

**Yuba City Unified School District**

Initial Institutional Approval Proposal

Yuba City Unified Induction Clear Credential Program for General Education and Education Specialist

Stage III – Initial Program Preconditions

Yuba City Unified School District

750 Palora Ave.

Yuba City, CA 95991

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530-822-5200

## General Institutional Preconditions 2016

General Statement Applicable to all Preconditions for all Educator Preparation Programs Pursuant to Education Code Section 44227 (and 44265 where applicable for Education Specialist Program) each program of professional preparation that leads to a teaching or services credential shall adhere continually to the following requirements of California State Law or Commission Policy. Each institution must respond to the general preconditions as well as all other applicable program specific preconditions.

### General Precondition

(9) Faculty and Instructional Personnel Participation. All faculty and instructional personnel employed by colleges and universities who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School or College of Education are exempt from this requirement. Reference: Education Code Section 44227.5 (a) and (b).

The Yuba City Unified School District does not have faculty or instructional personnel who are in the Department, School or College of Education and is, therefore, exempt from this requirement according to Education Code Section 44227.5 (a) and (b).

### Initial Program Preconditions

The following two preconditions apply only when an institution submits an initial program proposal. The two preconditions must be submitted along with the appropriate preconditions for the type of educator preparation program being proposed.

<p>(1) Demonstration of Need. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will operate. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.</p>	<p>Currently, Yuba City Unified School District partners with the Tri-County Induction Program to provide induction services to its teachers. There are 67 candidates enrolled in the Tri-County program for the 2019-20 school year. YCUSD seeks approval for its own Induction Program to more effectively customize induction to retain new teachers and better meet the needs of its candidates and students. YCUSD anticipates the 2019-20 level of participation to continue annually and certifies that during the foreseeable future it will hire additional multiple subject, single subject, and educational specialist teachers.</p>
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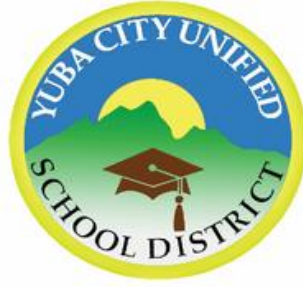
<p>(2) Practitioners’ Participation in Program Design. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program’s philosophical orientation, educational goals, and content emphases.</p>	<p>The YCUSD Induction Program verifies that practitioners of the program have been actively involved in the design and development of the program’s philosophical orientation, educational goals, and content emphases. <a href="#">(link to attendees and meeting dates)</a></p> <p>Frequent meetings are being held among the Superintendent, Assistant Superintendent for Educational Services, current mentors, site administrators and current participants to collect input regarding the program’s mission, goals, and recommendations for its implementation. Candidates, mentors and school administrators will be surveyed to collect feedback regarding the program and to provide data which will inform continuous improvement.</p> <p>An advisory council consisting of the Assistant Superintendent of Educational Services, Program Coordinator, Assistant Superintendent for Human Resources, at least one school administrator, at least one mentor, and at least 2 recent participants in the program will meet quarterly to review data regarding program effectiveness.</p>
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**Preconditions for Teacher Education Induction**

<p>1. Each Induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher’s first year of teaching.</p>	<p>The Yuba City Induction Program is a two-year job-embedded system of mentoring, support and professional learning. <a href="#">Draft YCUSD Induction Program Handbook (see Program Description)</a></p> <p>The program guides preliminary credentialed teachers through their first two years of teaching, beginning in their first year.</p> <p>The most significant feature of support for candidates is the mentor. YCUSD matches candidates with mentors of the same credential. Both full-release and non-release mentors provide both just in time and long-term support which includes, but is not limited to, instructional and emotional support, observation and feedback, and support for professional development and ILP goals. YCUSD offers teachers collaboration time throughout the year. There are eighteen 90’ grade-level meetings per year for TK-8 and twelve 90’ content-focused meetings per year for 9-12. In addition, there are periodic, optional after school sessions candidates may attend to meet individual learning needs as indicated in their Individualized Learning Plans and to help candidates successfully address district instructional initiatives.</p>
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<p>2.The Induction program must identify and assign a mentor to each participating teacher within the first 30 days of the participant’s enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant’s employment.</p>	<p>YCUSD will identify and assign a mentor to each candidate within the first 30 days of her/his enrollment in the program. Candidates will be matched according to their credential and as appropriate to their grade level and/or subject area. <a href="#">Draft YCUSD Induction Program Handbook</a> (see Program Description) <a href="#">See the Candidate-Mentor Match Spreadsheet</a></p>
<p>3.Each Induction program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.</p>	<p>Each candidate in the YCUSD induction program receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor. The program is described in the informational brochure and in the candidate handbook. Support hours will be tracked using a mentoring log that is linked to each candidate’s ILP document. <a href="#">Reflection Log</a></p> <p>Mentors will be trained to use a variety or support strategies. These include but are not limited to classroom observations, learning-focused conversations and best practices to support candidate completion of the induction program. Mentors will also work closely with school site and other district sources to coordinate support for candidates. <a href="#">Draft YCUSD Induction Program Handbook</a> (see Program Description)</p>
<p>4.Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher’s enrollment in the program.</p>	<p>Within the first 60 days of enrollment in the program, the individualized learning plan (ILP), which will identify the candidate’s CSTP goals, will be developed. Each candidate, in collaboration with his/her mentor and with input from his/her administrator, will create a unique set of goals. The ILP will provide the framework and guidelines for meeting those goals. <a href="#">Draft YCUSD Induction Program Handbook</a></p> <p>The Induction Program Coordinator will monitor the development of ILPs within 60 days of enrollment by checking electronic portfolio files in <a href="#">Googleclassroom</a>.</p>
<p>5.The Individual Learning Plan must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.</p>	<p>The YCUSD Induction Program ILP is designed and will be implemented solely for the professional growth and development of the candidate and not for evaluation or employment purposes. Induction as a time for new teachers to learn and grow is embedded in YCUSD’s Induction Program purpose. <a href="#">Statement of Assurance</a></p>

<p>6. An Induction program sponsor must make available and must advise participants of an Early Completion option for “experienced and exceptional” candidates who meet the program’s established criteria</p>	<p>The Yuba City Unified School District Induction Program will make an Early Completion Option (ECO) available to participants and will advise candidates that those candidates who are experienced and demonstrate exceptional teaching practices based on the program’s established criteria may be eligible for ECO. <a href="#">Draft YCUSD Induction Program Handbook</a> (see <b>Early Completion Option</b>)</p> <p>The Early Completion Option (ECO) is available for “experienced and exceptional” candidates who meet the following established criteria.</p> <p>Candidates must:</p> <ul style="list-style-type: none"> <li>• Hold a California Preliminary single subject or multiple subject credential</li> <li>• Be employed in a California public school</li> <li>• Be able to document a minimum 2 years prior teaching experience as the teacher of record. Experience may include but is not limited to graduates of an Intern Program, teaching out of state, or other recent teaching experience.</li> <li>• Provide latest evaluation to demonstrate exceptional performance as a teacher.</li> </ul> <p>*Apply by designated date.</p> <p>This option is designed to acknowledge the skills of teachers who have previous teaching experience, such that the induction program may be completed in one year rather than two. Upon successful completion of all induction requirements, candidates will be recommended to CTC for a clear credential. YCUSD Induction Program is responsible for determining if the ECO candidate has met all program requirements. The ECO candidate must demonstrate that s/he has the knowledge, skills, abilities, and competencies required of all teacher candidates who complete the full-length induction program. If the ECO candidate does not complete the program requirements and/or meet program deadlines, the Induction Program Coordinator may revoke the ECO status and the candidate will need to complete a second year of the program.</p> <p>These requirements are detailed in the <a href="#">Draft YCUSD Induction Program Handbook</a> and are presented at the Induction Orientation meeting for first-year candidates.</p>
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**Yuba City Unified School District**  
**Teacher Induction**

**Program Handbook**  
**[School Year]**

**Teacher Induction Coordinator:**

DRAFT 04-09-2020

**Yuba City Unified School District**  
**750 North Palora Ave.**  
**Yuba City, CA 95991**

**WELCOME**

**(Welcome language to be crafted by Asst. Superintendent Aurangzeb  
or Superintendent Osumi)**

DRAFT 04-09-2020

## **Vision**

The Yuba City Unified School District's vision is to create an individualized induction program to serve and retain new teachers so that all students in Yuba City Unified learn and achieve.

## **Mission**

Our mission is to support first and second year teachers by building strong relationships with induction mentors who will engage with them in focused goal setting, formative assessment, inquiry, individualized job-embedded support, and professional growth to develop best practices based on the California Standards for the Teaching Profession (CSTPs).

YCUSD believes that every student deserves a highly effective teacher who persistently strives for student success. YCUSD believes in the power of teacher leadership through cultivating a growth mindset, shared vision and collective efficacy.

**In order to achieve this, our core values are:**

- **Professionalism**
- **Collaboration**
- **Reflection**
- **Innovation**
- **Equity**

We provide an Induction Program for first and second year teachers at a level of intensity to make a difference in the performance, retention and satisfaction of beginning teachers. We are committed to building a learning community of and for professionals through trust and collaboration as teachers grow in knowledge, skills and abilities. We understand that teaching and learning are high-risk activities, and that risks are necessary to promote growth in teachers and students.



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## **Nondiscrimination in District Programs and Activities**

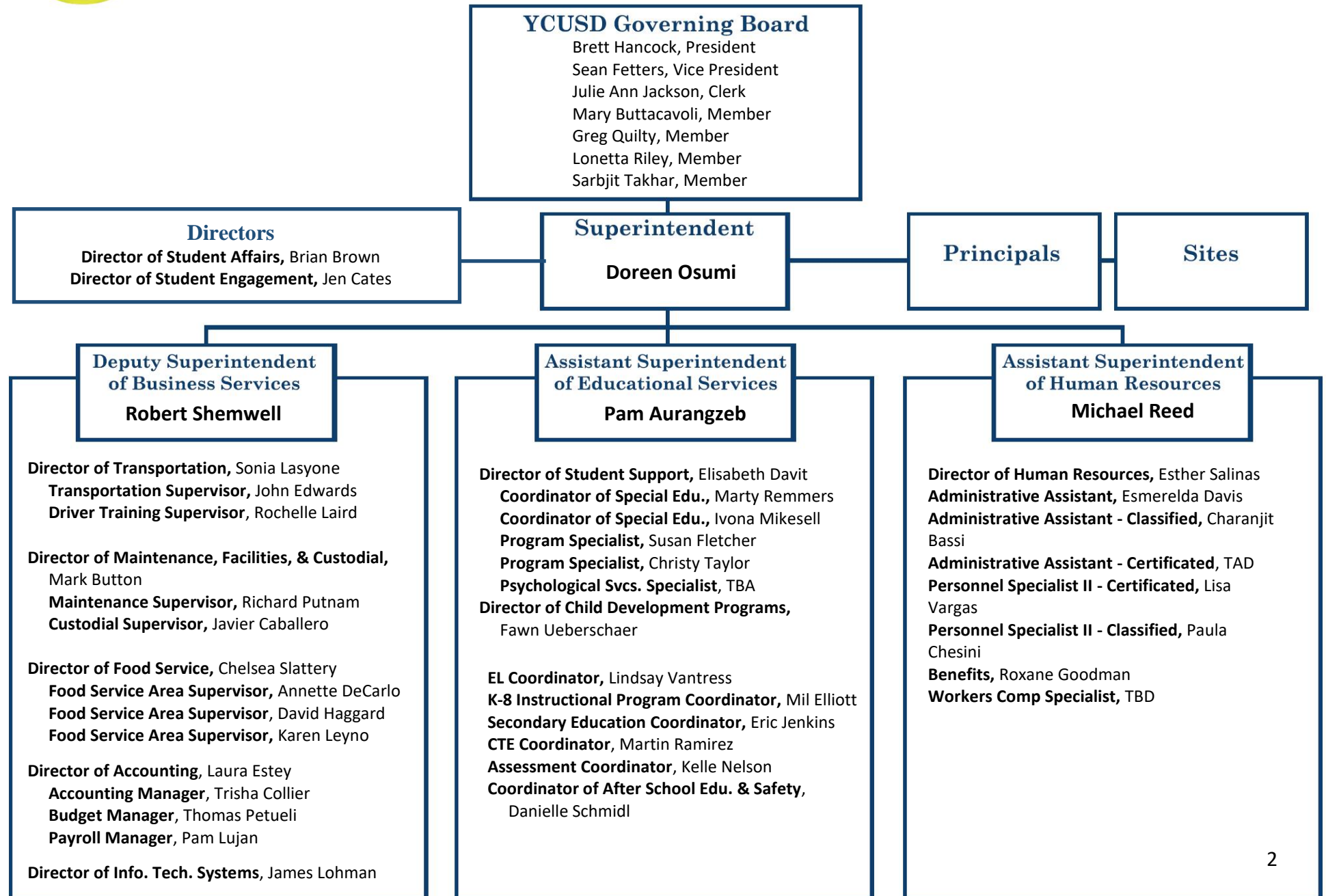
The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. [Board Policy 0410](#)

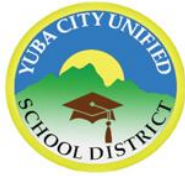
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# Yuba City Unified School District Organizational Chart

750 Palora Avenue, Yuba City, California 95991 (530)822-5200 YCUSD.org





# Yuba City Unified School District

750 Palora Avenue, Yuba City CA 95991

(530) 822-5200

[www.ycusd.org](http://www.ycusd.org)

## Elementary Schools

### **Andros Karperos K-8**

1700 Camino de Flores

Yuba City, CA 95993

530-822-4440

[School Website](#)

### **April Lane Elementary K-6**

800 April Lane

Yuba City, CA 95991

530-822-5215

[School Website](#)

### **Barry Elementary K-8**

1255 Barry Rd.

Yuba City, CA 95991

530-822-5220

[School Website](#)

### **Bridge Street Elementary K-6**

500 Bridge St.

Yuba City, CA 95991

530-822-5225

[School Website](#)

### **Butte Vista K-8**

2195 Blevin Rd.

Yuba City, CA 95993

530-822-5034

[School Website](#)

### **Central Gaither K-6**

8403 Bailey Rd.

Yuba City, CA 95993

530-822-5230

[School Website](#)

### **King Avenue Elementary K-6**

630 King Ave.

Yuba City, CA 95991

530-822-5250

[School Website](#)

### **Lincoln Elementary K-6**

1582 Lincoln Rd.

Yuba City, CA 95993

530-822-5255

[School Website](#)

### **Lincrest Elementary K-6**

1400 Phillips Rd.

Yuba City, CA 95991

530-822-5260

[School Website](#)

### **Park Avenue Elementary K-6**

100 Morton St.

Yuba City, CA 95991

530-822-5265

[School Website](#)

### **Riverbend Elementary K-8**

301 Stewart Rd.

Yuba City, CA 95991

530-822-3100

[School Website](#)

### **Tierra Buena K-8**

1794 Villa Ave.

Yuba City, CA 95991

530-822-5280

[School Website](#)

## **Middle Schools**

### **Gray Avenue Middle 6-8**

808 Gray Ave.  
Yuba City, CA 95991  
530-822-5240  
[School Website](#)

## **High Schools**

### **Albert Powell High School 9-12**

1875 Clark Ave.  
Yuba City, CA 95991  
530-822-5210  
[School Website](#)

### **River Valley High School 9-12**

801 El Margarita Rd.  
Yuba City, CA 95993  
530-822-2500  
[School Website](#)

### **Yuba City High School 9-12**

850 B St.  
Yuba City, CA 95991  
530-674-4900  
[School Website](#)

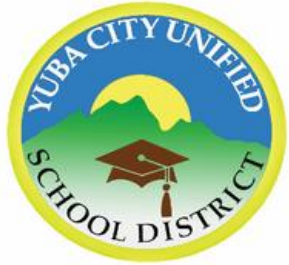
## **Other Programs**

### **Child Development Programs Pre-K**

445 Bernard Dr.  
Yuba City, CA 95991  
530-822-5235  
[School Website](#)

### **Yuba City Independence Academy**

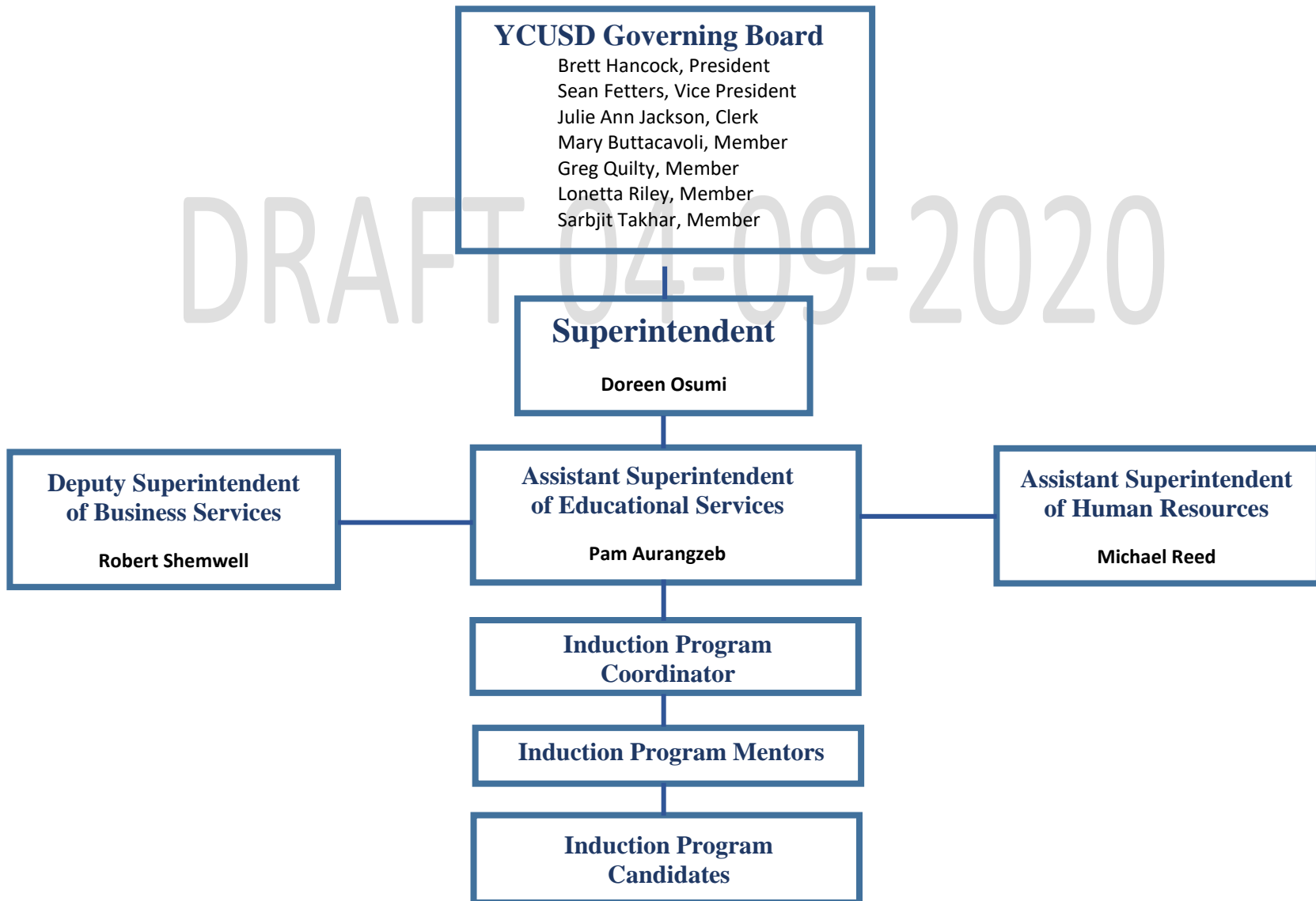
984 B St.  
Yuba City, CA 95991  
530-822-5244  
[School Website](#)



# Yuba City Unified School District

750 Palora Avenue, Yuba City, California 95991 (530) 822-5200 YCUSD.org

## Induction Program Organizational Chart



## **Yuba City Unified Induction Goals:**

The ultimate goal of the Yuba City Unified School District's Induction Program is to recruit and retain quality teachers. We will prepare new teachers by guiding them through research-based best practices that are aligned with the Induction Preconditions, Induction Program Standards and the California State Standards for the Teaching Profession (CSTP). The YCUSD Induction Program Individual Learning Plan (ILP) is designed and will be implemented solely for the professional growth and development of the candidate and not for evaluation or employment purposes.

## **Yuba City Unified Induction Program Description:**

We provide a two year Induction Program to clear a General Education or Education Specialist Preliminary Credential. In addition to completing the requirements to be recommended by YCUSD Human Resources for your Clear Credential, we provide the optional opportunity to earn six units per year from Brandman University at minimal cost for your participation in the program. [Candidates will be matched with an Induction Mentor within 30 days of enrollment.](#) [CSTP related goals will be defined in an Individual Learning Plan \(ILP\) within the first 60 days of enrollment.](#) [Candidates will receive not less than an hour a week of support/mentoring provided and/or coordinated by their mentor.](#)

### **What the Candidate Does:**

- Meet weekly with their Mentor
- Complete an Individualized Learning Plan (ILP), Four Cycles
- With your Mentor, maintain your ILP in Google Docs
- Attend scheduled meetings

### **What the Mentor Does:**

- Utilize the ILP process to guide the Candidate's growth
- Support Candidate in navigating professional responsibilities and workload
- Arrange for Veteran Teacher Observations (once per cycle)
- Explore with Candidate a variety of professional development opportunities
- Celebrate with Candidate professional and student successes



# CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP) 2009

## STANDARD ONE:

### ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6 Monitoring student learning and adjusting instruction while teaching

## STANDARD TWO:

### CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior
- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 2.7 Using instructional time to optimize learning

## STANDARD THREE:

### UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- 3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

## STANDARD FOUR:

### PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

## STANDARD FIVE:

### ASSESSING STUDENTS FOR LEARNING

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning
- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5 Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families

## STANDARD SIX:

### DEVELOPING AS A PROFESSIONAL EDUCATOR

- 6.1 Reflecting on teaching practice in support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

Numbers are provided for ease of reference. They do not imply priority or ordering of the standards.

# **Candidate Information**

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## **Candidate Eligibility Criteria:**

To be eligible for the Teacher Induction Program, a candidate must meet all of the following requirements:

- Hold a valid California Multiple, Single Subject, Education Specialist, or Designated Subjects Preliminary Credential. (Commission staff may issue an extension of time by appeal for a credential or permit when an applicant verifies good cause for not completing the renewal requirements. For additional information, go to [CTC Extension by Appeal for Credentials and Permits](#) and/or email [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov).
- Be employed at Yuba City Unified.
- Have access to a diverse population of students, including English Language Learners, students with special needs and GATE students.
- Have face-to-face access to a mentor assigned by Yuba City Unified.

**Teachers are not eligible for the Teacher Induction Program if they do not meet admission criteria. This includes teachers who:**

- Do not have a valid preliminary credential.
- Are substitute teachers or instructional aides.

## **Enrollment Process:**

At the time of hire, the district HR Credential Analyst will have you complete an Induction Enrollment Form if you have a preliminary teaching credential. A thorough evaluation of your credential status will be completed by the Credential Analyst. If you are eligible for the YCUSD Teacher Induction Program, you will be contacted by Induction Program staff to complete the enrollment process. Upon enrollment, you will be given information on how to complete the program orientation. Additionally, Induction staff will notify you of the name of your Induction Mentor. This Mentor match will be made within 30 days of enrollment in the YCUSD Teacher Induction Program. Candidates will be matched according to their credential and as appropriate to their grade level and/or subject area as possible.

# Teacher Induction: Year at a Glance

*\*\*\*All documents will be submitted via Google Classroom throughout the 4 induction cycles.*

## **Welcome Orientation**

**August**

## **Fall Cycle Individual Learning Plan (ILP)**

- **Reflection Log** **Due weekly**
- **Class Profile** **Due by the end of August**
- **Triad** **Due by the end of September**
- **SMART Goal/Action Plan** **(ongoing throughout fall cycle)**
- **Observation of Candidate by Mentor** **Due by the end of October**
- **Observation of Colleague by Candidate** **Due by the end of November**
- **End of ILP Reflection** **Due by the end of December**
  - Continuum of Teaching Practice (CTP) Post-Self Assessment
  - SMART Goal: Cite Evidence
- **Submit ILP** **Due by the end of December**

## Spring Cycle Individual Learning Plan (ILP)

- **Reflection Log** **Due weekly**
- **Updated Class Profile** **Due by the end of January**
- **Triad** **Due by the end of January**
- **SMART Goal/Action Plan** **(ongoing throughout spring cycle)**
- **Observation of a Candidate by Mentor** **Due by the end of February**
- **Observation of a Colleague by Candidate** **Due by the end of March**
- **End of ILP Reflection** **Due by the end of April**
  - Continuum of Teaching Practice (CTP) Post-Self Assessment
  - SMART Goal: Cite Evidence

- **Submit ILP**

**Due by end of April**

**The Annual Mentor Survey**

**Due by the end of May**

**The Annual Candidate Survey**

**Due by the end of May**

**End of the Year Colloquium**

**May**

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# Individualized Learning Plan

<b>Information</b>			
Candidate Name:	Mentor Name:		
Grade Level/Subject:	School:		
Reflection from prior teaching (student teaching) experience:			
Individual Development Plan (IDP): Discuss the work you completed for your Preliminary Credential. What was your focus? How might this work support your focus for this cycle? (Y1 Only)			
<b>Class Profile</b>			
<b>Aug./Jan.</b>			
<b>Identifying student needs and diversity</b>			
Total # of Students:	# of EL Students:	# of Special Education students:	# of High Achiever/ GATE:
Other Observations:			



**Triad Meeting**

**Form A**

**by end of September (new to site)**

Questions:	Responses:
1. What are the site goals?	
2. What are your expectations for my classroom?	
3. How should I handle discipline problems?	
4. When being evaluated, would you like a written lesson plan? Is there a district template or special protocol I should use?	
5. For my ILP, I am working on the goal of _____ using CSTP elements _____. Do you have any suggestions and/or resources on how best to best meet my goal?	
6. Is there anything else you would like to tell me?	



**Triad Meeting**

**Form B**

**by end of September/January (Cycle 2-4)**

<b>Questions:</b>	<b>Responses:</b>
1. From the last ILP cycle, I learned that ...do you have any suggestions or comments based on my findings?	
2. For my ILP, I am working on the goal of _____ using CSTP elements _____. Do you have any suggestions and/or resources on how best to best meet my goal?	
3. Is there anything else you would like to tell me?	

# Self-Assessment

Circle One: September & December/January & April      Y1 or Y2

Choose one element from CSTP Standards 1-5 by selecting your current placement on the Continuum of Teaching Practice (CTP).

[Continuum of Teaching Practice](#)

<b>Standard</b>			
<b>Element</b>			
<b>Initial CTP Level</b>	Date:		Level:
<b>End of Cycle CTP Level</b>	Date:		Level:

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## SMART Goal/Action Plan

(Specific, Measureable, Attainable, Relevant, Time-bound)

Circle One:    September/January      Y1 or Y2

<p><b>CSTP Focus:</b> _____</p> <p><b>Standard:</b> _____ <b>Element:</b> _____</p>	<p><b>Action Plan:</b></p> <p style="text-align: center;">(How will you achieve your goal? i.e. Professional Development, Online Research)</p>
<p><b>SMART Goal:</b></p>  <p><b>Explain why this goal is important to you.</b></p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

## Observation of Candidate by Mentor by end of October/February

**Date:**

**CSTP Focus:**

**Lesson Plan:** (cut and paste here)

[Lesson Plan Template](#)

**Mentor Observation Reflection:** [Observation Tool - T-Chart](#)

1. In relation to your candidate's SMART goal, what evidence did you observe?
2. What other observations did you make?

**Observation Reflection by Candidate:**

1. What were successes in your lesson? What were some challenges?
2. How would you modify this lesson based on the successes and challenges you listed?
3. List some student engagement strategies you implemented.
4. How did you check for understanding for ALL learners?

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**Observation of Colleague by Candidate**

**by end of November/March**

**Date of Observation:**

**CSTP Focus:**

**School:**

**Grade-Level/Content Area:**

[Observation Tool-T-Chart](#) (for your use only)

**Observation Reflection:**

1. What did you notice in relation to your SMART goal?
2. How can you apply what you observed in your own classroom instruction?
3. Did you observe differentiation occurring? List some examples. (EL/SPED/GATE/Developing Learners)
4. List some strategies the teacher modeled to engage the students. How might you utilize these strategies?

# End of ILP Reflection

Due December/April

**SMART GOAL:**

<b>CSTP Standard and Element:</b> _____	<b>Standard:</b> _____ <b>Element:</b> _____
	<b>Initial CTP Level</b> ____/ <b>Final CTP Level</b> ____
1. How well did you accomplish your <b>SMART goal</b> ? Cite some specific evidence.	
2. What elements of your <b>action plan</b> were effective in your growth? How did these support your growth? (i.e. PD, observations, collaboration)	
3. How did your work during this cycle <b>improve learning</b> for ALL students? (Gen. Ed./SPED/EL/GATE)	
4. Describe <b>specific strategies</b> you have implemented to accomplish your SMART Goal (i.e. student engagement, active participation).	
5. How did you use the cycle of <b>plan/teach/reflect/apply</b> to improve your instruction?	
6. After this cycle, identify an area of growth that you feel <b>confident</b> to apply in the future?	
7. After this cycle, identify an area of growth for <b>future refinement</b> ?	

## Early Completion Option (ECO)

The Yuba City Unified School District Induction Program will make an Early Completion Option (ECO) available to participants and will advise candidates that those candidates who are experienced and demonstrate exceptional teaching practices based on the program's established criteria may be eligible for ECO.

The Early Completion Option (ECO) is available for "experienced and exceptional" candidates who meet the following established criteria.

Candidates must:

- Hold a California Preliminary single subject or multiple subject credential
- Be employed in a California public school
- Be able to document a minimum 2 years prior teaching experience as the teacher of record. Experience may include but is not limited to graduates of an Intern Program, teaching out of state, or other recent teaching experience
- Provide latest evaluation to demonstrate exceptional performance as a teacher.

\*Apply by designated date.

This option is designed to acknowledge the skills of teachers who have previous teaching experience, such that the induction program may be completed in one year rather than two. Upon successful completion of all induction requirements, candidates will be recommended to CTC for a clear credential. YCUSD Induction Program is responsible for determining if the ECO candidate has met all program requirements. The ECO candidate must demonstrate that s/he has the knowledge, skills, abilities, and competencies required of all teacher candidates who complete the full-length induction program. If the ECO candidate does not complete the program requirements and/ or meet program deadlines, the Induction Program Coordinator may revoke the ECO status and the candidate will need to complete a second year of the program.

# Brandman University

## Professional Development Options

### Available Courses

COURSE	COURSE NUMBER	CREDITS	REGISTRATION FEE
Induction Candidates Year I – Semester 1	EDBU 9231	3	\$150
Induction Candidates Year I – Semester 2	EDBU 9232	3	\$150
Induction Candidates Year II – Semester 1	EDBU 9233	3	\$150
Induction Candidates Year II – Semester 2	EDBU 9234	3	\$150
Induction Mentor Year I – Semester 1	EDBU 9235	3	\$150

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<b>Induction Mentor Year I – Semester 2</b>	<b>EDBU 9236</b>	<b>3</b>	<b>\$150</b>
<b>Induction Mentor Year II – Semester 1</b>	<b>EDBU 9237</b>	<b>3</b>	<b>\$150</b>
<b>Induction Mentor Year II – Semester 2</b>	<b>EDBU 9238</b>	<b>3</b>	<b>\$150</b>

**Mentors from Yuba City Unified School District who are receiving a stipend for their work cannot register for professional development credits.**

**Proof of Completion**

**Yuba City Unified Staff will verify program completion for each current year participant after June 1st. For past year participants, please allow extra time for the Induction Staff to verify your completion.**

**Registration**

**To register for work completed (or ongoing) this academic year please register online before December 8th for first semester and before April 30th for second semester.**

**Register Here:**

**<https://www.brandman.edu/partner-organizations/partner-organizations/current-partnerships/tricounty-induction-program>**



## **Request for Mentor Reassignment Policy**

### **Policy:**

If at any time the match between the Credential Candidate and Mentor is perceived as not working for any reason, this match may be revised.

### **Procedures:**

Yuba City Unified School District will utilize the following protocol:

1. A Credential Candidate or a Mentor may request a new match at any time to District Induction Program Coordinator.
2. Upon receipt of the request, the District Induction Program Coordinator obtains confidential information from both the Credential Candidate and Mentor. Efforts will be made to maintain the respect and dignity of all those involved and collaboratively determine a solution for the presented request.
3. If determined to be the best solution, the District Induction Program Coordinator will assign a new Candidate-Mentor match and monitor the new match. Appropriate information is shared as needed.

The reassignment of the Mentor will include consideration to prorate compensation. Newly assigned Mentors' compensation will also be prorated depending on the time remaining in the school year and the duties to be completed.

# **Yuba City Unified School District Induction Program**

## **Acknowledgement of Receipt of Induction Program Policies and Procedures**

I have received a copy of the Yuba City Unified School District's Induction Program Handbook. I understand this information includes:

- a. the program's non-discrimination policies,
- b. the program's mentor reassignment policy,
- c. my roles and responsibilities and those of the program and my mentor.

If I have further questions regarding the material presented, I will contact my mentor or the Induction Program Coordinator.

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# **Mentor Information**

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## **Mentor Attributes:**

### **Classroom Competency – A Model or Exemplary Teacher**

Classroom observations demonstrate effective instruction within an orderly learning environment organized to meet instructional goals. Students are focused and engaged in well-planned instructional activities. Solid communication skills and subject matter competency are apparent during classroom instruction. The candidate-provided lesson plan reflects a skilled practice.

### **Interpersonal Skills – Personable Collaborative Teacher/Leader**

Interviews and letters of recommendation support the candidate's ability to work well with others and cite examples of collaboration and leadership with other adults. Interactions with adults demonstrate effective interpersonal and communicative skills. Both verbal and nonverbal communication demonstrates a willingness to listen and respect for others. Candidate has shown willingness to seek/build partnerships to share his/her expertise and to risk trying new things to grow as an educator.

### **Reflective Professional – Systematic Reflection and Refinement of Teaching Practice**

Interview and personal statement demonstrates a commitment to continued professional growth. Candidate critically examines his/her practice on a regular basis to deepen knowledge, expand repertoire of skills, and incorporate new findings to refine their practice.

## Mentor Memorandum of Understanding



The Yuba City Unified School District’s Teacher Induction Program is a state-approved Induction Program for eligible general education and special education teachers who need to complete teacher induction for the Professional Clear Credential. It is a two-year, job embedded system of mentoring, support, and professional learning that begins in the teacher’s first year of teaching and builds on the knowledge and skills acquired in the preliminary preparation program.

The induction program assigns qualified mentors and provided guidance and clear expectations for the mentoring experience based on the program’s design. This Memorandum of Understanding (MOU) specifies the roles and responsibilities of the Mentor (please check and initial each bulleted item).

### **The mentor will:**

- Provide support and facilitate Induction Candidate(s)’ growth through the PTRA cycle (plan, teach, reflect, apply), “just in time” mentoring support, as well as longer term guidance to promote enduring professional skills.
- Attend all Mentor Induction Trainings, including two initial days of New Mentor Training, and one Revisions and Review day each school year. Attend after school Induction Mentor Meetings for ongoing program support. Attend End-of-Year Celebration with your candidate.
- Meet with the Induction Candidate(s) at least one hour per week for a **minimum of four hours per month**, documented on the reflection logs submitted after each meeting and completed induction tools.
- Guide the candidate through all required Induction processes and documentation during weekly meetings, including co-assessing on the *Continuum of Teacher Practice* at the beginning of each inquiry cycle, and participating in two Triad meetings with site administrators per year.
- Observe candidate(s)’ classroom practices twice yearly.
- Document all hours of collaborative support on Reflective Logs, submitted at the end of each candidate meeting.
- Complete program surveys.
- I understand that my work with Induction teacher candidates is non-evaluative and confidential.

By signing, I indicate my understanding of my commitment to the Yuba City Unified Teacher Induction Program.

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Mentor Signature

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Date

# **Confidentiality Policy**

## **Yuba City Unified School District Induction Program 2020-21 YCUSD Mentor Confidentiality Agreement Statement**

I hereby acknowledge the importance of maintaining the confidentiality of my Credential Candidate(s) and agree not to divulge names or any information relative to my credential candidate, his/her students, or any other teacher(s) who have been observed or are part of the Yuba City Unified Induction Program.

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**Mentor**

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**Date**

# **Additional Resources**

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**Substitute Request Procedures**

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## **Site Administrators Role**

Work with the mentor and credential candidate towards the common goal of supporting the credential candidate by relationship between the mentor and credential candidate in the following ways:

- Participate in “triads” with mentors and participating teachers to discuss participating teachers participation in the teacher induction process
- Share concerns about participating teachers with mentors that have already been discussed with participating teachers so that the mentor can support credential candidate in that area.
- Encourage participating teachers to share written evaluations and/or evaluation debriefs with mentors
- Respect the confidentiality between mentors and participating teachers and understand how it builds a community of trust

### **Site Administrators will not:**

- Discuss the performance of one teacher with another
- Use mentors as liaisons between administrators and participating teachers
- Ask mentors for details regarding interactions with participating teachers
- Ask mentors about strengths or weaknesses of participating teachers
- Ask mentors whether participating teachers should be rehired