

# MADERA INDUCTION CONSORTIUM PROGRAM



2020-2021  
HANDBOOK

<b>Program Sponsor Overview</b>	<b>3</b>
<b>Contact Information</b>	<b>4-6</b>
<b>Comparison between TPEs &amp; CSTP</b>	<b>7</b>
<b>Acronym Key</b>	<b>8</b>
<b>Induction Program Component Overview</b>	<b>9</b>
Advisement	<b>10</b>
Enrollment	<b>11</b>
District and School Level Support/District Roles & Responsibilities	<b>11-12</b>
Mentor	<b>12</b>
Professional Learning	<b>12-13</b>
Program Completion	<b>14</b>
<b>Mentor Memorandum of Understanding</b>	<b>15-17</b>
<b>Request for Reassignment Policy</b>	<b>18</b>
To be used in the event that a request for reassignment is needed.	
<b>Monitoring Mentor Teacher Effectiveness &amp; IC Participation</b>	<b>19</b>
<b>Extension of Induction Program Policy Process</b>	<b>20</b>
Credential Candidates may request an extension of the Induction Program if necessary and if the criteria of the Extension of Induction Program Policy Process are met.	
<b>Application to Extend the Madera Induction Consortium Program</b>	<b>21</b>
<b>Approved Leave Policy</b>	<b>22</b>
<b>MUSD Induction Program Commitment to Induction Candidates</b>	<b>23</b>
<b>SB 57 - Early Completion Option Policy</b>	<b>25-26</b>
<b>SB 57 - Early Completion Option Application</b>	<b>27-31</b>
The ECO is available for exceptional experienced candidates..	

## 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 twentieth year of operation in Madera County. The program has served over 1500 Credential Candidates and worked with over 500 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.

## Contact Information

<p><b>Madera Induction Consortium Program</b>  <b>Phone #: (559) 673-2450</b>  <b>Fax #: (559) 673-4932</b>                  29551 Avenue 8                  Madera, CA 93637</p>	<p>Steve Thornton, Program Director:  <a href="mailto:stevethornton@maderausd.org">stevethornton@maderausd.org</a></p> <p>Jessica Salazar, Admin Assistant  <a href="mailto:jessicasalazar@maderausd.org">jessicasalazar@maderausd.org</a></p>
---	--

## District Liaisons

<p><b>Todd Lile, MUSD Superintendent</b>  <a href="mailto:toddlile@maderausd.org">toddlile@maderausd.org</a>                  Gladys Wilson, Admin Assistant                  675-4500 ext. 220</p>	<p><b>Kent Albertson, MUSD Chief HR Officer</b>  <a href="mailto:kentalbertson@maderausd.org">kentalbertson@maderausd.org</a>                  Lucy Mendez-Osuna, Admin Assistant                  675-4500 ext. 275</p>
<p><b>MUSD HR Credential Analysts</b>                  675-4500</p>	<p>Diane Toomey, ext 282  <a href="mailto:dianetoomey@maderausd.org">dianetoomey@maderausd.org</a></p>
<p><b>MUSD Site Principals</b></p>	<p>Allen Hollman, Mt Vista 675-4580  <a href="mailto:allenhollman@maderausd.org">allenhollman@maderausd.org</a>                  Carry Gassett, Desmond MS 664-1775  <a href="mailto:carrygassett@maderausd.org">carrygassett@maderausd.org</a>                  Lisa DelaPena Pershing Elem 664-9741  <a href="mailto:lisadelapena@maderausd.org">lisadelapena@maderausd.org</a>                  Jeff Dailey, Howard Elem 674-8568  <a href="mailto:jeffdailey@maderausd.org">jeffdailey@maderausd.org</a>                  Leonard Perez, James Monroe Elem 674-5679  <a href="mailto:leonardperez@maderausd.org">leonardperez@maderausd.org</a>                  Isabel Guzman, Thomas Jefferson MS 673-9286  <a href="mailto:isabelguzman@maderausd.org">isabelguzman@maderausd.org</a>                  Lori King, Dixieland School 673-9119  <a href="mailto:loriking@maderausd.org">loriking@maderausd.org</a>                  Tom Chagoya, Alpha Elem 661-4101  <a href="mailto:tomchagoya@maderausd.org">tomchagoya@maderausd.org</a>                  Carsten Christiansen, Berenda School 674-3325  <a href="mailto:carstenchristiansen@maderausd.org">carstenchristiansen@maderausd.org</a>                  Mercedes Ochoa, James Madison Elem 675-4630  <a href="mailto:Mercedesochoa@maderausd.org">Mercedesochoa@maderausd.org</a>                  Erik Lowry, Millview Elem 674-8509  <a href="mailto:eriklowry@maderausd.org">eriklowry@maderausd.org</a>                  Danene Guglielmana, Eastin-Arcola 674-8841  <a href="mailto:daneneguglielmana@maderausd.org">daneneguglielmana@maderausd.org</a>                  Ara Keledjian, Ripperdan Day School 674-0059  <a href="mailto:arakeledjiani@maderausd.org">arakeledjiani@maderausd.org</a>                  Erin Falke, Nishimoto Elem 664-8110  <a href="mailto:erinfalke@maderausd.org">erinfalke@maderausd.org</a>                  Adalberto Hernandez, Washington Elem 674-6705  <a href="mailto:adalbertoherandez@maderausd.org">adalbertoherandez@maderausd.org</a>                  Robyn Cosgrove, Madera High School 675-4444  <a href="mailto:robyncosgrove@maderausd.org">robyncosgrove@maderausd.org</a></p>

	<p>Denise Munoz, Parkwood Elementary 673-2500  <a href="mailto:denisemunoz@maderausd.org">denisemunoz@maderausd.org</a></p> <p>Stephanie McPherson, Chavez Elem 664-9701  <a href="mailto:stephaniemcpherson@maderausd.org">stephaniemcpherson@maderausd.org</a></p> <p>Nicole Guerriero, Lincoln Elem 675-4600  <a href="mailto:nicoleguerriero@maderausd.org">nicoleguerriero@maderausd.org</a></p> <p>Kevin Gregor John Adams Elem 674-4631  <a href="mailto:kevingregor@maderausd.org">kevingregor@maderausd.org</a></p> <p>Jesus Navarro, LaVina School 673-5194  <a href="mailto:jesusnavarro@maderausd.org">jesusnavarro@maderausd.org</a></p> <p>Ana Carrillo, Sierra Vista Elem 674-8579  <a href="mailto:anacarrillo@maderausd.org">anacarrillo@maderausd.org</a></p> <p>Aimee Anderson, MSHS 675-4450  <a href="mailto:aimeeanderson@maderausd.org">aimeeanderson@maderausd.org</a></p> <p>Sabrina Rodriguez, Torres HS 416-5909  <a href="mailto:sabrinarodriguez@maderausd.org">sabrinarodriguez@maderausd.org</a></p> <p>Jesus Navarro, Virginia Lee Rose 662-2662  <a href="mailto:jesusnavarro@maderausd.org">jesusnavarro@maderausd.org</a></p> <p>Noel Jimenez, MLK MS 674-4681  <a href="mailto:noeljimenez@maderausd.org">noeljimenez@maderausd.org</a></p>
<p><b>County Site Principals and HR Contacts</b></p>	<p><b>Alview-Dairyland School District</b>  Maryanne Parreira, 665-2275  <a href="mailto:mparreira@adusd.us">mparreira@adusd.us</a>  Alview School 665-2275  Dairyland School 665-2394</p> <p><b>Bass Lake Joint Union School District</b>  Randy Seals, Supt. 642-1555  <a href="mailto:rseals@basslakesd.org">rseals@basslakesd.org</a>  Brad Barcus, Oak Creek Intermediate 642-1570  <a href="mailto:bbarcus@basslakesd.org">bbarcus@basslakesd.org</a>  Heather Archer, Wasuma Elem 642-1585  <a href="mailto:harcher@basslakesd.org">harcher@basslakesd.org</a>  Kathy Murphy, Oakhurst Elem 642-1585  <a href="mailto:kmurphy@basslakesd.org">kmurphy@basslakesd.org</a></p> <p><b>Chawanakee Unified School District</b>  Margaret Ameel, HR Director 877-6209  <a href="mailto:mameelmychawanakee.org">mameelmychawanakee.org</a>  Daniel Ching, Minarets High School 868-8689  <a href="mailto:dching@mychawanakee.org">dching@mychawanakee.org</a>  Jared Pierce, North Fork Elem 877-2215  <a href="mailto:jpierce@mychawanakee.org">jpierce@mychawanakee.org</a>  Jessica Fairbanks, Spring Valley Elem 868-3343  <a href="mailto:jfairbanks@mychawanakee.org">jfairbanks@mychawanakee.org</a></p> <p><b>Chowchilla School District</b>  Dr. Charles Martin Sup 665-8000  <a href="mailto:martinc@chowkids.com">martinc@chowkids.com</a>  Eric Griffin Stephens Elem 665-8060  <a href="mailto:egriffin@chowkids.com">egriffin@chowkids.com</a>  Terry Barnes, Fairmead Elem 665-8040  <a href="mailto:barnestr@chowkids.com">barnestr@chowkids.com</a>  Melissa Esquivel, Ronald Reagan Elem 665-8080  <a href="mailto:esquivelm@chowkids.com">esquivelm@chowkids.com</a></p>

	<p>Blair Lambert, Fuller Elem 665-8050  <a href="mailto:lambertb@chowkids.com">lambertb@chowkids.com</a></p> <p>Zach White, Wilson Middle School 665-8070  <a href="mailto:whitez@chowkids.com">whitez@chowkids.com</a></p> <p><b>Chowchilla Union High School District</b>  Maggie Yamasaki, Assistant to Supt. 665-3662  <a href="mailto:yamasakim@chowchillahigh.org">yamasakim@chowchillahigh.org</a></p> <p>Justin Miller, Chowchilla High School 665-1331  <a href="mailto:millerj@chowchillahigh.org">millerj@chowchillahigh.org</a></p> <p><b>Golden Valley Unified School District</b>  Sabrina Malm, HR 645-7500  <a href="mailto:smalm@gvusd.org">smalm@gvusd.org</a></p> <p>Felipe Piedra, Liberty High School 645-3500  <a href="mailto:fpiedra@gvusd.org">fpiedra@gvusd.org</a></p> <p>Kelly Reeves, Sierra View Elem 645-3560  <a href="mailto:kreeves@gvusd.org">kreeves@gvusd.org</a></p> <p>Audrey Peters Webster Elementary 645-3540  <a href="mailto:llopezapeters@gvusd.org">llopezapeters@gvusd.org</a></p> <p>Chris Imperatrice, Ranchos MS 645-3550  <a href="mailto:cimperatrice@gvusd.org">cimperatrice@gvusd.org</a></p> <p><b>Madera County Office of Ed 673-6051</b>  Tricia Protzman, HR Director, ext. 6240  <a href="mailto:tprotzman@maderacoe.com">tprotzman@maderacoe.com</a></p> <p>Kristen Anderson, HR Coordinator, ext. 6261  <a href="mailto:kanderson@maderacoe.com">kanderson@maderacoe.com</a></p> <p><b>Raymond-Knowles Union Elem SD</b>  Michelle Townsend 689-3336  <a href="mailto:mtownsend@rkusd.k12.ca.us">mtownsend@rkusd.k12.ca.us</a></p> <p><b>Yosemite Unified School District</b>  Jan Marsh, HR Manager 683-8801, x379  <a href="mailto:jmarsh@yosemiteusd.com">jmarsh@yosemiteusd.com</a></p> <p>Ron Johnson, Coarsegold Elem 683-4842  <a href="mailto:rjohnson@yosemiteusd.com">rjohnson@yosemiteusd.com</a></p> <p>Gini Pierce-Cummings, Rivergold Elem 658-7566  <a href="mailto:gpiercecumplings@yosemiteusd.org">gpiercecumplings@yosemiteusd.org</a></p> <p>Stephanie Osowski, Yosemite HS 683-4667  <a href="mailto:osowski@yosemiteusd.com">osowski@yosemiteusd.com</a></p>
--	---

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.

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

## 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 <i>not</i> 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](mailto:stevethornton@maderaind.org)  
 or  
 Jessica Salazar, Administrative Assistant  
[jessicasalazar@maderaind.org](mailto: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 Administration Consultation is a Triad meeting that includes the Induction Candidate, the Mentor Teacher, and the Site Administrator. The meet's purpose is to discuss the Induction Candidate's Individual Learning Goals

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.

#### **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 the Site Administration consultation. 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.

- Madera Classroom Management Method seminar

- District and Site Professional Development
- Observations by mentor
- Kagan Training
- Mentor teacher demo
- English Learner training
- Personal Learning Communities
- Internet research on ILP goals
- Tech research/ workshops
- Learning to use 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 training
- 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 four learning goals throughout the two year program. 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 paid within 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 2<sup>nd</sup> year in the Induction Program, it is imperative that the Induction Program office is contacted as soon as possible.

- 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 2020 to June 2022, 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

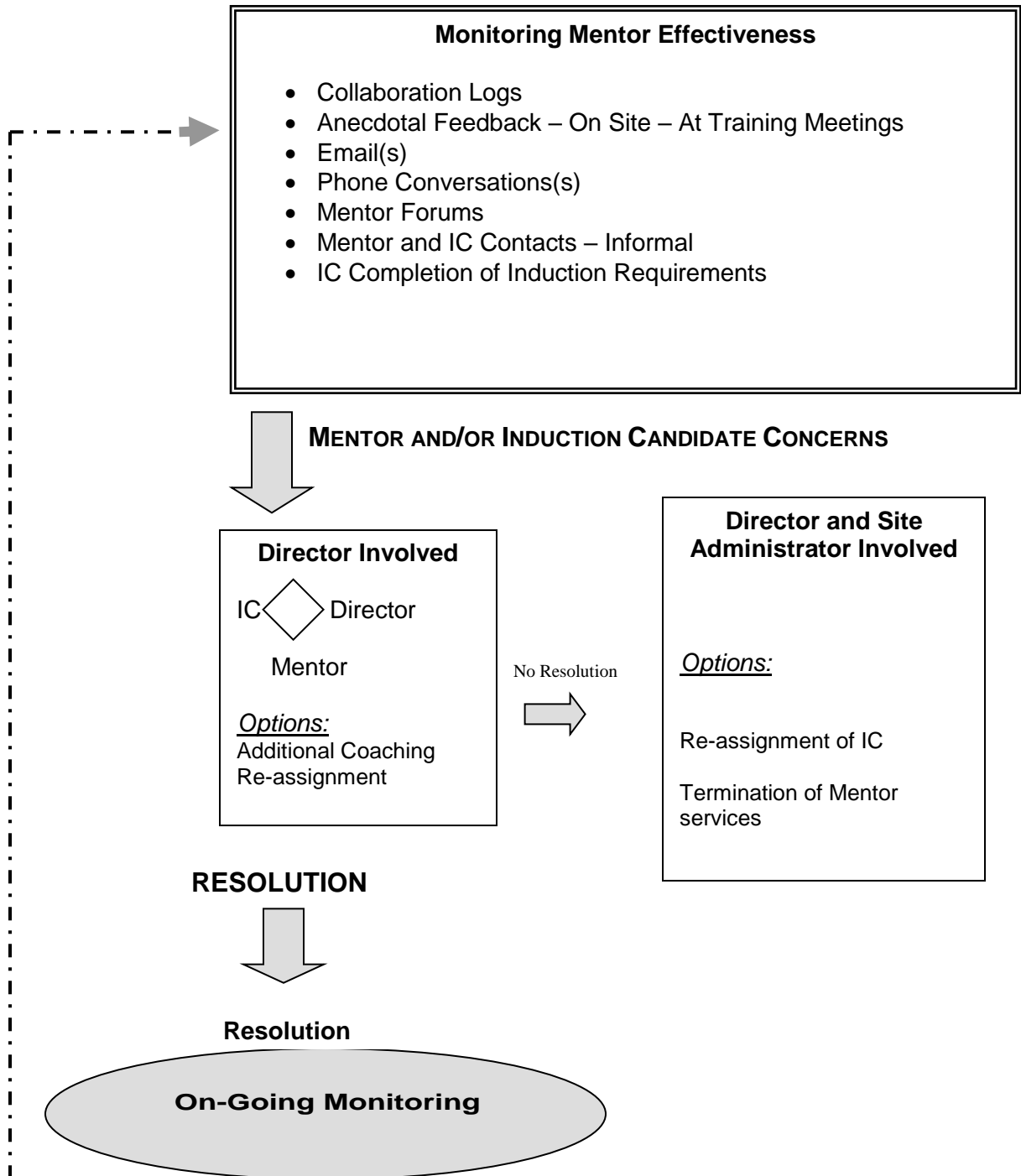
\_\_\_\_\_  
Signature

\_\_\_\_\_  
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).

- (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

**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.

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: \_\_\_\_\_

## **MUSD Induction Program Commitment to Induction Candidates**

### **Continuation of Induction Program**

Madera Unified School District assures that, once accepted and enrolled in its Induction Program, that program will be offered until the candidate either successfully completes the program and is recommended for a clear credential, withdraws from the program due to severance of employment with the district, or is dropped from the program based on the established criteria outlined in the program's Teacher Induction Handbook.

### **Equitable Hiring Practice**

The Governing Board desires to provide a positive work environment where employees and job applicants are assured of equal access and opportunities and are free from harassment in accordance with the law. The Board prohibits district employees from discriminating against or harassing any other district employees and job applicant on the basis of the person's actual or perceived race, religion creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation.

The following person is designated as the Title IX Coordinator. Area Assistant Superintendent  
1902 Howard Road Madera, CA 93637 (559) 675-4500 extension 246

### **Request for Reassignment**

#### **Policy:**

If at any time the match between the Credential Candidate and Mentor is perceived as being unsuccessful for any reason, this match may be revised.

#### **Procedures:**

The Madera Induction Consortium Program will utilize the following protocol:

1. An Induction Candidate or a Mentor Teacher may make a request for a new match at any time to the Program Director.
2. Upon receipt of a request for a new match, the program leader secures confidential information from both the Induction Candidate and Mentor Teacher. Efforts will be made to maintain the respect and dignity for all those involved and to collaboratively determine a solution to the presented issue(s).
3. The program leader implements the solution and monitors the new match, if this was determined to be the best solution. Appropriate information is shared as needed.

Note: There are times when the Mentor Teacher has provided partial services, attended meetings, and/or has an agreement for compensation with the district. The reassignment of the Mentor Teacher will include consideration to prorate compensation. Newly assigned Mentors Teachers' compensation will also be prorated depending on the time remaining in the school year and the duties to be completed. The Madera Induction Consortium Program will work within the context of the local district and any agreements to ensure district policy is implemented.

## **Grievance Process**

Grievance Process in the event an Induction Candidate is denied a clear credential.

Failure to complete the Induction program will result in the program not submitting a recommendation for a clear credential.

Step 1. A formal letter written to the Madera Induction Consortium (MIC) Director stating your case for completion of the Induction Program.

- The MIC Director will respond within ten calendar days
- A meeting will be scheduled and will include the MIC Director, the Induction Candidate, and the Mentor Teacher.

Step 2. If the Induction Candidate is not satisfied with the outcome of step 1, a formal appeal will be made the MIC Advisory Board. This is to be in the form of a letter stating the reasons the Induction Candidate believes satisfactory progress has been made and a recommendation should be granted for a clear credential.

- The Board will convene at a specially called meeting to discuss the Induction Candidates concerns.
- The board will meet with the MIC Director, Induction Candidate, and the Mentor Teacher. At the board's discretion, they will choose to meet each one-on-one or together.
- The board will then make a decision that will be binding to both parties.



## 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 29<sup>th</sup> 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 20<sup>th</sup> 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 30<sup>th</sup>**:

- Evaluation as Teacher of Record
- 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 20<sup>th</sup> 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 30<sup>th</sup>:  
c/o Madera Induction Consortium Program  
Eastin-Arcola Elementary School  
29551 Ave 8  
Madera, CA 93637  
Email: [stevethornton@maderausd.org](mailto: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's Name:** \_\_\_\_\_ **Position:** \_\_\_\_\_

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

Standard	Maturing or 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			

**ADMINISTRATOR INFORMATION**

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 return to the MUSD MIC Office*

**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 do 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 15, 2020

Journals Completed

ECO Completion Date: May 15, 2021

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 15, 2021

Continue as an ECO Discontinue ECO Status