

Contra Costa County Office of Education

A stylized star logo with a yellow center and purple and blue rays, positioned behind the text.

TEACHER INDUCTION

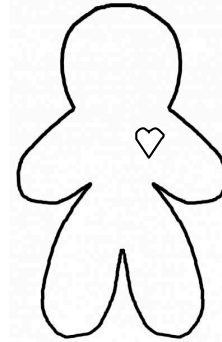
District Orientation

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Contra Costa County Office of Education

TEACHER INDUCTION



Head, Heart, and Hand

Head: What do I already know about my role as a teacher or mentor?

Heart: How am I feeling about participating as a teacher or mentor?

Hand: What information do I want to receive from our meeting today?



What is Teacher Induction?

- Clear California Teaching Credential Pathway
- Weekly individualized, job-embedded **mentor support**
- An opportunity to increase student learning
- An opportunity to reflect upon your development as a teacher with another professional
- Focused on the California Standards for the Teaching Profession (CSTPs)



CCCOE Teacher Induction Program

- Consortium of 16 participating Contra Costa, Solano and Alameda public school districts
([Handbook pp. 0, 5](#))
- Charter and Private schools in Central and West Contra Costa ([Handbook pp. 0,5](#))
- Partnerships:
 - Saint Mary's College (SMC)
 - New Teacher Center (NTC)
 - Contra Costa Special Education Local Plan Area (SELPA)

What Are the Requirements?

- **Weekly meetings with Mentor**
 - Portfolio collaboration and reflection using FAS tools
- **Professional Development**
 - Gen. Ed: 6 hrs. Sp. Ed: 12 hrs.
- **Submission of a Portfolio**
 - Midyear and End of Year
- **Three District Meetings**
 - Mentor and teachers, after school
- **Portfolio Building Workshop**
 - Only for teachers in Year 1 or new to program
- **Education Specialist Advisement Meeting**
 - Only for Special Ed. teachers
- **Program surveys**
 - Midyear and End of Year

Portfolio

- Flashdrive or Paper Portfolio
- NTC Learning Zone 3.0 (pilot)
- Portfolio submitted at:
 - District Mid-Year Review (January-February)
 - District Colloquium (May)
 - Teachers submit **their** flashdrive (in plastic sleeve)

Professional Portfolio Transcript 2015-2016

Handbook page 9

Teacher: _____ District: _____ Credential: _____

Year in Teacher Induction: _____ Year 1 Completed in: _____ FAS Tools: _____

Mentor: _____ Portfolio Reader: _____ Date: _____

This is what is submitted in the portfolio each year.

	YEAR 1	YEAR 2	ECO
PORTFOLIO CONTENTS	Option:	Option:	Option:
Portfolio Review Preference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating Teacher Letter to Reader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School, Family & Community Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class Profile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuum of Teaching Practice Pre-Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuum of Teaching Practice - Fall Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuum of Teaching Practice - Spring Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual Learning Plan/District Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mid-year Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysis of Student Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom Observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inquiry Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inquiry Action Plan Evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating Teacher Reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborative Assessment Logs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INDUCTION PROGRAM STANDARDS			
Induction Program Standards Evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EDUCATION SPECIALISTS ONLY			
Education Specialist Advisement Meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education Specialist Individual Induction Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 7: Education Specialist – Completed		<input type="checkbox"/>	<input type="checkbox"/>
Competency Requirements Met		<input type="checkbox"/>	<input type="checkbox"/>
Current Research Log	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CCCOE TEACHER INDUCTION DOCUMENTS			
Credential Information Form/Letter of Commitment	<input type="checkbox"/>		<input type="checkbox"/>
Participating Teacher Agreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Induction Professional Development Option Form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Induction Program Mid-Year Survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Induction Program End of Year Survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Portfolio Contents:

Portfolio Review Preference	
Participating Teacher Letter to Reader	
School, Family & Community Resources	
Class Profile	
Family Communication	
Continuum of Teaching Practice Pre-Assessment	
Continuum of Teaching Practice - Fall Assessment	
Continuum of Teaching Practice - Spring Assessment	
Individual Learning Plan	Due Oct. 30 to CCCOE
Mid-year Review	
Analysis of Student Work	
Lesson Plan	
Classroom Observation	
Inquiry Action Plan	Due Jan. 15 to CCCOE
Inquiry Action Plan Evidence	
Participating Teacher Reflection	
Collaborative Assessment Logs	
INDUCTION PROGRAM STANDARDS	
Induction Program Standards Evidence	

Yellow:
submit at district Midyear Review meeting

Green:
Submit at district Colloquium meeting in May

At least one of each

Documents discussions with mentor



School, Family, and Community Resources

Name: _____ Mentor: _____

Grade Level/Subject Area: _____

School: _____ Date: _____

- California Standards for the Teaching Profession (CSTP)**
 Check all that apply:
- 1. Engaging and Supporting All Students in Learning
 - 2. Creating and Maintaining Effective Environments for Student Learning
 - 3. Understanding and Organizing Subject Matter for Student Learning
 - 4. Planning Instruction and Designing Learning Experiences for All Students
 - 5. Assessing Students for Learning
 - 6. Developing as a Professional Educator

The intent of this formative assessment process is to build understanding of the school, district, family and community context. Discuss relevant and meaningful information. It may help to use the school staff roster or district directory to identify the people and resources available at your site.

School Resources

Who can assist you with your Resource Personnel

- Bilingual Resource Teacher
- Content and/or ELD Coordinator
- Department/Grade Level Health Clerk/CPR Assistant
- Librarian/Media Specialist
- Migrant Teacher
- Resource Specialist
- School Psychologist or Counselor
- Tech Support
- Social Worker
- Special Day Class Teacher
- Speech/Language Specialist
- Union Representative
- Site Leadership Team Representative
- GATE Coordinator
- Human Resources Personnel
- Warehouse Personnel
- Grant-Writing Resources

Programs

What programs exist before, during, and after school to support your students?

- After School Intervention Classes
 - Character Counts
 - Drug, Alcohol, Tobacco Education
 - Homework Center
 - International Baccalaureate
 - Business Academy
 - Day Care Facilities
 - AVID
 - Conflict Resolution
 - Healthy Start Reading First
 - Enrichment Programs (e.g. Art, Music)
 - Computer Lab
- Other: _____

Discuss with your mentor how you might use these programs to support your students.

Who is available to support you in meeting your students' needs?

Who are your students? What are their needs?

Class Profile

Name: _____

Mentor: _____ Date: _____

Grade Level/Subject Area: _____ School: _____

Directions: With your mentor, use available resources from your school and district to compile a class list that delineates the background, needs, and assessment information about your students. Attach any district or school databases, as appropriate.

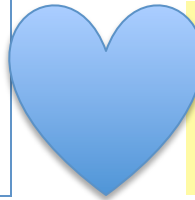
California Standards for the Teaching Profession (CSTP)

- Check all that apply:
- 1. Engaging and Supporting All Students in Learning
 - 2. Creating and Maintaining Effective Environments for Student Learning
 - 3. Understanding and Organizing Subject Matter for Student Learning
 - 4. Planning Instruction and Designing Learning Experiences for All Students
 - 5. Assessing Students for Learning
 - 6. Developing as a Professional Educator

Student Name <small>Highlight your case study student's name</small>	Primary Language	ELD Level	Retained	Special Populations	<small>004=Legal Accommodations APE=Adaptive Physical Education Specified for a Student HOH=Hard of Hearing GATE=Critical and Talented CHC=Chronic Impairment Education RSP=Resource Specialist Program MED=Medical Condition SL=Speech or Language Therapy SP=Special Education SST=Student Study Team IEP=Individual Education Plan</small>
1.					1.
2.					2.
3.					3.
4.					4.
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32.					32.
33.					33.
34.					34.
35.					35.

For sorting:
 Select the worksheet under the Tools
 ALL of the data (from Student Name)
 SORT under the Data menu in the
 which columns (e.g. primary language)

Your class is now sorted by the specified criteria.
 To undo the sort, press Ctrl-z (on a Mac use
 Command-z). You may re-protect the sheet if you wish by r



Your mentor will support you in meeting your students' needs.



Family Communication

Name: _____

Mentor: _____

Grade Level: _____ School: _____

Date: _____ Case Study Student: _____

Type of Contact: Phone or other: _____

Direction: Use the Building Partnerships with Families FAS resource section of your padfolio to help in your planning.

- California Standards of the Teaching Profession (CSTP)**
Check all that apply:
- 1. Engaging and Supporting All Students in Learning
 - 2. Creating and Maintaining Effective Environments for Student Learning
 - 3. Understanding and Organizing Subject Matter for Student Learning
 - 4. Planning Instruction and Designing Learning Experiences for All Students
 - 5. Assessing Students for Learning
 - 6. Developing as a Professional Educator

o **Greet the family.** How will you welcome families? What are one or two positive comments that would build a relationship and form a partnership? What information do you want to elicit from the family?


Emphasize the positive. What are the student's strengths? What evidence will you show to the family?

Specify areas for growth. What are 1-2 areas for improvement? Are there any concerns about health or safety? How will you frame the conversation around evidence and standards?

Used for:

- SST meeting
- Parent-Teacher Conference
- Phone Conference

Help in preparing for a conference with a parent.

o  Your mentor will support you in forming strong partnerships with parents. t student

Individual Learning Plan: Professional Goals

Teacher: _____ School/District: _____ Date: _____

Content Area of Focus: _____ School/Team Focus: _____ Mentor: _____

Develop professional goals only in CSTP standards required by our district or school. Select one.

All Students

Effective Environment

Goal:

**Individual Learning Plan (ILP):
Copy sent to CCCOE by Oct. 30**

Co-assessment on the CTP helps teachers determine growth goals for the year

Continuum of Teaching Practice



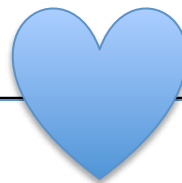
Learning for Learning

Developing as a Professional

Goal:

ILP goals can be the same as your district evaluation goals.

How do you find your goals? (article, research, book, online resource, video, observation of colleague, workshop, etc.)



Your mentor will support you in setting goals for the year.

Inquiry Action Plan (IAP): Copy sent to CCCOE by January 15

FORMATIVE ASSESSMENT TOOL



Inquiry Action Plan

Teacher: _____ Mentor: _____

Grade Level/Subject Area: _____ School: _____ Date: _____

Content Area Focus: _____

An inquiry question has four (4) parts. Think about each part, and then combine into an inquiry question. Plan your professional development and identify possibly evidence.

- 2. Creating and maintaining Effective Environments for Student Learning
- 3. Understanding and Organizing Subject Matter for Student Learning
- 4. Planning Instruction and Designing Learning Experiences for All Students
- 5. Assessing Students for Learning
- 6. Developing as a Professional Educator

Outcomes	Inquiry Design	Evidence
----------	----------------	----------

1. Content Standard Focus:

4. Actions:

What formative and summative assessments might h?

2. Identify Desired Results:
What are the learning outcomes? What students to know and be able to do?

Will I improve my third grade students' ability to use math problem solving strategies by implementing math workshop routines and math menus as assessed by the results of math menu work, exit tickets, and math quizzes?

3. Case Study Students:
Select two students from within your target population. What are their specific learning abilities and need



Your mentor will support you in creating and implementing an inquiry of your choice.

activities will support your books, websites, articles) do you intend to

What formative assessment tools might show evidence of your professional practice within this inquiry cycle?

- Lesson Plans
- Instructional Groupings
- Classroom Observation Data + Pre- and on Collaborative Logs
- Analysis of Student Work + Case Study Student Samples
- Family and/or Resource Personnel Communication
- Class Profile or district data sheet
- Collaborative Assessment Logs
- Other: _____

↩ Use FAS tools for evidence of implementation

What's **New** for 2015-2016

- Reduced paperwork
 - One reflection instead of three
- FAS Tools have CSTP check boxes
 - To show evidence of CSTPs instead of Induction St. 5/St. 6
 - CSTPs Artifacts List
- Flashdrives less cumbersome
 - Subfolders gone, follows exact order of transcript

Participating Teacher Reflections

- California Standards for the Teaching Profession (CSTP)**
Check all that apply:
- 1. Engaging and Supporting All Students in Learning
 - 2. Creating and Maintaining Effective Environments for Student Learning
 - 3. Understanding and Organizing Subject Matter for Student Learning
 - 4. Planning Instruction and Designing Learning Experiences for All Students
 - 5. Assessing Students for Learning
 - 6. Developing as a Professional Educator

Name: _____ Mentor: _____
 School: _____ Date: _____
 Grade level/Subject area: _____

Describe a success you had this year. What were your significant decisions and actions that contributed to the success?

In what ways has your work with your mentor supported your growth as an educator?

In what ways has the professional development you participated in this year supported your growth as an educator? How did you apply the knowledge you gained to your classroom?

Explain the impact on student learning of the instructional decisions, strategies, resources, and technologies used in your Action Plan. (Cite evidence from your Inquiry Action Plan Cycle).

How has the collaboration with colleagues, resource personnel, and families contributed to your teaching practice and student learning? How might you continue to strengthen these collaborative relationships?

The following processes were embedded in the Inquiry cycles this year: Assess, Plan, Teach, Analyze, Reflect, and Apply. How will you continue to use these processes of Inquiry to maximize the learning of all your students?

This one document takes the place of the following three prior documents:

- Inquiry Action Plan Reflections
- Professional Development Reflections
- Professional Growth Reflections

Participating Teacher Flashdrive

New PT Flashdrive contains three folders:

- Year 1 Portfolio
 - Year 2 Portfolio
 - Early Completion Option Portfolio *new*
-
- FAS tool folders are labeled in the order of the transcript
 - FAS tool folders created to hold FAS tools completed with mentor

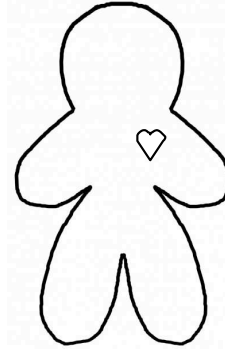
Mentor Flashdrive

New Mentor Flashdrive contains three folders:

- FAS Tools (listed in order of transcript)
- Mentor Resources
 - Activity Logs, examples of CSTP evidence, Knowing Teachers
- Participating Teacher Portfolios

Contra Costa County Office of Education

TEACHER INDUCTION



Head, Heart, and Hand

**What new information was
learned?**

**What information was
confirmed?**

Required Meetings

- District Meetings for both Mentors and Teachers (blue handout)
 - **Orientation**
 - **Midyear Review:** _____
 - **Colloquium:** _____
- Participating Teacher Portfolio Building Workshop (**Handbook pg. 13**)
 - For all Year 1 and Year 2 teachers new this year
 - Oct. 12, 19, 20, 21, 22, 26, 28, or Nov. 3 from 4-6 pm at CCCOE
- Education Specialist Advisement Meeting
 - Required each year only for **Special Education candidates**
 - September 15th ,21th , or Nov. 4th from 4-6 pm at CCCOE

Professional Development Options...

- Found on **page 10 of the Handbook**

6 hours for General Education / 12 Hours for Special Education

- **Option 1:** Saint Mary's College
 - Distinguished Speaker Series
 - Online Courses (available January, 2016) *New*
- **Option 2:** CCCOE After School Seminars
 - General Education Series
 - Special Education Series
- **Option 3:** Other Professional Development

Option 1: St. Mary's College Distinguished Speaker Series

- Full Session: Six Saturdays 8:30-2:30
 - Oct. 24th, Dec. 5th, Jan. 30th, Mar. 5th, Apr. 9th, May 2nd
 - **\$275 for all six**
- Single Sessions: attend mornings only
 - Gen. Ed.: attend two single sessions for required 6 hours
 - Sp. Ed.: attend four single sessions for required 12 hours
 - **\$65 per single session**

Registration: www.stmarys-ca.edu/DSSseminars



Induction Support 2015-2016

- Designed for Induction Teachers and Support Providers
- Relevant, practical content to enhance current teaching/learning practices
- Designed to meet YOUR needs
- Two options: on-site (SMC) & on-line



Distinguished Speaker Series

- Six Saturdays October-May
- Morning seminar/optional afternoon grade-level group session
- Internationally known speakers
- Graduate academic credit units **OR** graduate level professional development units available
- GAC units may be applied towards MATL



On-line Courses

- Coming January 2016
- Topics and content aligned to DSS topics
- Courses include reflection on teaching/learning practices, participation in content/grade-alike online discussion forums and more
- Graduate academic credit units **OR** graduate level professional development units available
- GAC units may be applied towards MATL

Option 2: CCCOE After School Seminars

- 4:00-6:30
- General Education \$50.00 per seminar
- Special Education \$10.00 per seminar for CCCOE Teacher Induction Teachers
- General Ed.: Attend 3 Seminars for the required 6 hours.
- Special Ed.: Attend 6 Seminars for the required 12 hours.
- Graduate academic credit units **OR** graduate level professional development units available

Registration: www.cccoeteacherinduction.org/cccoe-seminars.html

Option 3: Other Professional Development

If you choose Option 3, you need to provide documentation of attendance:

- Attend a conference/seminar
 - Description
 - Registration form

- University Master's Program
 - Description
 - Syllabus and registration

- District Professional Development Days
 - Description of the training
 - District Professional Development Verification Form

CCCOE Teacher Induction Program

Professional Development Option Form

(6 hours required for Multiple/Single Subject, 12 hours required for Education Specialists)

Option : _____ Name: _____
(Please Print)

Date: _____ Signature: _____

District Teacher Induction Coordinator Signature: _____

Induction Program Professional Development should align with
Induction Program Standards, Individual Learning Plan and Inquiry Action Plan

Each Participating Teacher will choose one option: 1, 2, or 3

<p>1. <u>Saint Mary's College Saturday Option</u> <i>Option Form Due October 12th</i></p> <p>A. Distinguished Speaker Series 2015-2016: All events are Saturdays, 8:30 a.m. – 2:00 p.m. Saint Mary's College – Soda Center 10/24, 12/5, 1/30, 3/5, 4/9, 5/14 St. Mary's College graduate academic credit units (attend 6 sessions) St. Mary's College graduate level professional development units available</p> <p>B. On-line Courses: Topics & content aligned to Distinguished Speaker Series Courses include reflection on teaching and on-line discussion forums St. Mary's graduate academic credit units OR graduate level professional development units available</p>	<p>2. <u>Contra Costa COE After School Option</u> <i>Option Form Due September 30th</i></p> <p>Contra Costa COE, 4:00 p.m. – 6:30 p.m.</p> <p>A. General Education: 10/27, 11/17, 1/26, 2/23, 3/29, 4/26, 5/17</p> <p>B. Special Education: 10/29, 11/19, 1/28, 2/25, 3/31, 4/28, 5/3 (may attend single sessions)</p> <p>St. Mary's College graduate academic credit units (attend 6 sessions)</p> <p>St. Mary's College graduate level professional development units available</p>
<p>3. <u>Other Professional Development Option</u> <i>(Option Form Due January 29th)</i></p> <p>1. Select from the choices below and follow instructions 2. Attach the documents required for the professional development of your choice (listed below)</p> <p>A. <u>Attend a conference or seminar and integrate the ideas learned in your classroom</u></p> <ul style="list-style-type: none"> Describe what you will be attending Attach the registration form for the event you will be attending or evidence that you attended <p>B. <u>Be enrolled in a university Master's Program</u></p> <ul style="list-style-type: none"> Describe what you will be attending Attach the syllabus for your program and evidence of registration <p>C. <u>Attend professional development days offered in your district</u></p> <ul style="list-style-type: none"> Attach District Professional Development Verification Form 	



Professional Development Option 3 District Professional Development Verification

Teacher: _____ District: _____

Date: _____

The following document provides proof that the above teacher has completed _____ hours of district/school
provided professional development during the 2015-2016 school year.

Name of Event	Date of Event	Description of Event	Number of Hours at Event

Signature: _____ School: _____

Administrative Position: _____ District: _____

Date: _____

Handbook pages 11-12

Participating Teacher Timeline 2015-2016

	Program Events and Due Dates	Formative Assessment (FAS) Process
<i>Items in Italics are for Education Specialists Only</i>		
August-June	Weekly Meetings with Mentor	Collaborative Assessment Logs
August-October	Attend District Teacher Induction Orientation Event	School, Family & Community Resources Class Profile Family Communication
<i>August-September</i>	<i>Attend Ed Specialist Advisement Meeting</i>	
September 30	Early Completion Option (ECO) Form due to CCCOE Teacher Induction Office	
September-October		Pre-Assessment of CSTP Fall Co-assessment on Continuum (CTP) Individual Learning Plan (ILP)
September 30	Professional Development Option 2 (After School Seminars) Form Due to CCCOE Teacher Induction Office	
October 12	Professional Development Option 1 For (Saint Mary's College) Form due to CCCOE Teacher Induction Office	
October 30	Copy of Individual Learning Plan (ILP) due to CCCOE Teacher Induction Program	
October-November	Portfolio Building Workshop (Choose one date to attend) 10/12, 10/19, 10/20, 10/21, 10/22, 10/26, 10/28, 11/3	

	Program Events and Due Dates	Formative Assessment (FAS) Process
November-January		Inquiry Action Plan- create the plan, start implementation
January 15	Copy of Inquiry Action Plan due to CCCOE Teacher Induction Program	
January 29	Professional Development Option 3 Form due to CCCOE Teacher Induction Office	
January - February	Attend District Mid-Year Review Event	Mid-Year Review FAS tool
February 26	Program Mid-Year Survey Due	
November - May		Lesson Plan(s) Analysis of Student Work Classroom Observation(s) Working on Inquiry Action Plan (IAP)
<i>March 31</i>	<i>For Level 1 Ed Specialists only: Competency Requirements submitted to CCCOE Teacher Induction Coordinator</i>	
April - May		Inquiry Action Plan implementation complete Spring Coassessment on Continuum of Teaching Practice Participating Teacher Reflections tool
May	Attend District Colloquium Event Submit Induction Portfolio to District Liaison at Colloquium Event <i>Ed Specialist turn in Current Research Log in Manila Folder in Induction Portfolio at Colloquium</i>	

Program Surveys

Using *Survey Monkey*

Mentors, Teachers, Administrators:

- CCCOE Teacher Induction Program Mid-Year Survey
- CCCOE Teacher Induction End of Year Survey

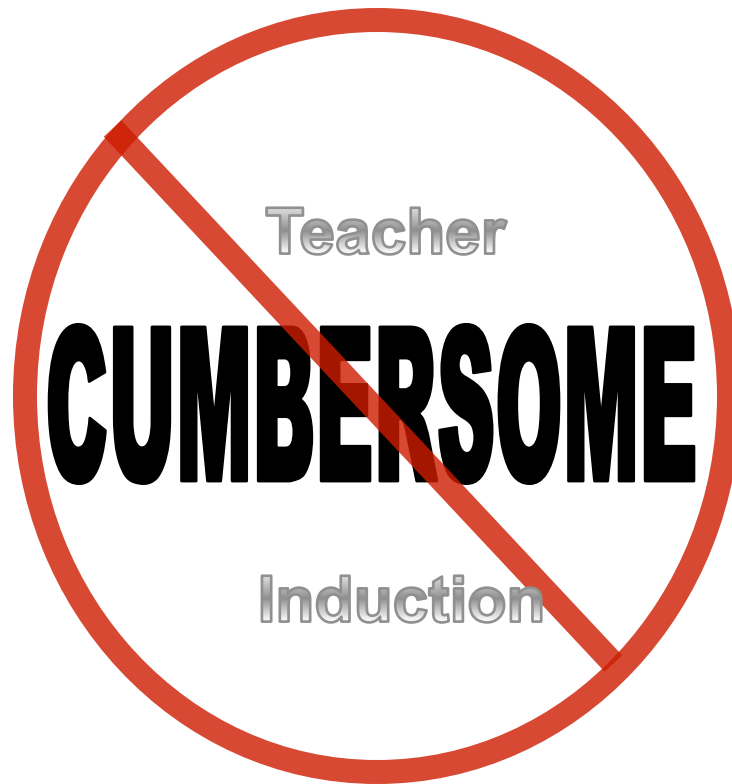
Teachers only:

- CCCOE Teacher Induction Mentor Feedback Survey



Important to Know...

- Confidentiality Policy (Handbook pp. 14-16)
- Request for Change in Mentor (Handbook pg. 17)
- Request of Extension (Handbook pg. 18)
- Early Completion Option (Handbook pp.19-20)
- New Website: www.cccoeteacherinduction.org



“...identify options for streamlining and reforming beginning teacher induction.”

CTC directive from Governor's Budget Summary 2015-2016



Things to Do ...

**Thank you for attending the orientation today.
Before you leave, please complete and submit:**

- Participating Teacher Agreement
- Mentor Letter of Commitment
- Participating Teacher Letter of Commitment/
Credential Information Form (Year 1 or new)
 - If you have not yet completed one.