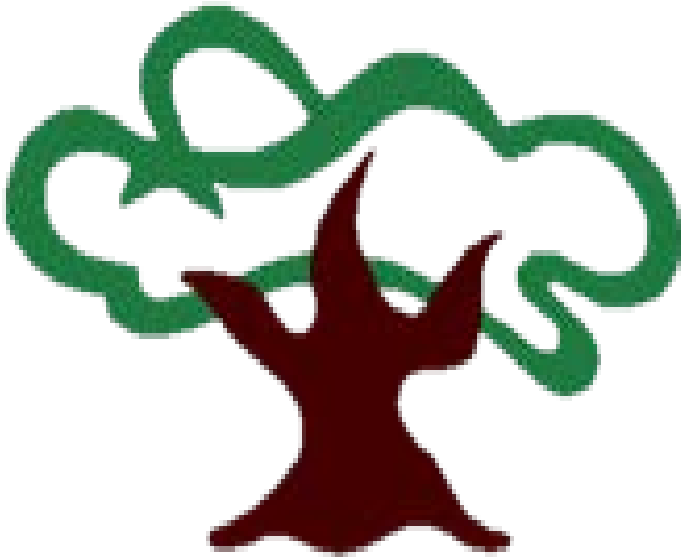


**Walnut Valley
Consortium
Teacher Induction
Program**



Program Handbook

The vision of the Walnut Valley Teacher Induction Consortium is to foster the development of lifelong, reflective practitioners who continually seek opportunities for growth. With the support of qualified and trained mentors, candidates participate in research-based cycles of inquiry aligned with the California Standards for the Teaching Profession. New teachers create individualized goals that enable them to explore best practices focused on meeting the diverse learning needs of California students. Teachers are supported while establishing and providing a safe, inclusive, and equitable learning environment that will enable all students to succeed.

Welcome from the Teacher Induction Program Coordinator

Welcome to the Walnut Valley Consortium Teacher Induction Program! We are dedicated to the support and growth of new teachers because the most important element in a classroom is an effective teacher.

Whether you are an Induction Candidate, 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 Induction Candidate 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.

Julie Sheldon

jsheldon@wvusd.k12.ca.us

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What is Teacher Induction?

Teacher Induction is the 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 into practice, using their own classrooms for job-embedded action research.

Components of Induction

Teacher Induction leads the *Induction Candidate* 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 their teachers in inquiry based learning, collecting evidence of their teaching practice, reflecting on that evidence, and completing documentation of that process in an online portfolio, which is reviewed regularly throughout the induction portfolio.

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 also essential components of professional development. After completing an *Individual Learning Plan*, Induction Candidates use a Menu of Options to choose the most effective professional development for their particular teaching context.

Admittance for Requirements

Teachers must have a full time teaching position and preliminary multiple subject, single subject or Level 1 credential.

Glossary of Common Terms

InductionSupport.com	Consortium website used for program news and updates, professional development registrations, assessment completion, and online discussions.
Consortium Leadership:	Program Coordinator, Induction Specialist and District Liaisons.
MOU:	<i>A Memorandum of Understanding</i> is the agreement between the induction program and the IC or Mentor detailing the roles and responsibilities of each party.
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. Induction Candidates use this to assess their teaching practice, identify areas of strength and growth, and choose a focus for their Individual Induction Plan (IIP).
CSTP:	<i>California Standards for the Teaching Profession</i> , 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.

Inquiry:	The process by which candidates examine one aspect of teaching or student learning in order to gain a deeper understanding of the topic.
ILP:	Individual Learning Plan, the Induction foundational document identifying Induction Candidate growth goals based on all six standards of the CSTP.
Liaison:	Administrative representative from each partnering district.
Mentoring:	A professional relationship between the teacher and mentor built on trust and guided by teacher needs and the induction processes. .
Reflective Conversation:	Conversations with mentor, collaborative partners, administrators, and/or other colleagues related to teaching topics and practice.
IC:	Induction Candidate, who holds a preliminary credential and then earns the clear credential through the Induction process.
Reflection:	An analysis of teaching practice and relevant data and examination of how it affects student learning.
Mentor:	A mentor teacher is trained in Induction processes, mentoring skills and assigned to support Induction Candidates in the first two years of teaching.
Triad Meeting:	A meeting between the Induction Candidate, Mentor and Site Administrator held at the beginning of the school year to review the responsibilities of all stakeholders, school policies, and professional growth goals.

Roles and Responsibilities: Induction Candidate

To benefit from the Induction Program, each Induction Candidate will:

1. Complete an entrance interview with the Program Coordinator or Induction Specialist.
2. Attend an Induction Program Orientation and complete an Individual Learning Plan within 60 days of entering the program.
3. Develop a collaborative relationship with your assigned Mentor, characterized by openness, sharing and reflection.
4. Meet with assigned Mentor for at least one hour per week, and verify those meetings on Support Logs.
5. Complete required Induction processes in a timely manner in both Years One and Two of Induction and adhere to Milestone due dates.
6. Attend required Induction meetings and professional development as indicated by the Induction Calendar and the Menu of Options.
7. Maintain an Induction Portfolio with evidence documenting program completion requirements and Milestones on InductionSupport.com.
8. Present a short presentation for the Colloquium at the end of Year Two of Induction.
9. At the conclusion of the program, present the Induction Program Portfolio to the Walnut Valley Consortium Coordinator in an exit interview.
11. Participate in all program evaluation activities on InductionSupport.com.

Roles and Responsibilities: Mentor

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

1. Immediately after being matched with an Induction Candidate, begin meeting at least one hour per week for a **minimum of four hours per month**.
2. Assist the Induction Candidate with developing an Individual Learning Plan (ILP) within 60 days of entering the program.
3. Attend an Orientation meeting with the assigned Induction Candidate(s)
4. Provide both just in time and long term planning support for assigned IC, based on ILP goals and teacher and student needs.
5. Guide ICs through all required Induction processes during weekly meetings, and assist in documentation of those processes.
6. Arrange for a triad meeting with Site Administrators to outline Mentor and Induction Candidate roles and communicate Site Administrators roles and responsibilities in Induction.
7. Attend all Induction trainings and view online Induction training videos. Actively participate in Mentor Circles and Portfolio Party meetings.
8. Observe at least 3 times per year in each Candidate's classroom and gather evidence of their teaching practice. Assist in organizing exemplary teacher observation opportunities for Induction Candidates and model effective teaching practices.
9. Through *InductionSupport.com*, submit an online, weekly log of service hours, identifying at least one topic of discussion or Induction process.
10. Complete all Mentor surveys on *InductionSupport.com*.

*All matches with IC are decided on credentials held, subject/grade level knowledge, and site need.

Roles and Responsibilities: Leadership Team

(Program Coordinator, Induction Specialist and District Liaisons)

The Leadership Team develops, coordinates, and implements support services for Induction Candidates in collaboration with district departments, site-level administration, and state agencies. The following responsibilities are overseen by the Walnut Valley Consortium Program Coordinator:

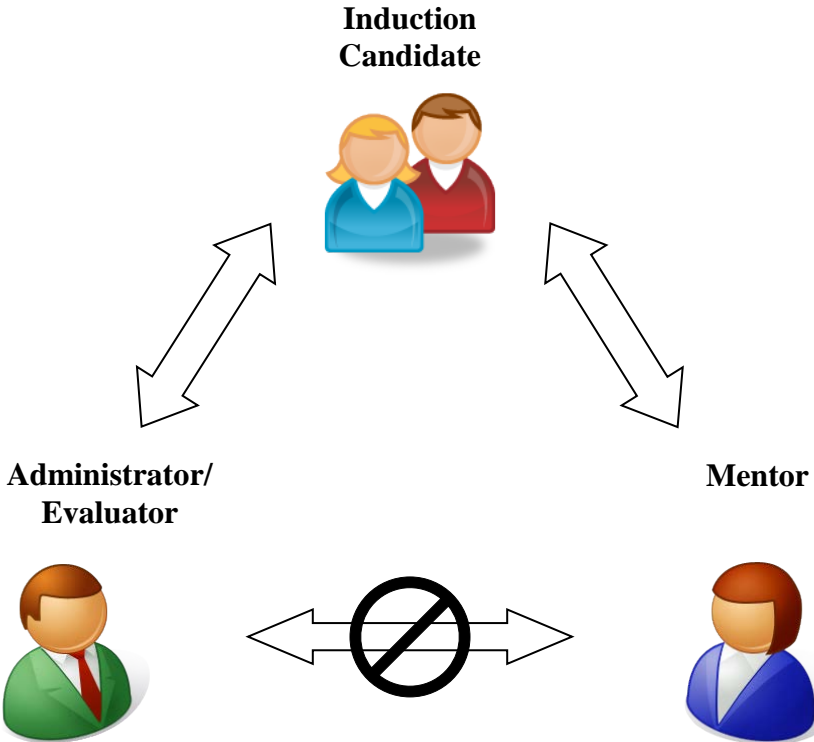
1. Communicate regularly with Induction Candidates and Mentors in partnering districts.
2. Disseminate information and facilitate interactions in partnering districts.
3. Attend all Consortium Advisory Board and Liaison meetings, and participate in Induction data analysis and review.
4. Communicate with Site Administrators concerning Site Administrator Induction training, professional development opportunities, and Site Administrator responsibilities.
5. Participate in planning program modifications and all accreditation activities.
6. Disseminate information regarding the Mentor application process and assist in recruiting qualified Mentors.
7. Assist in Mentor/IC matches to ensure the most effective and beneficial relationship possible. All matches with IC are decided on the basis of credentials held, subject/grade level knowledge, and site need.

Roles and Responsibilities: Site Administrator

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

1. Allow 2.5 days of release time per school year to the Mentor for training and observations, and .5 days of release time to the Induction Candidate to observe an exemplary teacher.
2. Provide a site orientation for all Induction Candidates, including information about site resources, personnel, procedures and policies.
3. Participate in a Triad meeting with each Mentor and Induction Candidate assigned to your school site.
4. Support Induction Candidates in using the adopted curriculum to help their students meet academic content standards and guide them to appropriate resource materials and support personnel.
5. Clarify connections between the site objectives and the *California Standards for the Teaching Profession (CSTP)*.
6. Encourage and facilitate Induction Candidate/Mentor collaboration, while respecting the confidentiality of this relationship.
7. Support the efforts of both the Mentors and Induction Candidates by limiting the number of additional school and district responsibilities they hold, and allowing them adequate time to meet each week.
8. Give guidance to Induction Candidates in choosing exemplary teachers to observe, and provide release time for them to do so.
9. Participate in Site Administrator training and surveys and attend the year-end Colloquium celebration for those Induction Candidates who are completing the program.

Induction Confidentiality Model



Induction Candidates will use the goals and objectives agreed upon with their Site Administrator to aid in developing the Individual Learning Plan. ICs will attend 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 Induction Candidate is confidential, specific information about the Induction processes can only be shared with the Administrator by the Induction Candidate.

Request for Reassignment Policy

If at any time the match between the Induction Candidate 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. An Induction Candidate or Mentor may make a request for a new match at any time to a district liaison, member of the Induction Leadership Team, or Program Coordinator.
3. Upon receipt of a negative Mentor assessment, the Program Coordinator will determine if the issue can be resolved with the Induction Candidate and the Mentor.
4. All efforts will be made to resolve the issue that has arisen, and the Program 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 Program Coordinator will work with the District Liaison and Administration to implement and monitor the new match. Appropriate information will be shared only as needed.



Grievance Policy

If an Induction Candidate disagrees with feedback given for an Induction Milestone which indicates that it must be resubmitted or is incomplete, the Induction Candidate 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 Induction Candidate feels that the feedback for the review was inaccurate or unfair, the IC may then ask for a second review by the Program Coordinator or other member of the Leadership Team.

If an Induction Candidate disagrees with the decision by the Exit Interview Panel and the Program Coordinator regarding completion of the program:

1. The Induction Candidate may submit a formal letter of grievance to the Walnut Valley Advisory Board, which will then review the Induction Portfolio, Attendance and Mentor Log Reports, and Exit Interview rubric to determine completion of the program.
2. If the Induction Candidate disagrees with the Advisory Board's decision, a letter of dispute can be submitted to the Walnut Valley USD Superintendent for a final decision.

If at any time the Induction Candidate decides to discontinue enrollment in the Walnut Valley Induction Program:

1. The Induction Candidate will submit to the Program 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 IC will then be responsible to complete induction in an alternative program.

Program Policies for Induction Candidates

All personnel decisions in Walnut Valley Unified 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 candidates

Attendance

As a requirement of the WV Induction Program, all ICs must attend the required meetings each month, including Orientation, Induction Guidance, Induction Collaboratives, and Portfolio Party. They will also attend professional development opportunities, based on their ILP goals and teaching context, which will be documented on the Menu of Options Verification sheet. **It is essential that you register on InductionSupport.com for every event sponsored by the WV Induction Program.**

Changes in Enrollment

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

If an Induction Candidate is not fulfilling the program requirements outlined in the IC 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 IC, and make a collaborative decision whether that IC will continue in the program or be dropped.

University/College Credit

Master's Degree units from Cal State University Fullerton or Whittier College are available. Registration information and forms are available online at *InductionSupport.com*. Whittier College (6 units) registration does not begin until the second semester. Registration forms along with a check for fees made out to Whittier College are due to Julie Sheldon by May 1. Cal State University Fullerton registration occurs in the fall (1 unit) and the spring (2 units). College credits are also available for mentors who have not earned course credit as an IC.

Path to Recommendation for the Clear Credential

1. Recommendation is based on the contents of the Induction Candidate's Induction Portfolio and Induction completion.
2. The primary responsibility of collecting evidence in the Induction Portfolio lies with the Induction Candidate with the assistance and guidance of the Mentor.
3. The Induction Program Coordinator and Leadership Team examines and documents completion of Induction.
4. Program leadership reviews online Induction Portfolios at regular intervals, noting progress toward Induction completion and gives formative feedback as needed.
5. At the end of Year Two of Induction, the Program Coordinator reviews the portfolio and signs Documentation Completion forms, making copies for the Induction file (housed in the Induction office).
6. All Year Two and ECO Induction Candidates will participate in the Colloquium and exit interview, sharing evidence of professional growth with a panel of Induction Leadership, Advisory Board, and stakeholders. At the completion of all induction requirements, Induction Candidates will complete a credential application.
7. The Walnut Valley Credential Analyst applies online to the *California Commission on Teaching Credentials (CTC)*. The Commission then contacts the Induction Candidate with on-line verification and payment information.
8. The Program Coordinator notifies the Human Resources departments of partnering districts of credential completion.

Induction Portfolio Requirements

Induction Candidates will upload Induction Milestones to InductionSupport.com according to the due dates listed for each. In addition, Induction Candidates should maintain hard copies of documentation in their Induction Portfolio binder.

Induction Portfolio Organization:

The Induction Portfolio should be divided into sections that align with the process:

- 1) Individual Learning Plan (ILP)
- 2) Information Gathering Documents
- 3) Continuum of Teaching Practice
- 4) Standard Six Documents
- 5) End of Year Reflection

Hard copies of Induction Milestones should be kept in the Induction Portfolio as evidence of completion, along with supporting documentation as needed.

Induction Candidates should check their Milestone Reports regularly to make sure that what has been submitted to program leadership has been completed satisfactorily. If any Milestones are marked as “Resubmit”, the feedback from Induction Leadership will guide the Induction Candidate with Mentor support to satisfactory completion.

Documents are reflections of the inquiry process, implementation of effective strategies, reflection on student learning, and self-assessment of Induction Candidates and must be completed in collaboration with Mentors.

Unsatisfactory completion of portfolio requirements may result in additional time needed in the next school year for Induction.

Early Completion Option (ECO)

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

Once approved for the SB 57 Option Induction Program, Induction Candidates are expected to demonstrate proficiency and the highest level of professionalism when completing all required elements of the SB 57 Option. 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 the following documents:

- (1) Application - Assessment of Qualifications and Experience
- (2) Form 1 - Verification of Experience and Qualifications (NCLB compliance)
- (3) Copies of two previous Site Administrator evaluations
- (4) Site Administrator recommendation letter
- (5) Observation by WV Induction staff

Please submit the completed documents to Julie Sheldon, Induction Program 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 Walnut Valley Consortium's website where you will find the latest news and updates, IC online portfolios registrations, assessments, resources and Mentor logs. *InductionSupport.com* should be checked weekly.

Registration for Year One Induction Candidates 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/2648DU3.cfm to access the Walnut 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 Induction Candidates and Mentors:

1. Continuing Induction Candidates **do not** need to re-register 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 Marla at minnis@wvusd.k12.ca.us to reactivate your account.

Professional Development Registration on *InductionSupport.com*

Induction Candidates and Mentors **must** register in advance on *InductionSupport.com* for all professional development, Orientations, Induction Guidance, Collaboratives, Mentor meetings, or other Induction events they are attending. There are often attendance limits for each venue, so **register as early as possible** to ensure that you can attend the event at your preferred location.

If for any reason Induction Candidates 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
2. Click on the "Events" tab.
3. Click on "Registration" and follow directions.

Canceling Registration:

1. Log on to www.InductionSupport.com
2. Click on the "Events" 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 Office at 909-595-1261 x 31320 or email minnis@wvusd.k12.ca.us.

Mentor Log Instructions

After meeting each week, Mentors and Induction Candidates (IC's) 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 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 Induction Candidate(s) from a list of teachers. One log per IC 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. Induction Candidates 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). School addresses normally end with "districtname.k12.ca.us". It's easy to forget one part.
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* 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*, 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 Program Office at (909) 595-1261, ext. 31320. **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 96 hours (4 calendar days) prior to the event.

Problems completing an assessment?

Contact the Walnut Valley Induction Office.

Any other problems?

Contact the Induction Office. 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.

Walnut Valley Consortium Leadership

Program Coordinator: **Julie Sheldon**
880 S. Lemon Ave, Walnut 91789
(909) 444-3451 (661) 478-6377 (cell)
FAX: (909) 839-1212
E-mail: jsheldon@wvusd.k12.ca.us

Induction Specialist: **Linda Freedman**
880 S. Lemon Ave, Walnut 91789
(909) 444-3451 (909) 702-0665 (cell)
E-mail: jsheldon@wvusd.k12.ca.us

Induction Trainer: **Sandie Harutunian**
880 S. Lemon Ave., Walnut 91789
(714) 906-8654 (cell)
E-mail: sand1154@gmail.com

East Whittier City: **Leah Lito**
14421 Whittier Blvd, Whittier, 90605
(626) 863-8950
E-mail: Llito@ewcsd.org

South Whittier: **Kathie Kivi & Tammy Keiser**
10120 Telechron Ave, Whittier 90605
(562) 944-6231 x2027
E-mail: kkivi@swhittier.net
tkeiser@swhittier.net

Walnut Valley: **Dr. Bob Van Setten**
400 N. Pierre Road, Walnut 91789 (Walnut HS)
(909) 594-1333 ext20489
E-mail: Bvansetten@wvusd.k12.ca.us

Whittier City: **Chrysa Saade**
7211 S. Whittier Ave, Whittier 90602
(562) 789-3018
E-mail: csaade@whittiercity.net