

Madera Induction Consortium Data Cycle

Beginning Teachers	Mentors	Time Line	Program Director	State of California
Self-Assessment Using the Continuum of Teaching Practice	Mentor Self-Assessment	1 Semester	Advisory Committee Feedback	Annual Dashboard Submission
ILP	Mentor Growth Goals	Monthly Starting in September	Mentor Training Feedback	
Journals		Monthly Starting in September	Mentor Collaboration Logs	
Self-Assessment Using the Continuum of Teaching Practice	Review of Mentor Growth	2 Semester		
		2 Semester	Rubric Data from Individual Learning Plan Submissions	
		2 Semester	Advisory Committee Feedback	
Presentation of Teacher Growth		End of Year	Exit Interview Data	Program Completer Survey

Beginning Teachers	
Self-Assessment Using the Continuum of Teaching Practice	<p>Year 1 and ECO Induction Candidates assess their teaching practice during the first four weeks of their first semester. All Induction candidates reassess their teaching practice in April. Candidates measure their teacher growth and share their results during the Exit Interview. All Exit Interviews are graded using a rubric.</p> <p>Continuum 1 Continuum 2 Exit Interview 1 Exit Interview 2 Exit Interview 3 Exit Interview 4 Exit Interview 5</p>
ILP	<p>ILPs are reviewed in October. Sample Elementary ILP</p>
Journals	<p>CSTP Selection for ILP</p>
Self-Assessment Using the Continuum of Teaching Practice	<p>Year 1 and ECO Induction Candidates assess their teaching practice during the first four weeks of their first semester. All Induction candidates reassess their teaching practice in April. Candidates measure their teacher growth and share their results during the Exit Interview. All Exit Interviews are graded using a rubric.</p> <p>Continuum 1 Continuum 2 Exit Interview 1 Exit Interview 2 Exit Interview 3 Exit Interview 4 Exit Interview 5</p>

Presentation of Teacher Growth	94% of Candidates in 2022 Exit Interview successfully provided enough evidence of teacher growth. Induction Candidates that did not provide enough evidence were presented a chance to provide the missing evidence. IC who fall short have a conversation with the director. All IC that fell short of providing evidence of teacher growth were able to provide additional evidence and met the standard. The most common area of missing evidence was around questions one and two. Teachers missed making the connection of choosing ILP goals with data from Self-Assessment, Triade meetings, IDP, and evaluations.
Mentors	
Mentor Self-Assessment	Mentors use a self-assessment in the fall to gauge their strengths and areas of growth as a mentor.
Mentor Growth Goals	Mentors use the self-assessment to determine growth goals
Review of Mentor Growth	Mentor growth goals are reviewed by the mentor to determine if growth goals were obtained. Samples have been submitted in the response to Common Standards.
Mentor Training Feedback	Thinking Maps K2 KAGAN Structures QQT and SHP 3-6 Thinking Maps 3-6 Leading the Way as a Mentor