

# INDUCTION HANDBOOK



***General  
Education  
and  
Education  
Specialist***

## Contents

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The purpose of this guide is to outline eligibility requirements, the enrollment process, and detail the facets of the Etiwanda School District Induction Program experience.

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## Introduction to Etiwanda's Induction Program

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The Etiwanda School District Induction Program is a California Department of Education (CDE) and Commission on Teacher Credentialing (CTC) approved induction program accredited to clear preliminary Multiple Subject, Single Subject, and Education Specialist teaching credentials. As the teacher's employing agency, each candidate has the opportunity to participate in a comprehensively developed rigorous program aligned to the California Standards for the Teaching Profession (CSTP) while assimilating to the Etiwanda culture, procedures, and practices. Our program provides individual support and professional development for our newest classroom teachers who hold a California Preliminary General Education (multiple or single subject) credential or Education Specialist (M/M, M/S) credential, enabling them to earn their clear credential.

### Vision

Provide an environment where new teachers can learn, thrive, and succeed in improving teacher efficacy and ultimately enhance all student's growth and learning through action research aligned to individual goals and cohorts of support.

### Mission

- Implement a continuous improvement cycle in order for all induction programs to maintain accountability and improve their quality, with a positive impact for all stakeholders (CCSESA 2016).
- Comprehensively support all candidates in teacher development from pre-service knowledge and experiences to socialization into the profession, assessment of effectiveness, and refining of their practice (Martin 2012).
- Collaboratively develop and support a network of professional educators.

### Approaches to Etiwanda's Induction Program Quality:

- Effective, quality mentor system of relational support that addresses timely emotional and professional needs guided by individual candidate goals aligned to the California Standards for the Teaching Profession (McDonald & Flint 2011).
- Regular support and communication provided throughout all aspects of participation within the induction program.
- Targeted, as well as, goal-driven professional development aligned to effective best practices in meeting the needs of mentors, candidates, and our diverse student population.
- Candidate program and growth is sequenced based on the new teacher needs and the candidate's action research plan included within the ILP.
- Common collaborative planning and decision-making with experienced mentors and veteran teachers.
- Inquiry around new teacher effectiveness, student success, and professional workload responsibilities.
- Engage candidates in a collaborative supportive school environment with an approach to regular communication and feedback with site administrators, ongoing guidance from administration and grade level team, explicit common collaboration and planning time with veteran teachers (Goldrick, 2012).

### Why Induction and Mentoring

Teaching is complex work and the classroom is where new educators apply theory to practice. New teachers are expected to perform the same duties as veteran teachers from the moment they step into the classroom. They must take on a variety of roles such as educator, motivator, guide, counselor, coach and manager, to name a few. New teacher duties can add to their demanding schedule by adding extra-curricular activities, teach after school programs, and serve on committees. The enormity of it all can be overwhelming (Ingersoll 2012). Multiple levels of support are

necessary in effectively retaining new teachers. According to Ingersoll & May, environments that promote a culture of continual learning value, trust, and empower new teachers to collaborate for the purpose for improvement (2011). The Etiwanda School District's Induction Program serves to bridge the gap between initial preparation, our "Etiwanda culture", and the realities of teaching through the establishment of networks of support, mentoring, critical dialogue, and growth.

#### Quick Reference to Participation, Registration, and Completion Requirements:

Topic	Information
<b>Who may participate?</b>	Teachers who hold a preliminary credential on contract with the Etiwanda School District, with a 50% or greater position of a full-time contract.
<b>How do I register?</b>	All applicants must meet eligibility requirements for their particular credential focus. Upon hire, the credential analyst will review your credential to preliminarily determine eligibility. Each candidate will be provided the induction program leader contact information.
<b>When does the program begin?</b>	The Etiwanda Induction Program begins within the first month of school. When available, the Etiwanda Teacher Academy kicks start the program and orientation prior to the start of the school year.
<b>What are the basic completion requirements?</b>	Develop and implement an individualized set of goals Complete the inquiries aligned to the two-year program Attend professional development aligned to goals and needs Attend induction workshops and colloquium
<b>How much does it cost to participate?</b>	As an employee of the Etiwanda School District your induction program is free of charge. Upon completion and recommendation for a clear credential, the candidate will be responsible for the CTC application fee.
<b>May I earn college credit toward salary advancement?</b>	Etiwanda's Induction Program collaborates with Brandman University Office of Extended Education to allow for the purchase of a total of 12 semester units of professional development credit.

#### Program Staff

The induction program unit, leader, and staff members are honored to be a part of such an inspiring approach to supporting beginning teachers in their educator efficacy. Our goal is to provide outstanding service and support to all program participants. The Etiwanda Induction Team is here to assist each candidate in obtaining his or her professional goals. Each staff member is available to support candidates before, during, and after their induction program experience. We are here to answer questions, provide resources, and guide teachers through day to day questions, program requirements related to earning a CA Clear Credential and beyond.

Name	Program Role	Phone	Email
Joanne Jenkins	Program Leader	803-3191	joanne_jenkins@etiwanda.org
Charlayne Sprague	Assistant Sup. of Instruction & Pupil Services	303-3126	charlayne_sprague@etiwanda.org
Terry Embleton	Assistant Sup. of Personnel	303-3104	terry_embleton@etiwanda.org
Beth Freer	Director of Special Programs	303-3105	Elizabeth_freer@etiwanda.org
Laurel Rubalcava	Program Clerk	803-3136	laurel_rubalcava@etiwanda.org
Roberta Copper	Substitute Teacher Requests	803-3148	roberta_copper@etiwanda.org
Jackie Joye	Administrative Assistant	803-3126	jackie_joye@etiwanda.org
Sherri McDaniel	Credential Analyst	803-3111	sherri_mcdaniel@etiwanda.org

## The Etiwanda School District

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### "Excellence in Education"

*"The Etiwanda School District is dedicated to promoting high standards in curriculum, instruction, performance and personal behavior. It is our goal that each student achieve academic excellence and develop respect for self and others so that they become contributing members of our culturally diverse society. The responsibility for the development of these qualities in all students is accomplished through a cooperative effort among students, parents, staff and community."*

**We believe that the highest levels of academic, social and emotional growth for all students occur when:**

- schools are welcoming places, providing a nurturing learning environment that ensures physical and emotional safety.
- all members of the school community strive for unity and embrace diversity.
- mutual respect between parents, students, teachers, support staff and administrators creates an environment in which teamwork and collaboration thrive.
- self-esteem and self respect are enhanced through achievement.

**We believe that all students can achieve to their maximum potential when:**

- instructional strategies target individual needs, abilities and learning styles.
- current technology is used to support and enhance student learning.

**We believe the shared responsibility for student success is built on a foundation that includes:**

- high quality, well trained, caring and compassionate teachers, support staff and administration.
- strong connections between the school and home, recognizing that parents play a vital role both as teachers and partners with the school in the growth and development of their children.
- a district culture in which trust, kindness, honesty, and open communication are valued and practiced daily.

### Tenets of Educator Beliefs:

Educators value students, their culture, and backgrounds and are prepared to teach them.

Students and teachers are engaged in active, purposeful learning.

Leaders are committed to and knowledgeable about child development, educational research, and best practices.

Ongoing professional development reflects best educational practices.

Organizational structures foster purposeful learning and meaningful relationships.

*Adapted from Martin, 2012*

## Demographics and Funding Dashboard

### ETIWANDA SCHOOL DISTRICT DATA DASHBOARD

#### 19 Schools

- 13 Elementary Schools
- 4 Middle Schools
- 1 Blended Online School
- 1 Community Day School



#### 1,676 Staff Members

- 704 Teachers
- 64 Administrators
- 908 Support Staff



**12**  
Distinguished  
Schools



**5**  
Gold Ribbon  
Schools



**2016**  
CBEE Honor  
Roll District

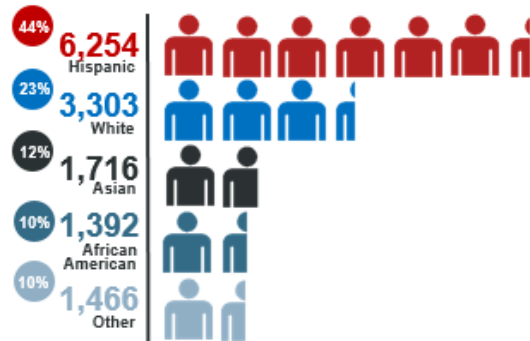
#### 14,131

Student Enrollment  
(GR TK- 8)

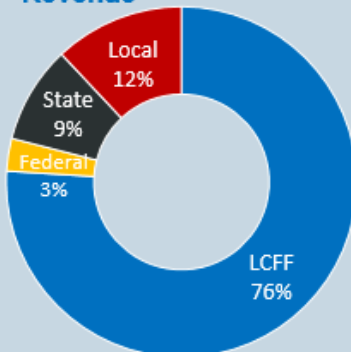
- 38% Low Income
- 8% English Learner
- 17% Special Ed
- <1% Foster Youth



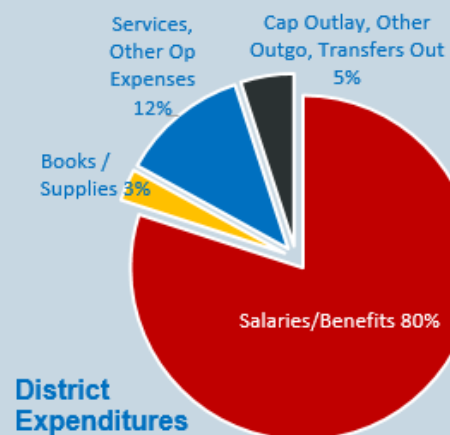
#### Student Ethnicity




#### District Revenue



**\$7,963**  
Per Student  
LCFF Funding



## Etiwanda Schools

 <b>ETIWANDA SCHOOL DISTRICT</b> 6061 East Avenue, Etiwanda, CA 91739 (909) 899-2451 <a href="http://www.etiwanda.org">www.etiwanda.org</a> Office Hours: 7:30 a.m.-4:00 p.m.			
<b>SCHOOL</b> Office open to public on 7/27/17 Office closes at end of day on 5/25/18	<b>SCHOOL HOURS</b>	<b>TEACHER HOURS</b>	<b>LOCATION</b> 1ST DAY OF SCHOOL 8/7/17 LAST DAY 5/24/18
<b>DAY CREEK INTERMEDIATE</b> Principal – David Apodaca Asst. Principals – Amy Raymond & Nichole Kelley Secretary – Neyeli Ramos	Grades 6-8 8:00-2:30  Minimum Day 8:00-1:00	7:30-3:00	<b>12345 COYOTE DRIVE</b> Etiwanda, CA 91739 (909) 803-3300 Fax (909) 803-3309 Office Hours: 7:30-4:00 Kitchen 803-3306 Child Care (E2) 803-3950
<b>ETIWANDA INTERMEDIATE</b> Principal – Justin Kooyman Asst. Principals - Katherine Deniz & Dr. Cindy Brase Secretary – Kirby Gomez	Grades 6-8 7:45-2:15  Minimum Day 7:45-12:45	7:15-2:45	<b>6925 ETIWANDA AVENUE</b> Etiwanda, CA 91739 (909) 899-1701 Fax (909) 899-5676 Office Hours: 7:15-3:45 Kitchen 899-8518 Child Care (H4) 803-3951
<b>HERITAGE INTERMEDIATE</b> Principal – Jonathan Carson Asst. Principals - Kimberly Jenkins & Kim Porter Secretary – Carla Waddell	Grades 6-8 8:00-2:30  Minimum Day 8:00-1:00	7:30-3:00	<b>13766 SOUTH HERITAGE CIRCLE</b> Fontana, CA 92336 (909) 357-1345 Fax (909) 357-8945 Office Hours: 7:30-4:00 Kitchen 357-1659 Child Care (G1) 803-3180
<b>SUMMIT INTERMEDIATE</b> Principal – Kristin Ledesma Asst. Principals – Jeff Ludovico & Kellie Beitler Secretary – Gina Ristow	Grades 6-8 7:45-2:15  Minimum Day 7:45-12:45	7:15-2:45	<b>5959 EAST AVENUE</b> Etiwanda, CA 91739 (909) 899-1704 Fax (909) 899-7596 Office Hours: 7:15-3:45 Kitchen 899-3611 Child Care (M14) 899-0463
<b>CARLETON P. LIGHTFOOT ELEMENTARY</b> Principal – Rosann Marlen Teaching Asst. Principal – Jamie Peterson Secretary – Vickie Takata  Kindergarten Kindergarten/TK	Grades 1-5 8:15-2:45  Minimum Day 8:15-1:15  A.M. 8:05-11:25 P.M. 11:25-2:45	7:45-3:15   7:35-3:05 7:45-3:15	<b>6989 KENYON WAY</b> Alta Loma, CA 91701 (909) 989-6120 Fax (909) 941-0519 Office Hours: 7:30-4:00 Kitchen 481-2739 Child Care (28) 919-7248
<b>CARYN ELEMENTARY</b> Principal – Dino Tavalazzi Head Teacher – Pamela Parker Secretary – Karen Ferns  Kindergarten/TK	Grades 1-5 8:15-2:45  Minimum Day 8:15-1:15  A.M. 8:00-11:20 P.M. 11:25-2:45	7:45-3:15   7:35-3:05 7:45-3:15	<b>6290 SIERRA CREST VIEW LOOP</b> Alta Loma, CA 91737 (909) 941-9551 Fax (909) 989-3997 Office Hours: 7:30-4:00 Kitchen 481-6259 Child Care (1) 919-7726
<b>CECILIA LUCERO SOLORIO ELEMENTARY</b> Principal - Dr. Carol Pilgren Asst. Principal - Donna Mawhorter Secretary – Teri Burright  Kindergarten/TK	Grades 1-5 8:15-2:45  Minimum Day 8:15-1:15  A.M. 8:05-11:25 P.M. 11:25-2:45	7:45-3:15   7:35-3:05 7:45-3:15	<b>15172 WALNUT STREET</b> Fontana, CA 92336 (909) 357-8691 Fax (909) 357-7329 Office Hours: 7:15-3:45 Kitchen 357-7343 Child Care (E4) 854-5942
<b>DAVID W. LONG ELEMENTARY</b> Principal – Eugene Yarrobino Asst. Principal – Kristen Ashton Secretary - Anacristina Loaiza  Kindergarten/TK	Grades 1-5 8:15-2:45  Minimum Day 8:15-1:15  A.M. 8:00-11:20 P.M. 11:00-2:20	7:45-3:15   7:35-3:05 7:45-3:15	<b>5383 BRIDLEPATH DRIVE</b> Fontana, CA 92336 (909) 463-1626 Fax (909) 463-0810 Office Hours: 7:30-4:00 Kitchen 463-0560 Child Care (19) 803-3934

SCHOOL	SCHOOL HOURS	TEACHER HOURS	LOCATION
<b>EAST HERITAGE ELEMENTARY</b> Principal – Damita Walton Teaching Asst. Principal – Connie Lawrence Secretary – Patty Patterson  Kindergarten/TK  Preschool	Grades 1-5 8:15-2:45 Minimum Day 8:15-1:15 A.M. 8:05-11:25 P.M. 11:05-2:25 A.M. 7:45-10:45 P.M. 11:05-2:05	7:45-3:15  7:35-3:05 7:45-3:15 7:15-2:45	<b>14250 E. CONSTITUTION WAY</b> Fontana, CA 92336 (909) 823-5696 Fax (909) 823-2517 Office Hours: 7:15-3:45 Kitchen 823-8459 Child Care (28) 854-0813
<b>ETIWANDA COLONY ELEMENTARY</b> Principal – Sandra Fleming Asst. Principal – Kelly Davids Secretary – Diana Guitron  Kindergarten/TK	Grades 1-5 8:15-2:45 Minimum Day 8:15-1:15 A.M. 8:05-11:25 P.M. 11:25-2:45	7:45-3:15  7:35-3:05 7:45-3:15	<b>13144 BANYAN STREET</b> Etiwanda, CA 91739 (909) 803-3911 Fax (909) 803-3917 Office Hours: 7:30-4:00 Kitchen 803-3915 Child Care (11) 803-3326 Cindy Evans EL
<b>FALCON RIDGE ELEMENTARY</b> Principal – Alicia Lyon Asst. Principal – Twyla Bowman Secretary – Carolina Flores  Kindergarten/TK	Grades 1-5 8:15-2:45 Minimum Day 8:15-1:15 A.M. 8:00-11:20 P.M. 11:25-2:45	7:45-3:15  7:45-3:15 7:45-3:15	<b>5470 LYTLE CREEK ROAD</b> Fontana, CA 92336 (909) 463-6111 Fax (909) 463-0229 Office Hours: 7:30-4:00 Attendance Line 463-6110 Kitchen 463-7385 Child Care (C1) 463-7387
<b>GRAPELAND ELEMENTARY</b> Principal – Joseph Shaw Teaching Asst. Principal – Mitchel White Secretary – Cary Meixner  Kindergarten/TK  Preschool	Grades 1-5 8:15-2:45 Minimum Day 8:15-1:15 A.M. 8:00-11:20 P.M. 11:25-2:45 A.M. 7:45-10:45 P.M. 11:05-2:05	7:45-3:15  7:45-3:15 7:45-3:15	<b>7171 ETIWANDA AVENUE</b> Etiwanda, CA 91739 (909) 463-7026 Fax (909) 463-4838 Office Hours: 7:15-3:45 Kitchen 463-4858 Child Care (E3) 803-3933 IMC 803-3318
<b>JOHN L. GOLDEN ELEMENTARY</b> Principal – Lisa Wildes Asst. Principal – Kelly Howell Secretary – Laura Jordan  Kindergarten/TK	Grades 1-5 8:15-2:45 Minimum Day 8:15-1:15 A.M. 8:00-11:20 P.M. 11:25-2:45	7:45-3:15  7:35-3:05 7:45-3:15	<b>12400 BANYAN STREET</b> Etiwanda, CA 91739 (909) 463-9105 Fax (909) 463-9124 Office Hours: 7:30-4:00 Kitchen 463-9264 Child Care (D3) 803-3932
<b>PERDEW ELEMENTARY</b> Principal – Kelly Bray Asst. Principal – Kerry Hackman Secretary – Judy Albers  Kindergarten/TK	Grades 1-5 8:15-2:45 Minimum Day 8:15-1:15 A.M. 8:00-11:20 P.M. 11:35-2:55	7:45-3:15  7:35-3:05 7:45-3:15	<b>13051 MILLER AVENUE</b> Etiwanda, CA 91739 (909) 803-3316 Fax (909) 803-3941 Office Hours: 7:15-3:45 Kitchen 803-3942 Child Care (B3) 803-3985
<b>TERRA VISTA ELEMENTARY</b> Principal – Jeannie Tavalazzi Asst. Principal – Kimberly Pollock Secretary – Angel Salazar  Kindergarten/TK	Grades 1-5 8:15-2:45 Minimum Day 8:15-1:15 A.M. 8:05-11:25 P.M. 11:25-2:45	7:45-3:15  7:35-3:05 7:45-3:15	<b>7497 MOUNTAIN VIEW DRIVE</b> Rancho Cucamonga, CA 91730 (909) 945-5715 Fax (909) 945-3373 Office Hours: 7:30-4:00 Kitchen 466-4514 Child Care (H6) 919-2498



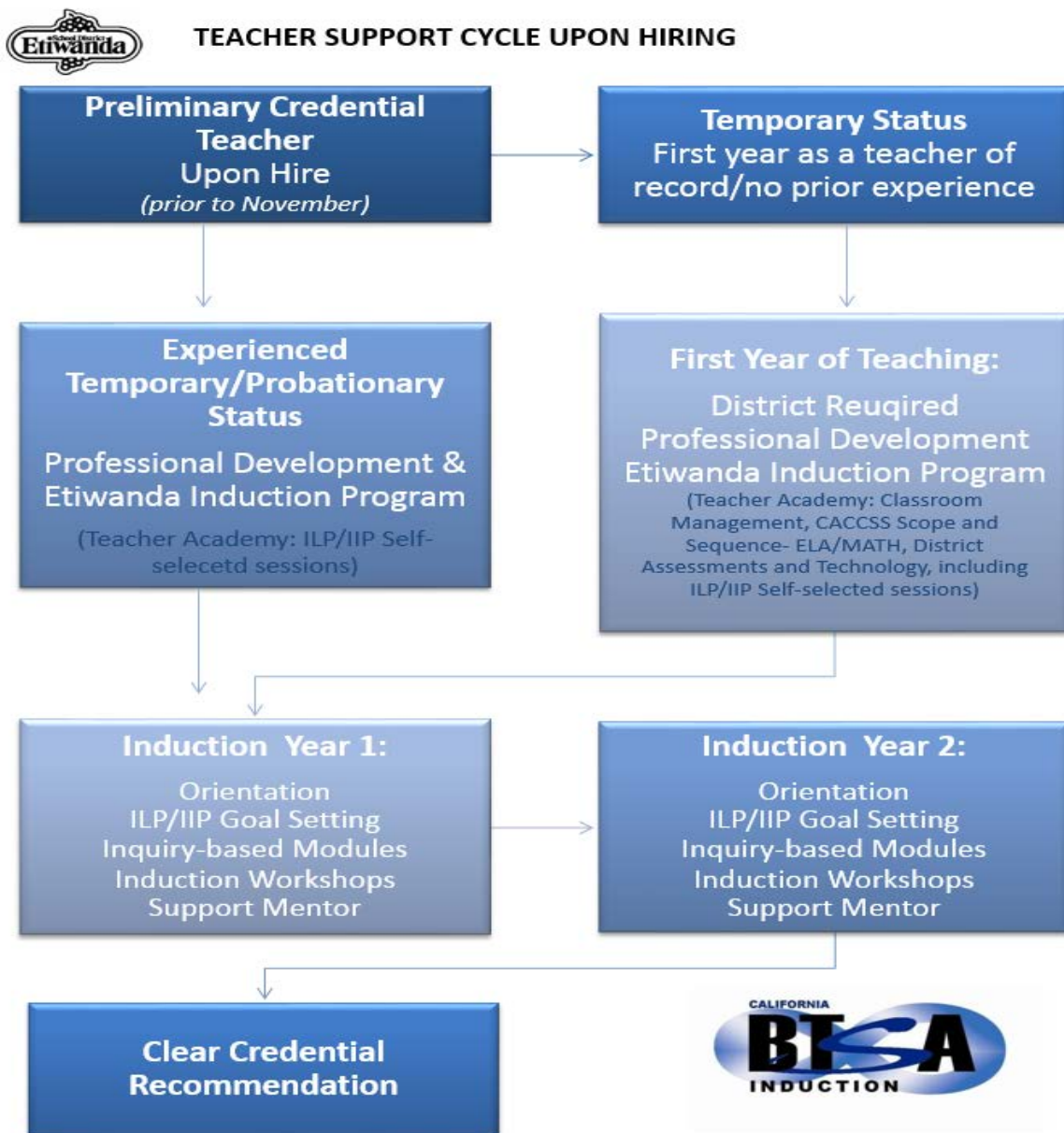
SCHOOL	SCHOOL HOURS	TEACHER HOURS	LOCATION
<b>WEST HERITAGE ELEMENTARY</b> Principal – Ben Lautenslager Teaching Asst. Principal – Lisa Richter Secretary – Sherri Fortner  Kindergarten/TK	Grades 1-5 8:15-2:45  Minimum Day 8:15-1:15 A.M. 8:05-11:25 P.M. 11:25-2:45	7:45-3:15  7:35-3:05 7:45-3:15	<b>13690 W. CONSTITUTION WAY</b> Fontana, CA 92336 (909) 899-1199 Fax (909) 899-2297 Office Hours: 7:30-4:00 Kitchen 463-6589
<b>WINDROWS ELEMENTARY</b> Principal – Josh Lautenslager Teaching Asst. Principal – John McCormack Secretary – Jennifer Rock  Kindergarten Kindergarten/TK	Grades 1-5 8:15-2:45  Minimum Day 8:15-1:15  A.M. 8:05-11:25 P.M. 11:25-2:45	7:45-3:15  7:35-3:05 7:45-3:15	<b>6855 VICTORIA PARK LANE</b> Etiwanda, CA 91739 (909) 899-2641 Fax (909) 899-3197 Office Hours: 7:15-3:45 Kitchen 899-5775 Child Care (27) 803-3327 OT (31) 899-2641
<b>C.L.O.U.D.S. PRESCHOOL PROGRAM</b> Director of Special Education – Elizabeth Freer Technician – Reina Moore  Sites - East Heritage & Grapeland	A.M. 7:45-10:45  P.M. 11:05-2:05	7:15-2:45	<b>6061 EAST AVENUE</b> Etiwanda, CA 91739 (909) 803-3201 Fax (909) 803-3041 Office Hours: 7:30-4:00
<b>COMMUNITY DAY SCHOOL</b> Principal – Jeff Sipos Roberta Copper Administrative Secretary I	Grades 6-8 8:30-3:00	7:45-3:15	<b>5959 EAST AVENUE</b> Etiwanda, CA 91739 (909) 899-1704 Fax (909) 899-7598 Office Hours: 7:30-4:00 Kitchen (909) 899-3611
<b>E.A.S.E. (Home School)</b> Etiwanda Alternative Studies Education Asst. Principal - Twyla Bowman Secretary – Ashley Chaffee	Grades K-8 8:00-2:30	7:30-3:00	<b>5470 LYTLE CREEK ROAD</b> Fontana, CA 92336 (909) 803-3319 Fax (909) 899-7598 Office Hours: 9:00-2:00
<b>CHILD CARE</b> Manager – Patty Robin Technician – Rosie Serrato Clerks – Allisen McGinn Caitlin Ward	Grades K-8	6:30-6:00	<b>Etiwanda Colony</b> <b>13144 BANYAN STREET</b> Etiwanda, CA 91739 (909) 803-3988 Fax (909) 803-3047 Office Hours: 7:30-4:00
<b>INSTRUCTION/PUPIL SERVICES</b> Charlayne Sprague Assistant Superintendent of Instruction/Pupil Services  <b>DIRECTOR OF LCAP AND COMMUNICATIONS</b> Laura Rowland  <b>EDUCATION COORDINATOR</b> Joanne Jenkins 803-3193 (Induction Program Leader) David Ortiz 803-3191 Sherri Carmean 803-3107 @ FR  <b>PROFESSIONAL DEVELOPMENT PROVIDER</b> Andrea Barron 803-3037 Brooklin Trover 803-3190 Cari Stanley 803-3145 Carrie Sotro 803-3087 Cynthia Braby 803-3143 Denise Reyes-Guieb 803-3173 Juleah Sumpter 803-3169 Pam Allaway 803-3194  <b>DIRECTOR OF PUPIL SERVICES</b> Jeff Sipos	Jackie Joye Administrative Assistant II  Roberta Copper Administrative Secretary I  Laurel Rubalcava Clerk Typist I  Trevor Jones ITSC  <b>CHILD WELFARE AND ATTENDANCE</b> Kim Prancevic Technician	<b>6061 East Avenue</b> Etiwanda, CA 91739 (909) 803-3126 Fax (909) 803-3025 Office Hours: 7:30-4:00  <b>Receptionist</b> Amanda Leach	

## Design of ESD's Induction Program

The Etiwanda School District Induction Program is specifically designed to provide a highly individualized, job-embedded system of mentoring, support, and professional learning that begins in a candidate's first years of holding a preliminary credential.

During the course of the two-year program, candidates engage in self-selected action research, setting and pursuing professional growth goals related to the California Standards for the Teaching Profession. Collaboration with a support mentor who provides educational coaching and mentoring to allow the candidate to traverse the expectations of teaching, develop a reflective approach to their profession and make evidence-based decisions that guide practice.

### Induction Program Process and Pathway to a Clear Credential:



## Admission and Enrollment

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- Both general education (multiple subject and single subject) and special education candidates (mild/moderate, moderate/severe) possessing a preliminary credential in their area of authorization are eligible and may be enrolled in the program and assigned a mentor/support provider within the first 30 days of their employment in the Etiwanda School District.
- Notification of this enrollment will be provided to candidates via personal email, district email, and/or home phone.
- Mentor-candidate assignments are made according to credentials held, grade level and/or subject area as appropriate to the candidate's employment. Input from the site administrator and mentor are included in this process.

## Completion

- A candidate will continue within the approved program (meeting the adopted credentialing standards) until said candidate;
  - Successfully completes the program and is recommended for a clear credential.
  - Withdraws from the program due to employment with the Etiwanda School District.
  - Candidate requests program or temporary suspension or is dropped from the program based on established program specific criteria (*see the Request for Program Suspension or Drop form*).

Decisions regarding admission to, and retention in, the Induction Program, and regarding credential recommendation are made based on these policies and Portfolio rubrics, without unlawful discrimination.

A grievance process is in place should disagreement arise regarding program admission, participation or completion.

## Induction Overview

### Professional Responsibilities of Candidate

- Maintain confidentiality between support mentor and other candidates.
- Collaborate with support mentor, site administrator, and program in developing, implementing, and revising candidate Individual Learning Plans and artifact/evidence gathering, including data collection during Induction.
- Create an engaging, positive, collaborative relationship with the Induction Program Leader, mentors, and other Etiwanda School District staff leading to the successful completion of this program.

### Candidate Program Expectations

- Attend needs-based *specific* Induction training sessions: before, during or after school.
- Attend the Induction Workshop Meetings as scheduled during the school year.
- Complete ILP goal writing, inquiry, implementation, and artifacts/evidence reflection and submit to the Induction Program Leader as evidence of meeting professional credential requirements.
- Participate in regularly scheduled meetings, in-classroom observations and support with Support Mentor before, during, and after school hours.
- Document/Track your implementation and growth regularly within the required program credential file.
- Attend at least two Advise and Counsel Meetings with the Induction Program Leader to discuss your Induction progress.
- Complete the ILP growth process by reflecting on and sharing at the end of the year Induction Colloquium.

## Early Completion Option (ECO)

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Etiwanda's Induction Program is designed to be completed over the course of two years. At times, educators come to our district and program with experience that, at times, allows for their practice to be more advanced than that of a brand new teacher. Therefore, the Early Completion Option allows qualified candidates to complete the program in one year.

Candidates who meet the following requirements may be considered for participation in the Etiwanda School District Induction Early Completion Option:

1. Currently holds a preliminary multiple subject/single subject teaching credential or Education Specialist credential.
2. Currently employed in a public school with Etiwanda School District.
3. Three years teaching experience as the teacher of record preferable but will be evaluated on a case by case basis.
4. Successful evaluations, including an evaluation within the last two years, with an overall rating of satisfactory or better.
5. A recommendation letter from the participant's current administrator indicating why the participant would be a strong candidate for early completion.

The Induction Program Leader, Assistant Superintendent of Personnel, and Credential Analyst will evaluate each candidate on a case-by-case basis and make the final recommendation for Early Completion. Candidates will be notified of the next steps or denial of their request.

## Individualized Mentoring and Support

Etiwanda's Induction Program candidates will receive an average of not less than one hour per week of individualized mentoring and support, provided by or coordinated by their support mentor. This includes regular "just in time" support meetings, co-teaching, observations, determining artifacts that support growth, hands-on support with students, etc. Support within our program is based on collaborative approaches that utilize a collective resource of personnel. Support personnel consist of induction program leaders, support mentors, site administrators, grade level leaders and teams, and cohorts within the induction program. The greater professional community also contributes to a candidates overall growth in practice, reflection, and retention in the education profession.

The support mentor serves as a model of professionalism, provides research and resource guidance or additional personnel support as needed. Support mentors also directly facilitate the collaboration of other professionals in providing targeted support and observations in response to both candidate and student need. The support mentor guides the candidate's growth aligned to the California Standards for the Teaching Profession, through purposeful inquiry, modeling, observations, and reflective conversations that drive the implementation of appropriate instructional strategies and promote increased student achievement.

- The Etiwanda Induction Program ensures assignment to a mentor within 30 days of enrollment participation in the program. Each candidate is assigned to a mentor based on matched credential(s) held and appropriate to the participant's employment in order to begin developing an ILP that guides the beginning teacher's induction program.

## Individualized Goal Driven Credential Program

Each candidate will be challenged to grow in their practice by strategically setting goals aligned to the California Standards for the Teaching Profession, their individual credential, job assignment, and any other factors that influence candidate need.

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- Multiple and Single Subject Candidates: An Individual Learning Plan (ILP) will be developed collaboratively by candidates, mentors, program leader, and site administrator within the first 60 days of their enrollment in the Induction Program.
  - Education Specialist Candidates: An Individual Learning Plan (ILP) will be developed collaboratively by candidates, mentors, program leader, and site administrator within 30 days of their enrollment in the induction program.
    - The development of the ILP includes a maximum of 12 semester units of coursework, 180 hours of professional development or a combination of coursework and professional development, developed in consultation among the candidate, mentor, district administrator and program leader.
    - The Etiwanda School District ensures that within the first 60 days of employment in the Etiwanda School District Education Specialist Induction Program, each candidate collaborates with their mentor, program leader and site administrator on and initiates IIP goals aligned to their employment context, credential, and personal professional needs.

The plan and its goal(s) are designed and implemented solely for the purpose of continued professional growth and not for evaluation for employment purposes.

*Per California Education Code article 442791.1.f, "Performance assessments developed under this article shall be designed to provide useful, helpful feedback to beginning teachers and their mentors. That information shall not be used for employment-related evaluations, as a condition of employment, or as a basis for terminating employment".*

## Professional Development

Each candidate shall participate in professional development opportunities related to the many facets of their job, credential, ILP, and CSTP. These opportunities may be available through the district, county, or other provider, such as SELPA. Both the candidate and the induction program will collaborate on which sessions would most benefit implementation of goals. It is the candidate's responsibility to engage in and implement the content of the sessions into their practice. It may be helpful to log attendance at sessions in order to build a professional resume' and/or to apply professional development hours toward units of credit.

The Etiwanda Teacher Academy, generally held prior to the start of the school year, focuses on strategies that support our educators in the implementation of best practices. Sessions are differentiated to meet the experience and needs of our candidates.

*Note: Professional development options can be found on the district's teacher resource website, SELPA calendars, colleges/universities, and other approved providers (program leader or site administrator approval).*

## Request for Change in Support Mentor

Candidate and support mentor relationships are at the heart of each candidate's induction program growth and retention in the profession. The Etiwanda School District Induction Program strives to provide quality support for all induction candidates. Support begins with thoughtful candidate and support mentor matches, based on credential, assignment and subject-matter experience, as well as other factors that support cohesive relationships.

While many factors are considered, some professional relationships can be challenging. If a candidate or support mentor desires to change the candidate-mentor match, the following procedures will be followed:

- The candidate or support mentor requests, via email, a change of assignment from the induction program leader;
- An appointment is set to discuss the challenges and possible solutions with each individual involved, which could include working out the relationship challenges or an assignment change. When agreed upon, the two individuals may also meet together with the program leader to continue discussions around challenges and next steps;
- After determining that such a change is in the best interest of the candidate and/or the support mentor, the program leader implements the assignment change in a way to ensure a smooth transition and minimal program interruption for both parties.

### **Induction Program Request for Extension/Suspension**

The Etiwanda School District Induction Program provides opportunities for extending the induction program after the two-year program due to extenuating circumstances:

- Program Unit determination (Lack of completion, Refusal to complete, Other)
- Employee illness or serious illness in immediate family
- Accident to person or property
- Birth or adoption of unit member's child
- Death in immediate family requiring extended absence
- Interruption of employment
- Other (personal or otherwise)

### **Plans for Support**

If a candidate within the induction program encounters extenuating circumstances that do not allow for completion of the program within the two years provided at no cost, that candidate must contact the induction program leader immediately. Extensions of time or additional program support, based on the circumstances of specific personal situations, will be documented in a "Support Plan" developed by both the candidate and the program director and shared with the assigned mentor.

### **Suspension for Lack of Program Completion**

If, despite repeated documentation of concern over lack of progress from a candidate's mentor and/or the induction program leader, a candidate remains not on track to complete the program within the two years provided at no cost by the Etiwanda School District, said candidate may be placed on "Suspension" for Lack of Program Completion by the Induction program leader. This plan will be personalized to the candidate's specific lack of progress, focusing on requirements that have yet to be completed. The plan will outline the timeline for completion concerning the requirements set forth. Progress on the plan will be monitored and reported to the candidate, site, and Induction support mentor.

### **Removal from Program for Lack of Program Completion**

If a candidate on Suspension for Lack of Program Completion continues to refuse to accept personal and professional responsibility to complete the requirements set forth in the plan, a recommendation for removal from the Induction program will be submitted by the Induction program leader to the district Assistant Superintendent of Personnel and additionally copied to the candidate's site administrator. Upon removal, that candidate will be financially responsible to clear their preliminary credential.



## Lawful Employment Practices

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Per the citations below, Etiwanda School District makes all personnel decisions without unlawful discrimination, including all decisions regarding the admission, retention, or graduation of students and decisions regarding the employment, retention or promotion of employees.

### ***Etiwanda School District Board Policies, Rules, and Regulations***

4030 Non-discrimination in Employment: The Governing Board is determined to provide district employees and job applicants a safe, positive environment where they are assured of full and equal employment access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with the law. The Board prohibits district employee from discriminating against or harassing any other district employee or job applicant 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, or association with a person or group with one or more of these actual or perceived characteristics.

*(Please see Board Policy on the Etiwanda School District website for complete language)*

## Grievance Process

The Etiwanda School District has a clearly delineated grievance procedure for induction candidates per Article VII of the Etiwanda School District Certificated Contract indicated below. This grievance process is publicly posted on the district/induction program's website.

### Article VII

#### Grievance Procedure

##### A. Definitions:

1. A "grievance" is defined as a claim by the Association or by one or more teachers that there has been a violation, misinterpretation or misapplication of a provision of this Agreement.
2. An "aggrieved person" is the person or persons, including the Association or representatives thereof, making the claim.
3. A "party in interest" is any person who might be required to take action, or against whom action might be taken, in order to resolve the claim.

##### B. Purpose:

1. The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems which may from time to time arise. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.
2. Nothing contained herein will be construed as limiting the right of any unit member having a grievance to discuss the matter informally with any appropriate member of the administration, and to have the grievance adjusted without intervention by the Association provided it is agreeable to the parties involved.

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3. Since it is important that grievances be processed as rapidly as possible, the time limits specified at each level should be considered to be maximum and every effort should be made to expedite the process. The time limits may, however, be extended by mutual agreement.

C. **Procedure:**

1. **Level One:**

An aggrieved person will notify the immediate supervisor of the grievance either directly or through the Association's designated grievance representative with the objective resolving the matter informally, within ten (10) days after the occurrence of the act or omission giving rise to the grievance. If the unit member does not have actual or constructive knowledge of the occurrence of the grievable act or omission and could not, with the exercise of reasonable diligence, have known about it, then the ten (10) day time limit shall begin to run on the date upon which the unit member knew, or should, with reasonable diligence, have known of the occurrence.

The immediate supervisor shall schedule a meeting within five (5) days of receipt of the notification from the aggrieved person that there is a grievance to be discussed. If the immediate supervisor should fail to schedule the meeting within five (5) days of receiving the notification of the existence of a grievance, or if the parties cannot agree upon an extension of the five-day time period so that the meeting can take place, the aggrieved person may proceed to Level 2 on the day following the five-day period for holding a meeting.

2. **Level Two:**

Within five (5) days after the Level 1 meeting, if the grievance is not resolved, the aggrieved person must present the grievance in writing to the superintendent/designee. A written statement shall be a clear, concise statement of the grievance, including the specific provisions of the agreement alleged to have been violated, the circumstances involved, the decision rendered at the informal conference, and the specific remedy sought. The superintendent/designee shall communicate a written response within ten (10) days after receipt of the grievance. Either party may request a personal conference, to be scheduled prior to the conclusion of the level.

3. **Level Three:**

If a grievance is not resolved in Levels One or Two, the employee and/or the Association may request in writing a hearing before an arbitrator. The written request shall be filed in the Office of the Superintendent within ten (10) working days after receipt of the written decision at Level Two.

The Association either in its own behalf or in behalf of the affected teachers, may initiate a grievance which affects more than one unit member in a single building or unit members in more than one building at Level One.

The District and Association shall select a mutually acceptable arbitrator. Should they be unable to agree on an arbitrator within ten (10) working days of the Association's submission of the grievance to arbitration, submission of the grievance shall be made to the American Arbitration Association. In any event, the parties will then be bound by the rules and procedures of the American Arbitration Association in the selection of an arbitrator and the arbitrator shall proceed under the Voluntary Labor Arbitration Rules of said Association.

The arbitrator's decision will be in writing and will set forth findings of fact, reasoning and conclusions on the issues submitted. The arbitrator will be without power or authority to make any decisions which requires the commission of an act prohibited by law or which is violative of the terms of this Agreement. However, it is agreed that the arbitrator is empowered to include in any decision such financial reimbursement or other



remedies as he/she judges to be proper. The recommended decisions of the arbitrator will be submitted to the Superintendent and the Association.

The Board will determine whether to accept the arbitrator's recommended decision within thirty (30) days of receiving the recommended decision.

All costs for the services of the arbitrator, including, but not limited to, per diem expenses, his/her travel and subsistence expenses and the cost of any hearing room will be borne equally by the District and the Association. All other costs will be borne by the party incurring them.

**D. Rights of Unit Members to Representation:**

A unit member may represent himself/herself at all stages of the grievance procedure by himself/herself, or, at the member's option, by a representative selected by the Association. If a unit member is not represented by the Association or its representative, a representative of the Association may have the right to be present and to state its views at all stages of the grievance procedure, if the aggrieved party so desires.

**E. Miscellaneous:**

Decisions rendered at Levels One and Two of the grievance procedure will be in writing setting forth the decision and the reasons therefore, and will be transmitted promptly to all parties of interest and to the President of the Association. Time limits for appeal provided in each Level shall begin the day following receipt of written decision by the parties of interest.

When it is necessary for a representative designated by the Association to investigate a grievance or attend a grievance meeting or hearing during the day, he/she will, upon notice to his/her principal or immediate superior by the President of the Association, be released without loss of pay in order to permit participation in the foregoing activities. Any unit member who is requested to appear in such investigations, meetings, or hearings as a witness will be accorded the same right.

All documents, communications and records dealing with the processing of a grievance will be filed in a separate grievance file and will not be kept in the personnel file of any of the participants.

## **Accessible Program Information**

The Etiwanda School District Induction Program has easily accessible, accurate, up-to-date information available to the public, prospective educators, and currently enrolled candidates about the requirements for admission and completion, along with publicly posted program evaluation data on the induction program's open website at [www.etiwanda.org](http://www.etiwanda.org)

## **Candidate Records Management, Access, and Security**

Etiwanda's Induction Program maintains and retains candidate records in accordance with CTC guidelines. Candidates and Completers may request a copy of their records at any time during or after their program completion.

The program retains records of candidate enrollment, progress towards requirement completion, and completion through multiple access pathways:

- Individual records are maintained within the district password protected website accessible only to individual candidates and program leadership: Haiku/Power Learning ePortfolios. Candidate access is available during employment within the school district.
- Digital copies of program and individual candidate records are maintained on a secure district server, which is not accessible to the general public and may be requested by candidates and completers.
- Candidates who transfer to another program, whether by personal choice or release of district contract for employment, may request a transferability document indicating Etiwanda Induction Program completion and records.
- Candidates are also encouraged to keep personal digital records of all portfolio artifacts.

## Program Closure

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In the event the Etiwanda School District Induction Program temporarily suspends or discontinues its accreditation approval, current candidates will be provided with completion to their program. All current program leadership and support mentors will finish the current year's completion requirements. For candidates that have additional requirements or a second year of their program, the Etiwanda School District will ensure each and every candidate is supported until all current enrolled participants are complete and recommended for a credential.

If unforeseen circumstances arise that prevent the Etiwanda School District from being able to support the above mentioned completion of its current enrollees, the district will contact the Commission on Teacher Credentialing to develop a list of currently approved programs that may be able to partner with the district. All participant fees would be covered by the Etiwanda School District. Program leadership would then meet with the partnering program to determine a plan for completion. As needed, transition plans would be provided for each candidate enrolled in the Etiwanda School District Induction Program.

### References to Research:

- California County Superintendents Educational Services Association (CCSESA). "Best Practice in Teacher and Administrator Induction Programs." June, 2016. <http://ccsesa.org/wp-content/uploads/2016/06/Best-Practices-in-Teacher-and-Administrator-Induction-Programs.pdf>
- Goldrick, L. et al. "Review of State Policies on Teacher Induction." New Teacher Center, February 2012. <http://newteachercenter.org/sites/default/files/ntc/main/pdfs/brf-ntc-policy-stateteacher%20induction.pdf>
- Ingersoll, R. "Beginning Teacher Induction: What the Data Tell Us." Kappan Magazine, 93(8), May 2012. <http://www.gse.upenn.edu/pdf/rmi/PDK-RMI-2012.pdf>
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- McDonald, L. & Flint, A. "Effective Educative Mentoring Skills: A Collaborative Effort." New Zealand Journal of Teachers' Work, Volume 8, Issue 1, 33-46, 2011. [http://www.teacherswork.ac.nz/journal/volume8\\_issue1/mcdonald.pdf](http://www.teacherswork.ac.nz/journal/volume8_issue1/mcdonald.pdf)