Butte County
Teacher Induction Program

A professional learning network that extends beyond the two-year program

Participating Teacher Handbook
Welcome Participating Teachers!

Welcome to the Butte County Office of Education Teacher Induction Program. We are thoroughly excited to have you on our team as you embark upon one of the most rewarding professions in education: the classroom teacher. Over the next two years, you will be supported by a highly skilled mentor that will collaboratively guide your individualized learning journey and deepen your understanding of your role as a professional educator.

Working closely with your mentor, you will build upon your Teacher Preparation Program by participating in a robust, reflective, job embedded, and individualized induction process. This type of support system will ensure that you continue to grow as a professional educator and develop the necessary skills needed to meet the diverse needs of the students you will serve.

We hope you find the Participating Teacher Handbook helpful as it contains vital information pertaining to the Butte County Office of Education Teacher Induction Program. Please feel free to contact us at any time with questions, concerns, or feedback that will help us support you as you continue to grow as a professional educator and clear your California Teaching Credential.

Sincerely,

Tracey Allen
Director of Professional Learning

dated 2023-01-01

Board of Education

Amy Christianson
Howard M. Ferguson
Ryne Johnson
Jeannine MacKay
Brenda J. McLaughlin
Roger Steel
Mike Walsh

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An Equal Opportunity Employer

"WHERE STUDENTS COME FIRST"
### BCOE Teacher Induction Calendar

<table>
<thead>
<tr>
<th>September 2018</th>
<th>October 2018</th>
<th>Notes &amp; Holidays</th>
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</thead>
<tbody>
<tr>
<td><strong>Colors</strong></td>
<td><strong>Month</strong></td>
<td><strong>Event</strong></td>
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<td><strong>F</strong></td>
<td><strong>Note</strong></td>
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<td><strong>S</strong></td>
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<tr>
<td>1</td>
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<td>Labor Day</td>
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<td>2</td>
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<td>Sep 3, 2018</td>
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<td>3</td>
<td>3</td>
<td>Veterans' Day</td>
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<td>4</td>
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<td>Nov 11, 2018</td>
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<td>5</td>
<td>5</td>
<td>Thanksgiving Day</td>
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<td>6</td>
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<td>Nov 22, 2018</td>
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<td>7</td>
<td>7</td>
<td>Christmas</td>
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<td>8</td>
<td>8</td>
<td>Dec 25, 2018</td>
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<td>9</td>
<td>9</td>
<td>New Year's Day</td>
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<td>10</td>
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<td>Jan 1, 2019</td>
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<td>11</td>
<td>11</td>
<td>Martin Luther King</td>
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<td>12</td>
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<td>Jan 21, 2019</td>
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<td>13</td>
<td>13</td>
<td>Presidents Day</td>
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<td>14</td>
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<td>Feb 18, 2018</td>
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<td>15</td>
<td>15</td>
<td>Easter</td>
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<tr>
<td>16</td>
<td>16</td>
<td>Apr 21, 2019</td>
</tr>
</tbody>
</table>

#### Color Coding:
- Optional PD Days: Yellow
- Mentor Meeting: Orange
- Collaborative Log: Green
- ILP Portion Due: Purple
- Observation Due: Blue
- Mentor Reflection: Brown
- Twitter Chat Due: Red
- Verification/Clear: Magenta

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What is Teacher Induction and who is eligible?
Induction is a two-year program, approved by the California Commission on Teacher Credentialing (CTC), offered to teachers holding a preliminary teaching credential in order to clear their preliminary California teaching credential. Please see the diagram below as it depicts California’s Learning to Teach System.
Vision:

Building upon their Teacher Preparation Program and utilizing their Preliminary Program Transition Plan, participating teachers will experience enhanced professional development by participating in a robust, reflective, and individualized induction process. The participating teachers will engage in insightful and growth oriented conversations with experienced colleagues about the delivery of effective practice with the goal of increasing student learning. They will chart progress through the Continuum of Teaching Practice based upon their knowledge, development, and abilities as they are aligned with the California Standards for the Teaching Profession, California State Content Standards, and the Teacher Induction Standards.

Program Goals:

With the support of high-quality mentoring, collaboration, and accountability systems, the Butte County Office of Education will:

- Retain beginning teachers through job-embedded, interactive and practical professional learning
- Develop teachers who participate in ongoing learning related to effective instructional practices, content standards, and differentiation in order to meet the diverse academic and socio-emotional needs of their students
- Support participating teachers in developing a reflection and analysis process that changes their instructional practices in order to increase student achievement
- Recommend eligible teachers for a California Clear Teaching credential
- Address the California Standards for the Teaching Profession by utilizing the Individualized Learning Plan as a roadmap for the participating teacher's work during the induction program

<table>
<thead>
<tr>
<th>California Standards for the Teaching Profession</th>
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<tbody>
<tr>
<td>Standard 1</td>
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<td>Standard 2</td>
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<td>Standard 3</td>
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<td>Standard 4</td>
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<td>Standard 5</td>
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<td>Standard 6</td>
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</tbody>
</table>
Program Description

Butte County Office of Education prides itself on putting students first and our Teacher Induction Program is definitely no different! Our mission is to support beginning teachers in their first two years of teaching to ensure their professional success and retention in the profession. Through enhanced training, feedback, and guidance from a highly qualified mentor teacher, our participating teachers will establish a system of inquiry and growth based on the California Standards for the Teaching Profession. In addition, our participating teachers will cultivate a professional learning network that will eliminate professional isolation and continue to support them as they progress throughout their educational career. Thus, Butte County Office of Education’s Teacher Induction Program will produce highly qualified professionals who effectively impact student achievement and their school communities.

The research on student achievement overwhelmingly shows that teacher expertise is the most important factor in student learning. Therefore, Butte County Office of Education’s Induction Program offers differentiated professional learning designed to help participating teachers develop their instructional practice as it is targeted to support their individualized learning goals.

![Diagram of Learning Process]

This type of learning model fosters our participating teacher’s growth as connected, reflective, on-going learners who will continue to take risks and expand their expertise long after they have completed our induction program. The expectation is that our participating teachers will not only gain confidence in their skills to manage their classroom and curriculum, but also establish a learning network that evolves throughout their career.

Our two-year Teacher Induction Program includes the following components:

- Weekly one-on-one assistance to participating teachers by exemplary mentor teachers for purposes of reflecting on instructional practice and analyzing student data
- Goals aligned to their Individualized Learning Plan
- Professional development based on individual needs of participating teachers and identified in their Individualized Learning Plan (ILP)
BCOE Teacher Induction Organizational Chart

Butte County Board of Education

Superintendent
Tim Taylor
Program sponsor responsible for approval.

Assistant Superintendent of Educational Support
Michelle Zevely
Responsible for oversight of the Teacher Induction Program

Director of Professional Learning
Tracey Allen
Responsible for the day-to-day operations of the Induction Program. Designs program content, calendar and/or deliver professional development, recruits and retains mentors, and regularly manages budget. Responds to all requests from the Commission for data within the time limits specified and updates contact information annually. Places new candidates and recommends induction candidates who have completed all program requirements for recommendation of Cleared credential.

Induction Program Advisory Committee
District Liaisons, California State University, Chico Liaison, Human Resource Representative, Fiscal Services Representative
Meets 4-5 times throughout the year to analyze participant data, advise on program revision, and provide relevant context for enrolled candidates.

Butte County School Districts & Charter Schools
Participating Teacher Responsibilities

Responsibilities:

1. Advisement: District staff notifies eligible candidates about the BCOE Induction program and professional credential requirements within 30 calendar days of the start of the initial teaching contract and secures signatures on the Butte County Teacher Induction Advisement Form, to be placed in the Participating Teacher’s personnel file as proof of advisement.

2. Enrollment: Complete the Butte County Teacher Induction Participating Teacher application.

3. Mentor: Each Participating Teacher is assigned to work with a Mentor. The Mentor advises the participating teacher about his/her involvement in the Induction Program, provides formative feedback about participation in and progress toward completion of the program, and supports the Participating Teacher in accumulating evidence of professional growth for the ILP. Please see the Individualized Learning Plan Outline for further information regarding the ILP.

4. Meetings/Professional Development:
   a. Participating Teachers meet with Mentors a minimum of one hour per week. Mentor and Participating Teacher maintain a monthly Collaborative Log to document their ongoing activities.
      i. The Collaborative Log must be signed and submitted to BCOE Induction staff monthly. Attendance records are maintained by BCOE Induction staff and should be reviewed regularly for accuracy.

5. Formative Assessment: With the guidance of their Mentor, Participating Teachers complete formative assessments, including the Growth Goals on the ILP and the Inquiry Action Plan. Mentors also observe lessons to gather formative assessment evidence. Formative assessment results are used to guide professional development and not for the purpose of teacher evaluation or employment decisions.

6. Online Survey(s): It is the responsibility of the Participating Teacher to complete an annual survey for the Butte County Teacher Induction Program.

7. Completion: It is the responsibility of the Participating Teacher to accumulate evidence of reflective practice, to document professional credential requirements, to compile evidence in his/her Google Site and, at the end of the program, to organize this evidence in support of an application for a California Clear Credential. The Butte County Teacher Induction Program supports and facilitates this process. Only those Participating Teachers who have met all requirements will be recommended for a Clear Credential. The Individualized Learning Plan is transportable, enabling teachers to move from one Induction Program to another. The verification form is used to track and verify completion and is submitted to the Butte County Teacher Induction Program bi-annually.
   a. Induction Candidates must attend an End-of-the-Year Celebration at the end of Year 1 and Year 2

8. Mentor/Participating Teacher Pairing: Contact the BCOE Teacher Induction Program Director if either party is dissatisfied with the pairing.

Participating Teacher’s Signature __________________________ Date ______________

6
Individualized Learning Plan

Collaboratively Designed with Participating Teacher, Mentor and Site Administrator

Our participants begin their two-year journey by identifying their strengths and areas of growth within the Continuum of Teaching Practice as this will guide their Individualized Learning Plan. Through enhanced training, feedback, and guidance from a highly qualified mentor, our participating teachers will establish a system of inquiry and growth based on the California Standards for the Teaching Profession.

In addition, they will cultivate a professional learning network that will ultimately eliminate professional isolation and continue to support them as they progress throughout their educational career.

Participating Teachers will share their growth in all six CSTPs during an Exit Interview at the conclusion of the 2-year induction program journey.
The Individualized Learning Plan (ILP) Outline

The Individualized Learning Plan (ILP) addresses the California Standards for the Teaching Profession (CSTP) and provides a roadmap for the participating teacher's induction work. The plan is collaboratively developed by the participating teacher and mentor, in consultation with the site administrator, within the first 60 days of the participating teacher's enrollment in the induction program. The Individualized Learning Plan is guided by the preliminary program transition plan and is intended to be a living document, and modified as needed in response to the changing needs of the participating teacher. The Individualized Learning Plan includes the following:

**Goal Setting & Reflection:**

Within the first 60 days of enrollment, mentors collaborate with participating teachers to set and reflect on their ILP goals using the following processes:

- Consultation Meeting
  - Participating Teacher, Mentor & Site Administrator
- CSTP Pre-assessment
  - Determine two focus standards for areas of growth
- Collaborative Assessment (fall)
  - Choose one essential element in each of the two focus standards
- ILP Growth Goals
  - Based upon the two essential elements chosen
- Mid-Year Review
  - Reflect on ILP and modify, as needed
- Collaborative Assessment (spring)
  - Based upon same essential elements chosen in the fall
- End of Year Reflection on ILP & CSTP Summary

**Inquiry Action Plan:**

Mentors guide participating teacher in developing an Inquiry Action Plan (IAP). The Inquiry Action Plan investigates specific strategies to help meet the ILP goal(s) and demonstrate evidence of CSTP implementation.

**Analysis of Student Work:**

Participating Teachers and Mentors analyze student work in relation to their ILP focus. The results of this analysis are used to differentiate instruction for all students.

**Lesson Planning:**

Participating Teachers and Mentors plan lessons that address both content standards and students' varied learning needs.

**Observations:**

Mentors conduct a minimum of two observations each year. The focus for observations is selected collaboratively by the Participating Teacher and Mentor. Mentors use a variety of observation tools and facilitate a reflection conference to set next steps.
Mentor Responsibilities

I understand that my work as a mentor is crucial to the success of the Butte County Office of Education’s Teacher Induction Program. I agree to assume the following responsibilities for ensuring the successful implementation and operation of the Induction Program.

Responsibilities:

1. **Participating Teacher:** Each Mentor is assigned work with a Participating Teacher for the two years of the Induction Program. The Mentor advises the participating teacher about his/her involvement with the Induction Program, provides formative feedback about participation in the progress toward completion of the program, and supports the Participating Teacher in accumulating evidence of professional growth for the ILP. Please see the Individualized Learning Plan Outline for further information regarding the ILP.

2. **Meetings/Professional Development:**
   a. Mentors meet with their Participating Teacher a minimum of one hour per week and are required to attend professional development opportunities throughout the year. Mentor and Participating Teacher maintain a monthly Collaborative Log to document their ongoing activities.
      i. The Collaborative Log must be signed and submitted to BCOE Induction staff monthly. Attendance records are maintained by BCOE Induction staff and will be reviewed regularly for accuracy.
   b. Participate in three days of mentor training in your first year as a mentor or two days for experienced mentors.
   c. Participate in the end-of-year Professional Growth Celebration.

3. **Formative Assessment:** The Mentor guides the Participating Teacher’s formative assessments, including the Growth Goals on the ILP. Mentors also observe a minimum of two lessons to gather formative assessment evidence. Formative assessment results are used to guide professional development and not for the purpose of teacher evaluation or employment decisions.

4. **Online Survey(s):** It is the responsibility of the Mentor to complete an annual survey for the Butte County Teacher Induction Program.

5. **Confidentiality:** Respect confidentiality between the Mentor and Participating Teacher. Please see the confidentiality information sheet for further information.

6. **Completion:** The Mentor assists the Participating Teacher in accumulating evidence of reflective practice and compiling evidence for the Participating Teacher’s Google Site.

7. **Mentor/Participating Teacher Pairing:** Contact the BCOE Teacher Induction Program Director if either party is dissatisfied with the pairing.

8. **Growth and Reflection:** Complete, reflect, set goals, and analyze growth on the Mentor Growth Plan.

__________________________     __________________________
Mentor’s Signature               Date
Guidelines for Confidentiality

Mentors

- Work together toward the common goal of successful teaching and learning, by developing effective relationships with the site administrator and participating teachers in the following ways:
  - Collaborate with site administrators to help participating teachers incorporate district/school goals into the teacher’s Individualized Learning Plan and Inquiry Action Plan
  - Schedule a meeting with site administrators at the beginning of the ILP process to talk about the work that will be completed with Participating Teacher
  - Introduce self, explain the mentor role, and talk about the goals of the mentor-participating teacher relationship
  - Explain the rationale for confidentiality and support to site administrators in the importance of this relationship
  - Provide schedules of participating teachers meeting times, training dates, etc., to site administrators and office staff as necessary
  - Schedule meetings as necessary with site administrators to check in regarding participating teacher support, invite comments from site administrators regarding areas for focus as it pertains to the ILP and school site goals/initiatives, etc.
  - Coach participating teachers on ways to build strong relationships with their site administrators
  - Assist participating teachers in seeking out resources from department chairs, team leaders, curriculum specialist without discussing details of participating teachers performance
  - Discuss concerns about participating teachers with site administrators when students’ well-being or physical safety is at risk, laws are being broken, or if actions would negatively impact the school
- Respect the confidentiality between mentors and participating teachers and understand how it builds a community of trust

Mentors should not:

- Offer confidential information about participating teachers to site administrators
- Discuss the performance of one teacher with another
- Advocate with site administrators for participating teachers employment status
- Participate in the evaluation process
# Individualized Learning Plan

## Monthly Collaboration Log

<table>
<thead>
<tr>
<th>Mentor Teacher’s Name:</th>
<th>Participating Teacher’s Name:</th>
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<tbody>
<tr>
<td>Date:</td>
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<td>Hour(s):</td>
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<tr>
<td>Month of:</td>
<td>Total Hours</td>
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### Collaboration/Support Summary

- **Celebrations/Sucesses:**
- **Challenges/Concerns:**

### Participating Teacher’s goals for the next month, based on work with Mentor:

### Mentor’s next steps to support participating teacher:

### Consulting:

### Collaborating:

### Coaching:

---

**Signature of Mentor:**

**Signature of Participating Teacher**

*Directions: A minimum of four hours must be recorded each month by the Mentoring Teacher.*
Site Administrator Responsibilities

The Butte County Teacher Induction Program works with districts and universities to support teachers at various levels of the Learning to Teach Continuum. District partnerships are critical in the effective implementation of program goals. Thank you for your support of this program.

Responsibilities:

1. **Advisement:** Notify eligible candidates about the BCOE Induction program and professional credential requirements within 30 calendar days of the start of the initial teaching contract. Secure signatures on the Butte County Teacher Induction Advisement Form, to be placed in the Participating Teacher’s personnel file as proof of advisement.

2. **Knowledge:** Become familiar with the BCOE Induction Program components, including the development of the Individualized Learning Plan (ILP) and Inquiry Action Plan (IAP).

3. **Meetings:** Consult with the Mentor and participating teacher in a triad meeting, regarding the participating teacher’s ILP goals for the year. Continue to provide support as needed to the participating teacher and mentor regarding site resources, personnel, procedures, and policies as a way to connect them with the school’s learning community.

4. **Supportive Environment:** Facilitate a supportive environment that allows the participating teacher and their mentor access to curricular resources, time to collaborate with colleagues on site and across the county, including possibilities for teacher observations.

5. **Confidentiality:** Respect confidentiality between the Mentor and Participating Teacher. Please see the confidentiality information sheet for further information.

6. **Online Survey(s):** Complete an annual survey for the Butte County Teacher Induction Program.

7. **Advisory Council:** Participate or send an administrative designee, to the Induction Advisory Council meetings for networking, implementation, compliance, and program evaluation.

    Site Administrator’s Signature ____________________________ Date ____________________________
Site Administrators

- Work together toward the common goal of successful teaching and learning, by developing effective relationships with mentors and participating teachers in the following ways:
  - Provide input on incorporating district/school goals into an Individualized Learning Plan (ILP) and goals
  - Participate in "triads" with mentors and participating teachers to discuss participating teachers' participation in the teacher induction process
  - Inform mentors about school needs, procedures, policies and practices and how best to navigate the school context
  - Schedule meetings with mentors as necessary regarding the support participating teachers are receiving and what help can be offered to mentors
  - Share concerns about participating teachers with mentors that have already been discussed with participating teachers
  - 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 should 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
## Standard One

<table>
<thead>
<tr>
<th>Engaging and Supporting All Students in Learning</th>
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<tbody>
<tr>
<td>1.1 Using knowledge of students to engage them in learning</td>
</tr>
<tr>
<td>1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests</td>
</tr>
<tr>
<td>1.3 Connecting subject matter to meaningful, real-life contexts</td>
</tr>
<tr>
<td>1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</td>
</tr>
<tr>
<td>1.5 Promoting critical thinking through inquiry, problem solving, and reflection</td>
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<tr>
<td>1.6 Monitoring student learning and adjusting instruction while teaching</td>
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## Standard Two

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

## Standard Three

<table>
<thead>
<tr>
<th>Understanding and Organizing Subject Matter for Student Learning</th>
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<tbody>
<tr>
<td>3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum framework</td>
</tr>
<tr>
<td>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</td>
</tr>
<tr>
<td>3.3 Organizing curriculum to facilitate student understanding of subject matter</td>
</tr>
<tr>
<td>3.4 Utilizing instructional strategies that are appropriate to the subject matter</td>
</tr>
<tr>
<td>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</td>
</tr>
<tr>
<td>3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</td>
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## Standard Four

<table>
<thead>
<tr>
<th>Planning Instruction and Designing Learning Experiences for All Students</th>
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<tbody>
<tr>
<td>4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</td>
</tr>
<tr>
<td>4.2 Establishing and articulating goals for student learning</td>
</tr>
<tr>
<td>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning</td>
</tr>
<tr>
<td>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</td>
</tr>
<tr>
<td>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</td>
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## Standard Five

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

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<thead>
<tr>
<th>Developing as a Professional Educator</th>
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<tr>
<td>6.1 Reflecting on teaching practice in support of student learning</td>
</tr>
<tr>
<td>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</td>
</tr>
<tr>
<td>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning</td>
</tr>
<tr>
<td>6.4 Working with families to support student learning</td>
</tr>
<tr>
<td>6.5 Engaging local communities in support of the instructional program</td>
</tr>
<tr>
<td>6.6 Managing professional responsibilities to maintain motivation and commitment to all students</td>
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</tbody>
</table>
BCOE Teacher Induction Program

Participating Teacher/Mentor Request for Change

The Butte County Office of Education Teacher Induction Program strives to provide high-quality mentors for all induction candidates. If, for any reason, a participating teacher or mentor wants to change the participating teacher/mentor match, the following procedure should be followed:

• Participating teacher or mentor communicates a request for a change to the Director of Professional Learning for Butte County Office of Education by completing the Request for Change Form

• The district coordinator or liaison and the Director of Professional Learning for BCOE investigates the effectiveness of the existing participating teacher/mentor match

• If change is determined to be in the best interest of the participating teacher and/or mentor, the district coordinator or liaison and the Director of Professional Learning will work with those involved to provide a smooth transition

• If a change is needed, the BCOE Director of Professional Learning will notify the participating teacher, departing mentor, newly assigned mentor and site administrator of the change in participating teacher/mentor match
Request for Extension in Program

Name: ___________________________ Date: ___________________________

District: _________________________ School: _________________________

Grade/Subject Area: _______________ Mentor: _________________________

I request additional time to complete the BCOE Teacher Induction Program for the following reason(s):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I understand that I am required to complete an approved Induction Program to clear my credential and my failure to do so will result in me not receiving a recommendation for the Professional Clear Teaching Credential. ____________________ Initial

I understand that if I do not complete the Induction Program by the date approved on this extension there may be a cost to me to complete the program. ____________________ Initial

I acknowledge a copy of this form will be placed in my personnel file in the district. ____________________ Initial

Teacher’s Signature Date

Site Administrator’s Signature Date

District Human Resource Officer Signature Date

☐ Approved Through Date: _______________  ☐ Denied Date: _______________

BCOE Teacher Induction Program Director’s Signature Date
Policy
SB 57 (Scott) provides for an Early Completion Option (ECO) for Multiple and Single Subject Induction candidates. This option is as rigorous as or more rigorous than the full Induction Program, but is offered at an accelerated pace for experienced and exceptional candidates. The Butte County Teacher Induction Program's Early Completion Option includes an individualized learning plan 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 Clear Credential.

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

Application Process: (Due October 1)
1. Contact your district induction coordinator and the BCOE Teacher Induction Program of your intention to apply for the option.
2. Submit an application packet including:
   - Documentation of a minimum of two years of prior teaching experience as the teacher of record in a K-12 teaching assignment.
   - Authenticated performance evaluations from two prior years of teaching, demonstrating successful teaching practices.
   - Two recommendations attesting to your success in teaching and appropriateness for ECO; one must be from your current principal
3. Be prepared to submit documentation of work, if requested, that substantiates your experience and exceptionality. The documentation may include a resume, certificates of completion from professional development courses, assignments, and adjunct duty descriptions.

All of the above criteria must be met as determined by the BCOE Teacher Induction Program and the employing district. In addition, the BCOE Teacher Induction 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. An ECO candidate's will be paired with an exceptional mentor.

The Early Completion Option, will include:
- Application Process
- Monitoring Progress
  Candidates accepted for the ECO will conference with the Program leadership and the Mentor to review expectations and timelines for early completion. During this conference, the expectations and timelines for early completion will be determined.
- Deadlines
  Missing deadlines may cause for the withdrawal of the ECO option approval. The candidate must continue to demonstrate that the ECO is appropriate. If candidates are unable to continue to demonstrate appropriate placement in the ECO, or if they elect to enter the full program, it is their responsibility to complete the full-length Teacher Induction Program.
Early Completion Option (ECO)

- **Individualized Learning Plan**
  The Individualized Learning Plan (ILP) will take into account previous experience, (e.g., portfolio evidence, evaluations) to focus the program on the documented needs of the Participating Teacher.

- **ECO Completion**
  Candidates must demonstrate that they have the knowledge, skills, abilities, and competencies required for all teacher candidates who complete the full-length program. The BCOE Teacher Induction Program Director and/or his/her designee will verify completion.

All of the above criteria must be met as determined by the Butte County Induction Program ECO Panel and the employing district. In addition, the Induction 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.
BCOE Teacher Induction Transportability Process

I am transferring to a new induction program, what do I need to do?

- Complete a Transportability Form & submit it to the BCOE Induction Program
- Contact the new induction program immediately upon hire
- Maintain all documentation for your Individualized Learning Plan & Google Site
- Obtain a current Verification Form from the program director to share with the new program

If I need to transfer to a new induction program, how will BCOE assist me?

The BCOE Teacher Induction Program will...

- Provide verification to the new program in regards to induction completion, via the Verification Form
- Transfer all information in a timely manner to ensure a smooth transition between programs
- Contact the receiving the transferring teacher, if known
- Upon verification of candidate leaving, transfer the participating teacher out of the original program

I am transferring to the BCOE induction program, how will BCOE support me?

The BCOE Teacher Induction Program will...

- Contact your former program to receive all documentation regarding induction progress
- Conduct an intake interview with candidate to ensure smooth transition
- Select a high, quality mentor that is aligned with your individual needs
- Determine next steps to ensure candidates growth goals and individual learning plan are on target for program completion
Grievance Process

Flowchart

Step 1: Informal Complaint Process
  ➢ Participating Teacher and/or Mentor discusses the complaint with the Program Director.

Step 2: Formal Complaint Process
  ➢ If the issue is not resolved within the informal process, a written complaint may be filed with the Director of Professional Learning on the Formal Grievance Form.
  ➢ After the meeting, the Director of Professional Learning will send a written response to the complainant.

Step 3: Appeal to the Advisory Committee
  ➢ If unresolved at Step 2, the complainant may file a complaint with the Induction Advisory Council.
  ➢ The Advisory Council will conduct an investigation and meet with the complainant within 10 working days upon receipt of the complaint.
  ➢ With 10 working days of the meeting, the Advisory Council will prepare a written response to the complainant.

I, ___________________________ , received a copy of the Butte County Teacher Induction Program's Grievance Process on _______________________. I understand that it is up to me to file the complaint and follow the above protocol in order to reach a resolution.

__________________________  __________________________
Name  Date
Grievance Process

Formal Grievance Form

<table>
<thead>
<tr>
<th>Name of Complainant: __________________________</th>
<th>Date of Complaint: __________________________</th>
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<tbody>
<tr>
<td>District: _________________________________</td>
<td>Site: ________________________________</td>
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<tr>
<th>Reason for Complaint: __________________________</th>
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<tr>
<th>I hereby file this form to grieve: __________________________</th>
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<tr>
<th>The resolution I am seeking is: __________________________</th>
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| ___________________________________________ | __________________________ |
| Signature of Complainant | Date |

| Received by: __________________________ | Date: __________________________ |
|-----------------------------------------------|

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<th>Next Steps: __________________________</th>
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<th>Outcome: __________________________</th>
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