

Yuba City Unified School District

Initial Institutional Approval Proposal

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

Stage III-Common Standards

Yuba City Unified School District

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Standard 1: Institutional Infrastructure to Support Educator Preparation

Each Commission-approved *institution* has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:

Common Standards	Narrative	Documentation
<ul style="list-style-type: none"> • The <i>institution</i> and education <i>unit</i> create and articulate a <i>research-based vision</i> of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for <i>California public schools</i> and the effective implementation of California’s adopted standards and curricular frameworks. 	<p>The Yuba City Unified School District’s vision is to create an individualized induction program for general education and education specialists that includes intensive, on-going support from a qualified mentor and leads to candidate growth in the California Standards for the Teaching Profession. The vision for teaching and learning is informed by the research of Feiman-Nemser, Koppich, Garmston, Costa, Lipton, Wellman and Darling-Hammond. The research of Feiman-Nemser, Koppich, Garmston, Costa, Lipton, Wellman and Darling-Hammond articulates the YCUSD vision of teaching and learning and is represented in the qualities of each stage of a learning to teach system. The following system qualities are intended to be part of each stage of learning to teach and are reflected the design of the YCUSD Induction Program:</p> <ul style="list-style-type: none"> a. Learner focused <ul style="list-style-type: none"> • one stage builds on the next • mentor supports individual candidates in their context • communities of professional practice support individual and group learning b. Based on standards <ul style="list-style-type: none"> • educator preparation program standards • performance standards (TPEs/CSTPs) • mentors support candidate reflection on standards c. Accountable for growth <ul style="list-style-type: none"> • performance assessment related to standards 	<p>Induction Program Vision and Mission</p>

	<ul style="list-style-type: none"> • mentors and candidates track learning in relation to a continuum of practice • accountability for growth and effectiveness at all levels (candidate, mentor, leadership, program) <p>d. Grounded in collaboration</p> <ul style="list-style-type: none"> • Among educator prep programs • Between K-12 with colleges/universities and practitioner networks • mentors guide and support candidates becoming part of a professional community <p>As identified in the research, the role of the mentor is the basis of a successful induction experience. The YCUSD Induction Program will use clear selection criteria and selection process to identify those qualified, provide training that defines and supports the mentor role and structure on-going support as mentors grow in their role.</p> <p>The YCUSD Induction Program will build on the preliminary preparation experiences, begin to develop a teaching repertoire and professional identity during induction and set in place habits and behaviors of professional practice that will guide learning throughout a teacher’s career. The research-based practices of reflection, an expectation to continue to learn, shared inquiry, collaboration, coaching and the use of data to understand levels of effectiveness and inform decision making are part of the YCUSD Induction Program design.</p> <p>The goals of the program are to:</p> <ul style="list-style-type: none"> a. Build on the preliminary credential experience b. Increase student achievement in meeting California’s adopted state standards and frameworks by developing candidate competence in working effectively with the full range of California’s TK-12 students. 	
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	<p>c. Support the retention of teachers who are well-qualified to meet the needs of students in the Yuba City Unified School District and California.</p> <p>The purpose of the Yuba City Unified School District Induction Program is to offer an induction credentialing experience that provides every student with a highly qualified teacher who continues to grow as a professional through reflection, collaboration with colleagues, and the implementation of appropriate instructional strategies and assessments. These teachers will create safe, inclusive learning environments for all students.</p>	
<ul style="list-style-type: none"> The <i>institution</i> actively involves <i>faculty</i>, instructional personnel, and relevant <i>stakeholders</i> in the organization, coordination, and decision making for all educator preparation programs. 	<p>Yuba City Unified actively involves faculty, instructional personnel, and relevant stakeholders in the following manner:</p> <ol style="list-style-type: none"> A stakeholder group is meeting regularly to provide input on the program during the Initial Institutional Approval process. The group includes the Superintendent, Assistant Superintendent of Education Services, Coordinator of Career and Technical Education, administrators, mentors, candidates, bargaining unit representative(s) and IHE representatives from Brandman University. An Induction Advisory Council will meet quarterly to continue to provide feedback on program implementation. The council will consist of the Assistant Superintendent for Education Services, the Induction Program Coordinator, a bargaining unit representative, an IHE partner, site administrator representative, mentor representative, and candidates representing each credential type. Candidates, mentors, and site administrators will be surveyed twice annually to solicit their input on program effectiveness. Mentors will meet with site administrators and candidates at the beginning of each school year to get input regarding alignment with district instructional initiatives which help guide the creation of candidates' ILP goals. Feedback from ongoing communication between candidates, mentors and administrators will be shared with the Induction Program Coordinator to inform program leadership, organization and coordination. 	<p>Table of members and meeting dates</p> <p>Sample Agenda</p>

<ul style="list-style-type: none"> The education <i>unit</i> ensures that <i>faculty</i> and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the <i>broader educational community</i> to improve educator preparation. 	<p>Yuba City Unified School District faculty and instructional personnel collaborate regularly and systematically with P-12 colleagues, college/university faculty, and the broader educational community to improve educator preparation.</p> <p>Yuba City Unified district leaders collaborate with the CSU, Chico, UC Davis and Brandman’s Education Departments to support preliminary candidate’s readiness for entrance to the job market.</p> <p>The district supports interns by providing them a mentor and coordinating with respective IHE.</p> <p>Yuba City Unified collaborates with Butte County Office of Education. Yuba City Unified works jointly with Butte County Office of Education (BCOE) to serve Migrant students. The Coordinator for English Learners and Migrant Services teams up with BCOE staff to provide ongoing PD for teachers. Yuba Community College and YCUSD collaborate around the Early College Program. The 75 high school freshman students, who are served by the Early College program, take two college courses per semester at the community college campus. Yuba City Unified collaborates with Sutter County Office of Education on a variety of topics and trainings that support curriculum and instructional practice. Some of the joint programs include Career and Technical Education courses (e.g. Nursing Assistant course), Induction program for first and second year teachers. Currently, sixty-seven (67) YCUSD teachers are participating in the Sutter County Superintendent of Schools operated induction program. Further YCUSD and Sutter County Superintendent of Schools have an extensive collaboration model in Special Education program. One example is the use of facilities. Sutter County Superintendent of Schools utilizes District facilities (classrooms and offices) to Deaf and Hard of Hearing (DHH), Emotionally Disturbed (EDO and Special Day Classes (SDC).</p> <p>Upon approval of the YCUSD Induction Program, non-release mentors will collaborate with one another formally once a month. Full time release mentors will collaborate daily.</p> <p>In addition, during regularly held Ed Services meetings the Induction Program Coordinator will collaborate with the district Director of Information Technology, district Coordinator of Instructional Programs, the Coordinator of</p>	<p>CSU Chico MOU</p> <p>BCOE-YCUSD DSA</p>
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	<p>Career Technical Education, the Coordinator of Special Education Programs and the Assessment Coordinator.</p> <p>The district and bargaining unit collaborate to plan three days of grade level and content area professional development and other collaboration activities. Preliminary candidates from institutions such as California State University, Chico, CSU Sacramento, UC Davis and Brandman University are employed in Yuba City Unified. The YCUSD Program Coordinator will establish communication with each of these IHE to better track and utilize the preliminary program Individual Development Plan and promote on-going, systematic collaboration to ensure and improve alignment for candidates. The Induction Program Coordinator will attend the CTC sponsored Annual Induction Conference to collaborate with other induction leaders.</p>	
<ul style="list-style-type: none"> The <i>institution</i> provides the <i>unit</i> with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, <i>professional development/ instruction, field based supervision and clinical experiences.</i> 	<p>YCUSD has allocated funds in the Local Control and Accountability Program (LCAP) for the effective operation of its Induction Program. The Business Services Division will ensure adequate funding for qualified personnel, release time and resources to address admission, advisement, coordination and implementation.</p> <p>YCUSD will fund the following to ensure the effective implementation of the Induction Program:</p> <ul style="list-style-type: none"> - Salaries of Induction Coordinator, and Mentors - Professional Development/ training for mentors - Clerical personnel - Facilities, materials, and professional books - Instructional technology - Substitutes necessary for release days. <p>Surveys will be used and data analyzed to determine the resources and coordination needed for effective implementation of the YCUSD Induction Program. The Induction Advisory Council will address on-going program resource needs at its quarterly meetings.</p>	<p>LCAP</p> <p>3-year Proposed Induction Program Budget</p>

<ul style="list-style-type: none"> The <i>Unit Leadership</i> has the authority and institutional <i>support</i> required to address the needs of all educator preparation programs and considers the interests of each program within the <i>institution</i>. 	<p>The Educational Services Division will be responsible for addressing the needs of the YCUSD Induction Program. The Assistant Superintendent of Educational Services is responsible for and has the authority to evaluate and address the program needs and to represent the interests of the Induction Program to the Superintendent, the Human Resources Division, the Business Services Division, site administrators and other agencies as appropriate.</p>	<p>Induction Program Organizational Chart</p>
<ul style="list-style-type: none"> Recruitment and <i>faculty</i> development efforts support hiring and retention of <i>faculty</i> who represent and support diversity and excellence. 	<p>YCUSD is committed to hiring and retaining faculty members who represent and support diversity and excellence. YCUSD has a non-discrimination policy in employment matters. The Superintendent and representatives of the Human Resources Division attend teacher recruitment fairs to recruit teachers who are representative of our community.</p> <p>Development and retention of teachers who represent and support diversity and excellence are addressed by mentors in their work with candidates. As part of mentor training and support, the Program Coordinator addresses attitudes, skills and behaviors that support diversity and excellence. The Program Coordinator will report annually to the Advisory Council on this topic.</p>	<p>Site non-discrimination policy</p> <p>Recruitment and Selection BP 4111</p> <p>Teacher Recruitment Brochure</p>
<ul style="list-style-type: none"> <i>The institution</i> employs, assigns and retains only <i>qualified persons</i> to teach <i>courses</i>, provide <i>professional development</i>, and <i>supervise</i> field-based and <i>clinical experiences</i>. Qualifications of <i>faculty</i> and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and 	<p>Only qualified persons will be assigned to teach courses, provide professional development, and supervise field-based and clinical experiences as part of the induction team. Current YCUSD employees will teach courses, provide professional development and supervise field-based and clinical experiences. All of these employees are TK-12 teachers and/or administrators. They will have demonstrated they are active learners.</p> <p>As part of the selection process only those qualified in the following areas will be assigned to these roles:</p> <p>a) They will be knowledgeable of current content knowledge.</p> <p>b) They will be experienced TK-12 educators who have knowledge of and will have demonstrated successful application of adopted content standards, frameworks and accountability systems in their own classrooms and in leadership roles (e.g. grade level collaboration). They will attend professional development sessions provided by the district and other entities to expand this expertise as needed.</p>	<p>Districtwide Professional Development Feedback forms</p> <ul style="list-style-type: none"> 2018 2019 <p>Districtwide Professional Development Catalogs</p> <ul style="list-style-type: none"> 2018 2019

<p>accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, <i>scholarship</i>, and <i>service</i>.</p>	<p>c) They will demonstrate commitment to both accepting and valuing the diversity of society as evidenced in California classrooms including diverse abilities, culture, language, ethnicity, and gender orientation. They will demonstrate a willingness to help candidates recognize and value diversity as well.</p> <p>d) Those selected for these positions will have been recognized as teachers and/or administrators who exemplify effective professional practices in teaching, learning, scholarship and service.</p> <p>Survey data from candidates on mentor and instructional personnel performance will be analyzed annually to ensure continuing effectiveness in those roles.</p>	<ul style="list-style-type: none"> • 2020 <p>Mentor MOU</p> <p>Personnel positions assigned to support advise and place candidates</p> <ul style="list-style-type: none"> • Assistant Superintendent of Educational Services • Assistant Superintendent of HR • Director of HR • Personnel Specialist • HR Technician • Induction Program Coordinator (TBD) • Induction Mentors (TBD)
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<ul style="list-style-type: none"> The education <i>unit</i> monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements. 	<p>Candidates who have obtained a Preliminary Multiple-Subject, Single-Subject, or Education Specialist credential are eligible for the Induction Program. Eligible candidates are notified by email and attend an orientation session early in the school year where they receive the program handbook and other informational materials clarifying completion requirements.</p> <p>Candidates will complete an Individualized Learning Plan (ILP) showing evidence of growth in the CSTP to be recommended for the Professional Clear Credential. The Induction Program Coordinator and the mentors will provide support, observe, and assist candidates in monitoring and effectively completing the ILP as a requirement for recommendation for a Professional Clear credential. Mentor and candidate logs track completion. The Program Coordinator informally checks completion and conducts a mid-year check with candidates to support goal attainment.</p> <p>During an end-of-year symposium, completers will engage in professional dialogue with their mentor and site administrator to reflect on CSTP growth using classroom evidence and will address how they plan to continue to develop as teachers beyond the clear credential. In addition, program completers will engage in a reflective conversation with the Induction Program Coordinator and the Assistant Superintendent of Educational Services to provide feedback on program effectiveness to meet credential requirements.</p> <p>At the end of year 2 (or year 1 for the ECO candidate), the Induction Program Coordinator will review records for completion and prepare recommendations to share with the Assistant Superintendent of Educational Services. The official recommendation to the CTC for a candidate's Professional Clear Credential will be provided to Human Resources by the Assistant Superintendent of Educational Services. Human Resources will provide recommendations to the Commission on Teacher Credentialing. Recommended candidates and will be notified by email that their recommendation is in process.</p>	<p>Draft YCUSD Induction Program Handbook</p> <p>Reflection Log</p>
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Standard 2: Candidate Recruitment and Support

Candidates are recruited and *supported* in all educator preparation *programs* to ensure their success.

<ul style="list-style-type: none"> The education <i>unit</i> accepts applicants for its educator preparation <i>programs</i> based on clear criteria that include <i>multiple measures</i> of candidate qualifications. 	<p>YCUSD’s Induction Program will enroll all teachers employed by YCUSD who hold either Multiple Subject, Single Subject or Education specialist preliminary credentials.</p> <p>The Human Resources Division and the Educational Services Division will work together to identify teachers who are eligible for induction.</p> <p>The district has multiple measures in place to ensure proper identification and enrollment of all eligible candidates.</p> <ul style="list-style-type: none"> The YCUSD Induction Program Coordinator will communicate regularly with the Assistant Superintendent of Human Resources and staff who will create a master list of all newly hired teachers and their credential status as a tool for identifying induction candidates. At the conclusion of each school year, current employees whose credential status may be changing (i.e. interns at various levels) are contacted to determine if they will become eligible for the induction program during the following school year. All newly hired teachers complete a credential information sheet/Induction Enrollment Form at the point of hire which is verified by the Human Resources Division to determine which teachers are eligible for the induction program. At the beginning of the school year, all previously hired teachers who have not yet reached preliminary credential status the previous year are contacted by email and in person to determine if they have completed the credential requirements which would make them eligible for the program. At the beginning of each school year an email is also sent to all teachers in the district describing the Induction Program and alerting anyone who is eligible who may not have already enrolled to contact the Program Coordinator. 	<p>Candidate Eligibility Criteria</p> <p>New Hires (Needing Induction) Log</p> <p>Induction Enrollment Form</p>
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<ul style="list-style-type: none"> The education <i>unit</i> purposefully recruits and admits candidates to diversify the educator pool in California and provides the <i>support</i>, advice, and assistance to promote their successful entry and retention in the profession. 	<p>YCUSD is an equal opportunity employer and the YCUSD Induction Program does not discriminate against nor harass any candidates on the basis of the person’s actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation. Candidates are assured of equal access to the induction program and are free from harassment in accordance with law.</p> <p>In addition, YCUSD makes purposeful efforts to recruit qualified teachers who represent the diverse backgrounds of its students. Human resources staff regularly analyzes the district’s teacher demographics and makes efforts to recruit a diverse teaching pool that reflects YCUSD’s student demographics. These efforts include the following:</p> <ol style="list-style-type: none"> The district posts all open teaching positions on Edjoin to recruit candidates from both inside and outside of the local area. The Human Resources Department recruits teachers from a variety of local universities such as CSU Chico, CSU Sacramento and Brandman. Many of the candidates at these universities are from the diverse backgrounds and are representative of those in the YCUSD community. Representatives of the Human Resources Department attend recruitment fairs at universities and county offices of education in and around the local area. They attend recruitment fairs outside the local area when there are openings in hard to staff positions. <p>District representatives give prospective teachers a brochure which details the features of the induction program which is a benefit of their employment. All candidates will benefit from the support, advice and assistance provided by weekly meetings with mentors and continuing professional development and growth in the CSTP’s which will promote their successful entry into and retention in the teaching profession.</p>	<p>BP 4030 Policy</p> <p>Recruitment and Selection BP 4111</p> <p>Teacher Recruitment Brochure</p> <p>Personnel positions assigned to support advise and place candidates</p> <ul style="list-style-type: none"> Assistant Superintendent of Educational Services Assistant Superintendent of HR Director of HR Personnel Specialist HR Technician Induction Program Coordinator (TBD) Induction Mentors (TBD) <p>YCUSD Induction Brochure</p>
<ul style="list-style-type: none"> Appropriate information and personnel are clearly identified and accessible to guide each 	<p>At the point of hire, candidates will meet with the Director of HR to complete necessary paperwork and be referred to the district induction program. The HR credentialing officer will coordinate with candidates and the Induction Program Coordinator as necessary during the program. The YCUSD Induction</p>	

<p>candidate's attainment of <i>program</i> requirements.</p>	<p>Program candidates attend an orientation early in the year and are informed of program requirements. Candidates will meet their mentor, the Program Coordinator, the Assistant Superintendent of Educational Services, the Superintendent and other key staff before or during orientation. In addition to orientation, candidates will receive and can reference information regarding program requirements and personnel through the Induction Program website, the handbook, and during weekly one-on-one meetings with mentors. The mentors serve as the initial and on-going source of support for candidates. The Induction Program Coordinator meets with candidates informally during site visits and regularly during support meetings. In addition, mentors contact the Induction Program Coordinator with questions as necessary throughout the school year. Candidates are encouraged to contact the Induction Program Coordinator for any additional support and guidance in attaining program requirements.</p>	<p>Draft YCUSD Induction Program Handbook</p>
<ul style="list-style-type: none"> Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate <i>support</i> efforts. A clearly defined process is in place to identify and <i>support</i> candidates who need additional assistance to meet competencies. 	<p>The candidate's electronic files and the status of candidate progress are accessible to the candidate's mentor and the Induction Program Coordinator. YCUSD's Induction Program Coordinator will work with the program's mentors to regularly monitor evidence of candidates' progress toward reaching ILP goals. Weekly logs will be used to account for and support completion efforts. When the Induction Program Coordinator and/or mentor determine, based on evidence, that a candidate needs additional assistance, the Coordinator and mentor will meet with the candidate and determine the appropriate type of support. The support will vary based upon the candidate's needs. Details of this support plan meeting, description of next steps, and a timeline for its completion will be maintained in the candidate's Induction Program records.</p> <p>In cases when it becomes clear that the candidate will require additional time beyond two years to complete program requirements, the candidate will be advised by their mentor to submit a written request to the Induction Program Coordinator extend the induction program and provide a description of the</p>	<p>Sample Candidate Google classroom</p>

	extenuating circumstances related to the request. The Coordinator and Assistant Superintendent of Educational Services will consider these circumstances on a case-by-case basis.	
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Standard 3: Course of Study, Fieldwork and Clinical Practice

The *unit* designs and implements a planned sequence of coursework and *clinical experiences* for candidates to develop and demonstrate the knowledge and skills to educate and support *P-12 students* in meeting state-adopted content standards. The *unit* and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in *current research on effective practice*. Coursework is integrated closely with *field experiences* to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and *demonstrate competencies* required of the credential they seek. The *unit* and all programs collaborate with their *partners* regarding the criteria and selection of *clinical personnel, site-based supervisors* and school sites, as appropriate to the *program*

<ul style="list-style-type: none"> Through site-based work and <i>clinical experiences</i>, programs offered by the <i>unit</i> provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and <i>student</i> learning. 	<p>YCUSD will design and implement a planned sequence of coursework and clinical experiences to provide candidates opportunities to experience issues of diversity that affect school climate and effectively implement research-based strategies for improving teaching and student learning.</p> <p>The YCUSD Induction Program design will include several opportunities during each of the two years for candidates to examine aspects of diversity in classroom and site climate and how their informed implementation of research-based strategies affects their practice and student learning. They will set professional goals and conduct a professional action plan as part of the ILP process. Professional development will be provided based upon candidates’ ILP needs and will focus on modelling effective instructional practices and opportunities for candidates to collaborate with one another. Mentors will facilitate and make transparent a) issues of diversity that affect school and classroom climate, b)the selection of research-based strategies and c) how their implementation improved teaching and student learning. The district provides professional development for all teachers regarding district instructional initiatives and impacts on school climate. Site</p>	<p>AVID K-8 WICOR Strategies Crosswalk</p> <p>AVID 9-12 WICOR Strategies Crosswalk</p> <p>English learner District Master Plan</p> <p>Districtwide PD Catalogs</p> <ul style="list-style-type: none"> 2018 2019 2020
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	administrators will provide site-specific new teacher support regularly throughout the school year. Interaction with both experienced and other new colleagues, site administrators, district leaders and the YCUSD Induction Program mentors and leaders will provide multiple sources of job-embedded and collegial support for the candidates.	Observation of Candidate form ILP
<ul style="list-style-type: none"> • <i>Site-based supervisors</i> must be <i>certified</i> and experienced in teaching the specified content or performing the services authorized by the credential. 	Site-based supervision will be provided by mentors who have undergone a rigorous interview and selection process. Mentors are teachers on special assignment or non-release mentors who hold a Clear California Teaching Credential and have a minimum of five years of successful TK-12 teaching experience. At least one mentor will hold an education specialist credential and have provided at least two years of education specialist service.	Mentor MOU
<ul style="list-style-type: none"> • The process and criteria result in the selection of <i>site-based supervisors</i> who provide effective and knowledgeable <i>support</i> for candidates. 	The YCUSD selection criteria and process are designed to provide YCUSD’s induction candidates with a mentor who is effective and knowledgeable and ensures candidates the support needed to complete the program.	Mentor Hiring Process
<ul style="list-style-type: none"> • <i>Site-based supervisors</i> are trained in supervision, oriented to the supervisory role, <i>evaluated</i> and recognized in a systematic manner. 	Mentors are oriented to their role and responsibilities and are trained in adult learning theory, conducting coaching conversations, observation skills and providing other supports for new teachers. This includes both just-in-time support and the development of long-term goals through the ILP process. Mentors are trained to help teachers assess themselves on the Continuum of Teaching Practice and to set goals based upon this assessment. Mentors will engage in monthly forums to focus on mentoring and coaching skills including practicing situational coaching conversations, conducting observations, giving actionable feedback. These forums allow mentors to reflect, set goals, collaborate and problem-solve with one another and the program coordinator. A cadre of full release mentors supports on-going collaboration among mentors and supports continuous learning in their role and provides support in mentoring to non-release mentors as appropriate.	Mentor Training Agenda

	<p>Mentors may attend technology conferences, coaching conferences, and state-wide induction events to support the program’s purpose. The Assistant Superintendent of Educational Services will evaluate mentors and engage with them in a coaching conversation to support continuous learning, recognize strengths and areas for growth. Candidates will be surveyed at the end of the first semester and at the end of years 1 and 2 of the program to determine mentor effectiveness. The Induction Program Coordinator will also provide one-on-one, in-person feedback to the mentors twice each year. Examples include but are not limited to observing a teacher and comparing feedback, observing a mentoring session and providing feedback, or conducting a simulated coaching conversation and providing feedback.</p>	<p>Candidate Survey</p> <p>Mentor Survey</p> <p>Administrator Survey</p>
<ul style="list-style-type: none"> • All <i>programs</i> effectively implement and <i>evaluate</i> fieldwork and clinical practice. 	<p>Surveys of candidates, mentors and administrators provide data to evaluate fieldwork and clinical practice. Mentors and candidates will collaboratively maintain a log of the support provided by the mentor which must be an average of one hour per week. Candidates also assess themselves on the Continuum of Teaching Practice to evaluate their growth in the CSTP. This evaluation forms the basis of the goals they set, the action plans they enact, and the professional development they receive as part of the ILP process. At the conclusion of the second year, candidates will provide evidence of their growth in the CSTP in an end-of-program reflective dialogue with their mentor and site administrator. The Induction Program Coordinator collects, reviews and shares program implementation data with the Induction Advisory Council to evaluate the effective implementation of fieldwork and clinical practice.</p>	<p>Candidate Survey</p> <p>Mentor Survey</p> <p>Administrator Survey</p> <p>ILP</p>
<ul style="list-style-type: none"> • For each <i>program</i> the <i>unit</i> offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content 	<p>YCUSD’s Induction Program will be aligned with the district’s board-adopted California academic standards and frameworks which challenge all students to reach their full potential and specify what students are expected to know and to be able to do at each grade level and in each area of study. These standards reflect the knowledge and skills needed for students to be adequately</p>	<p>YCUSD Demographics (Dataquest 2018-19)</p> <ul style="list-style-type: none"> • Enrollment by ethnicity and grade

	<p>2. Program completers will complete a survey and meet with the Assistant Superintendent of Educational Services and the Induction Program Coordinator in an “exit” dialogue to provide feedback on the program.</p> <p>3. Completers will be tracked over time by completing a survey in years 3 and 5 of employment to determine their perceptions about their preparation and to assess teacher retention.</p> <p>4. The Program Coordinator will collect anecdotal data from site visits and observations of candidate/mentor interactions.</p> <p>5. Full time released mentors will collect anecdotal data from site visits and conversations with stakeholders.</p> <p>6. Evaluations of monthly meetings of candidates and mentors will be reviewed by the Program Coordinator to monitor and adjust program support.</p> <p>7. ILP will be analyzed and aggregated trends and patterns will be identified from CTP growth assessments, observations and artifacts from teaching and learning.</p> <p>The Assistant Superintendent for Educational Services and the Induction Program Coordinator will analyze collected program data.</p> <p>The Induction Program Coordinator will provide data to the Advisory Council who will consider aggregated data from Year One and Year Two candidates, review the multiple data sources and identify trends and patterns to inform evidence-based decision making to improve the program.</p> <p>A report will be presented annually to the Superintendent and the Board of Education. Analysis of this data will be used to make modifications midyear if necessary.</p> <p>Aggregated survey data will be shared with mentors to help them improve their support to candidates. This will be done at a minimum midyear and at the end of each school year. The full release mentors and the Program Coordinator will function as a learning team to review data and discuss continual improvement.</p> <p>Program data and the subsequent program improvements will be shared with stakeholders.</p> <p>The Induction Program Coordinator will attend a meeting of site administrators to share the data and program improvements. The Induction</p>	
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	<p>Program Coordinator will share anonymous survey data with candidates and will describe the program improvements made based upon that data. The Program Coordinator will also ask for program improvements ideas in one-on-one conversations, exit interviews, by email or other means of contact as appropriate.</p> <p>Candidates will have the opportunity to provide informal feedback in their weekly meetings with their mentors. Mentors will also have regular opportunities provide informal feedback at mentor forums.</p> <p>The Program Coordinator will visit school sites on a regular basis to observe both candidates and mentors to gather informal feedback on appropriate support strategies and to support mentors' and teachers' development.</p>	
<ul style="list-style-type: none"> The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from <i>key stakeholders</i> such as employers and community <i>partners</i> about the quality of the preparation. 	<p>The YCUSD continuous improvement process includes multiple sources of data from key stakeholders to assess the extent candidates are prepared. At the onset of the induction experience candidates are oriented to the plan-teach-reflect-apply cycle with expectations for the collection of data to assess growth in relation to the Continuum of Teaching Practice. The candidate and mentor use the ILP to capture reflection and CSTP related growth. Analysis of the multiple data sources is an ongoing responsibility of the Assistant Superintendent of Education Services and the Program Coordinator. The Advisory Council will review the multiple sources of data for trends and patterns mid-year and at the end of the year to determine the extent of candidate preparation, the quality of the preparation and make decisions for program improvement.</p> <p>The expectation that all YCUSD professionals will continue to grow and improve starts with the induction experience and continues as a theme of the district's culture.</p> <p>An annual review of the ILP and candidate participation provides the extent to which candidates are completing the induction program and progressing their preparation for professional practice. To complete induction, Year 2 candidates will assess CSTP related growth and show they have met the completion requirements.</p>	<p>YCUSD Annotated Evidence List</p> <p>Candidate Survey</p> <p>Mentor Survey</p> <p>Administrator Survey</p>

	<p>Surveys, interviews, observations and anecdotal data inform the process. The YCUSD Induction Program will serve employees of the district. The annual year-end site administrator survey will contain questions related to the quality of the induction experience to prepare candidates. Program completers will be surveyed to determine how well they feel the program prepared them. The Assistant Superintendent for Educational Services and the Induction Program Coordinator will analyze and summarize this data for the Advisory Council on an annual basis as part of the continuous improvement process.</p>	
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Standard 5 – Program Impact

<ul style="list-style-type: none"> The <i>institution</i> ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all <i>students</i> in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards. The <i>unit</i> and its <i>programs</i> evaluate and demonstrate that they are having a <i>positive impact</i> on candidate learning and competence and on <i>teaching and</i> 	<p>The YCUSD Induction Program is committed to developing new teacher candidates into highly effective, reflective practitioners who have significant impact upon the learning of YCUSD’s students. The planned annual evaluation and reporting activities will provide a data-based reflection of program impact on teaching and learning.</p> <p>Mentors and candidates meet on a regular basis. Through observations and reflective feedback they determine areas of strength and areas of concern and create a plan of next steps within the classroom.</p> <p>Individual Learning Plans detail individual professional development needs. Candidates use the Continuum of Teaching Practice to reflect upon their development in the CSTP. Candidates will review their growth on the CSTP at mid-year and year-end during both years of the program. Based on their assessment of their own growth, they will create and revise their ILP to plan for their professional growth.</p> <p>Site administrators, while not involved in the ILP in an evaluative role, have the opportunity during a Triad Meeting of the candidate and mentor to identify site priorities and initiatives in as part of candidates’ ILP planning. This will allow for a greater connection between the ILP and the school site and will lead to greater impact on the school site itself.</p> <p>The candidates will also provide feedback to the program regarding how well they felt they were supported by the program in order to make gains in these</p>	<p>Reflection Log</p> <p>Candidate Survey</p> <p>Mentor Survey</p> <p>Administrator Survey</p> <p>TCIP Survey Summary 2018-19</p>
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<p><i>learning</i> in schools that serve California's <i>students</i>.</p>	<p>areas through both formal midyear and year-end surveys and during weekly contact with mentors. The candidates will be asked to identify evidence of their positive impact on student learning and the connection to induction in their reflective end-of-year activities.</p> <p>Annual surveys of mentors and site leaders will include questions regarding program impact. The responses to this and other questions on the survey will be shared with the Advisory Council and used to improve the program's impact as indicated.</p>	
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