
2. What is Induction
 - a. SB 2042
 - b. What is Induction?
3. Who is my mentor, and what does he or she do?
4. Expectations. What do I need to do to be recommended for my Professional Clear Teaching Credential?
 - a. Individual Learning Plan (Goals) with evidence
 - b. Professional Development Record
 - c. Professional Development
5. Orientation Handbook
 - a. Forms that need to be completed today
 - b. Units for Induction
 - c. Early Completion Option

Year Two Orientation

To be completed on site with Mentor

Progress Toward Clear Credential

Year Two Requirements

Review Professional Development Record

Exit Interview

Professional Growth Opportunities

Year One

September 12: Content Pedagogy and Classroom Management

October 24: Content Strategies, Assessment, and Equity

February 13: Pedagogy, Technology

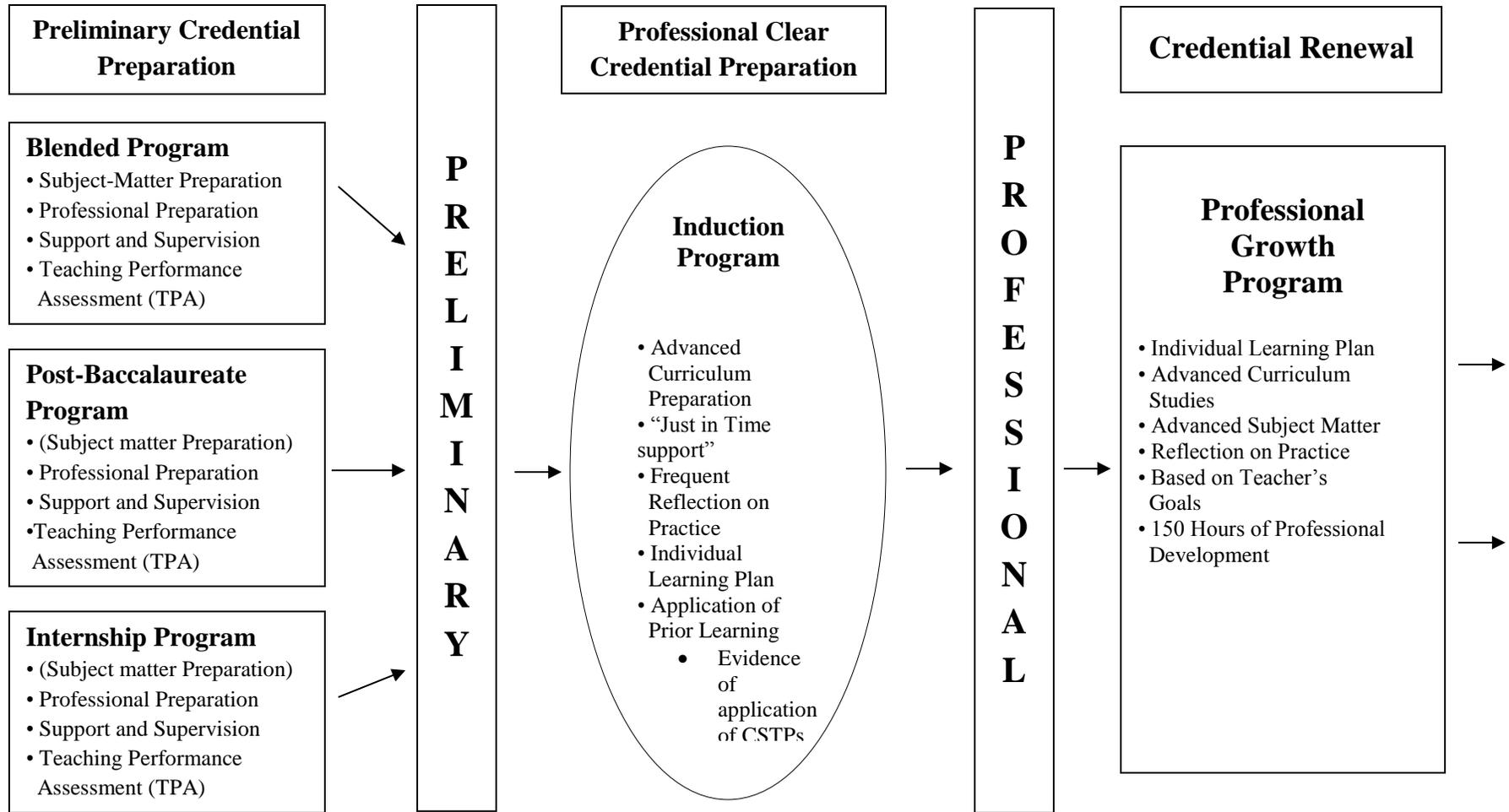
Year Two

October 10: Teaching English Learners and Equity

January 23: Teaching Special Populations

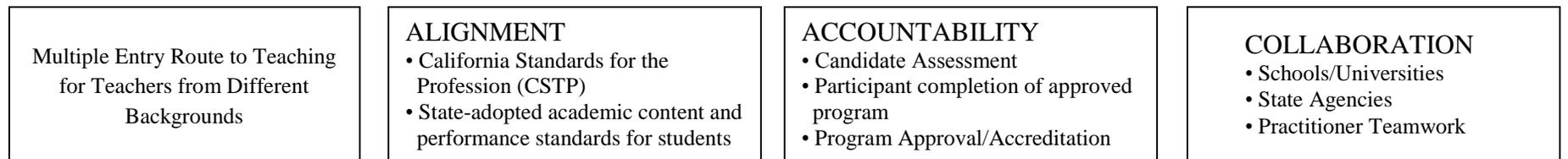
March 20: Extension of Standards and Technology

California's Learning to Teach System

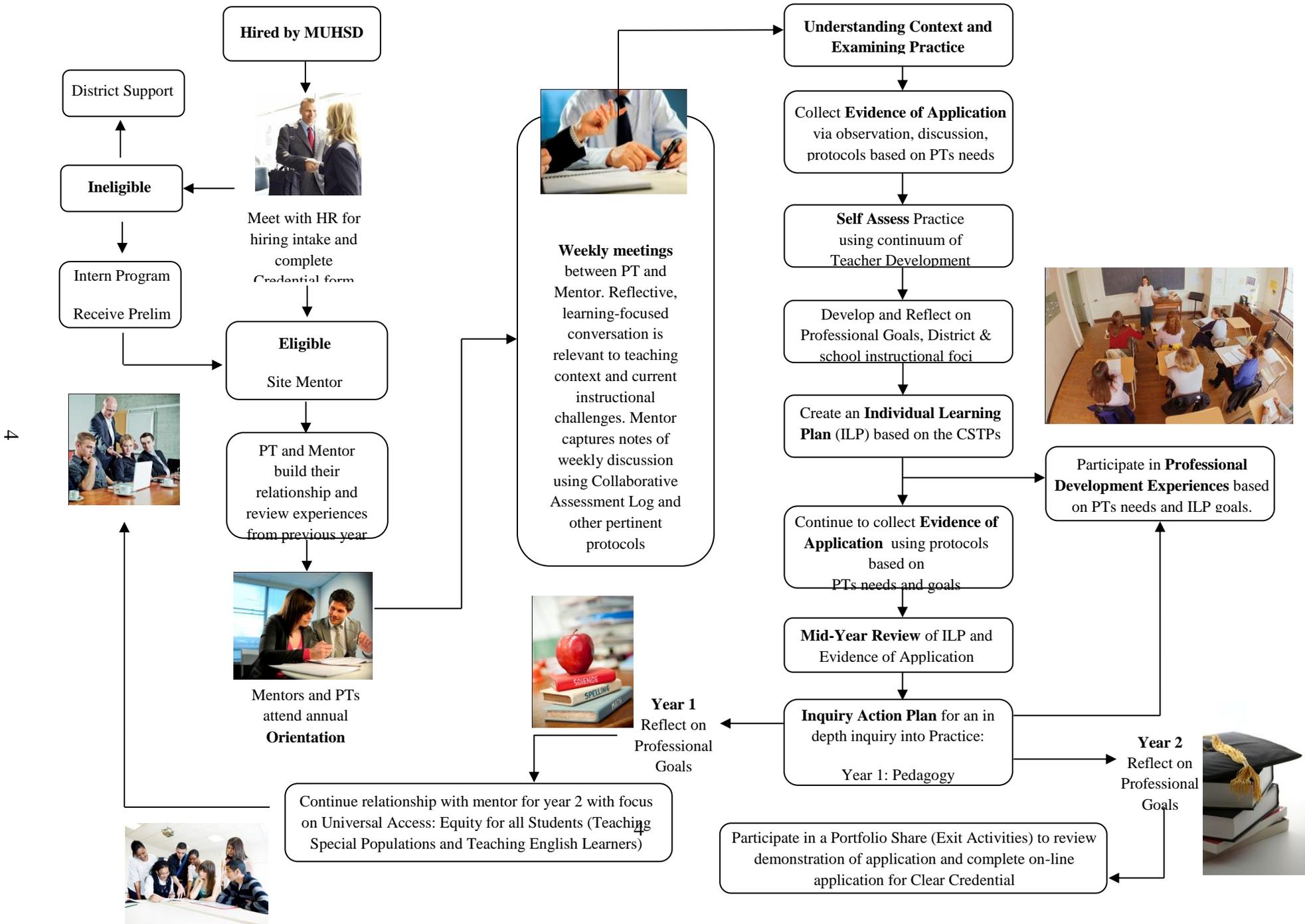


September, 2005

SYSTEM QUALITIES



A Participating Teacher's Journey Through MUHSD Induction



MUHSD Induction Program Flow Chart



STATE
(CCTC)



MUHSD BOARD OF TRUSTEES



MUHSD SUPERINTENDENT



INDUCTION ADVISORY COUNCIL



PROGRAM DIRECTOR
(ASSISTANT SUPERINTENDENT)
Mr. Scott Weimer



INDUCTION COORDINATOR,
MENTORS



MUHSD Induction Program Goals

1. Develop teacher capacity and accelerate teacher development as defined in the *California Standards for the Teaching Profession*.
2. Ensure that qualified participating teachers receive their Professional Clear Teaching Credential.
3. Direct support toward improving student achievement.
4. Use ILP and conversation protocols to develop practices and guide support.
5. Provide professional growth opportunities that assist teachers in meeting the needs of all students so they can engage in a rigorous standards-based curriculum.
6. Model and encourage ongoing self-assessment and reflections.
7. Foster collaboration and leadership among teachers.

Merced Union High School District Induction Program

Introduction

The MUHSD General Education and Education Specialist Induction Program support teachers with California, out of state, and out of country preliminary teaching credentials through a structured induction experience. The program is designed to increase each teacher's pedagogical knowledge and abilities and student achievement as measure by the *California Standards for the Teaching Profession*, state-adopted academic content standards and student performance levels. After successful completion of the induction program, the participating teacher is recommended for a professional clear credential.

Rationale

The MUHSD Induction Program recognizes that teaching is a complex, rigorous endeavor that is made even more of a challenge by the diversity of California's students. The Induction program helps participating teachers apply the skills and abilities of the Teacher Performance Expectations from the teacher preparation program. Ultimately, the purpose of the induction program is student acquisition of the state-adopted academic content standards and high performance levels of all students.

Outcomes

Learning outcomes for participating teachers are based on the *California Standards for the Teaching Profession (CSTP)*. These standards represent a developmental, holistic view of teaching, and are intended to meet the needs of diverse teachers and students in California.

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experience for All Students
- Assessing Student Learning
- Developing as a Professional Educator

The Conversation Protocols develop and address continued learning that builds on the pre-service preparation and include but are not limited to:

- reflecting about student learning and teaching practice
- developing professional goals to improve teaching practice
- guiding, monitoring, and assessing the progress of a teacher's practice toward professional goals and professionally-accepted benchmark

Through self-assessment, based on evidence gathered during planned events on all six standards of the *CSTP*, participating teachers observe their progress as it relates to student success in meeting or exceeding the state-adopted academic content standards. The entire process continually focuses student performance on the State standards. Teachers evaluate student performance and must make adjustments in teaching strategies and assessment depending on student work.

Program leaders review and revise program goals and assess program effectiveness. Evaluation data collected includes the following:

- Informal data collected by district mentors
- Formal collection of survey data and seminar evaluations

Recommended revisions to the induction program are made as a result of these formative assessments from various sources. Final program decisions rest with the district administration and the School Board.

Program Design

Program leaders inform participating teachers at a mandatory orientation meeting of their responsibilities in accumulating evidence related to the *CSTP* and the induction standards, leading to the professional teaching credential recommendation. This evidence will include, but is not limited to the following:

- Verification of completion of the *Individual Learning Plan* that documents growth in the *CSTP* and Induction standards. The participating teacher submits this information in the online portfolio.
- Verification of the completion of an Individual Learning Plan during each year of the program

At the conclusion of year 2, the program coordinator conducts exit interviews and the ILP and supporting evidence/documents to determine candidate's fulfillment of the professional clear credential requirements.

Each year, participating teachers will have an informal on-site mid-year review of their progress and receive a report on progress toward completion of the induction standards.

Participating teachers are informed of the responsibility to protect all documents needed for clear credential recommendation at the formal program orientation. They are responsible for back up materials in the case of loss, theft, or any other circumstances that may cause destruction or loss of the evidence required.

Application of Teaching Knowledge

The MUHSD uses a unique online system to document evidence of growth and application of the CSTPs. The design of the program includes multiple opportunities for participating teachers to apply knowledge of the *California Standards for the Teaching Profession (CSTP)*. Proficiency is documented on the Collaborative Assessment Logs.

Multiple opportunities to apply the state-adopted academic performance standards and assess performance levels of students are incorporated into the Formative Assessment System. During weekly observations and reflections, the participating teacher is building on prior knowledge levels of the *CSTP* assessments. Lessons taught must center on specific state-adopted grade level standards.

Criteria

Participating teachers assemble evidence to demonstrate the results of application of the *CSTP* and the state-adopted frameworks and curriculum materials in a pre-selected content area.

Participating teachers must demonstrate application beyond what was demonstrated for the preliminary credential by responding to diverse student needs. The *CSTP* and induction standards are embedded in the MUHSD unique online system.

Completion of professional development activities includes the option to complete district professional development. Action plans developed from each professional development session ensure application. Mentors and program leaders inform participating teachers of their progress in professional development at mid-year and in May.

Process for Professional Clear Credential Recommendation

The MUHSD Program has a planned process for verifying completion of professional teacher induction and recommending for the professional clear credential only those teachers who have met all requirements:

- The Program staff will maintain a database to verify each teacher's individual participation in the Induction Program. This database will include information regarding professional development opportunities attended by the participating teacher, a record of their completion of Professional Learning and verification of the submission and implementation of an Individual Learning Plan each year of their participation. This database will be updated throughout the year.
- The participating teacher is responsible for accumulating evidence which includes documentation of completion of specific elements related to their district and site instructional initiatives and foci.

Each participating teacher who believes he or she has met all the requirements of the Induction Program will need to submit an online portfolio that consists of the completed activities listed on the Program Progress Report which includes verifying evidence. The Program Director makes the professional clear credential recommendation through the following process:

1. Each participating teacher and mentor together must complete and accumulate evidence that documents completion of their *Individual Learning Plan* goals and activities.
2. When program requirements are completely met, the Verification of Completion of Induction Program Form (41) will be signed by the Program Director or Induction Coordinator given to the participating teacher.

If the Recommendation Committee or Program Director determines that the participating teacher has not successfully completed the professional clear credential requirements at the end of the second year of induction:

- The Program Director or Coordinator will provide specific feedback that identifies the necessary requirements for successful completion.
- The Recommendation Analysis and Feedback Form and the cover letter sent to the candidate will inform the participating teacher as to what is necessary for successful completion.
- Based on the information on the Recommendation Analysis and Feedback Form, the participating teacher should contact the mentor or Program Director to discuss what is needed in order to complete the participating teacher's Induction Program.
- If necessary, a Plan for Completion will be developed by the participating teacher with the assistance of the Program Director, mentor and/or other key district personnel.
- The Program Director will monitor the completion plan at quarterly meetings.
- When necessary requirements have been completed, the Participating Teacher will submit the Completion Plan with the appropriate evidence to the Program Director.
- After review, the Program Director will complete the Verification of Completion of Induction Program Form (41).

Maintenance of Records

The MUHSD Induction Program maintains a database on all individuals participating in the program. The program assistant updates the database and maintains a hard copy of the data. Each individual's record includes:

- Demographic information: Name, address, phone, school, grade level, credential, college attended, mentor information
- Contact hours: Monthly contact hours, meeting schedule, Adjunct duties and follow-up, events completed, Individual Learning Plan evidence/ information and follow up training, evaluation completion
- Professional development completed

The Portfolio

Each participating teacher will maintain an electronic portfolio of evidence of application. Documentation of application will be confirmed by a combination of ILP events finished, and the Induction Program database record of completed activities.

The participating teacher is responsible for make back-up copies and/or be willing to produce needed evidence if so called information is lost or deleted.

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

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 individuals 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 for 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

Preconditions for General Education and Education Specialist Induction Programs

1. Each Induction program must be designed to provide a two-year, individualized; job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.
2. The Induction program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to grade level and/or subject area, as appropriate to the participant's employment.
3. Each Induction program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.
4. Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.
5. The Individual Learning Plan must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.
6. An Induction program sponsor must make available and must advise participants of an Early Completion option for "experienced and exceptional" candidates who meet the program's established criteria.

Commission on Teacher Credentialing
1900 Capitol Avenue Sacramento, California 95811
This handbook is available at: <http://www.ctc.ca.gov/>

MUHSD Induction Program

Role of the Mentor

- Provide academic, pedagogical, and emotional support
- Help with management, procedures and organization
- Coach, observe, and provide feedback to the participating teacher
- Assist with curriculum planning and teaching strategies
- Teach demonstration lessons
- Assist the participating teacher in implementing the district adopted curriculum
- Support participating teachers in their adjustment to the school community and the rigors of classroom teaching
- Guide and assist the participating teacher in completing the Formative Assessment System and other program requirements
- Provide training and staff development in all phases of induction

**MENTOR/PARTICIPATING TEACHER
PROJECTED MEETING SCHEDULE
MUHSD Induction Program**

(Please Print)

FOR THE SCHOOL YEAR OF _____

Mentor: _____

(Date)

Participating Teacher: _____

(Date)

**This schedule reflects the goal of meeting together
at least one (1) hour weekly. We will meet together:**

_____ before school, _____ time(s) a week

_____ after school, _____ time(s) a week

_____ at lunch, _____ time(s) a week

_____ during a mutual planning period, _____ time(s) a week

_____ other (please explain) _____

**I agree to check my email regularly for messages from my mentor and updates from the
Program Staff. I will maintain copies of all Formative Assessments documents.**

(Signature)

Comments: _____

* Site Administrator's Verification of Receipt of Schedule: _____
(Site Administrator – Please initial)

Return to INDUCTION Program Coordinator

Merced Union High School District Induction Program
Guidelines for
Requesting Mentors
And
Request for Changing Mentors

Requesting a Mentor

The Program Director may consider participating teacher input for pairing with a specific mentor if a request is submitted prior to assignments. This information will be used only if the desired mentor meets the following prerequisites:

- Is an Induction trained mentor
- Has been hired by the district as an Induction Mentor and has time available for the potential assignment
- The Mentor must have the flexibility in their schedule to adequately support the teacher

Request for Changing a Mentor

The trusting relationship of the participating teacher and the mentor is vital to the success of the program. If that relationship does not develop properly, a change may be necessary. If a change needs to be made, the participating teacher must submit a Letter of Intent. The coordinator will thoroughly investigate the issues and consider them before any recommendation is made. The coordinator may do one or all of the following:

- Meet with participating teacher and mentor and discuss the issues to seek resolution
- Make a new mentor assignment

MUHSD Induction Program

Letter of Intent

Participating Teacher _____

Mentor _____

Site _____

Coordinator,

I would like to change in mentors. I have met with both of you and my mentor to try to work toward a positive resolution. However, I feel that a change would be in my better interests.

Thank you,

(Signature)

(Date)

Effective Date:

_____ As soon as possible

_____ For next school year

Adjunct Duties Form
Participating Teacher Extracurricular Duties
MUHSD Induction Program

Participating Teacher Name _____ School _____

Date _____ Mentor Name _____

Participating Teacher Assignment _____

NOTE: Please check (✓) all of the following adjunct duties that the participating teacher is currently doing or has done this year in addition to his/her regular daily teaching assignments:

1. Sports/After-school Coaching

_____ Football	_____ Soccer	_____ Baseball	_____ Swimming
_____ Basketball	_____ Wrestling	_____ Track	_____ Cheerleading
_____ Volleyball	_____ Water Polo	_____ Tennis	_____ Golf
_____ Other _____			

2. Student Clubs/Extra-Curricular Activities (please list):

3. Additional Academic Assistance: After-school/Intercession/Summer School (please list):

4. Other (please list/describe): _____

With your extra-curricular assignments, do you and your mentor believe that you have sufficient time for your classroom preparation?

Yes _____ No _____

If no, please review the following questions with your mentor.

(Circle one)

- | | | |
|---|---|---|
| Y | N | 1. Are any of these activities short term? |
| Y | N | 2. Will any of these activities interfere with regular meetings with your mentor? |
| Y | N | 3. Will these activities take too much time away from your own time? |
| Y | N | 4. Will these activities take too much time away from your lesson preparation? |
| Y | N | 5. Are you able to resign from any of these activities if they interfere? |

PLEASE RETURN BY SEPTEMBER 1 TO THE PROGRAM COORDINATOR
--

Early Completion Option

Senate Bill 57 (Chapter 269, Scott) was signed in 2001 adding Section 44468 to the Education Code relating to teacher credentialing. Education Code Section 44468(a) allows eligible individuals to complete a Commission-approved professional teacher induction program at a faster pace than the full two years generally required. As with completion of the full-length induction program, completion of the Early Completion Option allows individuals the opportunity to earn their Professional Clear Credential.

Teachers who are eligible are those who (1) have had two or more years of successful teaching experience outside of California or in a private school or (2) have earned their Preliminary Credential through participating in program associated with the Learning to Teach Continuum and have two years experience teaching as part of the pre-intern and/or intern programs. Participating in pre-intern and intern programs ensures that candidates have had support in the early years of teaching through coaching and professional development. The needs of these teachers differ from those of a beginning teacher. The Merced Union High School District's Induction Program, therefore, offers the following program adaptation in order to better serve teachers with prior successful teaching experience.

Eligibility Requirements

Candidates who will be considered for the Early Completion option:

- Must have, or have applied for, a current California preliminary credential
- Must be currently teaching in the District
- Must have a letter from current principal indicating one year of mentoring is sufficient support
- Must fall into one of the following descriptors:
 - a. have two or more years of *successful* teaching in a California public school under a pre-intern certificate and/or intern certificate as evidenced by a letter from the intern program or appropriate transcripts, *or*
 - b. have two or more years of *successful* teaching experience as a teacher of record in an accredited (as determined by the Commission) private school as evidenced by a letter from the employing district and verification of accreditation, *or*
 - c. have two or more years of *successful* teaching as a teacher of record in a school in another state or country as evidenced by positive evaluations

[For the purposes of identification, *successful* shall be defined by either (1) rigorous & *exemplary* performance evaluation(s) that label the teacher's overall performance as satisfactory or better, or (2) a letter of recommendation from the evaluating administrator citing the candidate as a successful teacher. *Experienced* shall be defined as two or more years of recent experience as teacher of record in a similar assignment.

Early Completion Requirements

Formative Assessment:

The MUHSD Induction Program requires the completion of an Individual Learning Plan with supporting documents, evidence, growth and application of the CSTP's.

Classroom Practice:

The candidate must demonstrate knowledge and use of the following specific teaching skills as described in the MUHSD Induction Plan *in the classroom*:

- Teaching English Learners
- Meeting the needs of students with disabilities in the regular classroom
- Supporting equity and diversity and access to the core curriculum for all students
- Creating a supportive and healthy environment for students learning
- Using technology to support student learning
- Planning instruction that addresses core academic content standards and employs appropriate subject specific pedagogy

These skills must be documented on the Collaborative Conversation Logs, Lesson Plans, Evidence and Application of pedagogy related to the CSTPs'.

Procedure for Early Completion

Requests for the Early Completion Option must include, in writing:

1. Evidence to support the candidate's eligibility to participate in the Early Completion Option based on one of the above qualifiers (a-c).
2. Evidence of the candidate's credential status.
3. Evidence of two years or more of recent successful and exemplary experience as a teacher of record in a similar assignment.
4. A letter of application addressed to the Induction Coordinator stating the desire to participate in the Early Completion Option and including a stated commitment to completing all requirements in one year.

Deadline to submit request: September 15

Completion and Recommendation for Credential

Documentation required:

1. Early Completion Option application signed by the Program Coordinator
2. Evidence of completion of Individual Learning Plan and documentation of evidence.

MUHSD Induction Program

Induction Program (Extension Requests) Beyond Two Years

The CTC allows teachers five years to complete the professional clear credential requirements. It is expected that participating teachers finish the requirements that necessitate a mentor within the first two years. Those who do not finish these requirements may request a program extension in writing under certain circumstances. Extensions will be offered to those who do not complete this part of the program due to verified:

- Health or family emergency
- Other extenuating circumstances outside the participating teacher's control that affect the teacher's ability to complete this portion of the program within the two-year funding period.

Late program enrollment or mentor assignments do not qualify for program extensions. Lack of program completion due to extra-curricular assignments does not qualify.

Participating teachers may be required to pay the cost of a mentor, materials, and substitutes if required.

**REQUEST FOR INDUCTION PROGRAM EXTENSION
IN THE THIRD YEAR OF INDUCTION
MERCED UNION HIGH SCHOOL DISTRICT INDUCTION PROGRAM**

To be used for completion of activities required for clear credential recommendation

Participating Teacher _____ **Date** _____

Mentor _____ **Date** _____

Need for Extension:

- ILP event(s) Specify: _____
- Other (explain reason in detail)

Reason for Extension:

- Health or Family Emergency
- Other circumstances: Explain: _____

Outline the assistance needed

ASSISTANCE PLAN	PERSON RESPONSIBLE FOR ASSISTANCE

NOTE: I understand that all induction requirements for the recommendation of the professional clear teaching credential must be completed prior to the expiration of my preliminary teaching credential. Return this form to the Program Director.

Participating Teacher Signature Date

Program Coordinator Approval Date

Agreement between the University of San Diego, Division of Continuing Education And Merced Union High School District Induction Program

Purpose of Agreement

Through a planned program, the University of San Diego's Division of Continuing Education Division and the Merced Union High School District Induction Program will work together to obtain university credits for Participating Teachers for Induction Years 1 and 2 and Induction ECO. In addition, both agencies will cooperate in planning, implementing and evaluating a successful Induction Program.

USD, Division of Continuing Education

USD will award semester units for Participating Teachers and mentors as indicated below. The number of units available has been determined based on the amount of time needed to complete program requirements. Students must enroll for the total number of units available.

Courses

These are graduate level extension credits.

Induction for Participating Teachers Year 1	6 units
Induction for Participating Teachers Year 2	6 units
Induction ECO for Participating Teachers	9 units

The tuition cost for 2017-2018 is \$75 per unit. This is an optional program for those who wish to get professional development hours to add to their units on the salary scale.

Procedures for Basic Units

USD will register Participating Teachers online, will collect tuition and will maintain an enrollment roster which will be made available to the Induction Coordinator. Programs will begin on October 1 and end on June 1 of each year. Students may enroll any time before June 1 of the school year. Credit is not available retroactively.

On or before June 15, Basic induction grade lists will be forwarded to the Induction Coordinator for the purpose of recording completion of program requirements for each registered student. The USD consultant will then assign grades as advised and transmit them to the registrar who will send official transcripts within 3-4 weeks. Transcripts must be submitted to the human resources department prior to Sept. 1 to be included on the salary schedule for that school year.

The local USD coordinator and/or staff will be available to assist in planning and implementing the Induction Program or other induction activities. Directions for registering are on the MUHSD Induction website: TBD

Coursework will be graded A-F. Incomplete work must be finished within one year.

CREENTIAL INFORMATION VERFICIATION FORM
PLEASE PRINT, FILL OUT COMPLETELY, SIGN AND DATE THIS FORM

DATE: _____ SSN: _____
 Name: _____ DOB: _____ Gender: (circle) Female Male
 Home Address: _____
 City: _____ State: _____ Zip: _____
 Home Telephone: (____) _____ Email: _____

Complete for ALL Credentials Held

CA Credential(s) Held:		# years teaching with EACH authorization
<input type="checkbox"/> Professional Clear Credential	Date Received: _____	_____
<input type="checkbox"/> Preliminary Credential	Date Received: _____	_____
<input type="checkbox"/> Intern Credential	Date Received: _____	_____
<input type="checkbox"/> Individualized Intern Certificate	Date Received: _____	_____
<input type="checkbox"/> Other _____	Date Received: _____	_____

<p><u>Credential Information</u> Credential issued from _____ _____ Name of University _____ Type of Credentials (check all that apply) <input type="checkbox"/> SB 2042 <input type="checkbox"/> Educational Specialist (Special Education) <input type="checkbox"/> Ryan <input type="checkbox"/> Other _____</p> <p align="center"><u>Intern Information</u> I completed an intern program prior to receiving a preliminary or clear credential <input type="checkbox"/> No <input type="checkbox"/> Yes # years as intern _____</p>
--

<p><u>Out of State Credential:</u> <input type="checkbox"/> Yes <input type="checkbox"/> No State: _____ # years out of state teaching experience _____ _____</p> <p align="center"><u>Previous Induction Participation</u> Participated in: <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> None Previous District: _____</p>
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I realize that if I hold an SB 2042 preliminary credential issued on or after August 30, 2004, I must complete a Commission-approved induction program to earn a professional clear single or multiple subject credentials. If I have a preliminary credential issued before the date above, I may participate as an alternative to taking 5th year coursework. I understand that I have to attend one of the Participating Teacher Orientations when notified. It is my responsibility as a participating teacher to inform the BTSA office of any address, name, or phone number changes within 10 days.

Signature of Teacher: _____ **Date:** _____

Assignment

School: _____ Grade: _____
 Content Area(s): _____ Credential in this content area? Yes No
 Special Education: Yes No If Yes, Credentialed in Special Education? Yes No
 If yes, type of credential: _____ Waiver required Yes No Emergency Permit required? Yes No
 District Verification (signature): _____ Date: _____

Merced Union High School District Induction Program

Participating Teacher Letter of Commitment

I, _____, wish to participate in the MUHSD Induction Program. I have read the Participating Teacher Responsibilities as described below and agree to follow them to the best of my ability. I understand that all program requirements must be fulfilled within two years in order to receive a recommendation for a California Professional Clear Credential. If, for any reason, I am unable to participate fully in the Induction Program, I understand that I will need to contact the Program Director directly. I further understand that extensions will only be granted under extenuating circumstances (e.g. medical / family illness or emergency).

Responsibilities as a Participating Teacher:

- Review my eligibility for the Induction Program with district and human resources personnel.
- Develop a thoughtful relationship with my mentor characterized by openness, sharing and reflection.
- Meet with my mentor a minimum of once a week for one hour
- Complete and modify an Individual Learning Plan (ILP) based on the *California Standards for the Teaching Profession (CSTP)* and, with the assistance of my mentor, collect evidence in a portfolio to show completion of my professional growth activities.
- Participate fully in and complete the evidence related to your ILP and goals related to the District and School site's instructional foci in a thoughtful manner to guide my growth as a teacher.
- Develop and complete a Professional Development Plan, based on the Individual Learning Plan (ILP).
- Attend an Orientation in Year One, and in Year Two of the Program with your mentor.
- Participate in informal and formal classroom observations provided by my mentor, including pre and post conferences and reflections. (Information gathered regarding performance is confidential.)
- Communicate questions or concerns about the Induction Program to the Program Coordinator or my mentor.
- Participate in the Program evaluation process and comply with reporting procedures.
- **Initiate contact with the Program Coordinator in the event of mentor dissatisfaction.**
- Maintains copies of all documents/evidence related to your ILP and other program components.

Participating Teacher's Signature: _____ Date: _____

Return this Letter of Commitment to the Program Coordinator.

Merced Union High School District Induction Program

Personal Profile

Name: _____ SSN: _____

Gender: Female Male DOB: _____

Home Address: _____

City: _____ Zip Code: _____

Phone: (Home) _____ (Cell) _____

Email: (Work) _____ (Home) _____

Credentials: (Check all that apply)

_____ Professional Clear _____ Preliminary

_____ Intern _____ Other: _____

Education:

Degree Major: _____ Minor: _____

Credential issued from: _____
(Name of University)

Assignment:

Site: _____ Grade Level(s): _____

Special Ed: Yes No

Schedule:

Period	Room	Subject (include prep)	Regular Class Times	Collaboration Day/Time



Merced Union High School District

3430 A Street, Atwater, CA 95301 • Mailing: PO Box 2147 Merced, CA 95344
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Superintendent
Alan Peterson

Deputy Superintendent
Ralph Calderon

Assistant Superintendents
Constantino Aguilar
Scott Weimer

Board of Trustees
Dave Honey
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John Medearis
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Julio Valadez

AGREEMENT

This AGREEMENT is made this 1st day of July, 2018, between: **MERCED UNION HIGH SCHOOL DISTRICT** (hereafter referred to as Contractor) having a principal place of business at 3430 A Street, Atwater, California, 95301 and the **MERCED COUNTY OFFICE OF EDUCATION** (hereafter referred to as Program) having a principal place of business at 632 W. 13th Street, Merced, California, 95341.

Term of Contract

This Agreement will become effective on April 1, 2018, and will continue in effect through June 30, 2020.

Contractor agrees to:

Enroll any Teacher Induction Program candidates in the MCOE Teacher Induction Program in the event of inactivation/closure of Merced Union High School District Induction. The MUHSD will pay the Contractor at the current program rate.

Terms & Conditions

Confidentiality: Contractor shall comply with all laws, regulations, and professional standards pertaining to the confidentiality of candidate records and information which he or she may have access to in the course of performing services for Program. **Independent Contractor Status:** This Agreement is by and between independent contractors and is not intended to and shall not be construed to create a relationship of agent, servant, employee, partnership, joint venture or association.

Executed at Merced, California on March 28, 2018

Program:

Contractor:

By:

Michelle Symes

Printed Name

Director

Printed Title

Michelle Symes

Signature

By:

Alan Peterson

Printed Name

Superintendent

Printed Title

Alan Peterson

Signature

Induction Program Design for Mentoring

Clear Teaching Credential Candidates

Standard 1: Program Purpose

Each Induction program must support candidate development and growth in the profession by building on the knowledge and skills gained during the Preliminary Preparation program to design and implement a robust mentoring system, as described in the following standards, that helps each candidate work to meet the *California Standards for the Teaching Profession*.

Standard 2: Components of the Mentoring Design

The Induction program's mentoring design must be based on a sound rationale informed by theory and research, and must provide multiple opportunities for candidates to demonstrate growth in the California Standards for the Teaching Profession. The mentoring approach implemented by the program must include the development of an Individualized Learning Plan (ILP) for candidates based on needs determined by the teacher and program provider, in consultation with the site administrator and guided by the Preliminary Program Transition Plan. The ILP must address identified candidate competencies that support the recommendation for the credential. Mentoring support for candidates must include both "just in time" and longer term analysis of teaching practice to help candidates develop enduring professional skills. The program's design features both individually and as a whole must serve to strengthen the candidate's professional practice and contribute to the candidate's future retention in the profession.

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

The Individualized Learning Plan (ILP) must address the California Standards for the Teaching Profession and provide the road map for candidates' Induction work during their time in the program along with guidance for the mentor in providing support. The ILP must be collaboratively developed at the beginning of Induction by the candidate and the mentor, with input from the employer regarding the candidate's job assignment, and guidance from the program staff. The ILP must include candidate professional growth goals, a description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed. The candidate's specific teaching assignment should provide the appropriate context for the development of the overall ILP; however, the candidate and the mentor may add additional goals based on the candidate's professional interests such as, for example, advanced certifications, additional content area literacy, and early childhood education. 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. The program must assist the candidate and the mentor with assuring the availability of resources necessary to accomplish the ILP. The program must ensure dedicated time for regular mentor and candidate interactions, observations of colleagues and peers by the candidate, and other activities contained in the ILP. In addition, the mentoring process must support each candidate's consistent practice of reflection on the effectiveness of instruction, analysis of student and other outcomes data, and the use of these data to further inform the repeated cycle of planning and instruction. Within the ongoing mentoring interactions, the mentor must encourage and assist candidates to connect with and become part of the larger professional learning community within the profession.

Standard 4: Qualifications, Selection and Training of Mentors

The Induction program assigns qualified mentors and provides guidance and clear expectations for the mentoring experience based on the program's design. 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**
- **Ability, willingness, and flexibility to meet candidate needs for support**
- **Minimum of three years of effective teaching experience**

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

Providing "just in time" support for candidates, in accordance with the ILP, along with longer term guidance to promote enduring professional skills

- **Facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction**
- **Connecting candidates with available resources to support their professional growth and accomplishment of the ILP**
- **Periodically reviewing the ILP with candidates and making adjustments as needed**

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

- **Coaching and mentoring**
- **Goal setting**
- **Use of appropriate mentoring instruments**
- **Best practices in adult learning**
- **Support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks**
- **Program processes designed to support candidate growth and effectiveness**

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 documentation of candidate progress must reflect the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the candidate's successful completion of the activities outlined in the ILP.

Prior to recommending a candidate for a Clear Credential, the Induction program sponsor must verify that the candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made. The program sponsor's verification must be based on a review of observed and documented evidence, collaboratively assembled by the candidate, the mentor and/or other colleagues, according to the program's design. The Induction program's recommendation verification process must include a defensible process of reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, as needed.

Standard 6: Program Responsibilities for Assuring Quality of Program Services

The program must regularly assess the quality of services provided by mentors to candidates, using criteria that include candidate feedback, the quality and perceived effectiveness of support provided to candidates in implementing their Individualized Learning Plan, and the opportunity to complete the full range of program requirements. Induction program leaders must provide formative feedback to mentors on their work, including establishment of collaborative relationships. Clear procedures must be in place for the reassignment of mentors, if the pairing of candidate and mentor is not effective. The program must provide a coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system.

Standards to Address

Education Specialist Teaching Credential and Other Related Services Program

This table provides information on which Standards must be addressed by each type of Education Specialist and Other Related Services Preparation Program

Education Specialist Teaching Credential and Other Related Services Preparation Programs		Standards		
		Program Design	Preliminary Teaching	Specialty Area
Preliminary Teaching Credentials	Mild/Moderate	1-8	9-16	M/M 1-6
	Moderate/Severe	1-8	9-16	M/S 1-8
	Physical and Health Impairments	1-8	9-16	PHI 1-11
	Deaf and Hard-of-Hearing	1-8	9-16	DHH 1-11
	Visually Impairments	1-8	9-16	VI 1-10
	Early Childhood Special Education	1-8	9-16	ECSE 1-10
	Language and Academic Development	1-8	9-16	LAD 1-8
Added Authorizations	Autism Spectrum Disorder	-	-	ASDAA 1-3
	Adapted Physical Education	-	-	APEAA 1-13
	Deaf-Blind	-	-	DBAA 1-5
	Early Childhood Special Education	-	-	ECSEAA 1-4
	Emotional Disturbance	-	-	EDAA 1-3
	Orthopedic Impairments	-	-	OIAA 1-4
	Other Health Impairments	-	-	OHIAA 1-4
	Resource Specialist	-	-	RSAA 1-6
	Traumatic Brain Injury	-	-	TBIAA 1-4
Clear Teaching Credential		Clear 1-7		
Other Related Services	Clinical or Rehabilitative			
	Orientation and Mobility	1-8	-	O & M 1-12
	Audiology	1-8	-	AUD 1-8
	Speech-Language Pathology	1-8	-	SLP 1-8

Education Specialist Preliminary Teaching Credentials

In addition to the **Program Design** and **Preliminary Teaching Standards**, each Program must address the appropriate Specialty Standards

Mild/Moderate Disabilities (M/M)

M/M Standard 1: Characteristics of Students with Mild/Moderate Disabilities

The program provides opportunities for each candidate to identify the characteristics of students with mild to moderate disabilities, including students identified with specific learning disabilities, mild/moderate intellectual disabilities, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorders and to determine the implications of these characteristics for service delivery.

M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities

The program prepares candidates to demonstrate knowledge and skills related to using and communicating the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate disabilities covered under the authorization. The program prepares candidates to make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based, curriculum-based, and appropriate to the diverse needs of individual students. The program prepares candidates to utilize these approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students, and monitor students' progress. The program prepares candidates to plan for and participate in state-mandated accountability measures.

M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction

The program prepares candidates to select curricula and to use evidence-based instructional strategies that meet the diverse learning characteristics of students with mild/moderate disabilities across an array of environments and activities. The program prepares candidates to utilize standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans that are responsive to the unique needs of the student and the requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement. The program prepares candidates to have knowledge of evidence-based curricula and instructional methods that are effective with students with mild/moderate disabilities, including specially-designed curricula and methods for reading/language arts instruction for students with mild/moderate reading disorders. The program provides a knowledge base of strategies and interventions for students who are not responding to the current instructional environment. The program prepares candidates to create instructional and behavior support partnerships with parents/families.

M/M Standard 4: Positive Behavior Support

The program prepares candidates to demonstrate competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. The program prepares candidates to demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings. The program prepares candidates to participate effectively in school wide behavior support processes.

M/M Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities

The program provides each candidate with a depth of knowledge and skills in the teaching of reading, speaking, listening, written language, and mathematics to insure access to general education curriculum across settings. The program prepares candidates to know how mild/moderate disabilities impact student learning in these areas and know how to insure that evidence-based methods for teaching developmental reading and subject-specific reading skills to students with mild/moderate disabilities. The program prepares candidates to know and be able to use effective methods for teaching students the conventions and composition skills that enable them to communicate through writing, to know how to teach mathematical skills, applications and problem-solving methods, and to know how to select and adapt standards-based curricula and supplementary materials in these skill areas.

M/M Standard 6: Case Management

The program prepares candidates in case management practices and strategies for students with mild/moderate disabilities and for those referred for special education services.



COMPLAINT PROCESS

MUHSD NEW TEACHER INDUCTION PROGRAM

Candidate has induction-related concern.

Complaint form is filled out and submitted to the **Induction Coordinator**.

Complaint is investigated by the **Induction Coordinator and Induction Director**.

A **meeting** is held with all the parties involved. (Candidate, mentor, coordinator, director, etc.)

A mutually agreed upon **plan of action** to rectify the concern is developed.

Concern resolved?

Yes?

No?

Complaint is closed.



COMPLAINT PROCEDURE FORM

MUHSD NEW TEACHER INDUCTION PROGRAM

COMPLAINT PROCEDURE:

- Complaint form is submitted to the **Induction Coordinator**
- Complaint is investigated by the **Induction Coordinator and Induction Director**
- A meeting is held with the participant and a mutually agreed upon plan of action to rectify the situation is developed

Date of Problem: _____ Teacher Candidate Name: _____

Describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation. Submit this "Complaint Form" to the **Induction Coordinator**.

Plan of Action:

Candidate Signature

Date

Induction Coordinator Signature

Date

Induction Director

Date



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Letter of Assurance for MUHSD New Teacher Induction Program

I, Alan Peterson, Unit Head of MUHSD New Teacher Induction Program, hereby assure that the information and evidence collected in the New Teacher Induction Program, Individual Learning Plan document (ILP) is confidential and is not used for evaluation or employment purposes. It is solely for the professional growth and development of the participating teachers.

Alan Peterson
MUHSD Superintendent
Induction Unit Head

