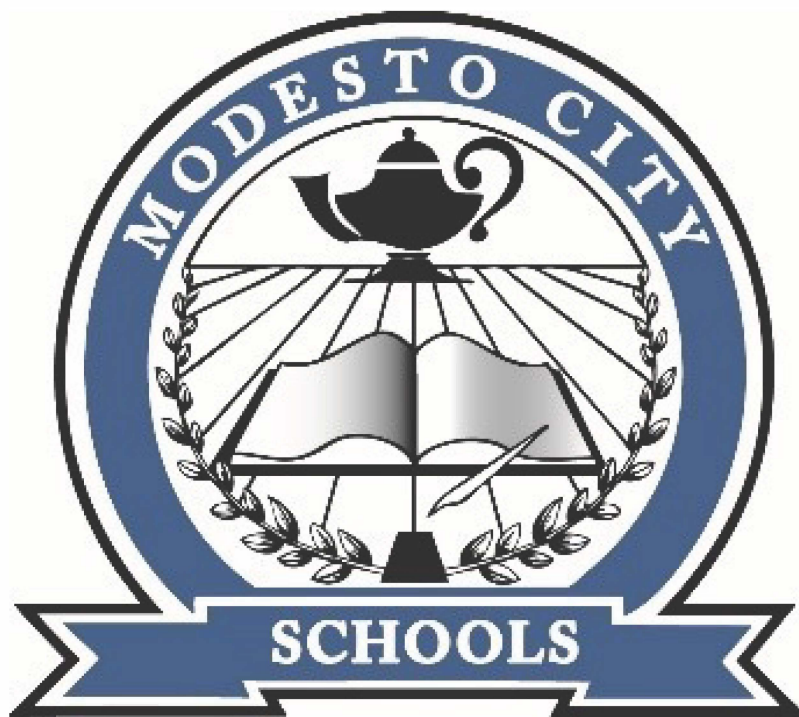


# Modesto City Schools Induction Program Teacher Candidate Handbook



## 2022-2023 Teacher Induction Handbook

# WELCOME

Dear Induction Teacher,

Welcome to the new school year. We are very pleased you have chosen Modesto City Schools to begin your career.

The Modesto City Schools Teacher Induction Program provides job embedded professional development with expert Mentors. This support helps move one's teaching practice forward. You will be matched with your mentor within the first 30 days of teaching. For those candidates entering year two, we plan to keep you with your Mentor from last year unless otherwise requested or required.

Your assigned Mentor Teacher will work with you to develop and refine strong teaching skills by looking at evidence and reflecting on your practice as it relates to each of the California Standards for the Teaching Profession (CSTP). Each participating teacher meets weekly with a Mentor. This collaborative relationship provides support and guidance as you undertake the complex job of serving the diverse needs of your students. Observation and feedback, coaching, demonstration lessons, planning and consultation are a few of the ways that Mentor Teachers provide support for new teachers.

Please know that the Curriculum & Instruction, Professional Development department, as well as, all other District Departments are here to support your success as a teacher in our District. Do not hesitate to contact any of us if you have questions or concerns. We are here to support you, to help you navigate your years in our district, and to address your needs as an educator.

Thank you for joining Modesto City Schools. We look forward to working with you!

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# MODESTO CITY SCHOOLS TEACHER INDUCTION PROGRAM

The MCS Induction Program is accredited by the California Commission on Teacher Credentialing as a pathway for teachers to clear their preliminary teaching credential. Teacher Candidates experience enhanced professional growth and development through a robust mentoring system and a reflective Induction process.

At the beginning of each school year, new teachers who elect to participate in the MCS Induction program must attend a beginning of the year meeting which provides an overview of the program, an Induction handbook, meeting schedule, program expectations, mentor expectations and more. Teacher Candidates are paired with a Mentor who will provide direct support. Direct support is specific to the new teacher's individual and classroom needs. The Mentor also provides indirect support. Indirect support includes connecting the new teacher to other forms of support within the school district.

The foundational components of Induction are three-fold:

1. Mentoring
2. The Individual Learning Plan (ILP)
3. California Standards of the Teaching Profession (CSTP)

Before developing the ILP, teachers reflect on their site and classroom context, transition plan from their credentialing program, and their initial self-assessment on the CSTPs. Each Teacher Candidate must work on three ILP goals. ILP goals are developed and revised through job embedded application and reflection. The Induction process allows Teacher Candidates to expand, enrich, and improve their teaching knowledge and skill through collegiality reflection and application-based activities.

Teacher Candidates have the opportunity to participate in a variety of professional development opportunities, observe exemplary teaching practices, and are observed by their Mentor. They have the option to receive university credit while clearing their credential. All activities, reflection, professional learning, and mentoring are connected to the individual needs of each Teacher Candidate.

# MODESTO CITY SCHOOLS TEACHER INDUCTION PROGRAM

## Goals

- Recruit, hire, train, and retain high quality staff
- Deliver a pathway for the California Professional Clear Credential for General Education and Special Education teachers
- Provide a smooth transition from student teacher to the teacher on record
- Ensure the intensive support for each Teacher Candidate
- Provide guided consistent self reflection on the California Standards of the Teaching Profession (CSTP)
- Increase student achievement by enhancing Teacher Candidate competence
- Assist beginning teachers to effectively instruct students who are culturally, linguistically, and academically diverse
- Ensure continuous Induction Program improvement through ongoing research, survey data, and program evaluation

## Mentoring

- Mentoring is provided during the program and most new teachers rate mentoring as the most beneficial part of Induction. This confidential professional relationship provides:
  - Direct Support - This includes Just in Time Support which is catered to the Teacher Candidates' individual professional and classroom needs
  - Indirect Support - Mentor may not have all the answers, but as a veteran teacher, they may connect their Teacher Candidate with appropriate district resources.

## Professional Development

- Professional development break-out sessions are scheduled throughout the year. Teachers choose what to attend.
- Special Education breakout sessions held
- Individualized support as needed
- Job embedded Induction Coaches

## Credential Support

- MCS Credential Analyst will submit a 41-Induction (complete induction) form to the Commission, and Teacher Candidates are recommended for a clear credential.

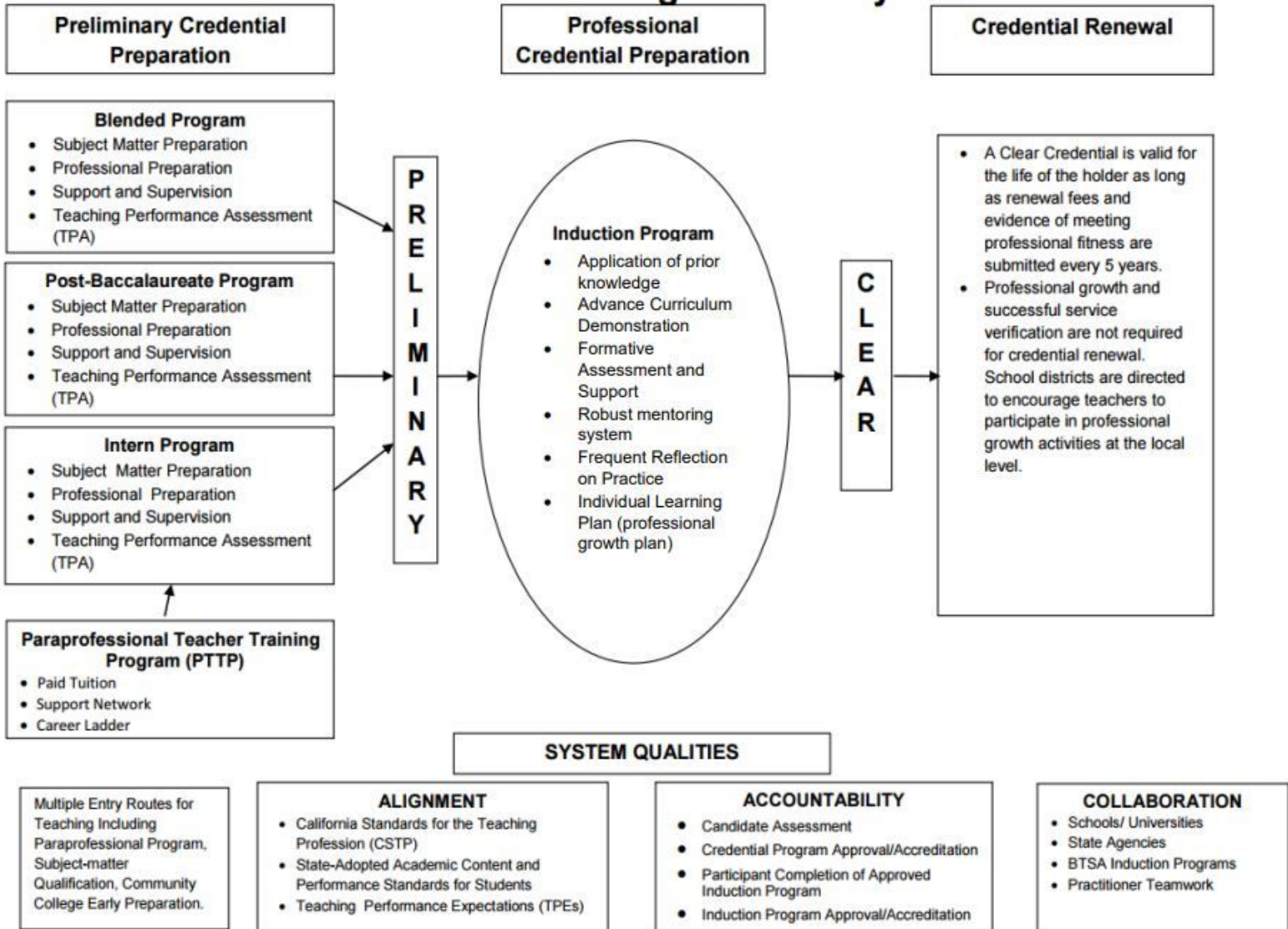
## Optional Units

- Teacher Candidates have the option to purchase five graduate level units from CSU Stanislaus for each year of Induction. Units can be applied to the salary schedule for advancement. It is the teachers' responsibility to request transcripts from CSU Stanislaus.

# CALIFORNIA'S LEARNING TO TEACH SYSTEM



## California's Learning to Teach System



# CALIFORNIA STANDARDS OF THE TEACHING PROFESSION

## **Standard 1: Engaging and Supporting all Students in Learning**

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

## **Standard 2: Creating and Maintaining Effective Environments for Student Learning**

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

## **Standard 3: Understanding and Organizing Subject Matter for Student Learning**

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

# CALIFORNIA STANDARDS OF THE TEACHING PROFESSION

## **Standard 4: Planning Instruction and Designing Learning Experiences for All Students**

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

## **Standard 5: Assessing Students for Learning**

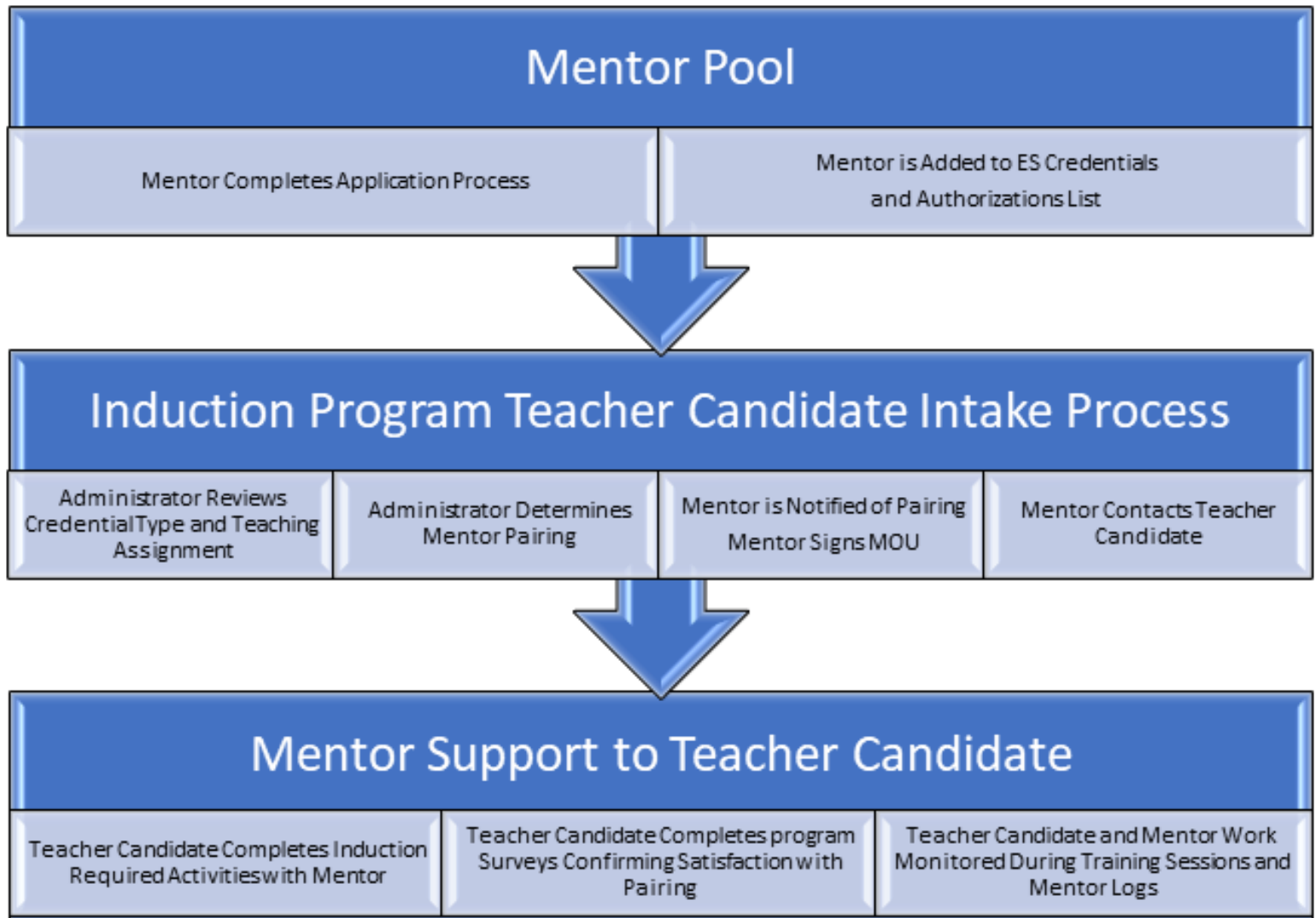
- 5.1 Applying knowledge of the purposes, characteristics, & uses of different types of assessments;
- 5.2 Collecting & analyzing assessment data from a variety of sources to inform instruction;
- 5.3 Reviewing data, both individually & with colleagues, to monitor student learning;
- 5.4 Using assessment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

## **Standard 6: Developing as a Professional Educator**

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



# MENTOR AND TEACHER CANDIDATE PAIRING



# MENTOR SUPPORT

One of the basic principles underlying the Teacher Induction Program is confidentiality. Teacher Candidates must understand that their mentors are not evaluators. A mentor is a supportive colleague. Communication, observations, feedback, and suggestions between the Teacher Candidate and Mentor is strictly confidential. Participation such as attendance at professional development seminars and meetings, and completion of Teacher Induction requirements are not confidential.

Your mentor will assist you in a variety of ways beyond completion of program requirements. Mentoring is a two-way street. Make the most of your time together, think about what you need, and ask for help. Below are examples of the type of support your Mentor can provide to help you and increase student achievement.

## **Assessing Student Learning**

- Analyze student work and student data to guide instruction

## **Communication**

- Methods and strategies to use with parents/guardians
- Methods and strategies to use with colleagues

## **Engaging Student Learning**

- Observe you teach and collect data for confidential reflection and input
- Suggest ideas for engaging students diverse learning styles
- Model specific instructional and/or engagement strategies
- Reflect on student behaviors and provide ideas on classroom management

## **Events and Support**

- Back-to-School Night
- Parent conferences
- Open House

## **Managing the Classroom**

- Reflect on student behaviors
- Provide ideas on classroom management
- Help establish routines, procedures, and consistency
- Improve equity and respect in the classroom

# MENTOR SUPPORT

## Organizing the Classroom

- Provide ideas for arranging the room
- Suggest systems for homework, grading, paperwork, classroom jobs, etc.

## Planning Instruction

- Lesson plans and objectives
- Technology
- Special population students
- English Learners Flexible groups

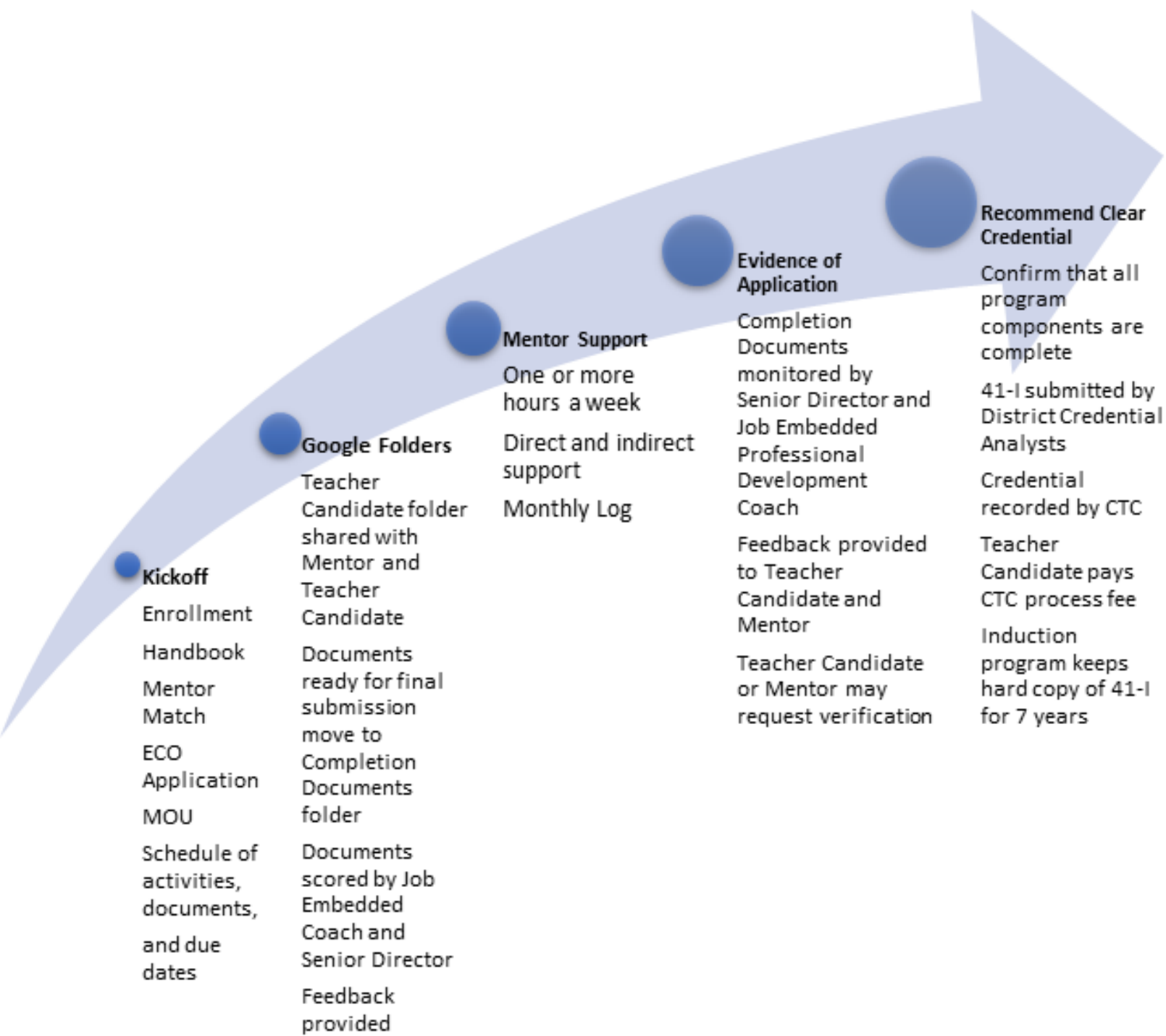
## Subject Matter

- Provide subject matter resources and/or connect you with veteran teachers for content-specific resources
- Sequence curriculum
- Resources for English Learners and special populations

## 2022-2023 Focus

- Train a cohort of Induction Mentors using Evocative Coaching Model
- A strong focus on the California Standards of the Teaching Profession (CSTP)

# PROCESS OF CLEARING PRELIMINARY CREDENTIAL



# INDUCTION YEAR ONE

**August**

- Induction Program Enrollment
- Beginning of Year Meeting
- Mentor Pairing

**September**

- Classroom and Site Administrator Context Form
- Continuum of Teaching Practice Initial Reflection
- Three ILP Goals

**October - November**

- Mentor Observations
- Work on Individualized Learning Plan
- Continuum of Teaching Practice

**December**

- Cycle Reflection & 1st Submission of Individual Learning Plan
- Continuum of Teaching Practice

**January - March**

- Mentor Observations
- Work on Individual Learning Plan
- Continuum of Teaching Practice

**April - May**

- Cycle Reflection and Second Submission of Individual Learning Plan
- Reflection on Continuum of Teaching Practice
- Optional CSUS Units
- Colloquium

# INDUCTION YEAR TWO

**August**

- Beginning of Year Meeting
- Mentor Pairing
- Reflect on California Standards of The Teaching Profession
- Individual Learning Plan Review - Revise Goals if Needed

**September**

- Classroom and Site Administrator Context Form
- Continuum of Teaching Practice

**October - November**

- Cycle Reflection & Continuum of Teaching Practice
- Work on Individualized Learning Plan
- TC Observations

**December**

- TC Observations
- Individual Learning Plan Mid-year Submission
- Continuum of Teaching Practice

**January - March**

- Cycle Reflection & Submission of Individual Learning Plan
- Final Reflection Continuum of Teaching Practice

**April - May**

- Optional CSUS Units
- Colloquium
- Credential Recommendation

# EARLY COMPLETION OPTION

Senate Bill 57 (Scott) was designed to allow eligible individuals to complete the Induction program at a faster pace than the two years generally required to complete all requirements. ECO participants have an opportunity to complete the Induction program in one year. This option is available to candidates who meet the eligibility criteria below and demonstrate the knowledge, skills, and competencies required of all teacher candidates who complete the full-length program.

## **Eligibility**

To be eligible for early completion, candidates must:

- Hold a preliminary teaching credential
- A history of previous teaching experience as the teacher on record in a K-12 teaching assignment for one or more school years.
- Be in good standing at your former and current school site

## **Progress Monitoring & Completion**

ECO candidates must continue to demonstrate that the ECO is appropriate for them. Candidates must meet all Induction submission due dates with a passing score on the rubric. The ECO candidates' progress will be monitored throughout the year. Lack of progress/thoughtfulness on the part of the candidate may be grounds for program staff to revoke their ECO.

## **Application Process**

Submit the following information by November 1st. Turn in all of the documents at one time. Incomplete applications will not be kept or read.

- A detailed resume showing that you have at least one year of teaching experience as the teacher on record in a K-12 setting (student teaching does not count).
- A letter of recommendation from your previous site administrator\*
- A letter of recommendation from your current site administrator\*
- A paragraph or more detailing your exceptional prior teaching experience.
- Submit this form with the required documents.

\*If the site administrator is the same, one letter of recommendation is needed.

*Modesto City Schools, the Induction Coordinator, and the Leadership Team reserve the right to adjust the eligibility requirements to meet the needs of the Participating Teacher while keeping within the guidelines of Senate Bill 57 (Scott).*

# MENTOR REASSIGNMENT REQUEST & GRIEVANCE APPEAL PROCESS

## **Mentor Reassignment Request:**

Mentoring between the Teacher Candidate and mentor is one of the most critical components of Induction. The Teacher Candidate has the right to request and receive a new mentor pairing. To submit a request please contact the Induction Program.

## **Grievance Appeal Process:**

A Teacher Candidate may appeal any decision by submitting a Grievance Appeal Form to the Induction Program. The form is located in the Teacher Candidate Forms folder. After the form is received, the Senior Director of Human resources will be notified. The Leadership Team will meet to review the grievance. The process is documented and a completed copy of the form is provided to the Teacher Candidate.

## Request for Extension

A Teacher Candidate can formally request an extension by completing a Request for Extension form. This form can be located by contacting Senior Director of School Leadership, Laurie Hulin @ [hulin.l@monet.k12.ca.us](mailto:hulin.l@monet.k12.ca.us).

The Senior Director will respond to the request, in writing, within ten school days.

When formally requesting an extension, Teacher Candidates must be aware of the expiration date of their preliminary credential and will be responsible to meet any revised induction standards and/or other requirements which may be added as the result of not completing the induction process on time.



# TEACHER INDUCTION PROGRAM ANTI-DISCRIMINATION POLICY

The Modesto City Schools' District and Teacher Induction Program (TIP) does not discriminate on the basis of race, color, national origin, age, religion, political affiliation, gender, mental, or physical disability, sexual orientation, or any other basis protected by federal, state, or local law, ordinance, or regulation, in its educational programs or employment.

No person shall be denied enrollment in the Teacher Induction Program (TIP) solely because of any impairment which is unrelated to the ability to engage in activities involved in the Teacher Induction Program (TIP) at Modesto City Schools.

If questions arise regarding TIPs anti-discrimination policy, please call the Modesto City Schools Human Resources at (209) 574-1519.