Learning With Purpose

ANAHEIM UNION HIGH SCHOOL DISTRICT

College and Career Ready

UNLIMITED YOU

ANAHEIM UNION HIGH SCHOOL DISTRICT

Induction Handbook 2026-27

The one-stop guide for Induction Candidates and Mentors

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SECTION 1 - Program Information

Induction Overview

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
4. Induction Oversight
5. Induction FAQs, Forms & Resources

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 an assigned Mentor, in consultation with the site administrator.
- Expect a Candidate's ILP and corresponding evidence to show competency that supports the recommendation for being awarded a Professional Clear or Education Specialist credential.

Program Eligibility

The Teacher Induction program is open to all educators employed in a contracted teaching position in the AUHSD who are in their first year of teaching or beyond and who seek to clear a preliminary single subject or education specialist California teaching credential. New Candidates are admitted in the fall of each school year. Admission, support, retention, and completion of the Induction Program is based solely on the Candidate's completion of outlined eligibility requirements. All practices within the Induction Program adhere strictly to the Anaheim Union

High School District Board Policies BP6201 Equal Opportunity Employment, BP6201.02 Compliance with ADA.

Anaheim Union High School District (AUHSD) Induction is accountable to the California Commission on Teacher Credentialing (CTC) which reviews our program on a regular basis. Our Program adheres to the CTC's Common Standards and Program Standards.

About AUHSD & Unlimited You

AUHSD is a 7th -12th grade school district with a diverse population of over 29,000 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 teaching organization is built around core values that support our students and staff as we 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 design, along with other best classroom practices
- Tailor Induction and professional learning to each 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 on instructional practices and student data, 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.

Weekly meetings take place between Candidates and Mentors who offer "just-in-time" support as well as longer term support. The Induction Leadership Team uses input (e.g., emails, surveys, etc.) from stakeholders, members of the Advisory Board and Induction personnel to meet Candidates' needs and implement changes when appropriate.

During the two-year Induction journey, our Candidates create ePortfolios that include Individualized Learning Plans (ILPs). Along with Mentor guidance, Candidates develop growth goals based on CSTP self assessment. The ILP addresses identified competencies, keeping measurable outcomes in mind, and determines the actions to grow in those areas of challenge. *Work in the Induction Program is never used to make employer evaluation or employment decisions.*

Candidate analysis and reflection of teaching practice ensures that Candidates develop enduring professional skills. Candidates and Mentors are required to record topics and next steps discussed during these coaching sessions. The Candidate/Mentor Log (see sample) is maintained as part of the Candidate's ePortfolio and monitored by program personnel.

Mentors are also steered towards site, district, and program professional learning 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 5Cs Coaches, site Department Chairs, Community School Teacher Leads, 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 for teachers, Education Specialists have specific compliance requirements. These are outlined below and learned in Special Education Department meetings as well as 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 Executive Director. Day to day procedures and activities are implemented by the Director of Curriculum, Instruction, and 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:

Each Candidate is assigned a 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
- 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 5Cs Instructional Coach in order to plan lessons using First Best Instruction while embedding the 5Cs into their instructional practice
- When possible, observing exemplary colleagues
- Analyzing and reflecting on classroom practices through observations of the Candidate
- Meeting with members of the Induction Program several times throughout the year
- Meeting one on one with Mentor for a minimum of one hour weekly (minimum) to examine student evidence, to address just-in-time support, and discuss solutions for challenges facing Candidates, encouraging a repeated cycle of planning and instruction
- This process is repeated throughout the second year
- Through Mentor discussions, identify EL and/or SWD students' needs in order to build capacity with differentiated instruction to meet diverse learning needs

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 option was originally conceived to apply to teachers with several years of out of state or private school experience. Teachers who meet the criteria are eligible to complete Induction program requirements within a semester to a year. You can refer to the Early Completion Option Application to see whether or not you meet the necessary criteria. Qualified Candidates must begin by submitting an application and the ECO Memorandum of Understanding by **September 15, 2026.**

Special Circumstances and Grievances

It is our intention to provide every Candidate with the support needed to successfully complete the Induction Program within two years. Candidates who may be struggling can request individualized support at any time. Should Candidates be unable to complete requirements

within the required time after receiving individualized support, they may opt to ask for a special circumstances program extension or transfer.

The Candidate and/or the Mentor may use the Special Circumstances/Grievance Form to inform the Induction Department of any program circumstances that are adversely affecting the Candidate's ability to complete the program, including concerns about the Mentor/Candidate pairing. The person filing the grievance will receive an individual contact from the Induction Coordinator. Together the Induction Coordinator and the person filing the grievance will evaluate the options and determine the best course of action to resolve the concern.

- Request for Mentor Change Form
- Request for Special Circumstances/Assistance

Assessment of All Candidates:

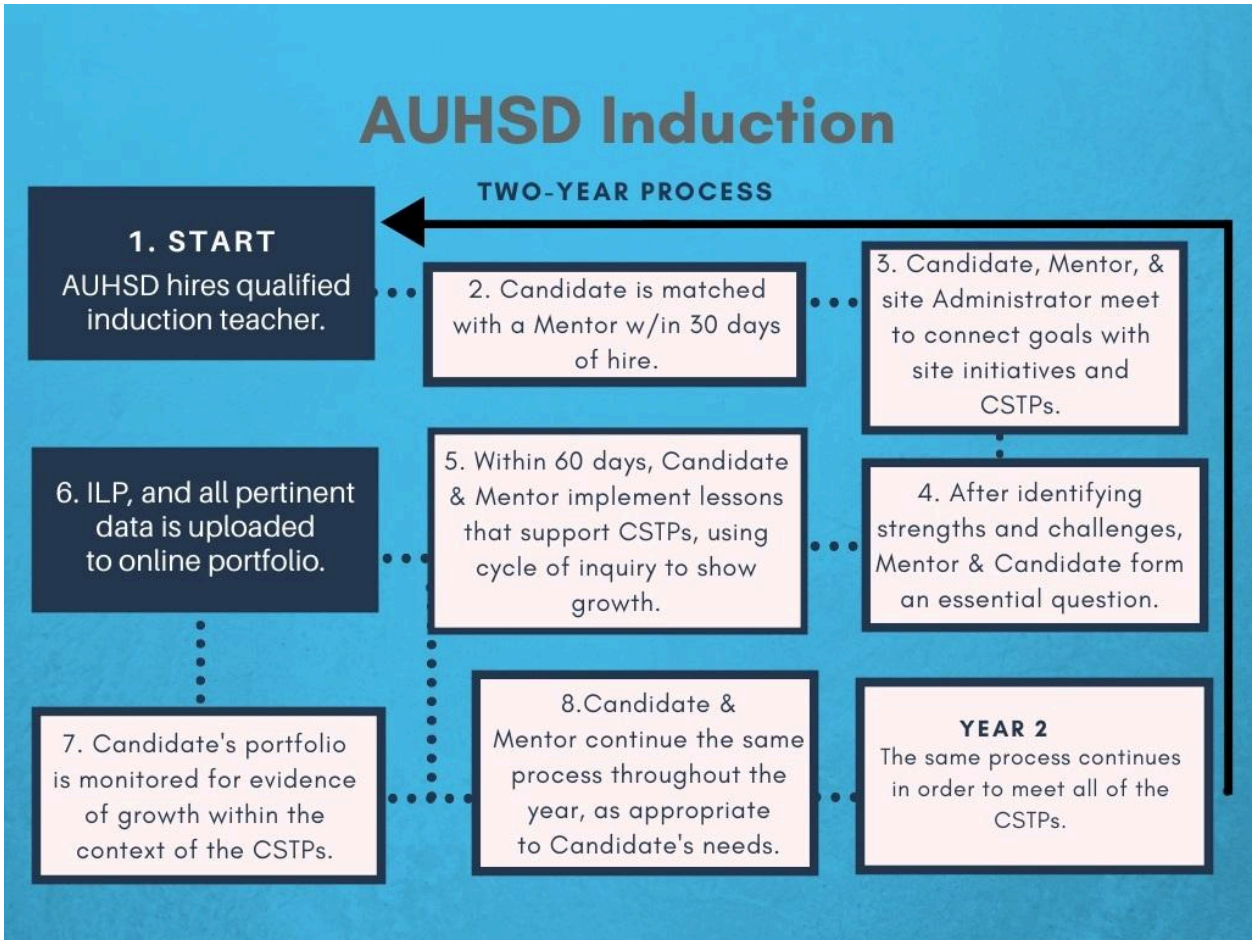
- Induction Candidates create an online portfolio that will show evidence of their growth in the CSTPs and show evidence of the District's community school whole child approach. (See Induction Portfolio.)
- Portfolios are monitored periodically by both Mentors and Induction Leadership Team Members.
- Candidates receive input on how their portfolios will be assessed at Induction Workshops and meetings. They will be advised throughout the year, individually through notations made on their portfolio pages and via email. Candidates and mentors are able to access the Induction Portfolio rubric on the homepage of the eKadence Induction Course.
- 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 advised of next steps to take to submit this form to the state

Year 2 (Y2) Candidates:

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 Cycle of Inquiry process with a new Individual Learning Plan(s) that addresses additional CSTPs to demonstrate growth. Year-2 Induction Candidates who are teaching at the same site, may add Year 2 ILPs to their existing portfolio. Update site demographics and other pertinent information. Year-2 Candidates that are new to the district should follow all steps in setting up the ePortfolio.

After completing year 2, Induction Candidates will receive a verification of completion form (i.e., Form 41), and will be directed how to complete the process (e.g., completion details).

Timelines



From Hire to Induction

1) Upon employing a new teacher, Human Resources invites the new hire to fill out an Induction Interest and Eligibility Form. This form is submitted to the Induction Coordinator.
2) The Induction Team sends interested candidates a notification email.
3) Based on the information found on the Induction Interest and Eligibility 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 selects a Mentor for the Candidate.
5) In addition to the Induction Handbook, Fall Induction Workshops explain to all Candidates the early completion option and Early Completion Application process
6) After being notified by the Leadership Team, the Mentor is contacted and directed to arrange a meeting with their Candidate.
7) Whenever possible, the chosen Mentor is teaching in the same discipline and at the same site.

What to Expect

(Click HERE to make a copy of the following Progress Monitoring Checklist for your own record. Click on the Candidate Year-at-a-Glance to help guide your work.)

First 30 Days	
☐	Read thoroughly the current Induction Handbook and submit the Induction **Handbook Receipt Form** (p. 2 of Handbook)
☐	Review the current Induction Course materials in eKadence
☐	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 or 1 hour per week. This includes your Induction meetings, email correspondence, phone, virtual meetings, etc. Use the Candidate/Mentor log to document meetings.
☐	Arrange for a 15-30 minute **triad** meeting composed 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 Candidate/Mentor Log as a matter of record. (**AUHSD Triad Meeting Purpose and Agenda**)
☐	Set up an ePortfolio within eKadence to develop your Individual Learning Plan (ILP) as well as the other requirements (See **Induction Portfolio**.)
☐	Candidates should understand site protocols for copying, 525 forms, calling for a substitute, and be aware of all site, district, and community and resources i.e., Systems of Support (SOS)
☐	Candidates should work with Mentor to complete the **CSTP Self-Assessment** (2nd tab on the sheet)
Within 60 Days	
☐	Mentors make an informal observation of his/her Candidate. Based on the observation and the CSTP Self-Eval, both agree on a problem of practice to form the basis of an Essential Question (EQ).
☐	Candidates develop an Essential Question for the first inquiry cycle of the Individual Learning Plan. The EQ should include elements of the CSTP.
☐	Be sure your ILP includes the district drivers (5Cs, student voice, and technical skills)
☐	Candidates should schedule participate in a reflective learning walk or EL Shadowing
☐	Mentors and Candidates review this Progress Monitoring Checklist to make sure they are on track
During Semester #1	
☐	ILP #1 should include a series of 5-6 lessons to address the EQ. Consult the "**How to Develop a Meaningful ILP**" in the Handbook for a detailed explanation of what should be included in your lessons.

☐	Student evidence should be posted for each lesson along with an analysis of the student evidence
☐	Two 3-5 minute video segments of a lesson your Mentor observes should be uploaded to your portfolio
☐	A written or oral reflection after each lesson should address these questions: 1) Did students meet the objective; 2) What went well and areas for growth; 3) What might you do differently next time?
☐	A final reflection addressing your Essential Question citing evidence on which you base your conclusions.
By the End of the School Year	
☐	You should have completed ILP #2 addressing another essential question, series of lessons, student evidence with analysis, reflections after each lesson
☐	Additional videos of a lesson
☐	Final reflection on your second Essential Question citing evidence on which you base your conclusions
☐	Your Mentor/Candidate Log should be up to date
☐	Candidate and Mentor take a final look at the portfolio to be sure all the required elements are contained (see the “How to Develop a Meaningful ILP”)
☐	Complete the CSTP Self-Evaluation “End of Year Reflection” to capture your overall growth in the CSTPs
☐	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). Induction Candidates must:

- Possess a preliminary teaching credential by an accredited institution
- Be a certificated, full-time teacher
- Complete the Induction Interest Form, provided by HR when hired
- Complete the Notification of Eligibility and Responsibility to Enter sheet
- Read and be familiar with this year's Induction Handbook

Your Induction ePortfolio

- **How to Set Up Your ILP ePortfolio** - To successfully complete AUHSD's Induction program, each Candidate builds an online portfolio within our current Learning Management System (LMS). Induction ePortfolios 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. All ePortfolios must include the following components:

1. **Autobiographical Information**, i.e., an About Me Page
2. **System of Support Page** that shows Candidates know who and how to ask for help
3. **Individual Learning Plan (ILP)** with one essential question per semester

- **ePortfolio Contents Checklist**

  This guide will help Candidates to create their ILP ePortfolios in eKadence.

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 explain how this data impacts your teaching.**

2. Systems of Support (SOS) Page

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 their ePortfolio. A Candidate's SOS folder should embed or contain links to:

- Candidate MOU
- 5Cs Coach MOU
- Mentor MOU
- Admin MOU
- CSTP Self Assessment and Candidate/Mentor Log Sheet (click to make your copy)
    - CSTP Self-Assessment (see sample on 2nd Tab) - Allows Candidates to review the CSTPs and identify areas of growth before creating their essential question for the semester. Candidates review each CSTP with their mentor while mentors engage them in a reflective conversation around the candidate's strengths and areas of growth. Once growth areas are identified, the candidate establishes goals for the school year. This helps to inform a focus for the ILP.
    - Candidate/Mentor Log (see sample on 1st Tab) The Candidate/Mentor Meeting Log captures the essence of the communications between the Candidate and Mentor throughout the Induction process. Candidates must include the date, the time spent, the format of the collaboration and the program requirement focus from the drop down menu.
- Progress Monitoring CheckList

Candidate/Mentor Log (Example)

AUHSD Induction Program **(SAMPLE)**

Candidate & Mentor Log

Induction Candidate Name:	**Site Name:**	**Induction Year**
Diana Fujimoto	Savanna	1
Mentor Name:	**Room #**	**Program Year:**
	25	

Directions: Work with your Mentor to record the hours from your meetings together. The minimum number of **required hours per year is 35 and maximum is 40.**

3. Individual Learning Plan (ILP) Multi-Media Page/s - What is the 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. This is accomplished with guidance from a Mentor who provides support.

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, along with a description of how these goals will be met. It is important that the goals be well defined and have measurable outcomes. The Candidate reflects on the progress and modifies 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 through analysis of student data. Reflections should address the growth made as it relates to the CSTPs citing evidence.

Candidates summarize learning, describe the application in the classroom, and discuss the impact it has had 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 ePortfolio is monitored by the Mentor and by Induction program personnel, all of whom periodically provide feedback to stakeholders.

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.

ILP Resources from the Past:

- ILP Sample Essential Questions

How to Develop a Meaningful Individual Learning Plan

Step 1:

- Candidate selects the class to be the focus of their ILP.
- After an initial informal class visit, Candidate and Mentor meet to discuss strengths and areas of growth. Mentors work with Candidates to fill out the CSTP Self- Assessment.

- Candidate's professional growth goals and how those goals connect to the CSTPs, content standards, and the District drivers (5Cs, Student Voice/Purpose, Technical Skills) are discussed with Mentors.
- A problem of practice is identified and an Essential Question is developed together.

Step 2:

- After the Essential Question has been developed, Candidate begins planning a series of 5-6 lessons with Mentor
- Each lesson should include:
    - The lesson # and title of lesson
    - Intentional strategies especially for ELs or SWDs in order to teach the unit
    - Highlight which CSTPs, 5Cs, and Content Standards are addressed
    - Lesson Objective
    - Provide an overview of the lesson
    - Reflection of the Lesson that addresses: 1) If students met the objective: 2) What went well and areas for growth; 3) What you might do differently next time
- The assessment of student work is decided upon to be used and analyzed in order to reflect on the data collected.
- Mentor does a bell to bell observation of one of the Candidate's lessons. Two 3-5 minute video clips of the lessons are uploaded to the ePortfolio.
- Mentor and Candidate have a post observation meeting to discuss the lesson

Step 3:

- Candidate completes a final reflection to address the Essential Question.
- Mentor and Candidate discuss whether or not the growth goals have been met
- Mentor and Candidate then decide the appropriate course of action and next steps

Resources:

- ILP Sample Essential Question Examples
- The Induction Observation Form may be used as a resource.

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. Mentors are expected to meet at least ONE HOUR per week with the Candidate, and this can be in the form of an observation, a professional learning workshop, lunchtime meeting, Google meet, etc. 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
- ☐ Complete Candidate/Mentor Log 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 and inform Induction Leadership of any challenges
- ☐ 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 Director 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, please review the Mentor Responsibilities (Memo of Understanding) and the Induction Mentor Application Process.

SECTION 4 - AUHSD Induction Oversight

AUHSD collaborates with multiple levels of community partners and stakeholders to form a unique network of 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 Director of Curriculum, Instruction and 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 learning 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 year 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 Mentor and Candidate 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 a Mentor cannot answer my questions?

Answer: Direct any question your Mentor cannot answer to the Induction staff: Diana Fujimoto fujimoto_d@auhsd.us , Director of C & I and Professional Learning.

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 C & I and Professional Learning, Diana Fujimoto, 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 an observation of a lesson, the Mentor and the Candidate discuss the Candidate's strengths and challenges. A problem of practice is selected and connected to the California Standards for the Teaching Profession (CSTP). Mentor and Candidate collaboratively decide on a plan in order to strengthen practice in that area and develop an Essential Question that will be the focus of their inquiry. (see examples of **Essential Questions** in Handbook) *REMEMBER: The ILP should provide evidence of the Candidate's growth in the CSTPs. Ideally, ALL elements of all standards should be addressed over a two year period, with evidence of a Candidate's growth substantiated in the reflections found in the ILP. (see example of ILP in Handbook)*

7. **Question: What if the Mentor is unable to do an in-person observation of the Candidate's teaching?**

Answer: If the Mentor is unable to do an in-person observation, the Candidate should video a lesson for the Mentor to observe. After the

Mentor and Candidate review the video, a challenge is selected, and an essential question is developed to focus on the inquiry, and connected to the California Standards for the Teaching Profession (CSTP). Then, collaboratively, Mentor and Candidate decide on a plan in order to strengthen the Candidate's practice in that area.

8. **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. Record whether you feel your plan was successful, or not, and write about anything you would do differently as a result of the student data you collected. Think about the parts of your lesson that went well and what parts, if any, need to be improved.Fully explain why you come to the conclusions you cite. Explain how examining the student evidence helped you determine your conclusions. *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) Refer back to your essential question and determine whether or not your objectives were met.

9. 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 the Candidate is falling behind in their Induction Portfolio?

Answer: If a Candidate is not adhering to the timeline, it is necessary for the Mentor to contact the Coordinator of Professional Learning, Diana Fujimoto,

as soon as possible, so any problems being experienced by the Candidate can be addressed in a timely fashion.

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

Answer: The Candidate 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.