



**Teacher Induction  
Program Handbook**

## Welcome from the Induction Coordinator

Welcome to the Santa Clarita Valley Consortium-Teacher Induction Program! We are dedicated to the support and growth of new teachers because we believe the most important element in a classroom is an effective teacher. We also believe that building the capacity of teachers leads to better instruction and greater learning for *all* students.

Whether you are a Participating Teacher, Mentor, or District Administrator, you will find this handbook a valuable resource. Our program provides a framework for effective teaching practice based on the California Standards for the Teaching Profession and Induction Standards. Each component of the Induction experience is based on research of effective teaching and adult learning practices. However, the most important aspect of Induction is the collaborative relationship between the Participating Teacher and Mentor. If there are questions or concerns, please feel free to contact me.

Our program strives to continuously improve to best serve the needs of our stakeholders and participants. Our vision is...

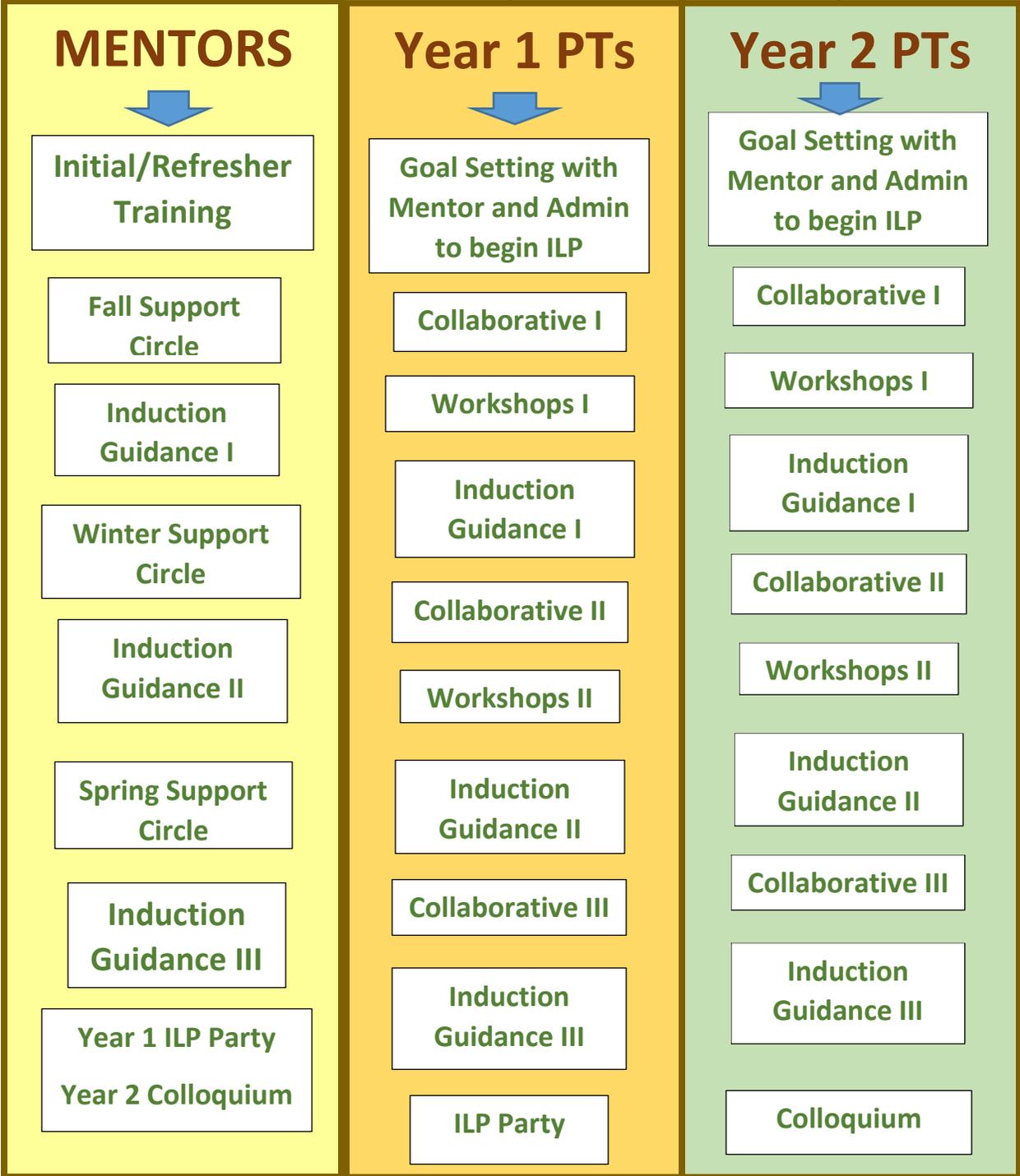
*To ensure educational equity through continuous improvement of student-centered teaching practices by supporting beginning teachers with highly qualified mentor teachers in a collaborative, standards-based system that develops reflective practices and engagement in inquiry cycles.*

*Marguerite Armstrong*  
(661) 291-4000 ext. 106- (M, W, alt. F)  
[marmstrong@newhallsd.com](mailto:marmstrong@newhallsd.com)



Teacher Induction  
SCV Consortium

# SCV Induction Program



Weekly Coaching Meetings, Veteran Teacher Observation, 3 Mentor Observations of PT Practice-Plan, Teach, Reflect, Apply

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## **What is Teacher Induction?**

Induction is the teacher credentialing program that supports Senate Bill 2042. In 2003, the responsibility of credentialing General Education teachers was transferred from the university system to a single school district or a group of districts (consortium); and in 2011 Induction Education Specialist teachers, as well.

The role of the university during teacher preparation is to introduce teacher candidates to current pedagogy and practice through courses and student teaching. During Induction, teachers apply what they learned in teacher prep beyond theory and into practice, using their own classrooms for job-embedded action research.

### **Components of Induction**

Teacher Induction leads the *Participating Teacher* through a two-year journey of teaching and reflection. The cornerstone of the program is weekly, one-on-one guidance and collaboration from an experienced mentor trained in *Induction*. Mentors assist Participating Teachers in inquiry-based learning in a plan-teach-reflect-apply cycle that is documented in the Participating Teachers Individual Learning Plan (ILP).

Participating Teachers' professional development includes participation in subject- or grade-level collaborative meetings, workshops on relevant topics, collaboration across Gen. Ed/SpEd, and observations of exemplary teachers. Additional training received at sites/districts and subsequent implementation of teaching strategies are essential components of professional development.

Mentors receive training in effective mentoring practices including Cognitive Coaching, Adult Learning Theory, and observation and feedback practices.

### **Associated Costs**

The cost of the program is \$2,000 per year for teachers teaching in Districts that are part of the SCV Consortium (Castaic, Newhall, Saugus, and Sulphur Springs). For teachers teaching in private or charter schools in our area, the cost is \$2,500 per year, as these organizations do not contribute to Consortium costs. There is also an Early Completion Option, whereby teachers who meet the criteria may take a 1-year program and the cost for the Early Completion Option is also \$2,500. Payments may be made in full by February of each year or payment plans may be arranged with the Coordinator with final payment due on May 1<sup>st</sup>.

Participating Teachers and Mentors may purchase 5 units per year for salary credit through the University of San Diego as well.

# Glossary of Common Terms

**Administrative Liaison:** District-level administrative representative from each partnering district.

**Collaboratives:** Candidates meeting in subject/grade level groups identifying common goals, teaching strategies and challenges, and problem solving.

**Continuum of Teaching Practice:** A self-assessment tool for the six standards for the teaching profession. Participating Teachers use this to assess their teaching practice, identify areas of strength and growth, and choose a focus for their Individual Learning Plan (ILP).

**CSTPs:** California Standards for the Teaching Profession, six state standards identifying what every teacher needs to know and should be able to demonstrate.

**ECO:** Early Completion Option. Candidates who meet the qualifications for Early Completion complete all Induction requirements and finish the program in one year.

**ILP:** Individual Learning Plan, the Induction foundational document identifying Participating Teacher growth goals based on all six standards of the CSTP.

**InductionSupport.com:** Consortium website used for program news, updates, professional development registrations, assessment completion, and online discussions.

**Inquiry:** The process by which candidates examine one aspect of teaching or student learning in order to gain a deeper understanding of the topic.

**Mentor:** A mentor teacher is trained in Induction processes and mentorship skills and assigned to support Participating Teachers in the first two years of teaching.

**Mentoring:** A professional relationship between the teacher and mentor built on trust and guided by teacher needs and the induction processes.

**MOU:** A *Memorandum of Understanding* is the agreement between the induction program and the, District, school, PT, or Mentor detailing the roles and responsibilities of each party.

**PT:** Participating Teacher, who holds a preliminary credential and then earns the clear credential through the Induction process.

**PTRA Cycle:** A cycle of teaching behavior practiced daily that encourages the teacher to **plan**, **teach**, **reflect** on current practice, and **apply** any changes to further lessons.

**Reflection:** An analysis of teaching practice and relevant data and examination of how it affects student learning.

**Reflective Conversation:** Conversations with mentor, collaborative partners, administrators, and/or other colleagues related to teaching topics and practice.

**Steering Committee:** Induction Coordinator, District Liaisons, Lead Mentors, and stakeholder representatives. This body serves as the advisory committee to the Program.

## **Roles and Responsibilities: Participating Teacher**

To benefit from the Induction Program, each Participating Teacher will:

- ✓ Attend an Induction Program Orientation and complete an Individual Learning Plan within 60 days of entering the program.
- ✓ Develop a collaborative relationship with the assigned Mentor, characterized by openness, sharing and reflection.
- ✓ Arrange a triad meeting with Site Administrator and Mentor to outline Mentor and Participating Teacher roles, communicate Site Administrators roles and responsibilities in Induction, and filter ILP goals through site and District goals
- ✓ Meet with assigned Mentor for at least one hour per week and verify those meetings on Induction Support Logs.
- ✓ Complete required Induction processes in a timely manner in both Years One and Two of Induction and adhere to Milestone due dates.
- ✓ Coordinate with Mentor to be observed at least 3 times per year to receive feedback on teaching practice.
- ✓ Accompany Mentor to observe veteran teacher(s) at least once per year and discuss observed teaching practices related to ILP goal(s).
- ✓ Attend required Induction meetings and professional development as indicated by the Induction Calendar and the Participating Teacher's ILP. In the event a PT is unable to attend a mandatory event, he or she is responsible for working with the Coordinator to fulfill a make-up activity.
- ✓ Present a short presentation for the Colloquium at the end of Year Two of Induction.
- ✓ At the conclusion of the program meet with the Induction Coordinator or Lead Mentor in an exit interview.
- ✓ Participate in all program evaluation activities on *InductionSupport.com*.
- ✓ Submit tuition according to deadlines, or as arranged.

## Roles and Responsibilities: Mentor

In order to assist Participating Teachers in fulfilling requirements for the Clear Credential, each Mentor will:

- ✓ Immediately after being matched with a Participating Teacher, begin meeting at least one hour per week for an average **minimum of four hours per month**.
- ✓ Assist the Participating Teacher with developing an Individual Learning Plan (ILP) within 60 days of entering the program.
- ✓ Attend an Orientation meeting with the assigned Participating Teacher(s)
- ✓ Provide both just in time and long-term planning support for assigned PT, based on ILP goals and teacher and student needs.
- ✓ Guide PTs through all required Induction processes during weekly meetings and assist in documentation of those processes.
- ✓ Facilitate a triad meeting with Site Administrators to outline Mentor and Participating Teacher roles, communicate Site Administrators roles and responsibilities in Induction, and filter ILP goals through site and District goals.
- ✓ Attend all Induction trainings. Actively participate in Mentor Support Circles. In the event an MT is unable to attend a mandatory event, he or she is responsible for working with the Coordinator to fulfill a make-up activity.
- ✓ Observe at least 3 times per year in each Participating Teacher's classroom and gather evidence of their teaching practice to provide feedback. Assist in organizing exemplary teacher observation opportunities for Participating Teachers and model effective teaching practices.
- ✓ Through *InductionSupport.com*, submit an online, weekly log of service hours, identifying at least one topic of discussion or Induction process.
- ✓ Complete all Mentor surveys on *InductionSupport.com*.

## **Roles and Responsibilities: Steering Committee**

The Steering Committee develops, coordinates, and implements support services for Participating Teachers in collaboration with district departments, site-level administration, and state agencies. The following responsibilities are overseen by the Santa Clarita Valley Consortium Induction Coordinator:

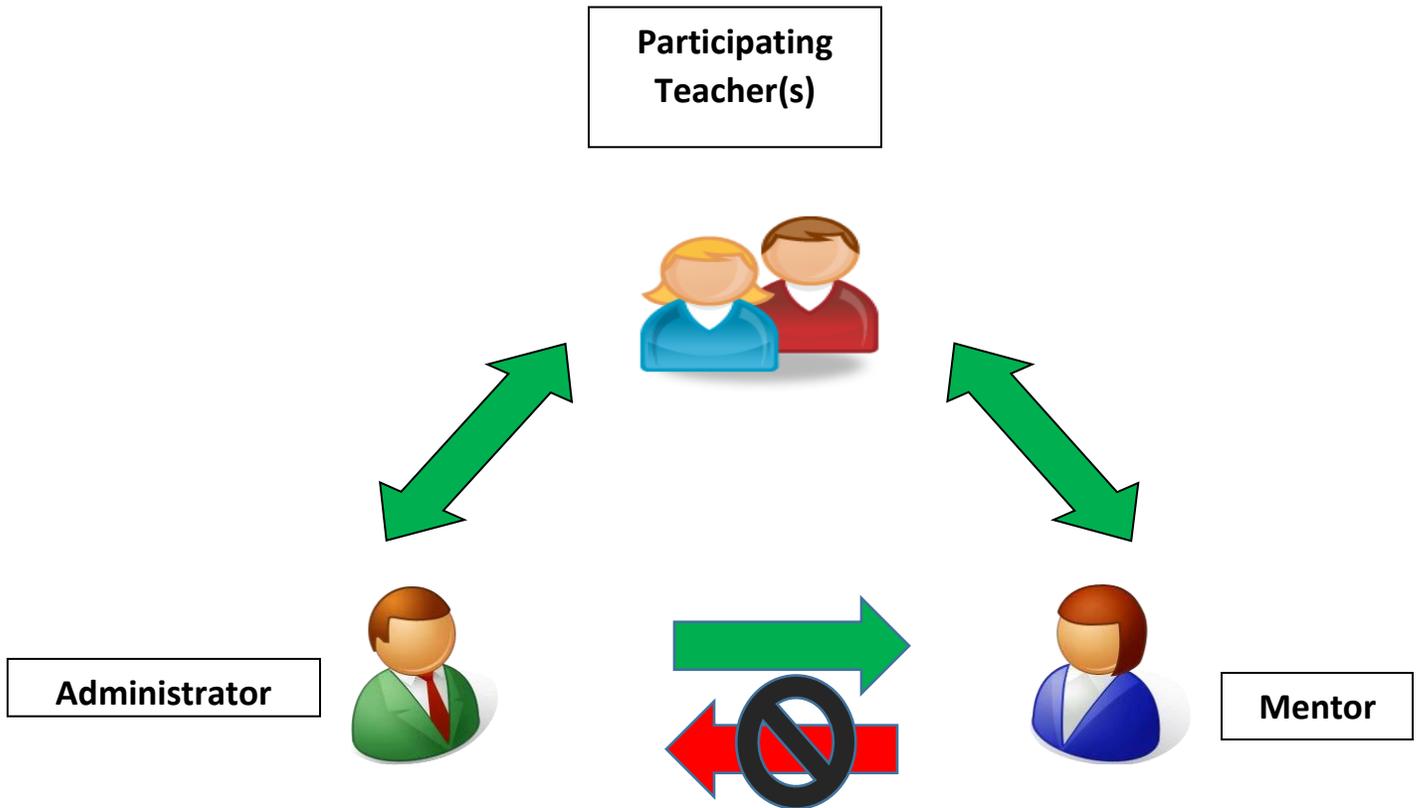
- ✓ Disseminate information and facilitate interactions in partnering districts.
- ✓ Participate in Induction data analysis and review.
- ✓ Communicate with Site Administrators concerning Site Administrator Induction training, professional development opportunities, and Site Administrator responsibilities.
- ✓ Participate in planning program modifications and all accreditation activities.
- ✓ Disseminate information regarding the Mentor application process and assist in recruiting qualified Mentors.
- ✓ Assist in Mentor/PT matches to ensure the most effective and beneficial relationship possible.

## **Roles and Responsibilities: Site Administrator**

In order to support the integration of Participating Teachers into districts and sites as they complete clear credentialing requirements, Site Administrators will:

- ✓ Allow release time to the Mentor and Participating Teacher for training and observations as stated below:
  - Mentors- three half days per PT for observation of practice and one half day per PT to accompany them on veteran teacher observations.
  - Participating Teachers- one half day for veteran teacher observations.
- ✓ Provide a site orientation for all Participating Teachers, including information about site resources, personnel, procedures and policies.
- ✓ Participate in a Triad meeting with each Mentor and Participating Teacher assigned to your school site.
- ✓ Support Participating Teachers in using the adopted curriculum to help their students meet academic content standards and guide them to appropriate resource materials and support personnel.
- ✓ Clarify connections between the site objectives and the *California Standards for the Teaching Profession (CSTP)*.
- ✓ Encourage and facilitate Participating Teacher/Mentor collaboration, while respecting the confidentiality of this relationship.
- ✓ Support the efforts of both the Mentors and Participating Teachers by limiting the number of additional school and district responsibilities they hold and allowing them adequate time to meet each week.
- ✓ Participate in Site Administrator training and surveys and attend the year-end Colloquium celebration for those Participating Teachers who are completing the program.

# Induction Confidentiality Model



Participating Teachers will use the goals and objectives agreed upon with their Site Administrator to aid in developing the Individual Learning Plan.

PTs will arrange a triad meeting with their Site Administrator and Mentor to review site and District policies and the Site Administrator's role in the Induction process.

However, because the relationship between the Mentor and Participating Teacher is confidential, specific information about the Induction process can only be shared with the Administrator by the Participating Teacher.

# Request for Reassignment Procedure

If at any time the match between the Participating Teacher and Mentor is perceived as being unsuccessful for any reason, this match may be revised.

## Procedures:

1. It is the responsibility of the participants to alert program leadership of issues regarding the match as soon as possible.
2. A Participating Teacher or Mentor may make a request for a new match at any time to the Induction Coordinator.
3. Upon receipt of a negative Mentor assessment, the Induction Coordinator will determine if the issue can be resolved with the Participating Teacher and the Mentor. Additionally, the Coordinator will work with site administration to assist in resolution and notify the District Liaison.
4. All efforts will be made to resolve the issue that has arisen, and the Induction Coordinator and District Liaison will support all parties and monitor the effectiveness of any solutions that were agreed to in collaborative discussions.
5. If a new match is determined to be the solution, the Induction Coordinator will work with the District Liaison and site administration to implement and monitor the new match.
6. Participating Teachers may request reassignment once.

Appropriate information will be shared only as needed.



# Grievance Procedure

If a Participating Teacher disagrees with feedback given for an Induction Milestone which indicates that it must be resubmitted or is incomplete, the Participating Teacher may:

1. Contact the Leadership Team member who reviewed the Milestone documents and ask for clarification of the feedback.
2. After the clarification, if the Participating Teacher feels that the feedback for the review was inaccurate or unfair, the PT may then ask for a second review by the Induction Coordinator.

If a Participating Teacher disagrees with the decision by the Exit Interview Panel and the Induction Coordinator regarding completion of the program:

1. The Participating Teacher may submit a formal letter of grievance to the Santa Clarita Valley Consortium Steering Committee, which will then review the ILP, attendance and Mentor Log Reports, and Exit Interview responses to determine completion of the program.
2. If the Participating Teacher disagrees with the Steering Committee's decision, a letter of dispute can be submitted to the Newhall School District Superintendent for a final decision.

If at any time the Participating Teacher decides to discontinue enrollment in the Santa Clarita Valley Consortium Teacher Induction Program:

1. The Participating Teacher will submit to the Induction Coordinator in writing that he/she does not wish to continue participating in the program.
2. The program will supply the candidate with an updated transcript of completed requirements. The PT will then be responsible to complete induction in an alternative program.

## Program Expectations for Participating Teachers

All personnel decisions in the Newhall School District are made without consideration of differences due to gender or other constitutionally or legally prohibited considerations. These decisions include those regarding the admission, retention, or graduation of Participating Teachers.

### Attendance

As a requirement of the SCV Teacher Induction Program, all PTs must attend the required meetings each month, including Orientation, Induction Guidance, Collaboratives, Workshops, and culminating activities (Year 1 PTs-ILP Party, Year 2 PTs- Colloquium). They will also attend professional development opportunities, based on their ILP goals and teaching context. **It is essential that you register on InductionSupport.com for every event sponsored by the SCV program (the Induction Coordinator may do so for you).**

Mentors must attend the required meetings each month, including Orientation, Induction Guidance, and Support Circles. They must also attend training, for which they will be paid extra hourly. Mentors of Year 2 PTs must attend the Colloquium along with their PT.

### Changes in Enrollment

Participating Teachers who transfer to another district mid-program will receive an Induction transcript to bring to their next program. If a PT has to suspend Induction due to a serious medical or personal issue, the Induction staff will work with the PT to modify the timeline for completion of Induction, without any penalty for extension of the timeline.

If a Participating Teacher is not fulfilling the program requirements outlined in the PT MOU, support and assistance will be offered at regular intervals throughout the Induction process by program staff. If that support is declined and/or significant requirements are not met by the end of the first year of Induction, the Induction staff will work with the teacher's home district to counsel and advise the PT, and make a collaborative decision whether that PT will continue in the program or be dropped.

### University/College Credit

University units from University of San Diego are available to both Mentors and PTs. Registration information is made available each November for registration through June.

## **Path to Recommendation for the Clear Credential**

1. Determination is made by the contents of the Participating Teacher's ILP and Induction completion.
2. The Induction Coordinator and Leadership Team examines the ILP and completion of Induction.
3. Program leadership reviews online Milestone completion at regular intervals, noting progress toward Induction completion and gives formative feedback as needed.
4. At the end of Year Two of Induction, the Induction Coordinator reviews the ILP and signs Documentation Completion forms, making copies for the Induction file (housed in the Induction office).
5. All Year Two and ECO Participating Teachers will participate in the Colloquium and exit interview, sharing evidence of professional growth with a panel of Induction Leadership and stakeholders.
6. The Newhall School District Credential Analyst applies online to the *California Commission on Teaching Credentials (CTC)*. The Commission then contacts the Participating Teacher with on-line verification and payment information.
7. The Induction Coordinator notifies the Human Resources departments of partnering districts of credential completion.

## Early Completion Option (ECO)

Senate Bill 57 allows an Induction Program Early Completion Option (ECO) for exceptional teachers with **at least two years of experience as teacher of record**. The Santa Clarita Valley Consortium Teacher Induction program may recommend Participating Teachers for this option if they meet the eligibility requirements.

Once approved for the ECO Induction Program, participating teachers are expected to demonstrate proficiency and the highest level of professionalism when completing all required elements. Any candidate failing to do so will be restored to the full two-year Induction Program, and will need to meet all Induction requirements, following the standard timeline of completion.

The SB 57 Early Completion Option (ECO) application process consists of three documents:

- (1) Application
- (2) Copies of two previous Site Administrator evaluations
- (3) Site Administrator recommendation letter
- (4) Observation by SCV Induction staff

Please submit the completed documents to Marguerite Armstrong, Induction Coordinator by October 1st. If the application is approved, ECO candidates will sign the MOU detailing the responsibilities and requirements for early completion.

## Registering on *InductionSupport.com*

*InductionSupport.com* is the Santa Clarita Valley Consortium's website where you will find the latest news and updates, PT online event registrations, assessments, resources and Mentor logs. *InductionSupport.com* should be checked **weekly**.

### **Registration for Year One Participating Teachers and Mentors:**

(You **Do Not** need to create a new profile if you have previously registered on *InductionSupport.com*)

1. Log on to [www.InductionSupport.com/register/8298a4.cfm](http://www.InductionSupport.com/register/8298a4.cfm) to access the Santa Clarita Valley Consortium website. Complete each field and select the "Sign Up" button to complete registration. You are now ready to log onto *InductionSupport.com* on a weekly basis!

### **Registration for Year Two Participating Teachers and Mentors:**

1. Continuing Participating Teachers **do not** need to reregister with *InductionSupport.com*.

**If you have previously registered for *InductionSupport.com* with this program or another**

**Induction program and are unable to access your account, please contact the Induction Coordinator to receive assistance.**

# Professional Development Registration on *InductionSupport.com*

Participating Teachers and Mentors **must** register in advance on *InductionSupport.com* for all Orientations, Induction Guidance, Collaboratives, Support Circles, or other Induction events they are attending.

If for any reason Participating Teachers or Mentors cannot attend and have previously registered, they should email or phone to cancel as soon as possible prior to the event.

## **To Register:**

1. Log on to [www.InductionSupport.com](http://www.InductionSupport.com)
2. Click on the "Events" tab.
3. Click on "Registration" and follow directions.

## **Canceling Registration:**

1. Log on to [www.InductionSupport.com](http://www.InductionSupport.com)
2. Click on the "Calendars" tab.
3. Click on the desired month and event.
4. Hit cancel button.

## **To cancel in the 48 hours prior to an event:**

Contact the Induction Coordinator at (661) 291-4000 ext. 106 (M, W, alt. F) or email Marguerite Armstrong at [marmstrong@newhallsd.com](mailto:marmstrong@newhallsd.com)

There will be times when the Induction Coordinator will register you for events. It is your responsibility to notify the Coordinator to cancel if you are unable to attend. You will be expected to make up any missed meetings to the best of your ability.

## Mentor Log Instructions

After meeting each week, Mentors and Participating Teachers must complete on-line logs to verify collaborative time. Working through Induction, classroom information, site issues, and classroom observations are appropriate uses of time. **A minimum average of 1 hour per week must be verified.**

Each week Mentors will:

1. Log onto <http://www.InductionSupport.com> and click the tab My Candidates.
2. Select the name of the Participating Teacher(s) from a list of teachers. One log per PT must be completed.
3. Use the drop down menu to select the meeting date and duration time of the meeting, then check the type of meeting or training.
4. Write a brief summary of what you worked on or discussed during that meeting in the "What's working" box. Also include the current ILP focus, mentor's and candidate's next steps and your next meeting date.
5. Click Submit.
6. Participating Teachers then receive notices on their homepages when they log onto *InductionSupport.com*. They are informed that there are *Mentor Logs* available for review and verification. *The logs are not officially recognized without this verification.* No changes can be made to the logs after this point.
7. Mentor Logs are reviewed monthly by Induction leadership.

# Troubleshooting

## Problems registering on InductionSupport.com?

1. Double-check your e-mail address (especially if you're using your school e-mail address).
2. Also check the version number of the browser you're using. (This can be done by pulling down the HELP menu, and then selecting ABOUT <browser name>.) Version 4 or higher of Microsoft Internet Explorer should be fine, as should Version 5 or higher of Netscape. If you're using a different browser and you are encountering problems, please send an e-mail to [www.support@InductionSupport.com](mailto:www.support@InductionSupport.com) and tell the webmaster what browser and version you're using.
3. Check to make sure you have filled in ALL fields.
4. If you're still having problems, please send an e-mail to [www.support@InductionSupport.com](mailto:www.support@InductionSupport.com), fully describing the problem. Include any error messages (if applicable) and what you were doing at the time the problem occurred.

## **Problems logging in (Username/Password)?**

Contact your Induction Coordinator at (661) 291-4000 ext. 106 (M, W alt. F) or email: [marmstrong@newhallsd.com](mailto:marmstrong@newhallsd.com)  
**DO NOT register again.**

## Problems registering for an event?

1. Does the registration button appear? If the Registration Closed button appears, and you still need to register, contact the Induction Program Office. **Registration closes two calendar days prior to the event.**

## Any other problems?

Contact the Induction Coordinator. Please describe the problem in detail. The more we know about what you were doing when the incident happened, the faster we'll be able to fix the problem. If you receive an error message, cut and paste the entire error message in your email to the Induction Coordinator.

## Consortium Contacts

### **Coordinator:**

Marguerite Armstrong  
[marmstrong@newhallsd.com](mailto:marmstrong@newhallsd.com)  
(661) 291-4000 ext. 106 (M, W, alt.F)

### **Castaic USD:**

**Assistant Superintendent:**  
Kimberly Tredick  
[ktredick@castaicusd.com](mailto:ktredick@castaicusd.com)  
(661) 257-4500

**Lead Mentor:**  
Erin Oxhorn  
[exhorn@castaicusd.com](mailto:exhorn@castaicusd.com)

### **Newhall School District:**

**Assistant Superintendent:**  
Amanda Montemayor  
[amontemayor@newhallsd.com](mailto:amontemayor@newhallsd.com)  
(661)-291-4000

**Lead Mentor:**  
Melanie Musella  
[mmusella@newhallsd.com](mailto:mmusella@newhallsd.com)

### **Saugus USD:**

**Assistant Superintendent:**  
Dr. Jennifer Stevenson  
[jstevenson@saugususd.org](mailto:jstevenson@saugususd.org)  
**Director of HR:**  
Pete Bland  
[pbland@saugususd.org](mailto:pbland@saugususd.org)  
(661) 294-5300

**Lead Mentor:**  
Melody Rosen  
[mrosen@saugususd.org](mailto:mrosen@saugususd.org)

### **Sulphur Springs USD:**

**Assistant Superintendent:**  
Joshua Randall  
[jrandall@sssd.k12.ca.us](mailto:jrandall@sssd.k12.ca.us)  
(661) 252-5131

**Lead Mentor:**  
Carol Malcolm  
[cmalcolm@sssd.k12.ca.us](mailto:cmalcolm@sssd.k12.ca.us)