

Induction Handbook 2020-21

**The one-stop guide
for Induction
Candidates and Mentors**

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SECTION 1 - Program Information

Introduction

Whether you are a new AUHSD teacher, a seasoned mentor, or administrator, this handbook will serve as your one-stop guide to Induction. The Table of Contents has been divided into five sections. All topics and headings are linked so you may easily retrieve or refer to the forms and information you need.

1. [Program Information](#)
2. [Candidates](#)
3. [Mentors](#)
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The Induction Handbook is reviewed and updated every year based on feedback from our Candidates, Mentors, Administrators, and other stakeholders. At the beginning of the new school year, the latest handbook is posted and shared with our current Induction participants who must verify that they have received and reviewed its contents by completing [the Handbook Receipt Form](#).

What is CA Induction?



The purpose of the California Induction program is to support a Candidate's development and growth in the teaching profession. This is done by building on a teacher's knowledge and skills gained during their selected Preliminary Preparation Program (i.e., credential program). To clear any teaching credential, Candidates are expected to participate in a two-year induction program that has been [approved by the Commission on Teacher Credentialing \(CTC\)](#).

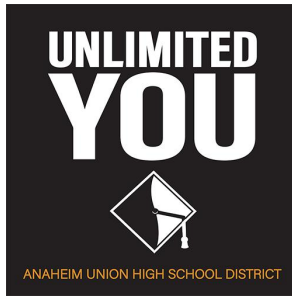
In general, teacher induction programs:

- Implement a robust mentoring system that provides multiple opportunities to help each Candidate work towards meeting the California Standards for the Teaching Profession (CSTPs)
- Include the development of an Individualized Learning Plan (ILP) for Candidates based on needs determined through collaboration with his/her Mentor, in consultation with the site administrator.
- Expect a Candidate's ILP and additional evidence to show competency that can support the recommendation for being awarded a Professional Clear or Education Specialist credential.

Anaheim Union High School District (AUHSD) Induction is accountable to the California Commission on Teacher Credentialing (CTC) who reviews our program on a regular basis. We adhere to the CTC's [Common Standards](#) and [Program Standards](#). (As of January, 2017, the [CTC has updated these standards](#).)

Our Induction program strives to meet the required standards and exceed measurable learning outcomes for all Candidates.

About AUHSD & Unlimited You



AUHSD is a 7th -12th grade school district with a diverse population of over 30,000 students, making us a unique place to learn and grow. Our expansive demographic is recognized as a strength, and we consistently aim to reflect similar diversity in our teaching staff.¹ Our organization is built around core values that support our students and staff as they work and learn together to realize the [AUHSD mission and vision](#).

Our Vision Statement

The vision of AUHSD's Induction Program is to cultivate, support, and retain, highly qualified teachers, who embrace the District's goal of engaging students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

AUHSD Induction Goals (In a nutshell)

- Make Induction work embedded and meaningful
- Align CSTPs to all Induction work
- Embed the 5 Cs in lesson designs, along with other best classroom practices
- Tailor Induction and professional development to Candidate's individual needs
- Promote and measure teacher growth and effectiveness in the CSTPs
- Examine student evidence to drive effective instruction
- Provide clear credentialing for Candidates who have successfully completed the program



¹ BP6201 Equal Opportunity Employment, BP6201.02 Compliance with ADA

The purpose of the AUHSD Induction program...

is to support and strengthen all Candidates' professional pedagogical practice, growth, and development in the California Standards for the Teaching Profession (CSTPs). We provide a full-bodied mentoring system that is based on a metacognitive model. Our Mentors are trained with the necessary coaching skills to support Candidates in an inquiry process which emphasizes planning, teaching, reflecting, and applying what was learned to improve a Candidate's instruction.

Plus, as is described in our [Research-based Vision](#), and outlined on our [Induction Overview Page](#), we also provide unique opportunities for Candidates to practice embedding the 21st Century skills that every student needs.

During the two-year Induction journey, our Candidates create Individualized Learning Plans (ILP) in which they and their assigned Mentor develop an ILP goal based on each Candidate's individual needs. The goals are determined through collaboration between Candidates, their Mentors, in consultation with their site administrators. The ILP addresses identified competencies, keeping measurable outcomes in mind, and determines the actions to grow in those areas of challenge.

Weekly meetings between Candidates and Mentors offer support which includes "just in time" and longer term analysis of teaching practice to ensure that Candidates develop enduring professional skills. Candidate and Mentor are required to record topics discussed, and next steps, on a Mentor/Candidate log. This is uploaded to the Candidate's portfolio and monitored by program personnel.

The Induction Team uses input (e.g., emails, surveys, etc.) from stakeholders, Mentors, members of the Advisory Board, Candidates, and Induction personnel to meet Candidates' needs and implement changes when appropriate.

Candidates are also steered towards site, district, and program professional development that can improve and enhance growth in the CSTPs and otherwise address Candidate support and growth (i.e., systems of support). These resources include, but are not limited to: District Curriculum Specialists, site Lesson Design Coaches, site Department Chairs, and administrators. Our collaborative efforts ensure that Candidates have the guidance, support, information, and resources they need throughout their Induction program.

In addition to the above requirements, Education Specialists have compliance requirements. These are outlined below and learned in Special Education Department meetings and collaboration meetings at the school site and within the district:

- Room Environment
- Behavior management
- Site Service Providers and School-wide Team Supports (mTSS)
- Instructional Delivery (including any pertinent curriculum)
- IEPs (dates, timelines, compliance)
- SEIS Assessments
- Inclusive Schooling and Transition Plans

Program Structure

AUHSD Induction is housed in the Education Division under the Assistant Superintendent of Education, along with the Chief Academic Officer, and the Director of Curriculum and Instruction. Day to day procedures and activities are implemented by the Coordinator of Professional Learning. Whenever possible, Candidates are matched with a Mentor, at or near their site, within the first 30 days of employment.

The program provides individualized support and assistance to Candidates through a robust mentoring system that helps each Candidate work to meet the CSTPs.

Course of Study:

There is one Candidate assigned to one Mentor. When possible, Mentors are at the same site and in the same content area as their Candidate. There are multiple opportunities and experiences for Candidates to demonstrate growth in the CSTPs. These include:

- Developing an Individualized Learning Plan (ILP) which is based on needs determined by the Candidate and Mentor, in consultation with the site administrator
- Building an ILP based on the CSTP and including a plan of action for realization of noted goals
- Participating in Reflective Learning Walks which are conducted at sites so that Candidates can see what a CSTP classroom looks like
- Working with the site Lesson Design Coach in order to plan lessons using First Best Instruction while embedding the 5 Cs into their instructional practice
- Observing their Mentor in the classroom
- Analyzing and reflecting on classroom practices through taped observations of the Candidate taken by the Mentor
- Meeting with all members of the Induction program several times throughout the year, and one on one, with his/her Mentor for a minimum of one hour weekly, to examine student evidence, to address “just in time” support, and discuss solutions for challenges facing Candidates
- Meeting with his/her Mentor at a minimum of 1 hour weekly to develop consistent practice of reflection on the effectiveness of instruction, analysis of student, and other outcomes data, and the use of this data to further inform the repeated cycle of planning and instruction
- Repeating this process throughout the second year, along with the ongoing mentoring interactions, Candidates are assisted in developing a consistent practice of reflection so that they are able to develop and refine effective teaching practices for all students
- Choosing an EL student’s progress to follow gives the Candidate’s awareness of diversifying instruction to meet the needs of all students

Early Completion Option

The Induction program’s design serves to strengthen the Candidate’s professional practice and contribute to the Candidate’s future retention in the profession. There is an Early Completion Option available for those who qualify. This was originally conceived to apply to teachers with several years of out of state or private school experience. You can refer to the [Early Completion Option Form](#) to see whether or not you meet the necessary criteria.

Special Circumstances

Sometimes individual circumstances need to be addressed. Here are some examples. Please contact the Induction office if yours is different from those provided.

- If circumstances arise that make it difficult for a Candidate to work with his/her Mentor, he/she can request a change by completing the [Request for Mentor Change Form](#)
- [Request for Special Circumstances/Assistance](#)

Assessment of Candidates:

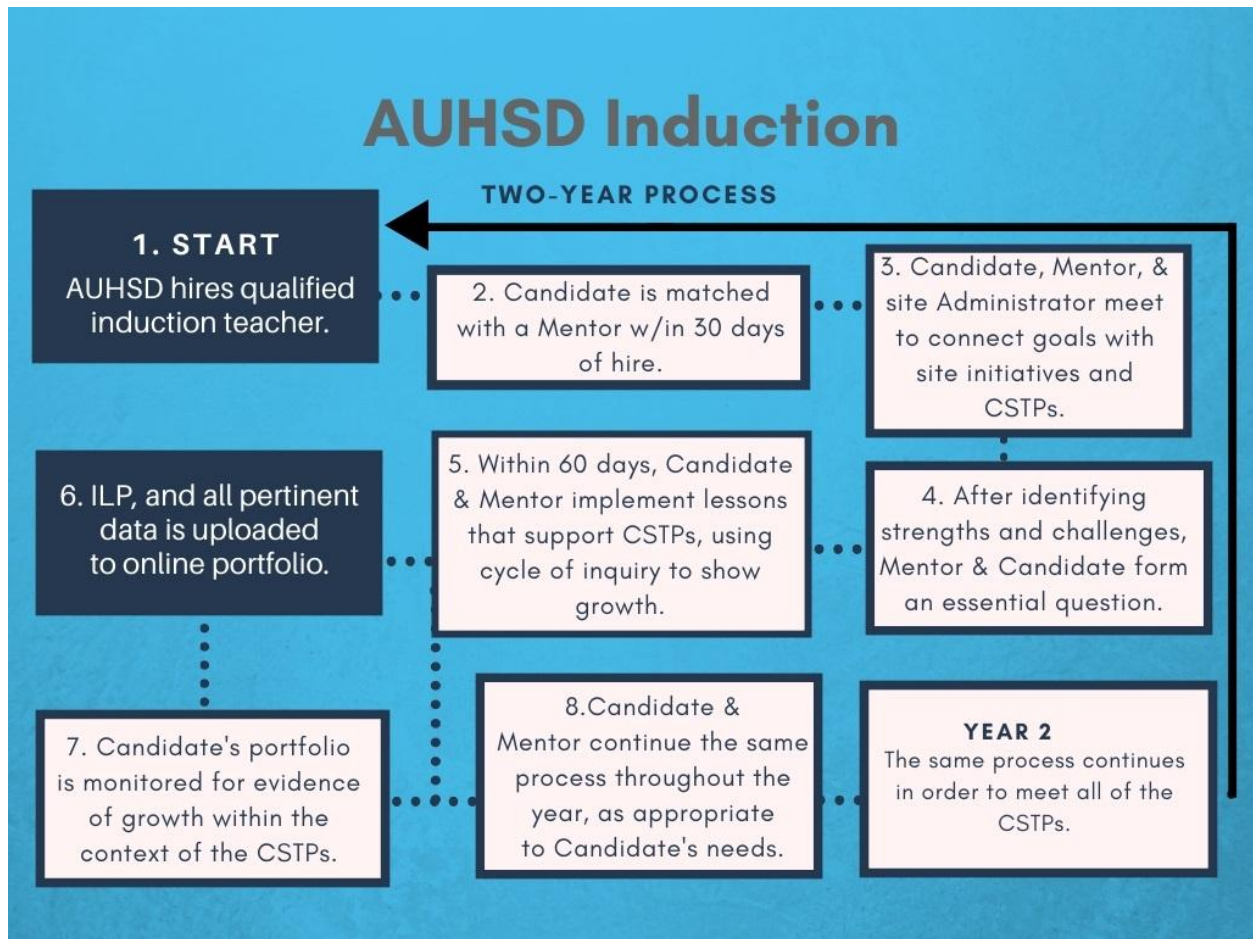
- Candidates create an online portfolio (see Portfolio Contents)
- Portfolios are monitored periodically by both Mentors and Induction staff (See Progress Monitoring)
- Candidates receive input of how their portfolios will be assessed at Induction meetings and are advised throughout the year, individually through notations made on their portfolio pages and via email
- Upon successful completion of their first year, Candidates receive a Certificate of Participation
- Upon successful completion of their final year, Candidates receive an Anaheim Union High School District Induction Certificate of Completion and a Verification of Completion form and are advised of the next steps to follow in submitting this form to the state

Year 2 (Y2) Candidates:

If you are a Year-2 Induction Candidate who is teaching at the same site, you may copy and paste or upload your completed forms into this year's Induction Portfolio Contents. However, to be able to demonstrate growth, Year-2 Candidates are expected to add fresh content that is unique to this year's teaching experience. This is done by repeating the process with a new Individual Learning Plan(s) that addresses additional CSTPs.

When you have completed your second year, please submit [the completion letter](#).

Timelines



From Hire to Induction

- 1) Upon employing a new teacher, Human Resources has the new hire fill out an [Induction Placement Form](#).
- 2) The [Induction Placement Form](#) is submitted to the Coordinator of Professional Learning, who oversees the Induction Program, along with a copy of the new hire's credential.
- 3) Based on the information found on the [Induction Placement Form](#), a determination is made by the Induction Leadership Team as to whether or not the new teacher is eligible for the AUHSD Induction Program.
- 4) The Induction Leadership Team chooses a Mentor for the Candidate.
- 5) Candidate is informed of the early completion option by the Induction Leadership Team, and is provided an [Early Completion Application](#) upon request.
- 6) The Mentor is contacted and instructed to arrange for a meeting between Candidate and Mentor.
- 7) Whenever possible, the chosen Mentor is teaching in the same discipline and at the same site.

What to Expect

First 30 days

- Meet with Mentor and establish a schedule to periodically meet together to determine strengths, challenges, and goals for student learning using First Best Instruction. Meetings should be a minimum of 4 hours each month. This includes your Induction meetings, email correspondence, phone, skype, etc.
- Arrange for a 15-30 minute **triad** meeting comprised of Candidate and Mentor, and Administrator at Candidate's site (preferably the administrator who will be formally observing the Candidate) to discuss district and site goals and any other concerns or issues a Candidate might have. *Be sure to include this in your log as a matter of record. Jot down topics discussed*
- Set up a portfolio in Schoology where you will post your Individual Learning Plan (ILP) as well as the other requirements (see **Portfolio Contents**)
- Upload your Candidate/Mentor Reflection Log to your portfolio
- Candidates should be aware of all site, district, and community and resources
- Candidates should understand site protocols for copying, absences, 525 forms, calling for a substitute, etc.

Within 60 Days

- Begin to develop a focus question for the Individual Learning Plan #1 connected to the CSTP and the Content Standards using the 5 Cs
- Be sure your ILP contains skills and activities that embrace the 5 Cs and upload it to your Portfolio in Schoology
- Mentors should have made an informal observation of his/her Candidate. Based on both that observation and a discussion, both agree on what elements of the CSTP will be the focus and how to incorporate the 5Cs in the process.
- Candidate should participate in a reflective learning walk
- Mentors and Candidates go over portfolio using the [Progress Monitoring Checklist](#) to make sure they are on track

By End of First Semester

- Typically, ILP #1 should be completed by the end of first semester
- Some student evidence should be posted along with an explanation of the assignment(s) and a written or oral reflection of the assessment.
- Video segment(s) of the lesson your Mentor observes should be uploaded to your portfolio along with a written reflection after your collaboration concerning the lesson
- Your Mentor/Candidate log should be posted with a running record of your meetings and a brief explanation of topics discussed
- A record of any meetings you had with Administrators should be recorded along with the topics discussed

By End of Year

- You should have completed ILP #2 addressing another essential question
- Your Mentor/Candidate log should be up to date
- Additional student evidence should be posted with a reflection showing the need to re-teach or move ahead based on the evidence you collected
- Additional videos of student work or presentations showing their achievement
- Additional reflections on your ILP relevant to your professional growth within CSTPs and 5 Cs as an educator, while always citing the evidence on which you base your conclusions.

- Candidate and Mentor take a final look at the portfolio to be sure all the required elements are contained using the Progress Monitoring Checklist
- Remember that the portfolio needs to show professional growth of the CSTPs by the Candidate over time.

SECTION 2 - Candidate Information

Induction Candidates begin...

within the first year of their teaching, whenever possible. To do so, Candidates must...

- Possess a preliminary teaching credential by an accredited institution
- Be a certificated, full-time teacher
- Complete the Induction Placement Form, provided by HR when hired
- Arrangement for fees are set up after accepted into the Induction program
- Read this year's Induction Handbook and submit the [handbook receipt form](#)

Induction Portfolio

To successfully complete AUHSD's Induction program, each Candidate builds an online portfolio within our current Learning Management System (LMS). Portfolios must include the following five components, which are outlined on this [checklist](#). They must also be created within our current management system - Schoology using [these directions](#).

1. [Autobiographical Information](#), i.e., an About Me Page
2. [Individual Learning Plan \(ILP\)](#)
3. [Candidate/Mentor Log](#)
4. [Student Evidence Folder](#) that shows Candidate's growth in the CSTPs
5. [System of Support Folder](#) that shows Candidates know who and how to ask for help

Induction portfolios are monitored by the Candidate's assigned Mentor and by Induction Personnel who provide feedback. One-on-one meetings with Mentors offer "just in time" support and longer term analysis of teaching practices to ensure that all Candidates develop enduring professional skills and retention in the profession.

1. Autobiographical Information

Within your Induction Portfolio, you must include an "About Me" Folder that includes:

- ★ Your resume (PDF)
- ★ A written bio blurb that includes
 - the subjects you teach
 - the campus where you work
 - your past experience
 - image(s)
 - something interesting about yourself, etc.
- ★ Classroom Setup - Picture(s) and/or brief video of your classroom
- ★ Site Demographics - Description of your site's demographics and how this data impacts your teaching

2. Individual Learning Plan (ILP)

The Individualized Learning Plan (ILP) must address the [California Standards for the Teaching Profession \(CSTPs\)](#) and provide a roadmap for Candidates' Induction work during their time in the program along with guidance from a Mentor in providing support. The Candidate's reflection should include evidence of growth as it relates to the CSTPs that are being addressed.

UNLIMITED YOU ANAHEIM UNION HIGH SCHOOL DISTRICT					
Individual Learning Plan (ILP)					
Candidate Information					
Candidate Name		Assignment/School		CTIP year	
Teaching Credential		Site Administrator		Mentor	
Date/ Initial	Candidate Professional Growth Goals/CSTP Elements	UDL Universal Design for Learning PLAN	What Is Taught Standards and Skills PLAN/TEACH	How It Is Taught Activities/Strategies/ Methods PLAN/TEACH	How You Know It Is Learned REFLECT/APPLY
Essential Question:					
Reflection					

The ILP must be collaboratively developed *within the first 60 days of Induction* by the Candidate and his/her Mentor, with input from Administration and guidance from the Induction Program Team. The ILP must include the Candidate's professional growth goals, a description of how the Candidate will work to meet those goals, defined and measurable outcomes for the Candidate, and planned opportunities to reflect on progress and modify the ILP as needed.

The Candidate's specific teaching assignment should provide the appropriate context for the development of the overall ILP; however, the candidate and the Mentor may add additional goals. Within the ILP, professional learning and support opportunities must be identified for each Candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.

The program assists the Candidate and the Mentor with the availability of resources necessary to accomplish the ILP. The program ensures dedicated time for regular mentor and Candidate interactions, observations of colleagues and peers by the Candidate and other activities contained in the ILP. In addition, the mentoring process supports each Candidate's consistent practice of reflection on the effectiveness of instruction, analysis of student data, and the use of data to further inform the repeated cycle of planning and instruction. Always remember that your reflections should address the growth you have made as it relates to the CSTPs that you addressed, with evidence backing up your statements.

Within the ongoing mentoring interactions, the Mentor encourages and assists Candidates to connect with, and become a part of, the larger professional learning community within the profession.

Upon successful completion of the 2-year AUHSD Induction program, a Candidate receives a Verification of Completion certificate which is submitted to the state. A California professional clear credential is then issued to the Candidate.

How to Develop a Meaningful Individual Learning Plan

Step 1:

- After initial informal observation, Candidate and Mentor meet to discuss strengths and areas of growth. (Mentors can ask the Candidate to fill out the Self- Assessment document in Helpful Forms (E-2) to help reflect on his/her teaching OR just discuss
- At this meeting, discuss the Candidate's professional growth goals and their goals' connection to the CSTPs and content standards. Decide what will be taught, how it connects to the CSTPs, content standards, and 5Cs, as well as what methods of First Best Instruction (FBI) will be implemented in order to teach the unit.
- Decide on the assessments to be used and examined in order to reflect on the data collected. Determine what needs to be applied as a result of analyzing the data based on a number of assessments used

Step 2:

- Mentor does a bell to bell observation of the Candidate's lesson and the lesson is videotaped and uploaded to the portfolio

Step 3:

- Mentor and Candidate have a post observation meeting to discuss the lesson and may view the recorded lesson together
- Mentor and Candidate discuss whether or not the growth goals have been met by examining the assessments collected by the Candidate
- Mentor and the Candidate then decide the appropriate course of action and next steps
- The Candidate records topics discussed whenever they communicate on the [Candidate/Mentor log](#)

ILP Resources:

- [Completed ILP Example 1](#) (shared with Candidate's permission)
- [Completed ILP Example 2](#) (shared with Candidate's permission)
- [ILP Template to copy](#)
- [ILP Sample Essential Questions](#)

3. Candidate/Mentor Log

The [Candidate/Mentor Meeting Log](#) captures the essence of the communications between the Candidate and Mentor throughout the Induction process. Candidates should add notes about *any* of their phone conversations or in-person meetings. Here's a [sample Candidate/Mentor Meeting Log](#).

AUHSD Induction Mentor/Candidate Meeting Log		
Both Candidates and Mentors should be sure to include the <i>growth</i> the Candidates have made in the CSTPs when they write their reflections. Be specific whenever possible.		
Date	Subject of Meeting	Reflection/Next Steps:
	CANDIDATE:	
	MENTOR:	
	CANDIDATE:	
	MENTOR:	
	CANDIDATE:	
	MENTOR:	

4. Student Evidence Folder

Candidates summarize learning, describe the application in the classroom, and discuss the impact in their classrooms. Through regular meetings, Mentors assist Candidates in developing the habit of ongoing reflection and analysis of collected student evidence. Together, they determine the progress toward meeting the ILP goal(s) and, in turn, determine the next steps. Having shown growth in the CSTPs throughout the process, the Candidate is recommended to receive a clear credential.

The Candidate keeps all program documents, examples of student evidence and reflection, along with teaching videos, in an electronic portfolio in our Learning Management System (LMS). The portfolio is monitored by the Mentor and by Induction program personnel, all of whom periodically provide feedback to stakeholders.

5. Systems of Support Folder

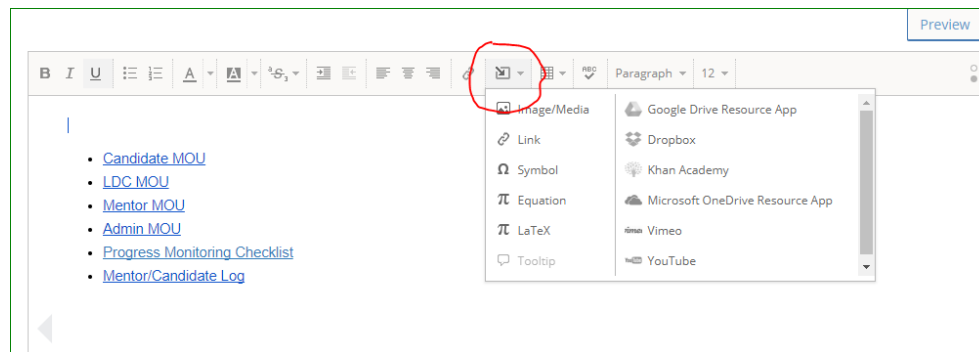
Because AUHSD relies on multiple departments and people to meet the needs of candidates, it is imperative for both candidates and mentors to understand how to access and use the systems of support that exist on campus and throughout the district.

Additionally, AUHSD must provide evidence that these systems are in place and are used by our Candidates. This evidence is curated by candidates and stored or linked in a single “Systems of Support (SOS)” folder within each portfolio. A Candidate’s SOS folder should contain links to:

- [Candidate MOU](#)
- [LDC MOU](#)
- [Mentor MOU](#)
- [Admin MOU](#)
- [Progress Monitoring Checklist](#)
- [Mentor/Candidate Log](#)
- [Candidate Progress Monitor List](#)

How to Build Your SOS folder within your portfolio:

1. Login into auhsd.schoolology.com
2. Click on the arrow by your name (top right of the screen)
3. Select “Your Profile”
4. Click on “Portfolios” (in the left column)
5. Select the Induction Portfolio you have already created
6. (If you haven’t begun to create your Induction Portfolio, follow [these directions](#), which can be found in the Schoology Induction Course under “Program Information”)
7. Click on “+ Portfolio Items” (in the center of the screen) and
8. Select “Page” and enter “Systems of Support” as your page’s title
9. Copy and paste the bullet points above [↑] to the newly created page
10. Use the toolbar functions (see image) to edit and switch copied hyperlinks to your own



11. Add additional evidence of how your site and district support your Induction journey.

SECTION 3 - Mentors

Mentor Responsibilities

Mentors are vital to the success of AUHSD's Induction Program. They are both their Candidate's ally, advocate, and guide. To help Mentors with the process, here is an example of an Induction Mentor Informational meeting and some [Sample guiding questions to use when reviewing a candidate's portfolio](#).

AUHSD Mentors must:

- Develop a sustaining and thoughtful mentoring/coaching relationship with their assigned Candidate(s), characterized by openness, sharing, and reflection
- Have knowledge of context and content area of the Candidate's teaching assignment
- Demonstrate skills and practice at an exemplary level on the California Standards of the Teaching Profession (CSTP), the 5 Cs, and First Best Instruction (FBI) Process
- Attend ongoing meetings and trainings to acquire and improve the skills necessary for using observation-based formative assessment to develop increasingly positive performances in the skills, abilities and knowledge outlined in the CSTP
- Possess the ability, willingness, and flexibility to meet Candidate's needs for support
- Provide "just in time" support for their designated Candidate(s), in accordance with the Individual Learning Plan (ILP), along with longer term guidance to promote enduring professional skills
- Communicate clearly and consistently with their assigned Candidate and other Induction stakeholders and participants
- Facilitate Candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction
- Connect Candidates with available resources, including site administrators, to support their professional growth and accomplishment of the ILP.
- Work with each assigned Candidate to develop an ILP based on the CSTP, and assist their Candidate in making periodic adjustments
- Model and demonstrate effective teaching
- Provide feedback on program effectiveness to the Induction Leadership Team
- Submit periodic reports reflecting work with assigned Candidate
- Utilize the state framework in content area
- Possess state authorization to teach English Learners
- Conduct initial Site Orientation for new Candidate(s) to inform them about site resources, personnel, health and safety, legal obligations, and special education policies and procedures
- Help Candidate(s) to complete school and district forms, as needed
- Monitor Candidate(s) frequently to ensure their success
- Participate in Triad meetings consisting of your Candidate(s) and his/her Administrator to discuss the Candidates' progress in overall instruction and their Induction requirements
- Support Candidates' Individualized Learning Plans by providing assistance if/when requested
- Collaborate to identify Candidate's strengths and challenges
- Participate in all evaluation surveys throughout the year
- Meet with the Induction Coordinator to learn about the program and analyze evaluation data
- Help recruit, select, and match quality Mentors to work with Candidates at your site
- Respect and understand the confidentiality embedded in the AUHSD Induction program (the process of Induction, including the evidence that each Candidate collects and conversations with the mentor)

Mentor Selection Process Overview

Selection of a Mentor is a critical component of District instructional strategy delivery and refinement. The Induction Program will assist in the pipeline development of quality teachers for AUHSD. It is important that we recruit and select individuals who possess the instructional experience, skills, abilities, and collaborative spirit necessary to foster professional growth in himself/herself and in teacher candidates.

The selection process focuses on identifying teachers who are reflective 21st century practitioners, comfortable with instructional shifts, including the use of technology for teaching and learning, and most importantly, are masters at working collaboratively with others.

To be considered for an Induction Mentor position, the following items need to be sent to Diana Fujimoto (fujimoto_d@auhsd.us).

1. [Mentor Responsibilities](#) (memo of Understanding)
2. [Application Timeline](#)
3. Complete Application - includes:
 - a. [Mentor Application Questions](#) regarding the Mentor Teacher Position
 - b. [Application Form](#)
 - c. [Reference Form](#)
 - d. [Resume sample](#)
 - e. [Recommendation Form](#) (times 3)

SECTION 4 - AUHSD Induction Oversight

AUHSD collaborates with multiple levels of community partners and stakeholders to form a unique network professionalism and support for our teachers. To learn more about these external partnerships, please visit our [Induction Website](#). Internally, the Induction program oversight structure involves...

The Education Services Division of AUHSD exists to provide direction and support to all teachers, including Induction Candidates. It is ultimately managed by the Assistant Superintendent of Instruction. Within this district division is where the Coordinator of Professional Learning resides.



The Coordinator of Professional Learning is responsible for overseeing the management and effectiveness of AUHSD's Induction Program. To do so, s/he selects and recruits a small group of established district leaders to join the Induction Leadership Team.



The Leadership Team collaboratively implements and manages the Induction program, training, and policies. Its members periodically check Candidates' portfolios and offer input to Candidates and Mentors via AUHSD's current LMS, email, and other communication methods. In addition, the Leadership Team arranges and provides professional development for both Candidates and Mentors. It collects and interprets feedback from all levels of Induction participants to ensure the program's sustainability, effectiveness, and growth.



The Induction Advisory Board is made up of administrators, Leadership Team members, and other key stakeholders, including HR. Its members assist the Leadership Team to review feedback and ensure that the needs of all Candidates and Mentors are being met from year to year. The Leadership Team meets once each semester with the Advisory Board to share information about the Induction program. Surveys are examined and concerns are discussed. It is at these meetings when suggestions are offered as to how the Induction program may be enhanced so that Candidate needs can be met.

SECTION 5 - Induction FAQs, Forms & Resources

Frequently Asked Questions (FAQs)

1. **Question:** How do I create an online Induction Portfolio?

Answer: See Induction Handbook Candidate Section

2. **Question:** How do I upload material into my portfolio?

Answer: See Induction Handbook Candidate Section

3. **Question:** What if my Mentor and I are not a good match?

Answer: Submit a form for “Change of Mentor”, which can be found in the Induction Handbook and your request for the change will be considered.

4. **Question:** What if my Mentor cannot answer my questions?

Answer: Direct any question your Mentor cannot answer to the Induction staff: [Diana Fujimoto](#) or [Billie Schwartz](#) or the Director of Innovative Programs and Cambridge Virtual Academy, [Jackie Counts](#).

5. **Question:** What do I do if I must be out for an extended length of time for a medical reason?

Answer: Notify the Director of Innovative Programs and Cambridge Virtual Academy, [Jackie Counts](#) and discuss the specific circumstances of your absence and the ways in which you can either complete your Induction work or be suspended from the program.

6. **Question:** How do I construct a meaningful and measurable essential question for my Individual Learning Plan (ILP)

Answer: After a bell to bell observation of your teaching by your Mentor, discuss your strengths and challenges. Select a challenge that you may have and connect it to the California Standards for the Teaching Profession (CSTP). Decide on an element you wish to perfect and collaboratively decide on an action plan in order to strengthen your practice in that area. (see example of ILP in Handbook)

In 2020-2021 with our AUHSD virtual learning model, bell to bell observation may not be available. Mentors and Candidates will review the Candidate's Schoology course page to select a challenge and connect it to the California Standards for the Teaching Profession (CSTP). Decide on an element to perfect and collaboratively decide on an action plan in order to strengthen the Candidate's practice in that area. *REMEMBER: The ILP should provide evidence of your growth in the CSTPs. Ideally, ALL standards should be addressed over a*

two year period and evidence of your growth should be substantiated in the reflections found in your ILP. (see example of ILP in Handbook)

7. **Question:** After completing my action plan, what should be included in my reflection?

Answer: Examine the student evidence that you have collected. Record the results you find in your Reflection. Write whether you feel your plan was successful, why or why not, and record anything you would do differently as a result of the student data you collected. Fully explain why you come to the conclusions you cite. *Be sure to comment on how you have grown as a result of the CSTPs you were addressing. Show evidence of your growth by explaining what you learned as a result of the exercise.* (See example of ILP in Handbook)

8. **Question:** What kinds of things need to be recorded on the Candidate/Mentor log?

Answer: Record the date that you communicate with your Mentor. Capture the essence of the things that you talked about and any action that you or he/she needs to take. These communications can include email correspondence, phone conversations, skype, or face to face contacts. (see example of Candidate/Mentor Log in Induction Handbook)

9. **Question:** What types of student evidence should be in my portfolio?

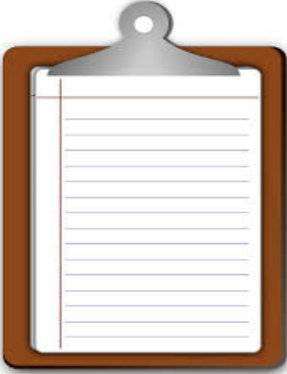
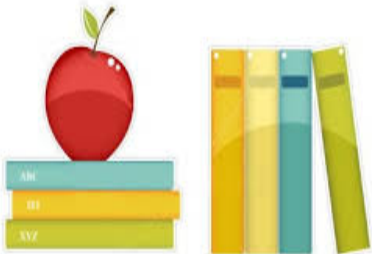
Answer: Ideally, the student evidence in your portfolio should be related to the Action Plan that you developed in your ILP. The lesson plan may be included, or you may include a brief explanation of the content and learning objectives of the lesson. You should conclude with how examining this student data will drive your future instruction, in order to enhance student learning.

10. **Question:** What should a Mentor do if he/she finds that his/her Candidate is falling behind in his/her Induction Portfolio?

Answer: If speaking with your Candidate as to the importance of following the timeline for his/her Induction Portfolio is not working, the Mentor should contact the Coordinator of Professional Learning as soon as possible so the problems being experienced by the Candidate can be addressed in a timely fashion. Contact the Director of Innovative Programs and Cambridge Virtual Academy, Jackie Counts.

11. **Question:** How do I apply for my Clear Credential or my Education Specialist credential after I complete the AUHSD Induction program?

Answer: You will be given a Verification of Completion form (Form 41) along with instructions on how to submit the rest of the information to Human Resources based on whether we are virtual or traditional.

		
Induction Forms	Resources for Mentors	Teacher Resources