

2020-21 Induction Workshop

Welcome!

Mentors and Candidates

UNLIMITED YOU 

ANAHEIM UNION HIGH SCHOOL DISTRICT

Schools First



Products for School Employees

For more than 85 years, we've been tailoring financial products and services to fit the unique needs of school employees.



Prepare for Summer

Summer Saver

A high-yield savings account, currently 3.25% APY*, helps you set aside funds to get you through the months you may not receive a paycheck.

- Deposits made through direct deposit, payroll deduction or automatic share-to-share transfer.
- Flexible, penalty-free withdrawals.
- Automatic renewal each year.
- Deposit any amount between \$1 and \$2,000.

Paycheck Planner

For 10- or 11-month* employees; spread paycheck over 12 months.

- Earn a higher dividend rate, currently 3.25% APY.

School Employee Auto Loan with Summers Off

Skip payments on a SchoolsFirst FCU auto loan during times when you may not receive a paycheck.[†]



Manage Expenses

School Employee Mortgage

No Private Mortgage Insurance, reduced loan processing fee and low down payment options.

School Employee Credit Card

A card tailored to your unique needs with a low everyday purchase rate and cash back.

Classroom Supplies Loan

No-interest loans for teachers to purchase materials beyond what the school's budget may provide.[†]

Uniform Loan

No-interest loans for classified school employees to get the supplies they need to do their job.[‡]

Education Loans

Low-interest loans to help you pursue advanced degrees or career advancement programs.[§]

Overdraft Protection Loan

\$300 non-credit qualifying line of credit protects your account in the case of insufficient funds.



Future Planning

Financial Advisors

We can help by providing complimentary, objective advice to build a plan tailored to your unique goals.

403(b) and 457(b)[†]

Pre-tax retirement savings to supplement CalSTRS or CalPERS.

Roth 403(b)[†]

After-tax retirement savings to supplement CalSTRS or CalPERS.

ATM CO-OP Network

Access to more than 28,000 fee-free ATMs Nationwide.



For more information or to join today, visit
schoolsfirstfcu.org



Krista Norwood, Membership Development Specialist

Induction Support Team

- **Jackie Counts**, Director of Innovative Programs and Cambridge Virtual Academy
- **Billie Schwartz**, Induction Consultant
- ***Diana Fujimoto**, Curriculum Specialist
- **Regina Powers**, District Librarian

***Main Point of Contact**

Team Builder

Our Induction Community
Would you rather...



Would you rather hold a ...

A)



Skunk

B)



Porcupine

Would you rather...

A)



**Give up your
phone for a month**

B)



**Give up watching
sports for a year**

Would you rather vacation...

A)



C)



B)



D)



Program Overview

- Teacher Induction is a 2-year clear credential program
- Program focus is on mentoring relationship and professional growth
- Individualize cycles of inquiry and professional learning opportunities

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.

Induction Goals

- 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

AUHSD Induction

TWO-YEAR PROCESS

1. START

AUHSD hires qualified induction teacher.

2. Candidate is matched with a Mentor w/in 30 days of hire.

3. Candidate, Mentor, & site Administrator meet to connect goals with site initiatives and CSTPs.

6. ILP, and all pertinent data is uploaded to online portfolio.

5. Within 60 days, Candidate & Mentor implement lessons that support CSTPs, using cycle of inquiry to show growth.

4. After identifying strengths and challenges, Mentor & Candidate form an essential question.

7. Candidate's portfolio is monitored for evidence of growth within the context of the CSTPs.

8. Candidate & Mentor continue the same process throughout the year, as appropriate to Candidate's needs.

YEAR 2
The same process continues in order to meet all of the CSTPs.

Early Completion Option

This option serves experienced and exceptional candidates who can demonstrate exemplary application of the California Standards for the Teaching Profession.

Anaheim Union High School District
CA Induction Program
Early Completion Option

The California Commission on Teacher Credentialing (CCTC) approved Anaheim Union High School District Induction Program provides the Early Completion Option (ECO) to all qualifying program participants in accordance with Senate Bill 57 (Scott). This option serves experienced and exceptional candidates who can demonstrate exemplary application of the California Standards for the Teaching Profession.

APPLICATION FOR PARTICIPATION

Please complete the information below:

Name: _____ Site: _____ Subject(s): _____

Support Provider: _____

Option 1: A. Two or more years of prior **experience** that qualifies you to participate in the Early Completion Option (please check those that apply):

- ☐ Private school classroom experience
- ☐ Out-of-state classroom experience
- ☐ Intern Experience

Name of school: _____ Years as teacher of record: _____

City, State _____ **AND**

B. Evidence of **exceptional** evaluation during prior professional experience (please check and attach documentation)

- ☐ Candidate meets or exceeds standards-based evaluation from previous teaching assignment at highest level. (California Standards of the Teaching Profession)
- ☐ Candidate will submit a letter of recommendation from a current administrator.
- ☐ Candidate documents educational leadership role(s), among adults, in past three years.

OR

Option 2: Currently **high performing** based on a classroom observation by Induction Program personnel and TPA scores consisting of the following:

Average score of 3.5 or higher based on a 4-point scale (attach documentation)

Induction Handbook 2020-21

The one-stop guide
for Induction
Candidates and Mentors



2020-21 Induction Handbook

Induction Handbook Overview

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AUHSD Induction Handbook 2020-21

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Induction Portfolio Contents (Section 2)

1. Autobiographical Information
2. Individual Learning Plan (ILP)
3. Candidate/Mentor Log
4. Student Evidence Folder
5. Systems of Support Folder



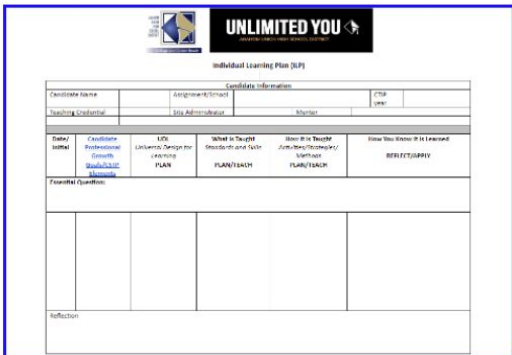
Portfolios

This folder contains a hyperdoc that links to all 2020-21 Induction portfolios. The portfolio links are accessible only to the candidate, his/her mentor, and the Induction Leadership Team members.

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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.



The image shows a sample Individual Learning Plan (ILP) form. At the top right is the "UNLIMITED YOU" logo. Below it is the title "Individual Learning Plan (ILP)". The form contains several sections:

- Candidate Information:** Fields for Candidate Name, Assignment(s)/Task, City, Job, Training Coordinator, Site Administrator, and Mentor.
- Goals Section:** A table with five columns: Status (Initial), Candidate Professional Growth (with links to [Goalbook](#) and [Portfolio](#)), LDE (Linkage Design for Planning PLAN), School or Thought (Standards and Skills PLAN/TASK), School or Thought (Core New Practices/PLAN/TASK), and How You Know It Is Learned (REFLECT/JOURN).
- Formatted Goals:** A large empty box for writing goals.
- Reflection:** A large empty box at the bottom for reflecting on progress.

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.

Jamboard



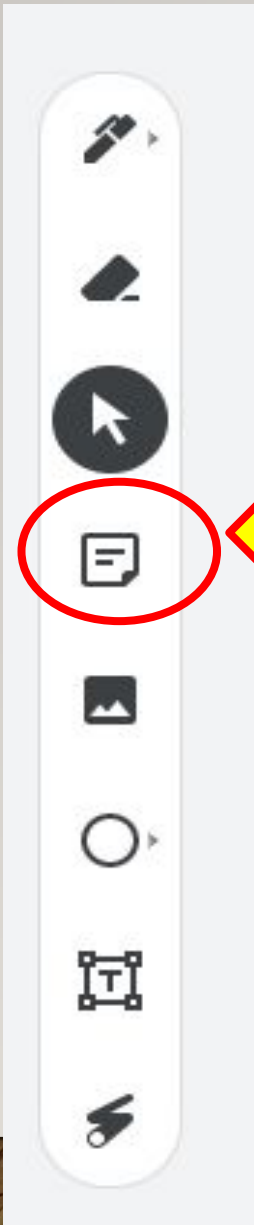
STEP 1: Click on the link in the public chat to get to Jamboard

STEP 2: Click on the post-it

STEP 3: Type in **ONE** key idea

STEP 4: Click **SAVE** to add your thought to the Jamboard

Click outside of the box to see what others have written





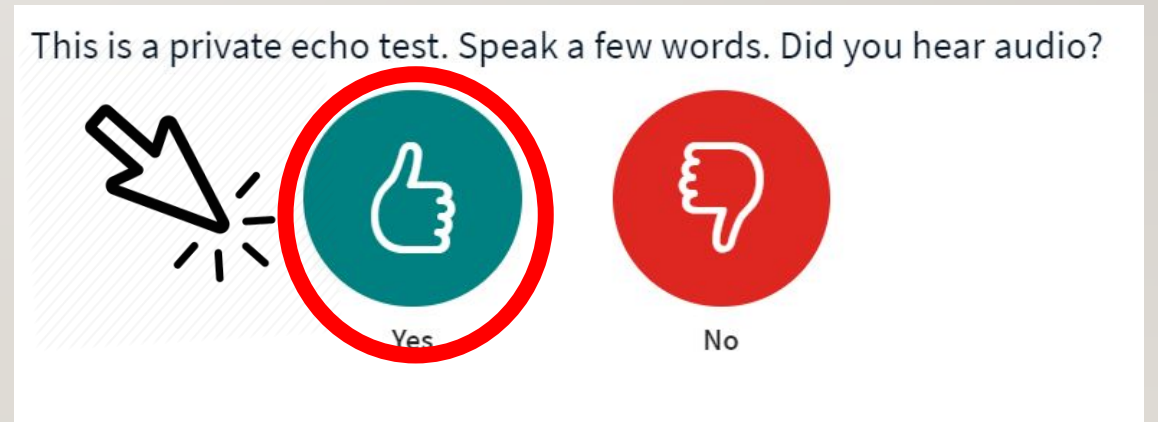
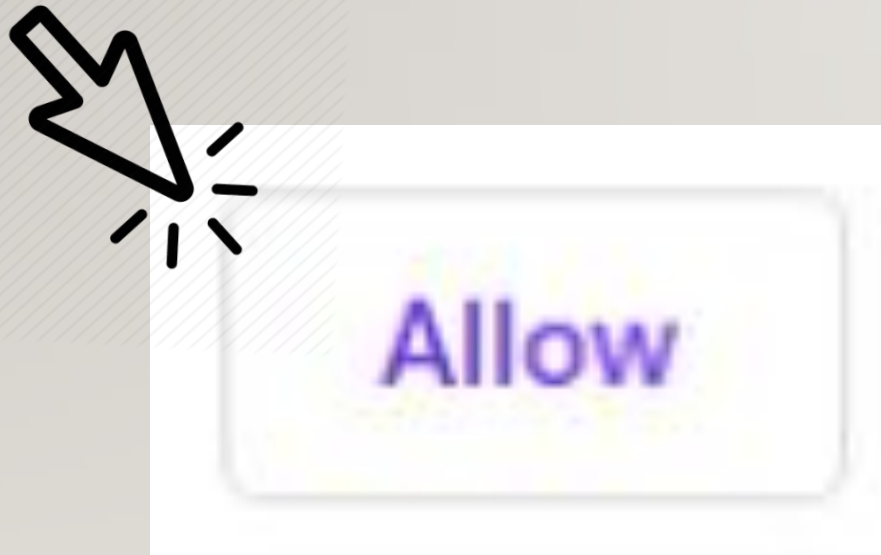
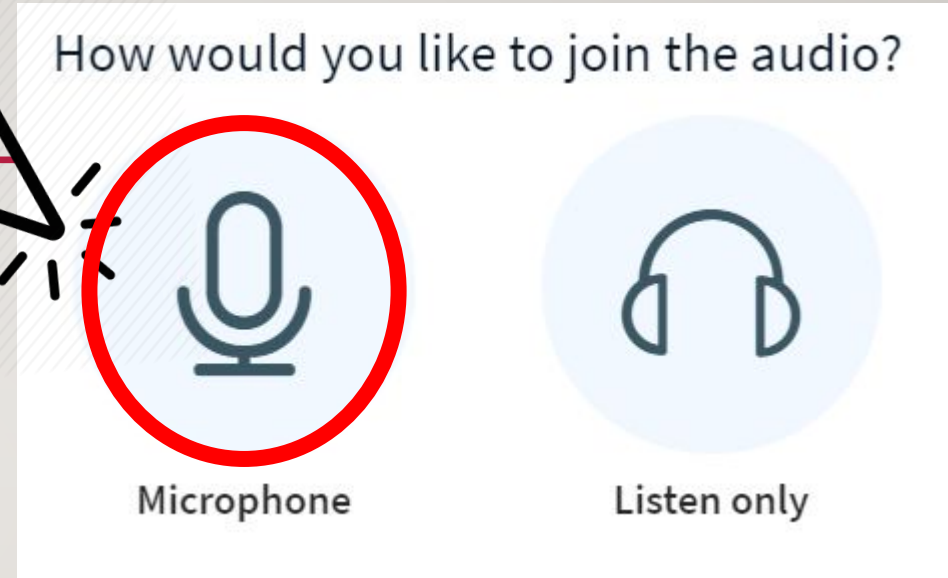
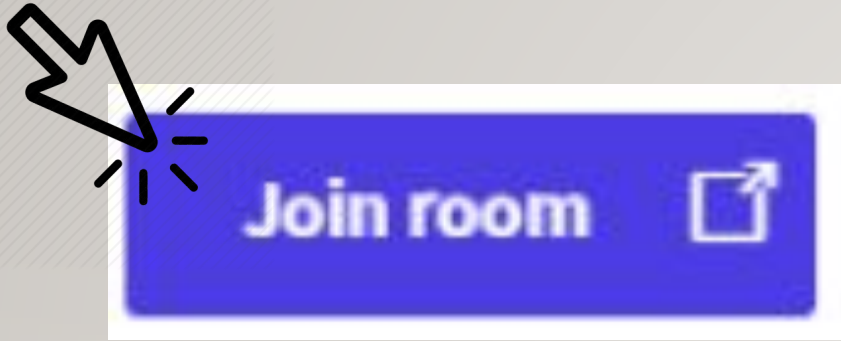
Time to Speak



BREAKOUT ROOMS: Quickly introduce yourselves
(Name, Mentor/Candidate, Site, What you teach)

- What is the purpose of the ILP? (Share key ideas)
- How will you accomplish this in your virtual classroom?
- What questions do you have?

To join your breakout room...



NOTE: Please periodically check the breakout room time remaining. The breakout rooms do end abruptly.

Breakout room time remaining: 07:29

Welcome To BigBlueButton

BigBlueButton is an open source web conferencing system designed for online learning



CHAT

Send public and private messages.



WEBCAMS

Hold visual meetings.



AUDIO

Communicate using high quality audio.



EMOJIS

Express your emotions.



BREAKOUT ROOMS

Group users into breakout rooms for team collaboration.



POLLING

Poll your users anytime.



SCREEN SHARING

Share your screen.



MULTI-USER

Draw together.

For more information visit bigbluebutton.org →



Time to Speak



BREAKOUT ROOMS: Quickly introduce yourselves
(Name, Mentor/Candidate, Site, What you teach)

- What is the purpose of the ILP? (Share key ideas)
- How will you accomplish this in your virtual classroom?
- What questions do you have?

Next Steps

Handbook, page 9

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 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 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.

Please complete this assignment in this Schoology Course

>  30-Days Checklist



Posted Thu Jul 23, 2020 at 3:08 pm

Induction First 30-Days Check List

Your email address (fujimoto_d@auhsd.us) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

Your first name *

Your answer

Your last name *

Your answer

Last name of your Induction Mentor *

Your answer

I have established a meeting schedule with my Mentor *

- ☐ Yes
- ☐ Not yet
- ☐ I need additional help

Weekly Support



Mentor/Candidate Weekly Support: Calendar an ongoing appointment

- Email, phone conversation, Google meet, etc.
- Document actions in Candidate/Mentor Log
- Minimum of 1 hour per week

Mandatory Attendance

Induction Workshops 2020-21

- Induction Updates
- Professional Learning
- Mentor/Candidate Meeting Time

July 29, 2020
1:00-2:00 P.M.
Schoolology Course
(Mentor Training/Mentors Only)

JANUARY 19, 2021
3:15-5:15 P.M.
Schoolology Course

AUGUST 18, 2020
3:15-5:15 P.M.
Schoolology Course

FEBRUARY 16, 2021
3:15-5:15 P.M.
Schoolology Course

SEPTEMBER 22, 2020
3:15-5:15 P.M.
Schoolology Course

MARCH 16, 2021
3:15-5:15 P.M.
Schoolology Course

OCTOBER 20, 2020
3:15-5:15 P.M.
Schoolology Course

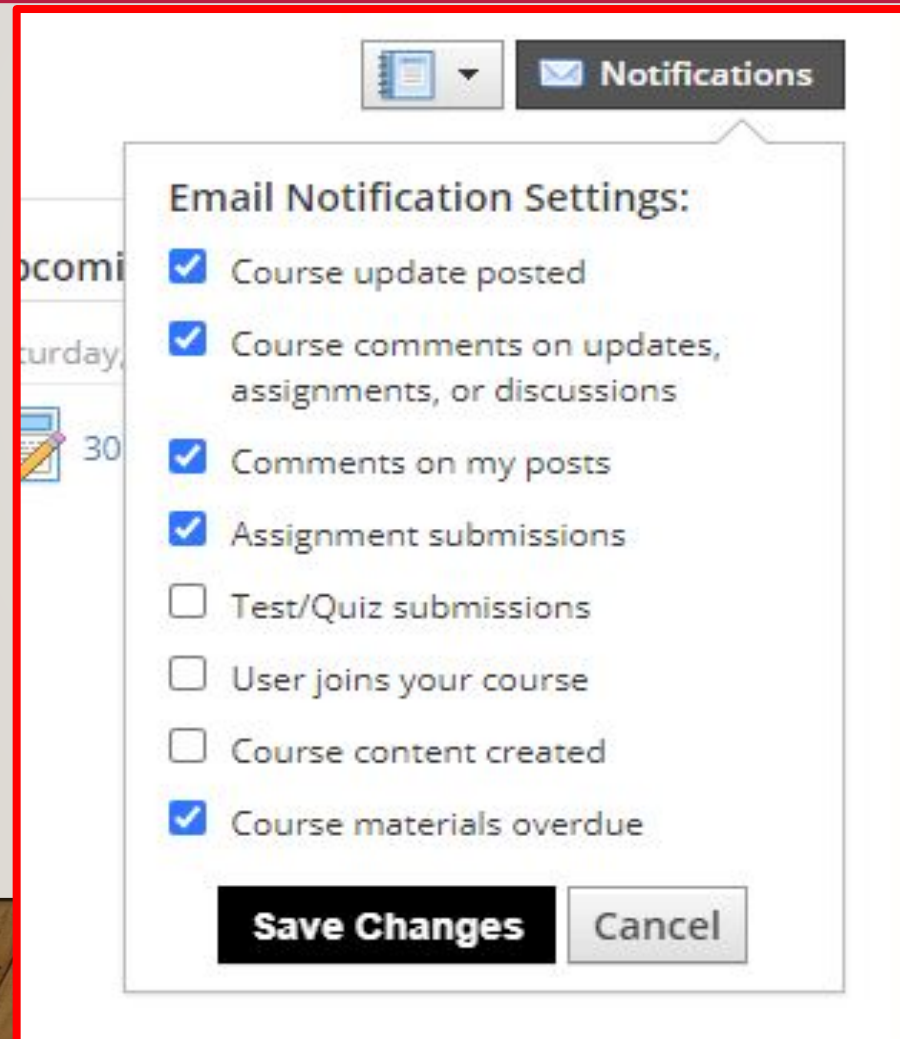
APRIL 20, 2021
3:15-5:15 P.M.
Schoolology Course

NOVEMBER 17, 2019
3:15-5:15 P.M.
Schoolology Course

MAY 18, 2020
3:15-5:15 P.M.
Schoolology Course

DECEMBER 15, 2019
3:15-5:15 P.M.
Schoolology Course

Schoology Assignments and Communication



The image shows a screenshot of the Schoology interface with a red rectangular overlay highlighting the 'Email Notification Settings' dialog box. At the top of the overlay, there is a 'Notifications' button with an envelope icon. Below this, the dialog box is titled 'Email Notification Settings:'. It contains a list of notification options, each with a checkbox. The first four options are checked: 'Course update posted', 'Course comments on updates, assignments, or discussions', 'Comments on my posts', and 'Assignment submissions'. The next three options are unchecked: 'Test/Quiz submissions', 'User joins your course', and 'Course content created'. The last option, 'Course materials overdue', is checked. At the bottom of the dialog box, there are two buttons: 'Save Changes' (in a black box with white text) and 'Cancel' (in a grey box with black text). The background of the screenshot shows a calendar and a list of course items, but they are partially obscured by the dialog box.

 **Notifications**

Email Notification Settings:

- ☒ Course update posted
- ☒ Course comments on updates, assignments, or discussions
- ☒ Comments on my posts
- ☒ Assignment submissions
- ☐ Test/Quiz submissions
- ☐ User joins your course
- ☐ Course content created
- ☒ Course materials overdue

Save Changes Cancel

Empathy is...

seeing with the eyes of another,

listening with the ears of another,

and feeling with the heart of another.

THANK YOU!



UNLIMITED YOU 

ANAHEIM UNION HIGH SCHOOL DISTRICT