



MADERA UNIFIED INDUCTION CONSORTIUM
STEVE THORNTON, PROGRAM DIRECTOR

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Program Sponsor Overview

Welcome to the Madera Induction Consortium Program! The Madera Induction Consortium Program is a regional consortium headed by the Lead Education Agency Madera Unified and comprised of the Madera County Office of Education, all nine of the school districts in Madera County, and university partners. The Madera Induction Consortium Program is in its seventeenth year of operation in Madera County. The program has served over 1000 Credential Candidates and worked with over 250 Mentors.

The Madera Induction Consortium Program Design includes:

- Mentor Training
- Professional Learning Seminars for Induction Candidates and Mentors
- Advisory Committee (District Superintendents or designees)
- Facilitator Meetings
- Induction Cluster 3 Meetings

The administrative structure includes the Program Director and Administrative Assistant housed in the consortium office, Eastin-Arcola Elementary School, Madera USD

The Advisory Committee, comprised of Superintendents or designees of participating districts, County Offices of Education, and University partners provide input in to policy decisions and fiscal oversight to the regional program.

At the heart of the Madera Induction Consortium Program are our Mentor Teachers and Induction Candidates. All program decisions and resources are focused on providing an exemplary support and formative assessment system for the induction of new teachers.

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District Liaisons

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California Department of
Education (CDE)
<http://www.cde.ca.gov/>

**California Commission on
Teacher Credentialing (CTC)**
<http://www.ctc.ca.gov/>

Comparison of Teaching Performance Expectations (TPE) and California Standards for the Teaching Profession (CSTP)

SB2042 required universities to implement an assessment for all preliminary credential candidates having completed the TPA, Teacher Preparation Assessment. Many Candidates are leaving their university credential programs familiar with a set of standards called the *Teachers Performance Expectations (TPE)*.

These are very similar to the *California Standards for the Teaching Profession (CSTP)*. Some Participating Teachers will be familiar with both sets of standards.

Below is a comparison of the TPE and the CSTP.
They are very similar and, in many cases, identical in language.

TPE		Similar CSTP Standard
A: Making subject matter comprehensible to students TPE 1: Specific Pedagogical Skills for Subject Matter Instruction	→	CSTP Standard 3: Understanding and Organizing Subject Matter for Student Learning
B: Assessing student learning TPE 2: Monitoring Student Learning during Instruction TPE 3: Interpretation and Use of Assessments	→	CSTP Standard 5: Assessing Student Learning
C: Engaging and supporting students in learning TPE 4: Making Content Accessible TPE 5: Student Engagement TPE 6: Developmentally Appropriate Teaching Practices TPE 7: Teaching English Learners	→	CSTP Standard 1: Engaging and Supporting All Students in Learning
D: Planning Instruction and designing learning experiences for students TPE 8: Learning About Students TPE 9: Instructional Planning	→	CSTP Standard 4: Planning Instruction and Designing Learning Experiences for All Students
E: Creating and maintaining effective environments for student learning TPE 10: Instructional Time TPE 11: Social Environment	→	CSTP Standard 2: Creating and Maintaining Effective Environments for Student Learning
F: Developing as a professional TPE 12: Professional, Legal, and Ethical Obligations TPE 13: Professional Growth	→	CSTP Standard 6: Developing as Professional Educator

Acronyms

2042	Credential law requiring 2 years of Induction to clear preliminary credentials
API	Academic Performance Index
AYP	Academic Yearly Progress
CCTC	California Commission on Teacher Credentialing
CDE	California Department of Education
CDI	California Development Interview
COE	County Office of Education
CSTP	California Standards for the Teaching Profession
CTE	Career Technical Education
CTP	Continuum of Teaching Practice
EL	English Learner
ELD	English Language Department
ESEA	Elementary and Secondary Education Act
IC	Induction Candidate
IEP	Individualized Education Plan
IHE	Institute of Higher Education
ILP	Individual Learning Plan
MIC	Madera Induction Consortium
NCLB	No Child Left Behind
PD	Professional Development
PTRA	Plan, Teach, Reflect, Apply
SA	Site Administrator (Principal)
SARC	School Accountability Report Card
SPED	Special Education
TPE	Teaching Performance Expectations

Components of Induction

The Induction Program provides credentialed teachers with a specially designed, standards-based program that eases them into the teaching profession and simultaneously offers them support and advanced training. Induction provides a bridge linking theory and learning acquired in the California Preliminary Credential Program to the realities of daily classroom teaching. A trained experienced teacher – a Mentor – is assigned to work with each new teacher. The Mentor Teacher guides and supports new teachers to meet the complex requirements of their job. Upon completion of Induction, Induction Candidates earn a California Professional Clear Credential.



There are seven main components of the Induction Program:

1. Advisement
2. Enrollment
3. District and School Level Support
4. Mentor
5. Individual Learning Plan
6. Formative Assessment
7. Program Completion

1. Advisement

Eligibility for Induction includes teachers new to the profession in California who are teaching on a preliminary or professional clear credential. At the point of hire, a district representative provides each new teacher with a New Teacher Placement Form that is signed by the Induction Candidate. Copies are distributed to the Induction Candidate and Madera Induction Consortium Program.



2016-2017 Teacher Professional History Form

Personal Information	
Name (Print): _____	*Social Security #: _____
Home Address: _____	*Date of Birth: _____
City and Zip code: _____	*E mail address: _____
Home Phone and/or Cell Phone: _____	Assigned School/ District: _____
Grade Level, Content Area or Assignment: _____	How many <u>YEARS</u> of teaching experience do you have, since earning your preliminary credential? _____
Have you taught outside of California or outside the United States? Circle: Yes or No _____ State _____ Years _____	
Credentials	
What credential do you hold? Send copies of <u>all</u> credentials.	Preliminary Credential (check all that apply to you)
*Have you taught with an <u>intern credential</u> or certificate? Circle: Yes or No _____ Yrs. Location _____	<input type="checkbox"/> SB 2042
*Have you taught with an <u>emergency credential</u> or certificate? Circle: Yes or No _____ Yrs. Location: _____	<input type="checkbox"/> Multiple Subject
	<input type="checkbox"/> Single Subject (area) _____
	<input type="checkbox"/> Education Specialist Level I
BTSA Program Participation	
Have you participated in a BTSA program? Circle: Yes or No _____	
What YEAR and NAME of PROGRAM? _____	
*If you've participated in a BTSA Induction Program and have <u>not</u> completed the credential requirements, CONTACT US IMMEDIATELY.	
No Child Left Behind	
Have you passed the CSET Multiple Subject exam? Circle: Yes or No _____	Have you passed the CSET Single Subject exam for the content area you are teaching? Circle: Yes or No _____
Are you working on coursework at a university to be subject matter compliant? Circle: Yes or No _____	

*Within one week of hire, please send copies of this form, completed Notice of Eligibility and Responsibility to Enter an Induction Program, all credentials, and advise each new teacher of Induction Orientation Dates by providing flyer.

Each eligible teacher should contact the BTSA office within one week of hire.

Send completed forms to:
Steve Thornton, BTSA Program Director
stevethornton@maderaind.org
or
Jessica Salazar, Administrative Assistant
jessicasalazar@maderaind.org

Additionally, the Madera Induction Consortium Program staff analyzes each beginning teacher's credential to determine the individual requirements set forth by the California Commission on Teacher Credentialing necessary to obtain a California Professional Clear Credential. Credential Candidates are informed of those requirements through induction orientation.

2. Enrollment

All first year Induction Candidates must attend Induction Orientation.

Upon program entry, the program uses the following;

- Teacher Information Form
- Notice of Eligibility and Responsibility to Enter an Induction Program
- Declaration of Method for Earning a Professional Credential
- Entrance Interview
- Memorandum of Understanding

Each district provides the program with a copy of the Teacher Information Form, teaching credential, and if entering the credential program, a signature on the Notice of Eligibility and Responsibility to Enter an Induction Program.

At the Entrance Interview during Induction Orientation, the new teacher indicates how he/she will earn the professional credential on the Declaration of Method for Earning a Professional Credential, signs the Entrance Interview Form and the Memorandum of Understanding (MOU).

Signing the MOU is an agreement that you accept the items on the list as conditions for participating in the Induction program.

All Induction Candidates, Mentor Teachers, Site Administrators and School Districts sign a MOU with the program.

3. District and School Level Support

School and district personnel, as well as the site principal all contribute to the support provided to new teachers! Along with the initial advisement, the school and district have several key roles in supporting the Induction Program.

- √ Selecting a Mentor Teacher
- √ Providing Professional Development
- √ Your District Coordinator, Site Administrator, and/or Mentor will be able to answer all of your local district and site questions (e.g., how to request a substitute, substitute codes).
- √ Site Administration Consultation

The site administrator, early in the school year will conduct a Site Administration Consultation meeting with the Induction Candidate and the Mentor Teachers on their site. This will help orient the new teacher to the site and surrounding community. It is also a great opportunity to share information about site and district initiatives that can be included in the Induction Candidate's Individual Learning Plan.

Site Administration will also sign the *Site Administration MOU*. This ensures that your Site Administrator is aware of the requirements of the Madera Induction Consortium Program.



Individual Learning Plan: Site Administration Consultation

Questions	Responses
What can you tell me about our surrounding community? What resources are available that I can utilize with my students?	
What are your behavioral expectations for our students? Who can assist in creating behavior expectations and implementing them?	
How best should I handle discipline problems?	
What do you expect to see in a lesson plan? Is there a district template or special protocol I should use?	
What is our grading policy and how often do we report grades?	
How often and in what method do you want me to communicate with parents? How would you like me to document my interactions?	
How do we support our English Learners and how is ELD organized at this school?	
How often do we give common assessments (benchmark, etc)? Is there time dedicated to work as a collaborative team to discuss data?	
What kinds of interventions are in place for our students?	
What are our SST, IEP, 504 and RtI processes? How do I report suspected child abuse?	
What are your expectations when you walk into my classroom? Do we have a professional dress code?	
How does the teacher evaluation process work?	
What are the district and site initiatives that I need to be aware of?	
What site and district level professional development opportunities are available this year?	
What are some other things that I need to be aware of?	

4. Mentor

Induction Candidates are assigned a Mentor Teacher to provide formative assessment information and guide them in meeting the complexities of their job and to complete the requirements of the Induction Program. This partnership is the most important aspect of the Induction Program. Mentor Teachers meet with Induction Candidates a minimum of one hour per week to plan, problem-solve, and reflect on teaching practice. Mentor Teachers guide Induction Candidates in their consideration of formative assessment evidence as they develop planned, systematic opportunities to improve their teaching. The success of these pursuits is reliant upon a relationship based on trust, confidentiality, and a commitment to the goals of Induction.

Well-trained Mentor Teachers have a critical role in the implementation of the formative assessment system. They are trained to utilize evidence, including observational evidence that focuses on classroom practice in relation to the *CSTP*, Common Core standards and performance levels for students. Through ongoing weekly meetings and professional learning opportunities, as well as formal classroom observations, Mentor Teachers gather evidence of classroom practice. Mentors then reflect with their Induction Candidates about the evidence in order to improve his/her classroom teaching. This peer coaching supports new teachers but is also an effective strategy for all teachers!

5. Individual Learning Plan

Induction Candidates will write their Individual Learning Plan(ILP) by the first six weeks of school. It will include Site Administration consultation via the Site Administration Orientation. The ILP will include a pathway to reaching the Induction Candidate's learning goals for the year. The pathway will incorporate Professional Development that will be utilized in the classroom.

Professional Development & ILP Research Menu

These are examples of PD and research for your ILP. If you find something else that is NOT on the list feel free to use that as well, as long as it relates to your ILP goal.

- Educational Specialists **must complete** A) IEP Writing Training B) Madera Classroom Management Method seminar
- MUSD & County PD
- Observations by mentor
- Fred Jones Professional Development classes
- Kagen Training
- Mentor teacher demo
- English Learner training

- Personal Learning Communities
- Internet research on ILP goals
- Tech research/ workshops
- Using Common Core strategies
- SPED training/ IEP/ 504/ SST meeting
- Books (past or present - if past include original date and date that you re-read)
- College courses (past or present - if past include original date and date re-took)
- Workshops/ Seminar/ Conference
- Observation in other classes (hopefully with Mentor teacher as well)
- Talk with colleague(s)
- Analyze student work
- Webinar
- Thinking Maps
- Write From the Beginning
- CGI (Cognitive Guided Instruction)
- CARE Training (Content Accessed through Repeated Exposure) (ongoing program)
- AVID Training
- Site specific trainings
- Making it Real (Math)
- Guided Reading Training
- Other ideas should be approved by the Induction Program Director via email

6. Formative Assessment

During the Induction Program, Induction Candidates, with the assistance of their Mentor Teachers, will develop five learning goals throughout the two year program. 1st Year Induction Candidates will write their Individual Learning Goals based on CSTP 1 and 2. 2nd Year Induction Candidates will write their Individual Learning Goals based on CSTP 3, 4 and 5. The ILP will show growth in teacher practice over time as measured by student outcomes. Each Induction Candidate will collect evidence of growth through monthly journals. Induction Candidates will also complete a self-assessment of their teaching practice three times to document teacher growth. At the conclusion of each year, the Induction Candidate will present their evidence of growth to the MIC exit panel.

7. Program Completion

Each Induction Candidate will build their Induction Portfolio using Google Classroom. Monthly journal assignments along with other assignments will be reviewed monthly. If an Induction Candidate fails to submit their assignments by the due date the Induction Program Director will contact the Induction Candidate to remedy any problems. This may include a meeting with the Program Director and the Mentor Teacher.

At the end of the each year, all Induction Candidate's portfolios will be reviewed for completeness. Once the portfolio is identified as completed the presentation will be scheduled. The Teacher Growth presentation is the culminating event that highlights the Induction Candidates growth and competency in the classroom. This culminating evidence along with the Induction Program Portfolios is used by the program to verify completion of program requirements. Candidates who have completed all requirements of the Induction Program will be recommended for a clear credential. Madera Unified Candidates will be provided with documentation that must be submitted to their MUSD Credential Technician who will then submit the recommendation to the California Commission on Teacher Credentialing. Induction Candidates that are not part of MUSD will also receive completion documents but their recommendation will be automatically submitted by the Induction Program Director by no later than June 15.

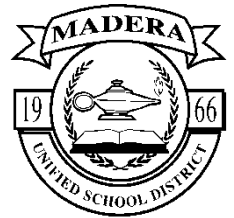
It is essential that all fees required by the Commission on Teacher Credentialing be by with 90 days of the recommendation to ensure receiving the Professional Clear Credential. If an Induction Candidates Preliminary Credential expires prior to June 15 of their 2nd year in the Induction Program, it is imperative that the Induction Program office is contacted as soon as possible.

In the event the Madera Induction Consortium program deems an Induction Candidate did not satisfactorily complete the Induction program, the Induction Candidate has the right to appeal the decision to the MIC Advisory Committee. A written appeal must be made stating why the candidate disagrees with the program's decision. An appointment will be made and a meeting with the Advisory Committee will take place. The decision of the Advisory Committee will be final.

- Teachers holding Designated Subjects/Career Technical Education, and/or Ryan Credentials (including out of state), partially meet credential requirements through the Madera Induction Consortium Program. **Discuss with your Credential Analyst.**
- Out-of-state trained applicants may have additional requirements including CBEST, CSET, US Constitution, RICA or a Reading Class listed on your credential. **Discuss with your Credential Analyst.**



Madera Induction Consortium Program



Participating Teacher Roles and Responsibilities Memorandum of Understanding

I understand and agree that to receive the full benefits provided by the Madera Induction Consortium Program, my participation carries with it certain personal and professional responsibilities and expectations. These responsibilities/expectations include:

- Work collaboratively 1-2 hours per week with my assigned Mentor Teacher
- Write a comprehensive Individual Learning Plan within the first six weeks
- Complete the Induction Portfolio which my Mentor Teacher will conduct with me as a means to identify my professional strengths as well as possible areas for my professional growth as a teacher
- Complete and turn in monthly journals of activities
- Work collaboratively with my Mentor Teacher to develop an Individual Learning Plan based on the Transition Document that documents growth over time.
- Receive and use 3-5 days of released observation time to implement and complete growth goals as set forth in the ILP. First year teachers will observe classroom management.
- Effectively use the California Standards for the Teaching Profession (CSTP) as a guide for self-assessment, and become a reflective practitioner in order to improve student achievement
- Attend any scheduled meetings
- Participate in evaluation activities of the Induction Program and its operation (i.e. surveys and questionnaires)
- As a Credential Program Participant, I agree to participate in all Induction activities and training meetings, including the accumulation of evidence via the Induction Portfolio

Furthermore, I understand that my participation in the Madera Induction Consortium Program will have no bearing on, and play no part in, the formal evaluation process of my employment status in my school district.

Furthermore, I understand that I will control and direct the use of any support and assessment activities and materials, as well as any communication conducted between myself, my Mentor Teacher, and my administrator. I will contact the Director immediately if issues arise, which interfere with my ability to complete program requirements, including my work with my Mentor Teacher.

Name _____ Date _____
School _____ Grade /Subject _____
District _____ Signed _____

Eligibility:

Contracted first or second year teachers participating in the Madera Induction Consortium Program with a Preliminary Credential. Out-of-state teacher eligibility is determined by examining individual requirements.

Distribution: Copy to Program Director

Copy to Participating Teacher

Revised 7/19/16



MADER INDUCTION CONSORTIUM PROGRAM



Induction Mentor Roles and Responsibilities Memorandum of Understanding

District Induction Mentors are exemplary teachers who give of their time and expertise to help other teachers improve their teaching practice and achieve a transition into teaching. Induction Mentors employ techniques such as observations, examination of student work, and reflective conversations. They attend professional development activities. Induction Mentors may be assigned to support a teacher from a list of teachers at different schools. The stipend paid will be based upon the number of teachers served.

Minimum Qualifications and Selection Criteria:

- Demonstrate exemplary teaching ability as indicated by satisfactory evaluations, effective communications skills, subject matter knowledge, and mastery of a range of teaching strategies to meet the needs of pupils in different contexts (5 year minimum)
- Demonstrates understanding of state curriculum frameworks, content standards, and student performance levels
- Demonstrates understanding of accountability systems in public schools
- Commitment to building a collaborative relationship with a participating teacher.
- Commitment to taking a proactive role in the partnership
- Willingness to carry out responsibilities in a timely manner.

Major Duties and Responsibilities, to:

- Meet with each Induction Candidate 1 hour/week (minimum of 4 times per month) during after school hours
- Become knowledgeable about the phases of new teacher growth and the domains of the California Standards for the Teaching Profession (CSTP)
- Conduct a minimum of 4 classroom observations each year, which include written feedback for the Induction Candidate
- Submit Collaboration logs, as listed in the schedule provided
- Complete program evaluations throughout the year
- Contact the MIC Director immediately if issues arise which interfere with the working relationship between Induction Candidate and Induction Mentor
- Attend scheduled trainings/meetings, including reviews.

Name _____ Date _____
School _____ Grade /Subject _____
District _____ Signed _____

Tenure: Newly selected and (veteran renewal) Induction Mentors will have a two year term from July 2018 to June 2020, dependent upon an annual review based on performance.



Madera Induction Consortium Program

Site Administrator Roles and Responsibilities

Memorandum of Understanding

I understand that the knowledge, attitudes, and actions of Site Administrators are critical to the success of Induction Candidates. In order to create and nurture the positive climate necessary for this success, I realize that as Site Administrator I must assume certain responsibilities for ensuring and facilitating the successful implementation and operation of the Madera Induction Consortium Program. These responsibilities include, to:

Attend any Madera Induction Consortium Program Site Administration training;

Provide an orientation that informs the Induction Candidates about site resources, personnel, procedures and policies, and site and district professional development opportunities that will enable the Induction Candidate to write their Individual Learning Plan.

Become familiar with the California Standards for the Teaching Profession (CSTP), the formative assessment process and use of the Individual Learning Plans that will be used with Induction Candidates;

Support formal professional development programs and activities specifically designed for Mentor Candidates;

Submit a professional development description for the site, which lists professional development planned for the year, to the Madera Induction Consortium office by October 1 of each school year;

Provide the structure for Mentor Teachers and Induction Candidates to work together on a regular basis;

Participate in the program's evaluation and development.

In addition to these responsibilities, I understand the Induction Candidate and their assigned Mentor Teacher will need to meet and work together on a regular basis. This would include weekly sessions (approximately 1-2 hours) conducted before or after school. I also understand that a limited number of substitute release days will be necessary for coaching and classroom observations.

Finally, I understand and will respect the need for confidentiality regarding all support and assessment activities conducted as part of the Induction processes. Furthermore, I understand and agree that the formative assessment activities of the program can play no part in the formal evaluation process of any Induction Candidate. If issues arise, which are of a confidential nature, I will consult with the Madera Induction Consortium Program Director and/or Mentor Teacher to arrange support for the Induction Candidate's growth.

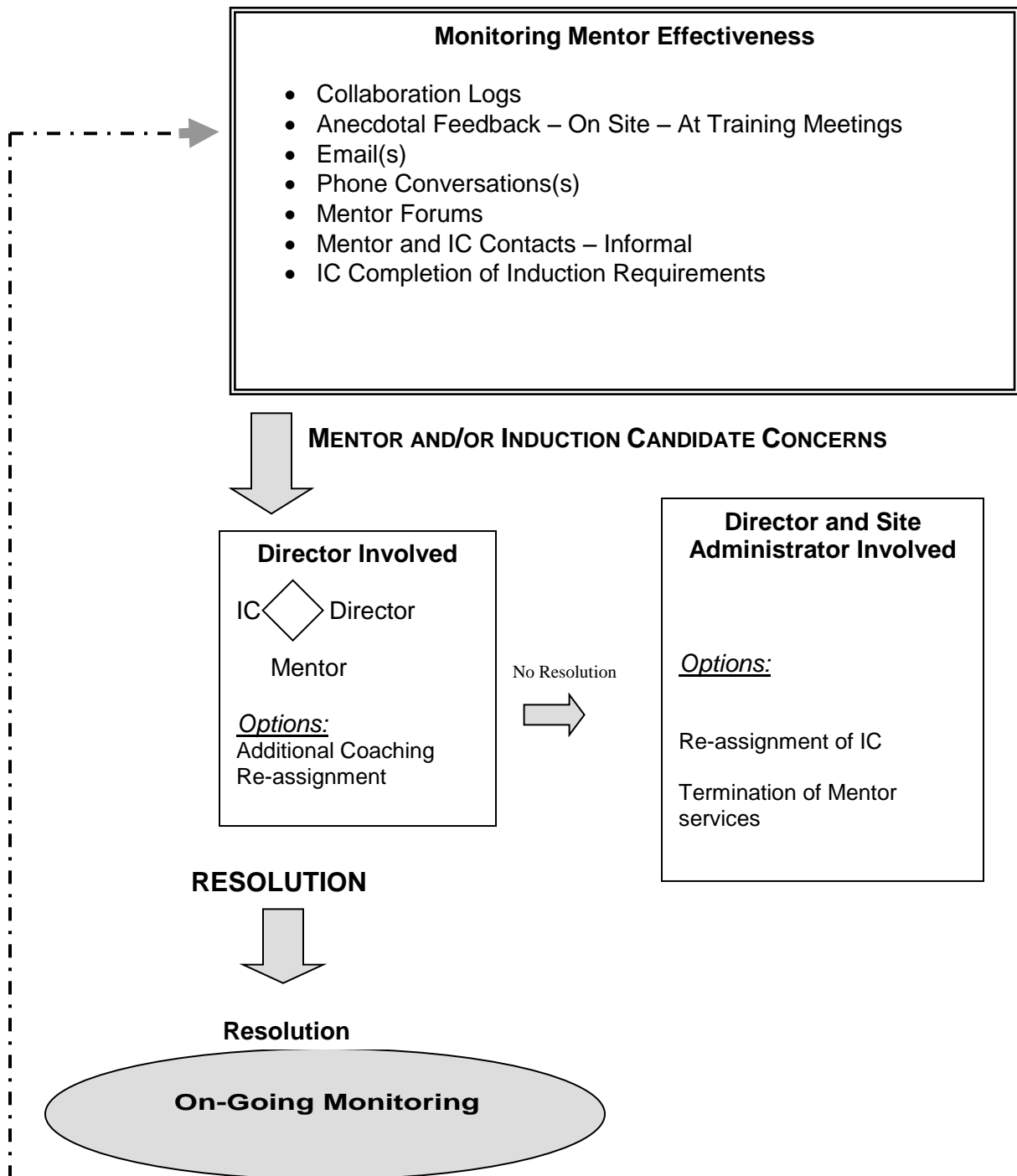
Name

Signature

Date

School

Monitoring Mentor Effectiveness & Credential Candidate Participation



Extension of Induction Program Policy

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

General Terms:

4. Application for the Professional Clear Credential shall be submitted to the Commission on Teacher Credentialing (CTC) within five (5) years of issuance of a Preliminary Credential. In order to apply for the Professional Credential, the applicant must have successfully completed an accredited Professional Teacher Induction Program. It is the intent of the legislation that under most circumstances, the Induction Program will be completed in the initial two years of teaching.
5. A Credential Candidate from out-of-state, who is clearing his/her California credential under SB 57, must apply for a Professional Clear Credential within the initial five (5) years of teaching in California.

Although each Induction Candidate is encouraged and expected to complete the Madera Induction Consortium Program within the initial two years of California employment, extenuating circumstances may preclude this from being accomplished. The Induction Candidate must request an extension of the Induction Program using the *Application to Extend the Induction Program* procedures and submit the request to the Program Director. Appropriate documentation must accompany the extension request and the following criteria will be considered in approving an extension:

Extension Criteria:

1. Severe personal health issues (1) related to the Induction Candidate.
2. Severe health issues (2) related to the immediate family of the Induction Candidate. The policies of the district of employment define immediate family.
3. An approved leave of absence from the district of employment.
4. Lay off due to declining enrollment or staffing adjustments.
5. Break in service for person reasons or non-re-elect.
6. Relocating to another state or country. (Must return to California in time to complete the prescribed program within five (5) year limitation).

Non-Completion:

An Induction Candidate who fails to complete the program because he or she has not completed the documentation of formative assessment activities must complete all make up assignments before being recommended for a Professional Clear Credential. Should a Mentor Teacher be required in order to complete the assignment, the Credential Candidate will be charged the actual costs of services rendered. Funds must be received prior to each month required for make-up assignments.

Madera Induction Consortium Program Intent

The Madera Induction Consortium Program is intended to be a two-year induction experience. Any "approved leaves" granted by the hiring district will be honored by the Madera Induction Consortium Program. Leave time away from the classroom environment will be a considering factor for any possible required extension timelines in completion of the two-year Induction Program.

- (1) Severe personal health issue defined as under a doctor's care, and precluded from working;
- (2) Severe health issue related to immediate family defined as the Induction Candidate must stop working in order to care for immediate family member who is under a doctor's care

Application to Extend the Madera Induction Consortium Program

After carefully reviewing the Extension of Induction Program Policy you believe that you meet the criteria for receiving an approved extension, please provide a written response and your request for an extension to the Induction Program Director. Additionally, you must sign and date your request and have your request signed by your Site Administrator.

.....

Application to Extend the Madera Induction Consortium Program

Your written request must include, but is not limited to, responses to the following criteria:

- (1) Extension Criteria: (Please thoroughly explain your need to extend your Induction Program and describe the qualifying criteria that fit your circumstances.)
 - (2) Funding: (Please describe the funding necessary to extend your Induction Program, the sources of this funding, and, if necessary, your appeal.)
-

Credential Candidate's Name: _____
(Please Print)

Induction Candidate's Signature: _____ Date: _____

Site Administrator's Signature: _____ Date: _____

Induction Director's Signature: _____ Date: _____

Approved Leave Policy

Policy:

The purpose of this policy is to ensure that all parties are clear on the required expectations of any approved leaves. This document is to be completed by the Induction Candidate with the assistance of their Mentor Teacher.

Madera Induction Consortium Program Intent:

The Madera Induction Consortium Program is intended to be a two-year induction experience. Any "approved leaves" granted by the hiring district will be honored by the Madera Induction Consortium Program. Leave time away from the classroom environment will be a considering factor for any possible required extension timelines in completion of the two-year Induction Program.

Your written request must include:

1. Dates of Granted Leave: _____ to _____
2. How will your Individual Learning Plan be completed? (Please attach an additional page, if necessary)
3. Will you require additional time to complete the ILP?

☐ YES ☐ NO

Induction Candidate's Name: _____
(Please Print)

Induction Candidate's Signature: _____ Date: _____

Site Administrator's Signature: _____ Date: _____

Reviewed by Program Director _____ Date: _____

SB 57 – Early Completion Option (ECO) Policy

Policy

SB 57 (Scott) provides for an Early Completion Option (ECO) for Multiple and Single Subject Induction candidates. This option is more rigorous than the full Induction Program, but is offered at an accelerated pace. The Madera Induction Consortium Program's Early Completion Option includes an individual plan of directed study and evidence of completion. Upon successful completion of the Induction requirements as set forth in this policy, candidates are recommended to the California Commission on Teacher Credentialing (CTC) for a Professional Clear Credential.

Eligibility:

The candidate must hold a preliminary multiple or single subject credential and be employed in a CA public school. The intent of the law is to serve *experienced* and *exceptional* candidates.

Criteria to determine Eligibility:

Demonstrate 2 years prior teaching experience as the teacher of record (e.g., Intern Program, private school teaching experiences, or other recent teaching experience NOT including student teaching) **AND** receive a recommendation from your site administrator.

To be considered for ECO status, you will need to submit the following no later than September 29th of the current school year.

- Performance evaluations or letters of recommendation from prior years of teaching that denote the Candidate's exceptional ability. This must include evidence from past evaluations.
- Recommendation(s) from a current personnel officer, principal or other administrator attesting to the appropriateness for ECO.
- Completion of the ECO application and Interview.

All of the above criteria must be met as determined by the Madera Induction Consortium Program Director and the employing district. In addition, the Madera Induction Consortium Program and employing district retain the right to request any additional evidence that may be necessary to determine a candidate's appropriateness for the ECO, including an observation and/or an interview.

Monitoring Progress

If the Candidate is not able to complete the Induction requirements at an accelerated level, then s/he will revert to a Year 1 Candidate status or may be exited from the program. This determination will be made by December 20th of the current school year.

The intent of the Early Completion Option is to provide an accelerated induction experience for candidates with prior, exceptional teaching experience (i.e. 2-3 years).

The application process for entrance in the 1 Year ECO Program includes the following components and **copies must be submitted to the Induction office by September 30th:**

- ☐ Evaluation as Teacher of Record
- ☐ Letter from previous supervisor denoting exceptional teaching ability
- ☐ Recommendation from current supervisor to be an ECO (email is acceptable) denoting exceptional teaching ability
- ☐ ECO Application
- ☐ Classroom Observation by Program Leadership (if deemed necessary)
- ☐ Interview by Program Leadership

The Induction Candidate accepted in the ECO Program will complete the ECO components with the assistance of their Mentor Teacher:

If the Candidate is not able to complete the Induction requirements at an accelerated level, then s/he will revert to a Year 1 Candidate status or may be asked to exit the Program. This determination will be made by December 20th of the current school year.

The Clear Credential will be recommended upon completion of all program requirements that demonstrate candidate competence (Note: Credential requirements for Ed Specialist and CTE may require additional program requirements..)

Send all documents to the attention of Steve Thornton no later than September 30th:
c/o Madera Induction Consortium Program
Eastin-Arcola Elementary School
29551 Ave 8
Madera, CA 93637
Email: stevethornton@maderausd.org

**Early Completion Option
DOCUMENT #1
Experience and PD Record**

Purpose

Senate Bill 57 was designed to allow eligible individuals to complete a Commission-approved professional induction program at a faster pace than the full two years required to complete all of the requirements. The intent of the law is to serve **experienced** and **exceptional** candidates. In order for a Commission-approved induction program to verify completion of the program for any candidate enrolled in the early completion option, the candidate must have demonstrated that he or she has two years' experience as the teacher of record, and the knowledge, skills, abilities and competencies required for the Professional Clear Credential.

Has your administrator conducted a formal observation of your teaching? ☐ Yes ☐ No

INDUCTION CANDIDATE INFORMATION

Name:

Date

School/District

REQUIRED DOCUMENTATION SUBMITTED TO THE MADERA INDUCTION CONSORTIUM PROGRAM

☐ Experience and PD Record ☐ Administrator Observation ☐ ECO Interview Form ☐ Letter of Recommendation

TEACHING EXPERIENCE

Number of Years Completed: ☐ Two Years ☐ Three years

Teaching Assignments as Teacher of Record

PROFESSIONAL DEVELOPMENT

Earned while employed in the district. Do NOT include requirements that were part of your teacher preparation. Examples of PD professional development (PD) might be 466 training, technology training, content specific conferences, and/or workshops. Include the number of hours completed. Please attach attendance documentation to this ECO application.

TITLE OF TRAINING ACCRUED	DATES	HOURS

Early Completion Option

DOCUMENT #2
ADMINISTRATOR RECOMMENDATION

Purpose:

The purpose of ECO is to serve **EXPERIENCED AND EXCEPTIONAL CANDIDATES**. In order to qualify for ECO status, the candidate must have demonstrated that he or she has the knowledge, skills, abilities and competencies required for the Professional Clear Credential

INDUCTION CANDIDATE INFORMATION

Candidate's Name:

Date

School/District

ADMINISTRATOR INFORMATION

Administrator's Name:

Position:

☐ I understand that this teacher **WILL NOT** receive two years of support from a mentor.

I have observed this candidate _____ times ☐ I have included a letter of recommendation

Please mark the appropriate column that best describes this candidate's observed skills and abilities:

Standard	Maturing Beginning Practice	Experienced Practice that Exemplifies Expectations	Experienced Practice that Exemplifies Exemplary Practice
1. Engages and Supports All Students in Learning			
2. Creates and Maintains an Effective Environment for Student Learning			
3. Understands and Organizes Subject Matter for Student Learning			
4. Plans Instruction and Designs Learning Experiences for All Students			
5. Assesses Student Learning			
6. Developing as a Professional			

Please return to the MUSD MICOffice
Comments:

Early Completion Option
INTERVIEW DOCUMENT #3
*To be completed by the prospective ECO Candidate and
Reviewed by the MIC Director*

INDUCTION CANDIDATE INFORMATION

Name:

School /District

Date

INTERVIEWER SIGN-OFF

Reviewer's Name:

Date

1. The CSTP (CA Standards for the Teaching Profession) are a core component of the Induction Program. What knowledge to you have of these standards?

2. Discuss a standards-based lesson you have developed and delivered. What is the rationale for the lesson and your choices of delivery? How does this lesson fit into long-term planning? (e.g., Show knowledge of curriculum mapping, district, site, department or grade-level long-term planning; show your standards-based lesson plan including Student Content Standard(s), student achievement goals, standards-based assessment(s), instructional strategies, student activities, and materials utilized.

INDUCTION CANDIDATE INFORMATION**Name:****Date****INTERVIEWER SIGN-OFF****Reviewer's Name:****Date**

3. Discuss your analysis of student work. From data analysis, what specifically did you learn about student academic performance (class as a whole and/or focus students)? What have you learned about your own teaching practice from the analysis? (e.g., Discuss ideas for your own next steps in using student work to guide instruction; show use of student work for progress monitoring/ checking for understanding; show evidence of planning intervention, remediation or extension for focus students based on the data.)

4. Discuss how you differentiate instruction for an English Language Learner OR a student with an IEP. Discuss how your instructional strategies and student activities differed for this student(s) and why you chose these strategies and activities.

Early Completion Option

ECO PROFESSIONAL GROWTH PLAN

INDUCTION CANDIDATE INFORMATION

Name:

School/District:

Interim Review Date: December 10, 2018

Journals Completed

ECO Completion Date: May 1, 2019

☐ ILP Learning Goal #1

☐ ILP Learning Goal #2

☐ ILP Learning Goal #3

*****For MUSD Office Use Only*****

☐ DOC #1: Experience & PD Record Received: ☐ DOC #2: Administrator Observation Received:
☐ DOC #3: ECO Interview Form Received:

Approved for ECO ☐ YES ☐ NO

Approved by: _____

Interim Review Date: December 10, 2018

☐ Continue as an ECO ☐ Discontinue ECO Status