



# 2023-2024 CUSD Induction Program Handbook





## Clovis Unified School District Induction Program

### Table of Contents

<b>Title</b>	<b>Page #</b>
Directory	3
Program Overview	4
Program Mission and Goals	5
Program Requirements	6
Induction Programs	7
Participating Teacher Memorandum of Understanding	8 – 10
Induction Participating Teacher Calendar	11
Induction Mentor Memorandum of Understanding	12 – 14
Induction Site Mentor Calendar	15
Site Administrator Memorandum of Understanding	16
Substitute Guidance	17
Professional Development Participating Teachers	18
Professional Development Induction Mentors	19
Year One Pacing Guide	20
Year Two Pacing Guide	21
Request for Reassignment	22 - 23
Request for Program Extension	24





## Clovis Unified School District Induction Program

### **DIRECTORY 2023.2024**

The Clovis Unified School District Induction Program and the Human Resources Department are here to assist as you work to improve instructional practice and student achievement.

#### **Induction Team**

Erin Waer	Assistant Superintendent, CI&A	327-9353
Marshall Hamm	Director, Induction/MTSS	327-0634
Phil Smith	Teacher on Special Assignment, Induction Lead	327-0631
Donna Post	Administrative Assistant, Induction	327-0671
Chelsie Wiebe	Teacher on Special Assignment, Induction	327-0603
Julie Schwartz	Teacher on Special Assignment, Induction	327-0654
Kendra Simon	Teacher on Special Assignment, Induction	327-0652
Lori Wass	Teacher on Special Assignment, Induction	327-0632
Michelle Resendes	Teacher on Special Assignment, Induction	327-0655
Sheila Reents	Teacher on Special Assignment, Induction	327-0643
Stella Beato	Teacher on Special Assignment, Induction	327-0000

#### **Human Resources Staff**

HR Receptionist	Human Resources	327-9300
Barry Jager	Associate Superintendent	327-9306
Lisa Dolan	Credentials, Teacher Assignments	327-9314
Kristi Gilbert	HR Specialist – Buchanan Area	327-9305
Mark Borjas	HR Specialist – Clovis East Area	327-9312
Sabrina Rice	HR Specialist – Clovis High Area	327-9316
Helen Saechao	HR Specialist – Clovis North Area	327-9310
Jillian Anderson	HR Specialist – Clovis West Area	327-9313
Rhemah Hall	HR Specialist – HR Systems Operator	
	Substitutes, (Certificated, Classified Business Support), Smart Find Express	327-9303
Shannon Hemmingson	HR Specialist – Child Development, Certificated	
	LOA's, Campus Club	327-9311
Nancy Porter	HR Specialist – DO, DO/SpEd, Nursing, Warehouse, DO VAPA, Language Speech Specialist, School Psychologists	327-9321





## Clovis Unified School District Induction Program

### **PROGRAM OVERVIEW**

The Clovis Unified School District (CUSD) Induction program is a two-year, job embedded professional development system designed to improve student learning by providing new teachers with high-quality mentoring and professional learning. Participating teachers enter the program in their first year of teaching. In partnership with the New Teacher Center (NTC), the CUSD Induction Program is built on research-based principles for new teacher onboarding, mentoring, and ongoing instructional coaching. NTC has worked with hundreds of school districts and state agencies to develop a comprehensive and systematic approach to teacher induction which has been proven to increase student achievement. Each Participating Teacher in the CUSD Induction Program is provided multiple support structures, including highly trained mentors assigned to candidates within the first 30 days of enrollment in the program, involved & engaged site administrators, strong program leaders, ongoing observation and feedback cycles, and continuous co-analysis of teaching practices and student learning. A continuous system of teacher-based support can directly increase student learning. CUSD's program and solutions are grounded in research proven to increase teachers' instructional practices through intensive, instructionally focused mentoring.

In addition to a solid research-based foundation, CUSD maintains a strong partnership among Central Valley Induction programs through Mid Valley and Cluster 3 Meetings. Assigned Instruction of Higher Education (IHE) representatives from the universities are members of the CUSD Steering Committee and attend regularly scheduled Steering Committee meetings. There is additional reciprocal collaboration with Induction staff through attendance at advisory meetings of the IHE partners as well as ongoing articulation to share knowledge of credential requirements and best practices related to professional development for teacher preparation.

Assessment of Teaching and Learning is the bridge between teacher preparation and the Induction Program. Candidates reflect on the knowledge and skills acquired during teacher preparation, context for teaching, and evidence from classroom observation feedback aligned with the California Standards for the Teaching Profession (CSTP) to identify strengths and areas of growth leading to the creation of the Individual Development Plan (IDP). This Development Plan will be used as a launching point in developing their Individual Learning Plan (ILP) as the roadmap for Induction. With Mentor support, Participating Teachers write clearly defined, measurable goals and document plans to achieve each ILP goal. Progress made toward ILP goals is noted in the Participating Teacher's NTC Portfolio at mid semester and end of the semester, both Fall and Spring.

Weekly meetings with mentors provide "just-in-time" support tailored to meet the Participating Teacher's individual needs. Through an Inquiry Process known as a "Coaching Cycle" Participating Teachers work with Mentors through a unit of study to analyze teaching practices and student achievement. This process includes identifying specific CSTP goals on the ILP, assessing and analyzing students at the beginning of the unit, researching, and documenting new learning, implementing strategies to support student achievement, assessing, and analyzing students at the end of the unit, revising ILP goals, and reflecting on teaching practice, classroom interactions, and student achievement.

Participating Teacher growth and competence are achieved through the CUSD Induction Program's alignment with the CSTPs. Consistent reflection on these standards is a central component of Participating Teachers' assessment. Each Participating Teacher assesses themselves on a continuum, citing specific evidence to support proficiency. Throughout the Induction process, Participating Teachers use the ILPs, weekly interaction time logs, portfolio feedback, and Mentor observations as evidence documenting competence and growth. Attainment of goals documented through the NTC Kiano digital tools becomes a record of the candidate's competence.





## Clovis Unified School District Induction Program

### PROGRAM MISSION AND GOALS

#### MISSION

"Empowering teachers to excel professionally so that all students can realize their full potential."

**The CUSD Induction Program strives to achieve the following goals:**

- Provide eligible Participating Teachers the opportunity to complete CTC requirements for earning a Professional Clear Teaching Credential based on best practices and current research.
- Provide high quality professional development opportunities that build on skills and knowledge developed in teacher preparation programs in alignment with the California Standards for the Teaching Profession (CSTP).
- Provide Individualized support and assessment opportunities for all Participating Teachers to increase understanding of their own professional development which will enable them to more effectively meet the learning needs of all culturally, linguistically, and academically diverse students with whom they work.
- Assist Participating Teachers in gaining a deeper understanding of the connection between effective teaching, reflection of teaching practice, and student learning.
- Support classroom, school, and district goals for increasing student achievement in relation to the adopted academic content standards.
- Impact student achievement by thoroughly preparing teachers to fill the complex role of a thoughtful and reflective professional educator.
- Promote the success of Participating Teachers and contribute to teacher efficacy by increasing the district's retention of exemplary teachers in the profession.
- Increasing the teaching effectiveness and motivation of experienced teachers by selecting and hiring highly qualified teachers to serve as mentors.
- Promote collaboration between and among district, university, and other regional professional development programs to provide a continuous program of teacher development opportunities.





## PROGRAM REQUIREMENTS

1. Participating Teachers will develop goals in an Individual Learning Plan (ILP) with their Mentor, within the first 60 days of enrollment in the CUSD Induction Program. (Note: ILPs are specifically designed and implemented solely for professional development and not for evaluation or employment purposes.)
2. Collaborate with Mentor to engage in Formative Assessment Processes  
(A minimum of four hours per month)
  - Assessing and Understanding the Context of Teaching and Learning
  - Setting and Reflecting on Professional Goals
    - Co-Assessment on the continuum of Teacher Development
    - Mid Semester Review (Fall/Spring)
    - End of Semester Reflections (Fall/Spring)
    - Participating Teacher Overview
  - Examining Practices through Action Research – Inquiry
    - Inquiry Cycles including:
      - Research
      - Analysis of Student Learning
      - Plan Lessons
      - Observation Cycle (pre-conference, observe, post-conference)
3. Engage in Professional Development aligned to Professional Goals
4. Complete State and Program Required Documentation:
  - Notice of Participation
  - Memorandum of Understanding for Participating Teachers
  - Mid-Year Survey
  - End-of-Year Survey





## Clovis Unified School District Induction Program

### Overview of CUSD Mentoring Programs

(Confidentiality is respected)

<b>Pre-Induction</b> Provisional Internship Permit (PIP) Short-Term Staff Permit (STSP) Intern Credential	<b>Induction</b> (Preliminary Credential Holders) <ul style="list-style-type: none"> <li>• General Education</li> <li>• Education Specialist</li> </ul>	<b>PEP</b> (Perfecting Education Practice) <ul style="list-style-type: none"> <li>• General Education</li> <li>• Education Specialist</li> </ul>	<b>PAR</b> (Peer Assistance and Review) <ul style="list-style-type: none"> <li>• General Education</li> <li>• Education Specialist</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Required</b> for Participating Teachers who are teaching under an Intern Credential or a PIP or STSP permit, and who have not yet earned a Preliminary Credential.</li> <li>• <b>Pairing</b> Mentor meets with teacher described in the Teacher's HR Mentoring Plan to share expertise and resources to improve instructional practice, based on the California Standards for the Teaching Profession (CSTPs).</li> <li>• <b>Participating Teacher</b> Identifies areas of focus for support aligned with the CSTPs.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Required</b> for Participating Teachers who hold a Preliminary Single Subject, Multiple Subject, or Education Specialist Credential.</li> <li>• <b>Credential Clearing</b> Preliminary Single and Multiple Subject as well as Preliminary Education Specialist Credentials that require completion of an Induction Program over a two-year period.</li> <li>• <b>Pairing</b> Participating Teacher and trained Mentor work together during one-hour weekly meetings to improve the Participating Teacher's educational practice aligned with the CSTP's over a two-year period. "Just in Time" focused mentoring is provided throughout the Induction period as needed.</li> <li>• <b>Participating Teacher</b> identifies areas of professional growth aligned with the CSTP's based on a Self-Assessment leading to the development of Individualized Lesson Plans with goals and actions for impacting instructional practice. Action research along with observation and feedback further supports the Participating Teacher's progress on ILP focus standards.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Self-Referral</b> by veteran Participating Teachers who would like extra support for reasons such as:                             <ul style="list-style-type: none"> <li>• substantial change in grade level or subject matter</li> <li>• return to classroom after lengthy absence</li> <li>• teaching a combination class</li> <li>• a desire to improve instructional practice</li> </ul> </li> </ul> <p><i>NOTE: PEP Applications can be obtained from Program Director</i></p> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• <b>Required</b> for Participating Teachers with less than two years of teaching experience who already hold a clear multiple or single subject credential or an education specialist credential.</li> <li>• <b>Pairing</b> – Mentor meets with Participating Teacher a minimum of twice each month for a one-year period (which may be extended) to share expertise and resources and to improve instructional practice.</li> <li>• <b>Participating Teacher</b> identifies areas of focus for support and determines the agendas for meetings.</li> <li>• A log of meetings is kept by the Mentor noting the date, what was discussed, new ideas tried in the classroom, and results on student achievement and Participating Teacher development.</li> <li>• No record of participation is placed in the Participating Teacher's Human Resources Personnel file.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Administrative Referral</b> for tenured Participating Teachers who have taught at least two years in the district and have received one or more No's in the Overall Rating section of the Certificated Participating Teacher Performance Appraisal.</li> </ul> <p><i>NOTE: PAR Applications can be obtained from Program Director</i></p> <ul style="list-style-type: none"> <li>• <b>Pairing</b> – Participating Teacher and trained Mentor work together during weekly meetings to improve the Participating Teacher's educational practice over a period of time determined by the site administrator, usually not less than one year.</li> <li>• <b>Triad</b> – Participating Teacher, Mentor, and Administrator meet together at least 3 times during the year to discuss Participating Teacher's progress and set new goals, if necessary.</li> <li>• <b>PAR</b> Participating Teacher, with guidance from the Mentor, will complete a structural series of critical thinking tasks (inquiries) conducted through action research and based on the Plan, Teach, Reflect, and Apply Cycle.</li> <li>• Participation is documented in Participating Teacher's Human Resources confidential Personnel file.</li> </ul>

\*Note: A Mentoring Plan is required by HR when a non-credentialed teacher is hired. A site mentor must be designated by the site administrator. Site mentors are NOT part of the CUSD Induction Program.





## Clovis Unified School District Induction Program

### **PARTICIPATING TEACHER MEMORANDUM OF UNDERSTANDING**

I understand that participation in the CUSD Induction Program is intended to build upon university course work and previous teaching experience. For eligible participating teachers, the CUSD Induction Program will lead to a Clear Credential. An individualized support system will be used to guide professional development. Work in this program will not be used for evaluation or employment purposes.

**In order to successfully complete the program, I must:**

1. Understand that the CUSD Induction Program consists of an individualized system of support in which I determine the focus area(s), along with Mentor support and guidance, to meet professional goals.
2. Enroll in the CUSD Induction Program within 30 calendar days from the start of my initial teaching contract.
3. Understand the reasons I qualify as a Participating Teacher (PT) in the CUSD Induction Program, as noted on the Notice of Participation form.
4. Understand that, should I decide not to enroll in the CUSD Induction Program, I must indicate that I decline to participate on the Induction Notice of Participation form, which absolves CUSD from responsibility in providing me with support and/or recommendation for a Clear Credential.
5. Understand, if applicable, that I must complete all requirements related to EO-N-66-20, including passing the Reading Instruction Competence Assessment and/or the Teaching Performance Assessment, and successfully completing the Induction Program to be recommended for a Clear Credential.
6. Understand that the Early Completion Option (ECO) is an abbreviated version of the CUSD Induction Program for those experienced and exceptional teachers who have had classroom experience teaching under an internship, PIP, or STSP and whose Site Administrators along with evaluations verify they are exceptional teachers.
7. Understand my responsibilities in the CUSD Induction Program as explained to me during the Induction Orientation, as well as in the Induction Handbook, and on this MOU.
8. Meet with my Mentor within two weeks of being paired.
9. Meet individually, face to face with my Mentor, a *minimum* of one hour per week during prep or outside of the school day to satisfactorily complete all program requirements.
10. Respond to all Induction communication in a timely manner (emails, event/calendar invitations, etc.).
11. Complete and submit work via the New Teacher Center (NTC) Kiano portfolio platform following the timelines on the CUSD Induction Program Pacing Guide which are reviewed at the Induction Orientation. I understand that progress will be monitored throughout the Induction period. I will receive feedback from Portfolio Reviewers and/or Program Leaders and understand that I must revise and resubmit work that does not meet CUSD Induction Program standards.





## Clovis Unified School District Induction Program

### **PARTICIPATING TEACHER MEMORANDUM OF UNDERSTANDING**

12. Select and attend professional development workshops/seminars sponsored by the CUSD Induction Program, Special Education Department, or district that support professional growth in chosen area(s) of focus.
13. Attend all required CUSD Induction Program meetings, including synchronous Induction Professional Development sessions and participate in asynchronous Professional Development learning.
14. Understand that I will receive release days to observe exemplary teachers during the school year.
15. Complete district, state, and program surveys and evaluations.
16. Understand that special assistance is available should I request it.
17. Notify CUSD Induction Program Director immediately if I am dissatisfied at any time with the support my Mentor is offering.
18. Notify CUSD Induction Program Director within five days of any change in teaching status/assignment including leave of absence, extended jury duty, etc.
19. Understand that my program may be extended, should I be unable to complete requirements during my induction period. I understand that an extension due to stated program criteria (i.e., pregnancy, medical leave of absence, personal leave without pay, or bereavement leave exceeding 60 workdays) will result in no cost to me. Any other reason for program extension may result in a direct cost to me of up to \$3,300.00.
20. Participate in an in-depth reflective conversation with my Mentor at the end of the induction period on the professional growth I've made through the CUSD Induction Program. I will prepare a brief culminating experience presentation for the end-of-program celebration that includes artifacts/evidence that best reflect and demonstrate my professional growth (Year 2 and ECO PTs only).
21. Conclude my induction into the teaching profession by participating in an Induction Culmination Presentation to Site/District Administrators and District Mentors. I understand that the purpose of the Culmination Presentation is to allow me the opportunity to articulate the professional growth I've made and how I will apply this knowledge to support my professional goals in the future and maximize student achievement (Year 2 and ECO PTs only).
22. Understand the program's Grievance Policy: In the unlikely event a candidate's submitted body of evidence is deemed lacking in any area of the CSTPs; a plan for remediation and completion will be developed and shared with the candidate. If the candidate disagrees with the decision made and /or the plan for remediation, the candidate is required to submit a formal letter of appeal to the Assistant Superintendent of Curriculum, Instruction, and Accountability.
23. Understand that in the event of program closure or suspension a teach-out plan will be developed. Program staff will provide an Individualized Transfer Plan (ITP) to another CTC approved program to ensure successful, timely completion and recommendation of a Clear Credential for all candidates enrolled at the time of closure or suspension. After program closure, past candidates may request records from the Assistant Superintendent of Curriculum, Instruction, & Accountability.





Clovis Unified School District Induction Program

**PARTICIPATING TEACHER  
MEMORANDUM OF UNDERSTANDING**

**Signature Page**

My signature below indicates that I have read and understand the Participating Teacher Memorandum of Understanding (MOU) and agree to comply with the Clovis Unified School District Induction Program requirements as outlined in this MOU.

---

Participating Teacher Signature

---

Date

---

Please Print your First and Last Names Legibly

---

School

---

Grade/Content Area/SpEd Program



# Induction Program Participating Teacher Calendar 2023.2024

July 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
August 2023						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
September 2023						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
October 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
November 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
December 2023						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Important Dates	
<b>All Teachers Report/Pre-Institute Week</b> August 14-18 <b>School Starts</b> August 21, 2023 <b>School Ends</b> June 7, 2024 <b>Elementary Conference Day</b> October 27, 2023 (No school for elementary students) <b>Grading Period*</b> September 27, 2023 November 10, 2023 December 21, 2023 February 23, 2024 April 19, 2024 June 7, 2024 <b>End of Quarter (elementary only)</b> October 20, 2023 January 19, 2024 April 12, 2024 June 7, 2024	
<b>ALL PARTICIPATING TEACHERS</b> <b>All Meetings are held at the PLC</b> <b>Year 1 Orientation</b> 8/8/23 – 3:30-5:00 <b>Year 2 PT Orientation &amp; Kickoff</b> 8/30/2023 4:00-6:00 (Mentors Attend) <b>Year 1 Kickoff</b> (Mentors Attend) 8/31/2023 – 4:00-6:00 <b>Fall Professional Development</b> <b>Yr. 1</b> - 9/19/23 or 9/27/23 4:00-5:30 <b>Yr. 2</b> - 10/4/2023 or 10/5/2023 4:00-5:30 <b>Spring Semester Professional Development</b> <b>Yr. 1</b> - 3/5/2024 or 3/6/2024 4:00-5:30 <b>Yr. 2</b> - 3/13/2024 or 3/14/2024 4:00-5:30 <b>Asynchronous Professional Development</b> Three one hour CSTP aligned courses One Fall Semester/Two Spring Semester <b>Year 2's/ECO's - Culmination</b> 5/8/24 or 5/9/24 - 3:30-5:30	
<b>Portfolio Checks</b> 9/20/23 10/18/23 12/13/23 2/14/24 3/20/24 5/1/24	

January 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
February 2024						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		
March 2024						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
April 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
May 2024						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
June 2024						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

\* Year 1 = Blue

\* Year 2 = Red



# MENTOR

## MEMORANDUM OF UNDERSTANDING



### Clovis Unified School District Induction Program

I understand that serving as a mentor in the CUSD Induction Program involves guiding Participating Teachers (PTs) to build upon university work and previous teaching experience in order to improve instructional practice and supporting them in earning their Clear Credential. I will use an individualized support system to guide a PT's professional development which will not be used for evaluative or employment purposes. I understand that I will be expected to give generously of my time and expertise to the PT(s) I am assigned.

#### **To fulfill the role of Mentor I must:**

1. Understand my responsibilities in the CUSD Induction Program as explained to me during the Induction Mentor Orientation, as well as in the Induction Handbook, and on this MOU.
2. Meet with PT(s) within two weeks of being assigned my pairing(s).
3. Meet individually, face to face with PT(s), a *minimum* of one hour per week during prep or outside the school day to assist him/her in satisfactorily completing all program requirements.
4. Provide guidance and mentoring to improve the PT's educational practice aligned with CSTPs and Just-In-Time support as needed to assigned PT(s).
5. Respond to all Induction communication in a timely manner. (Emails, event/calendar invitations, etc.)
6. Complete Kiano tools, weekly time logs, and required observation documentation to record all program related activities.
7. Guide and monitor my PT(s) in completing and submitting all required work in Kiano to ensure consistent documentation of all program requirements per timelines on the Induction Pacing Guide.
8. Understand that my participation in the program and my PT's Induction progress will be monitored multiple times throughout the year through portfolio reviews.
9. Understand that I am expected to support my PT's revision and resubmission of work that does not meet the CUSD Induction Program standards based on feedback from Portfolio Reviewers and/or Program Leaders.
10. Understand that if an Induction PT qualifies for the Early Completion Option, I will assist him/her in meeting specified program requirements within a shortened time frame.
11. Complete mandatory Mentor trainings, forums, professional development sessions, and meetings provided in partnership with the New Teacher Center and/or the CUSD Induction Program Team.
12. Continue to improve mentoring skills and set goals for improvement by completing an annual self-assessment and Mentor Growth Plan.
13. Participate in In-Field Coaching focused on my mentoring skills with observation and feedback provided by Induction Program Leaders.
14. Understand that I will receive release days for observations of PT(s) during the 2023-2024 school year.



## Clovis Unified School District Induction Program

### **MENTOR MEMORANDUM OF UNDERSTANDING**

15. Conduct required classroom observations of assigned PT(s), providing feedback within one week.
16. Support assigned PT(s) with the opportunity for classroom observations of exemplary teachers.
17. Complete district, state, and program surveys and evaluations.
18. Understand that special assistance is available, should the PT request it.
19. Notify CUSD Induction Program Director immediately if I am dissatisfied at any time with the pairing.
20. Notify CUSD Induction Program Director within five days of any change in either my teaching status/assignment or that of my PT including leave of absence, extended jury duty, etc.
21. Understand that my PT's program may be extended, should he/she be unable to complete the requirements during the initial two years of teaching. I understand that an extension due to stated program criteria, (i.e pregnancy, medical leave of absence, personal leave without pay, or bereavement leave exceeding 60 workdays) will result in no cost to the PT. Any other reason for program extension may result in a direct cost of up to \$3,300.00 to the PT.
22. Participate in an in-depth reflective conversation with my PT(s) at the end of his/her second year of Induction on the professional growth made through the Induction Program. I will assist him/her in preparing for the Induction Culmination Presentation that includes artifacts/evidence that best reflect and demonstrate the PT's professional growth (Year 2 and ECO only).
23. Understand that upon evaluation and fulfillment of all Mentor Responsibilities in the CUSD Induction Program as explained to me during the Induction Mentor Orientation as well as in the Induction Handbook, and on this MOU, I will receive a stipend of \$2,100 per PT.





## Clovis Unified School District Induction Program

# **MENTOR MEMORANDUM OF UNDERSTANDING**

## **Signature Page**

My signature below indicates that I have read and understand the Mentor Memorandum of Understanding (MOU) and agree to comply with the Clovis Unified School District Induction Program requirements as outlined in this MOU.

---

Mentor Teacher Signature

---

Date

---

Please Print Your First and Last Name Legibly

---

School

---

Grade/Content Area/SpEd Program



# Clovis Unified School District Induction Program

## Induction Program Mentor Calendar 2023.2024

July 2023						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
August 2023						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
September 2023						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
October 2023						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
November 2023						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
December 2023						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

### Important Dates

All Teachers Report/Pre-Institute Week

August 14-18

School Starts

August 21, 2023

School Ends

June 7, 2024

Elementary Conference Day

October 27, 2023

(No school for elementary students)

Grading Period\*

September 27, 2023

November 10, 2023

December 21, 2023

February 23, 2024

April 19, 2024

June 7, 2024

End of Quarter

(Elementary only)

October 20, 2023

January 19, 2024

April 12, 2024

June 7, 2024

ALL Mentors

All Meetings are held at the PLC

**Mentor Orientation**

8/11/23 - 8:30-11:30

**Year 2 PT Orientation & Kickoff**

8/30/2023 4:00-6:00 (Mentors Attend)

**Year 1 Kickoff (Mentors Attend)**

8/31/2023 - 4:00-6:00

**New Mentor Training**

09/18, 9/19, 9/20 8:00a.m.-4:00p.m.

**Mentor Forum #1**

11/1/2023 - 4:00 - 5:30

**Mentor Forum #2**

1/24/2024 - 4:00 - 5:30

**Mentor Forum #3**

2/28/2024 - 4:00 - 5:30

**Mentor Forum #4**

5/1/2024 - 4:00 - 5:30

January 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
February 2024						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		
March 2024						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
April 2024						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
May 2024						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
June 2024						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						





## Clovis Unified School District Induction Program

### Site Administrator Roles and Responsibilities MEMORANDUM OF UNDERSTANDING

#### **In order to effectively support PT's and Mentors, I understand I must:**

Understand that my role as a School Administrator in the CUSD Induction Program is to provide a positive climate and structure so that the Participating Teachers (PTs) at my school and their Mentors are able to successfully complete the program's comprehensive formative assessment activities to meet credential requirements. It is essential that I assist new teachers in building upon professional learning from their pre-service preparation so that they may become competent, knowledgeable educators.

1. Attend district scheduled administrative trainings and update meetings to become familiar with Induction Program components and completion requirements, the New Teacher Center Formative Assessment System, and the development of the Individual Learning Plan (ILP). The content of this training will include, but is not limited to:
  - Teacher preparation across the learning-to-teach continuum
  - Beginning teacher development
  - Identifying working conditions that optimize PT's success
  - Taking effective steps to ameliorate or overcome challenging aspects of teachers' work environments
  - Understanding the role of Mentors in the induction process
  - Respecting the relationship between the Mentor's and PTs
2. Establish a culture of support within my school for the work to be done between PTs and Mentors. This includes, but is not limited to:
  - Introducing PTs to the staff and including them in the school's learning community.
  - **Year One PTs:** Conducting a *Triad of Support Conference* by the end of the Participating Teachers' first month of school. Inform PTs of professional development planned at the site level and assist them in developing their ILP. When the *Triad of Support Conference* is completed, review each PT's Triad of Support document.
  - **Year Two and ECO PTs:** Conducting a *Triad of Support Conference* with the Year Two and Early Completion Option (ECO) PTs and their Mentors. Inform PTs of professional development planned at the site level and assist them in developing an ILP. When the conversation is completed, review the *Triad of Support Document*.
  - Helping to focus the learning community on the state-adopted academic content standards and performance levels for students as well as the California Standards for the Teaching Profession (CSTP), including Pedagogy and Universal Access: Equity for All Students.
  - Ensuring that site-level professional development activities related to Induction occur on a consistent basis, including facilitating PTs' and Mentors' participation.
  - Participating in program evaluation.
3. Consider that the number of additional co-curricular assignments given to PTs and Mentors needs to be feasible to the extent that the individuals can effectively meet the expectations and demands of the CUSD Induction Program.

---

Site Administrator

---

Date





## Induction Substitute Guidance 2023.2024

### Prior Approval Required

1. Participating Teachers and Mentors are responsible for securing substitute coverage.
2. Enter the sub time (3.5 hours) into the SmartFind Express online substitute system as "School Business" as early as possible.
3. Immediately contact your office manager to let them know your sub time is for an Induction Observation. They will send the substitute request to Donna Post for funding approval at least one week BEFORE the day a substitute is needed.
4. Induction Substitute Days may only be used for the activities listed below.
5. Please contact Donna Post at 327-0671 with any questions.

Year One Participating Teachers (PTs)	Mentors – Year One PTs
<ul style="list-style-type: none"> <li>• <b>Fall Semester</b> Peer Observation #1 with mentor = ½ day</li> <li>• <b>Spring Semester</b> Peer Observation #1 with mentor = ½ day</li> </ul> <p><b>TOTAL = 1 day</b></p>	<ul style="list-style-type: none"> <li>❖ <b>Fall Semester</b> <ul style="list-style-type: none"> <li>• Informal Observation #1 of PT = ½ day</li> <li>• Peer Observation with PT = ½ day</li> <li>• Formal Observation #1 of PT = ½ day</li> </ul> </li> <li>❖ <b>Spring Semester</b> <ul style="list-style-type: none"> <li>• Informal Observation #2 of PT = ½ day</li> <li>• Peer Observation #2 with PT = ½ day</li> <li>• Formal Observation #2 of PT = ½ day</li> </ul> </li> </ul> <p><b>TOTAL = 3 days</b></p>
Year Two Participating Teacher (PTs)	Mentors – Year Two PTs
<ul style="list-style-type: none"> <li>• <b>Fall Semester</b> Peer Observation #1 with mentor = ½ day</li> </ul> <p><b>TOTAL = ½ day</b></p>	<ul style="list-style-type: none"> <li>❖ <b>Fall Semester</b> <ul style="list-style-type: none"> <li>• Informal Observation #1 of PT = ½ day</li> <li>• Peer Observation with PT = ½ day</li> <li>• Formal Observation #1 of PT = ½ day</li> </ul> </li> <li>❖ <b>Spring Semester</b> <ul style="list-style-type: none"> <li>• Informal Observation #2 of PT = ½ day</li> <li>• Formal Observation #2 of PT = ½ day</li> </ul> </li> </ul> <p><b>TOTAL = 2 ½ days</b></p>

**\*Please note:** Observations may be completed in any order during each semester but must be completed by the portfolio review due date. Please refer to the pacing guide.





## Clovis Unified School District Induction Program

# MANDATORY INDUCTION PROFESSIONAL DEVELOPMENT PARTICIPATING TEACHERS 2023-2024

<b>Professional Development: Participating Teachers Only</b>				
<b>Title</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>	<b>Who</b>
Year 2 PT Orientation / Kick-Off	8.30.2023	4:00-6:00 p.m.	PLC	Year 2 PTs
Year 1 PT Kick-Off	8.31.2023	4:00-6:00 p.m.	PLC	Year 1 PTs
Year 1 Synchronous Fall PD Option 1	9.19.2023	4:00-5:30 p.m.	PLC	Year 1 PTs
Year 1 Synchronous Fall PD Option 2	9.27.2023	4:00-5:30 p.m.	PLC	Year 1 PTs
Year 2 Synchronous Fall PD Option 1	10.4.2023	4:00-5:30 p.m.	PLC	Year 2 PTs
Year 2 Synchronous Fall PD Option 2	10.5.2023	4:00-5:30 p.m.	PLC	Year 2 PTs
Year 1 Synchronous Spring PD Option 1	3.5.2024	4:00-5:30 p.m.	PLC	Year 1 PTs
Year 1 Synchronous Spring PD Option 2	3.6.2024	4:00-5:30 p.m.	PLC	Year 1 PTs
Year 2 Synchronous Spring PD Option 1	3.13.2024	4:00-5:30 p.m.	PLC	Year 2 PTs
Year 2 Synchronous Spring PD Option 2	3.14.2024	4:00-5:30 p.m.	PLC	Year 2 PTs
Asynchronous Professional Development	Three one-hour CSTP aligned action research oriented Professional Development courses. <u>One</u> Fall Semester <u>Two</u> Spring Semester	<b>Fall Semester Due date:</b> 12/13/2023  <b>Spring Semester Due Date</b> 5/1/2024	<b>thinkific</b>	ALL PTs
<b>End of Program Activities: Participating Teachers Year 2 and ECO only</b>				
<b>Induction Culmination Presentation &amp; Celebration</b>	5.8.2024 or 5.9.2024	Individually Scheduled 30 Minutes	PLC	Year 2 & ECO PTs

### **Synchronous PD Sign-ups:**

*The Fall and Spring Professional Development offerings are available twice each semester. You will indicate your attendance on the spreadsheet provided to you in advance of the event. See corresponding Google Classroom for the link.*





## MANDATORY INDUCTION MENTOR EVENTS 2023-2024

Program Events: Requiring Mentor Attendance				
Mentor Orientation	8.11.2023	8:30 -11:00a.m.	PLC	ALL Mentors
Year 2 Orientation/Kick-Off	8.30.2023	4:00 - 6:00p.m.	PLC	Mentors paired with Year 2 PTs
Year 1 Kick-Off	8.31.2023	4:00 - 6:00p.m.	PLC	Mentors paired with Year 1 PTs
New Mentor Training	9.18.2023 9.19.2023 9.20.2023	8:00a.m. - 4:00p.m.	PLC	New Mentors, Partially Trained, Refreshing Mentors
Mentor Forum #1	11.1.2023	4:00-5:30p.m.	PLC	ALL Mentors
Mentor Forum #2	1.24.2024	4:00-5:30p.m	PLC	ALL Mentors
Mentor Forum #3	2.28.2024	4:00-5:30p.m	PLC	ALL Mentors
Mentor Forum #4	5.1.2024	4:00-5:30p.m	PLC	ALL Mentors
Mentor Individual Learning Plan (ILP)				
Initial ILP		Will be completed at Mentor Forum #1 11.1.2023		
Mid-Year Update		Draft due by Mentor Forum #3 2.28.2024		
End-of-Year Update		Draft due by Mentor Forum #4 5.1.2024		
Mentor In-Field Coaching				
<ul style="list-style-type: none"><li>In-Field Coaching is a mentor formative assessment and support system based on your Mentor ILP Goal.</li><li>This practice is a one-on-one, job embedded observation and feedback for program leaders and mentors, both part time and full time designed to facilitate reflections and improvement of mentoring practice.</li></ul>				
Required Components				
<ol style="list-style-type: none"><li>Pre-Observation Reflections – Completed and submitted through the Mentor Google Classroom.</li><li>Coaching Conversation Observation – Recorded conversations submitted digitally.</li><li>Post-Observation Feedback and Reflections – Scheduled following the recorded conversation submission.</li></ol>				





## Clovis Unified School District Induction Program

### YEAR ONE INDUCTION PACING GUIDE 2023-2024

✓	Program Requirements	Tools	Completed by
	Induction Program Orientation & MOU	<b>Google Classroom</b>	August September  Portfolio Check September 20, 2023
	CSTP Self-Assessment	<b>Google Classroom</b>	
	Individual Learning Plan #1 Initial	<b>Individual Learning Plan</b>	
	Class Profile	<b>Google Classroom</b>	
	Minimum Number of Weekly Minutes (180)	<b>Time Logs – Interactions</b>	
	Triad of Support Conference	<b>Google Classroom</b>	October  Portfolio Check October 18, 2023
	Informal Observation #1	<b>Collaborative Assessment Log</b>	
	Analyzing Student Learning	<b>Analyzing Student Learning</b>	
	Individual Learning Plan #1 Mid-Semester Update	<b>Individual Learning plan</b> Select Mid-Year Update	
	Minimum Number of Weekly Minutes (420)	<b>Time Logs – Interactions</b>	
	Formal Observation #1	<b>Observation Cycle</b> (Add tools: Pre-Observation, Observation, and Post-Observation)	November December  Portfolio Check December 13, 2023
	Peer Observation #1	<b>Focused Teacher Observation</b>	
	Individual Learning Plan #1 End-of-Semester Update	<b>Individual Learning Plan</b> Select End-Of-Year and Update	
	Minimum Number of Weekly Minutes (840)	<b>Time Logs – Interactions</b>	
	Thinkific – Asynchronous PD	<b>One Course</b> of your Choosing	
	Individual Learning Plan #2 Initial	<b>Individual Learning Plan</b>	January February  Portfolio Check February 14, 2024
	Informal Observation #2	<b>Collaborative Assessment Log</b>	
	Inquiry – Pre-Instruction Student Data Analysis	<b>Analyzing Student Learning</b> *Begin Coaching Cycle	
	Inquiry Research and Analysis	<b>Inquiry Research &amp; Analysis</b> Complete Part 1	
	Minimum Number of Weekly Minutes (1,260)	<b>Time Logs – Interactions</b>	
	Formal Observation #2	<b>Observation Cycle</b> Include in Coaching Cycle (Add tools: Pre-Observation, Observation, and Post-Observation)	March  Portfolio Check March 20, 2024
	Peer Observation #2	<b>Focused Teacher Observation</b>	
	Individual Learning Plan #2 Mid-Semester Update	<b>Individual Learning Plan</b> Select Mid-Year and Update	
	Minimum Number of Minutes (1,560)	<b>Time Logs – Interactions</b>	
	Inquiry – Post-Instruction Student Data Analysis	<b>Analyzing Student Learning</b> Include in Coaching Cycle	
	Inquiry Research and Analysis	<b>Inquiry Research and Analysis</b> Complete Part 2	April  Portfolio Check May 1, 2024
	Individual Learning Plan #2 End-of-Semester Update	<b>Co-Assessment Summary: ILP #2</b> Select End-of-Year Update	
	CSTP Self-Assessment End-of-Year Update	<b>Google Classroom</b>	
	Minimum Number of Minutes (1,800)	<b>Time Logs – Interactions</b>	
	Thinkific – Asynchronous PD	<b>Two Courses</b> of your Choosing	





## Clovis Unified School District Induction Program

### YEAR TWO INDUCTION PACING GUIDE 2023-2024

✓	Program Requirements	Tools	Completed by
	Induction Program Orientation & MOU	<b>Google Classroom</b>	August September  Portfolio Check September 20, 2023
	CSTP Self-Assessment	<b>Google Classroom</b>	
	Individual Learning Plan #1 Initial	<b>Individual Learning Plan</b>	
	Informal Observation #1	<b>Collaborative Assessment Log</b>	
	Minimum Number of Weekly Minutes (180)	<b>Time Logs – Interactions</b>	
	Triad of Support Conference	<b>Google Classroom</b>	October  Portfolio Check October 18, 2023
	Inquiry #1 Pre-Instruction Student Data Analysis	<b>Analyzing Student Learning</b> *BEGIN Coaching Cycle #1	
	Inquiry #1 Research and Analysis	<b>Inquiry Research and Analysis</b> Complete Part 1	
	Individual Learning Plan #1 Mid-Semester Update	<b>Individual Learning Plan</b> Select Mid-Year Update	
	Minimum Number of Weekly Minutes (420)	<b>Time Logs – Interactions</b>	
	Formal Observation #1	<b>Observation Cycle</b> Include in Coaching Cycle #1 (Add tools: Pre-Observation, Observation, and Post-Observation)	November December  Portfolio Check December 13, 2023
	Peer Observation #1	<b>Focused Teacher Observation</b>	
	Inquiry #1 Post-Instruction Student Data Analysis	<b>Analyzing Student Learning</b> Include in Coaching Cycle #1	
	Inquiry #1 Research and Analysis	<b>Inquiry Research &amp; Analysis</b> Complete Part 2	
	Individual Learning Plan #1 End-of-Semester Update	<b>Individual Learning Plan</b> Select End-of-Year and Update	
	Minimum Number of Weekly Minutes (840)	<b>Time Logs – Interactions</b>	January February  Portfolio Check February 14, 2024
	Thinkific – Asynchronous PD	<b>One Course</b> of your Choosing	
	Individual Learning Plan #2 Initial	<b>Individual Learning Plan</b>	
	Informal Observation #2	<b>Collaborative Assessment Log</b>	
	Inquiry #2 Pre-Instruction Student Data Analysis	<b>Analyzing Student Learning</b> *BEGIN Coaching Cycle #2	
	Inquiry #2 Research & Analysis	<b>Inquiry Research and Analysis</b> Complete Part 1	March  Portfolio Check March 20, 2024
	Minimum Number of Weekly Minutes (1,260)	<b>Time Logs – Interactions</b>	
	Formal Observation	<b>Observation Cycle</b> Include in Coaching Cycle #2 Add Tools: Pre-Observation, Observation, & Post-Observation	
	Collaboration Conversation	<b>Focused Teacher Observation</b>	
	Individual Learning Plan #2 Mid-Semester Update	<b>Individual Learning Plan</b> Select Mid-Year Update	
	Minimum Number of Weekly Minutes (1,560)	<b>Time Logs – Interactions</b>	April  Portfolio Check May 1, 2024
	Inquiry #2 Post-Instruction Student Data Analysis	<b>Analyzing Student Learning</b> Include in Coaching Cycle #2	
	Inquiry #2 Research and Analysis	<b>Inquiry Research and Analysis</b> Complete Part 2	
	Individual Learning Plan #2 End-of-Semester Update	<b>Individual Learning Plan</b> Select End-of-Year Update	
	CSTP Self-Assessment End-of-Year Update	<b>Google Classroom</b>	
	Minimum Number of Minutes (1,800)	<b>Time Logs Interactions</b>	
	Thinkific – Asynchronous PD	<b>Two Courses</b> of your Choosing	



## Clovis Unified School District Induction Program

### Request for Reassignment

This request for reassignment should be submitted to the CUSD Induction Office. You may also call 327-0671 or email your request to [donnapost@cusd.com](mailto:donnapost@cusd.com)

Date: \_\_\_\_\_

Name: \_\_\_\_\_ Participating Teacher ☐ Mentor ☐

School Site: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Grade/Subject/Program: \_\_\_\_\_

#### Current Pairing

Name: \_\_\_\_\_

School Site: \_\_\_\_\_

Grade/Subject/Program: \_\_\_\_\_

Reason(s) for Requesting Reassignment:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Initial action taken:

Signature of Induction Program Director: \_\_\_\_\_ Date: \_\_\_\_\_

Follow up Contact: (within four weeks)

Signature of Induction Program Director: \_\_\_\_\_ Date: \_\_\_\_\_





## Clovis Unified School District Induction Program

### **REQUEST FOR SPECIAL ASSISTANCE**

Participation in the Clovis Unified Induction Program carries with it certain commitments and responsibilities. The CUSD Induction Program will assist you in successfully completing all requirements.

If at any time you would like to request special assistance, please complete this form, and return it to the CUSD Induction Program Office.

Participating Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Grade/Subject/Program: \_\_\_\_\_ School/Area: \_\_\_\_\_

Mentor: \_\_\_\_\_

Assistance Needed:

---

---

Steps taken to remedy this situation:

---

---

I would like to request:

\_\_\_\_\_ A phone conversation with the Induction Program Director

\_\_\_\_\_ A formal meeting with Induction Program Director

\_\_\_\_\_ Other: \_\_\_\_\_

PT Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Action Taken: _____ _____  Signature of Induction Program Director: _____ Date: _____
--



## Clovis Unified School District Induction Program

### REQUEST FOR PROGRAM EXTENSION

It is the goal of the Clovis Unified Induction Program that all Participating Teachers complete program requirements within two years. If PTs do not complete program requirements with the two-year period a request for program extension may be submitted to the Induction Office.

Participating Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Grade/Subject/Program: \_\_\_\_\_ School/Area: \_\_\_\_\_

Mentor: \_\_\_\_\_

Site Administrator: \_\_\_\_\_

The CUSD Induction Program Director reviews all submitted requests to determine if an extension is warranted. If an extension is granted for approved reasons, there is no additional cost to the PT. Acceptable circumstances for program extension include:

1. Pregnancy
2. Medical leave of absence
3. Personal leave without pay
4. Bereavement leave exceeding 60 work days
5. Other conditions approved by the Associate Superintendent of Human Resources

**Any other reason for program extension will incur a financial cost of up to \$3,300.00 per year to the Participating Teacher.**

Please state the reason you are requesting a program extension and obtain appropriate signatures before submitting this form to the CUSD Induction Office.

Reason for Program Extension: \_\_\_\_\_

PT Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Action Taken: \_\_\_\_\_

Signature of Induction Program Director: \_\_\_\_\_ Date: \_\_\_\_\_





## Clovis Unified School District Induction Program

### CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

<p><b>1: ENGAGING AND SUPPORTING ALL STUDENTS STUDENTS IN LEARNING</b></p> <p>1.1 Using knowledge of students to engage them in learning</p> <p>1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests</p> <p>1.3 Connecting subject matter to meaningful, real-life contexts</p> <p>1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</p> <p>1.5 Promoting critical thinking through inquiry, problem solving, and reflection.</p> <p>1.6 Monitoring student learning and adjusting instruction while teaching</p>	<p><b>2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</b></p> <p>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</p> <p>2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.</p> <p>2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</p> <p>2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students.</p> <p>2.5 Developing, communicating, and maintaining high standards for individual and group behavior</p> <p>2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</p> <p>2.7 Using instructional time to optimize learning</p>
<p><b>3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</b></p> <p>3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum framework</p> <p>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</p> <p>3.3 Organizing curriculum to facilitate student understanding of the subject matter</p> <p>3.4 Utilizing instructional strategies that are appropriate to the subject matter</p> <p>3.5 Using and adapting resources, technologies, and standards aligned instructional materials, including adopted materials, to make subject matter accessible to all students</p> <p>3.6 Addressing the needs of English Learners and students with special needs to provide equitable access to the content</p>	<p><b>4: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</b></p> <p>4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</p> <p>4.2 Establishing and articulating goals for student learning</p> <p>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning</p> <p>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</p> <p>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</p>
<p><b>5: ASSESSING STUDENTS FOR LEARNING</b></p> <p>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</p> <p>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</p> <p>5.3 Reviewing data, both individually and with colleagues, to monitor student learning</p> <p>5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</p> <p>5.5 Involving all students in self-assessment, goal setting, and monitoring progress</p> <p>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning</p> <p>5.7 Using assessment information to share timely and comprehensible feedback with students and their families</p>	<p><b>6: DEVELOPING AS A PROFESSIONAL EDUCATOR</b></p> <p>6.1 Reflecting on teaching practice in support of student learning</p> <p>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</p> <p>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning</p> <p>6.4 Working with families to support student learning</p> <p>6.5 Engaging local communities in support of the instructional program</p> <p>6.6 Managing professional responsibilities to maintain motivation and commitment to all students</p> <p>6.7 Demonstrating professional responsibility, integrity, and ethical conduct</p>





## Formative Assessment Rubric

<b>**Standard Not Met Yet</b>	<b>Standard Met</b>	<b>Standard Exceeded</b>
<p><b>Completion</b></p> <ul style="list-style-type: none"> <li>• Portions of the tool are incomplete or missing</li> <li>• Responses do not address all specific prompts/questions within each section as applicable</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Examples of current teaching practices and student learning are limited or missing</li> <li>• Fails to demonstrate successful or appropriate connection to and applications of the California Standards for the Teaching Profession (CSTP)</li> </ul> <p><b>Reflections</b></p> <ul style="list-style-type: none"> <li>• Specific examples of genuine experiences are limited or missing</li> <li>• Analysis of student achievement data may be incomplete or lacking details</li> <li>• Demonstrates minimal analysis of professional growth toward the California Standards for the Teaching Profession (CSTP)</li> </ul> <p><b>**Action Required</b></p>	<p><b>Completion</b></p> <ul style="list-style-type: none"> <li>• All portions of the tool are completed thoroughly as required</li> <li>• Responses sufficiently address all specific prompts/questions within each section as applicable</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Multiple examples thoroughly detail current teaching practices and student learning</li> <li>• Demonstrates successful and appropriate connections to and applications of the California Standards for the Teaching Profession (CSTP)</li> </ul> <p><b>Reflections</b></p> <ul style="list-style-type: none"> <li>• Specific examples of genuine experiences are adequately explained to support responses</li> <li>• Thorough analysis of student achievement data is clear and detailed</li> <li>• Demonstrates thoughtful analysis of professional growth toward the California Standards for the Teaching Profession (CSTP)</li> </ul>	<p><b>Completion</b></p> <ul style="list-style-type: none"> <li>• All portions of the tool are completed thoroughly as required</li> <li>• Responses meticulously address all specific prompts/questions within each section as applicable</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• Multiple examples insightfully detail current teaching practices and student learning</li> <li>• Demonstrates comprehensive connections to and applications of the California Standards for the Teaching Profession. (CSTP)</li> </ul> <p><b>Reflections</b></p> <ul style="list-style-type: none"> <li>• Specific examples of genuine experience are insightfully explained to support responses</li> <li>• Extensive analysis of student achievement data is evident</li> <li>• Clearly exceeds what is required to demonstrate thoughtful analysis of professional growth toward the California Standards for Teaching Profession (CSTP)</li> </ul>





## SMART Goal Planning Sheet

Individual Learning Plan (ILP) goals must be teacher-centered SMART goals.  
Use the planning sheet below to formulate your ILP goals:

### S = SPECIFIC

When formulating your goal, be specific about what you want to achieve. Most importantly, be clear about what you will do to ensure students are successful.

- *What exactly do you want to achieve?*

### M = MEASURABLE

Define the measures you will use to determine if the goal has been met or progress has been made.

- *How will you monitor your progress?*

### A = ATTAINABLE

Ensure that your goal is attainable. Your goal should be challenging but possible to achieve. The goal must be realistic and within your reach.

- *Can you reasonably provide the supports/instruction you have planned?*

### R = RELEVANT

Write goals that are relevant to your teaching and to what you want to accomplish.

- *Does your goal directly relate to your content area?*
- *Does your goal relate to the CSTP elements you've selected?*

### T = TIME-BOUND

You must specify an end date or time frame as to when you anticipate meeting the goal.

- *How often will you provide planned supports/instruction?*
- *How often will you monitor your progress?*
- *Within what time frame will you complete your goal?*