



ARCADIA UNIFIED SCHOOL DISTRICT

California Teacher Induction Program

Component Checklist



Year at a Glance		
	Professional Learning	Program Support/Assignment
August September	Welcome to AUSD Induction Program Review MOU	<input type="checkbox"/> Candidate Entrance Interview/ MOU (Year 1) <input type="checkbox"/> Monthly Induction Program Meeting (C/M) <input type="checkbox"/> Triad Meeting (C/M/E) <input type="checkbox"/> Self-Assessment (initial) <input type="checkbox"/> Classroom Observation prior to goal setting <input type="checkbox"/> Meet with Mentor 120 minutes (C/M)
September October	Initial Self-Assessment Collect Data and Review Feedback	<input type="checkbox"/> Monthly Induction Program Meeting (C/M) <input type="checkbox"/> Meet with Mentor 240 minutes (C/M) <input type="checkbox"/> Monthly Log Reflections (GC) <input type="checkbox"/> Induction Journey: Initial <input type="checkbox"/> ILP: Inquiry Cycle (data, learning/action steps, reflection)
October	Individual Learning Plan Candidate will develop <u>two</u> goals based on the CSTPs and participate in inquiry cycle for professional growth and learning.	<input type="checkbox"/> Monthly Induction Program Meeting (C/M) <input type="checkbox"/> Meet with Mentor 240 minutes (C/M) <input type="checkbox"/> Monthly Log Reflections (GC) <input type="checkbox"/> ILP: Initial: Data, Learning Steps, Action Steps, Reflections, Mentor Feedback and Next Steps <input type="checkbox"/> Attend a Learning Walk with Mentor to Support Goals
November	Individual Learning Plan	<input type="checkbox"/> Monthly Induction Program Meeting (C/M) <input type="checkbox"/> Meet with Mentor 240 minutes (C/M) <input type="checkbox"/> Triad Meeting (C/M/E) <input type="checkbox"/> Monthly Log Reflections (GC) <input type="checkbox"/> Program Coordinator Class Visits <input type="checkbox"/> Mentor Observation and Feedback <input type="checkbox"/> Add Evidence to Support Goals
December	Individual Learning Plan	<input type="checkbox"/> Program Coordinator Classroom Visits <input type="checkbox"/> Meet with Mentor 180 minutes (C/M) <input type="checkbox"/> Monthly Log Reflections (GC) <input type="checkbox"/> Add Evidence to Support Goals
January	Mid-year Self-Assessment Refine Individual Learning Plan Candidate/Mentor Mid-Year Surveys	<input type="checkbox"/> Monthly Induction Program Meeting (C/M) <input type="checkbox"/> Meet with Mentor 180 minutes (C/M) <input type="checkbox"/> Triad Meeting (C/M/E) <input type="checkbox"/> Monthly Log Reflections (GC) <input type="checkbox"/> Self-Assessment (mid-year)



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		<input type="checkbox"/> ILP: Edit Goals if Necessary <input type="checkbox"/> ILP: Mid-year: Data, Learning Steps, Action Steps, Reflections, Mentor, Feedback and Next Steps <input type="checkbox"/> Add Evidence to Support Goals <input type="checkbox"/> Attend a Learning Walk with Mentor to Support Goals
February	Individual Learning Plan	<input type="checkbox"/> Monthly Induction Program Meeting (C/M) <input type="checkbox"/> Meet with Mentor 240 minutes (C/M) <input type="checkbox"/> Monthly Log Reflections (GC) <input type="checkbox"/> Mentor Observation and Feedback <input type="checkbox"/> Add Evidence to Support Goals <input type="checkbox"/> Attend a Conference w/ Mentor to Support Goals
March	Individual Learning Plan	<input type="checkbox"/> Monthly Induction Program Meeting (C/M) <input type="checkbox"/> Meet with Mentor 240 minutes (C/M) <input type="checkbox"/> Triad Meeting (C/M/E) <input type="checkbox"/> Monthly Log Reflections (GC) <input type="checkbox"/> Add Evidence to Support Goals <input type="checkbox"/> Induction Journey: Update & End of Year Reflection
April	End-of-year Self-Assessment Reflect on ILP Goals Candidate End of Year Survey Mentor End of Year Survey Showcase (Year 1) Exit Interview (Year 2)	<input type="checkbox"/> Monthly Induction Program Meeting (C/M) <input type="checkbox"/> Meet with Mentor 180 minutes (C/M) <input type="checkbox"/> Monthly Log Reflections (GC) <input type="checkbox"/> Self-Assessment (end of year) <input type="checkbox"/> ILP: End of year: Data, Learning Steps, Action Steps, Reflections, Mentor, Feedback and Next Steps <input type="checkbox"/> Discuss Showcase/Exit Interviews
May	All Induction Assignments/Paperwork Turned In End of Year Colloquium Presentations and Recognition	

(C)-Candidate (M)-Mentor (E)-Evaluator (GC)-Google Classroom



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Self-Assessment and Reflection

Candidates will complete a self-assessment aligned to the California Standards for the Teaching Profession (CSTPs). Candidates place themselves on a continuum based on evidence per CSTP. Candidates revisit this self-assessment tool to add new evidence mid-year and at the end of the school year. Reflection is an ongoing process throughout the Induction program and is embedded in all program components. Candidates can document reflections in their ILP and/or Monthly Log as evidence of professional growth.

Monthly Induction Program Meeting

Candidates will attend a monthly meeting to receive Induction Program and Individualized Learning Plan (ILP) support. Mentors will attend together bimonthly to provide additional support to candidates. Technical support is offered on an as need basis.

Meet with Mentor

Candidates and Mentors will meet a minimum of one hour per week. Mentors will support Candidates in Individualized Learning Plan (ILP). Mentors will provide mentoring, including “just in time” for immediate support, as well as “ongoing” for long term professional growth in the CSTPs. Candidates will complete a **Monthly Log** documenting reflections of their progress and conversations with their Mentor.

Mentor Support Meetings

Mentors will meet 3 times per school year to receive mentor training and support.

Individual Learning Plan-ILP

The Individual Learning Plan (ILP) addresses the California Standards for the Teaching Profession and provides a road map for Candidate’s Induction work with guidance for the Mentor teacher in providing support. The ILP is collaboratively developed by the Candidate and Mentor with input from the employer within the first 60-days of the candidate’s enrollment in the program. The ILP includes professional growth goals, a description of how the Candidate will work to meet the goals, defined and measurable outcomes and planned opportunities to reflect on progress and modify the ILP as needed. Within the ILP, professional learning and support opportunities must be identified for practice and refine effective teaching practices for all students through focused cycles of inquiry. The ILP is designed and implemented solely for professional growth and development of the candidate, and will not be used for evaluation for employment purposes.

Individual Development Plan (IDP)



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The Individual Development Plans (IDP) is required by the California Commission on Teacher Credentialing (CCTC) as a way of supporting teacher candidates as they transition from the TPE standards to the California Standards for the Teaching Profession (CSTP) standards in preparation for Induction. The development, implementation, and revision of the IDPs require a series of steps to be conducted by teacher candidates, university supervisor, and their faculty advisor. The self-assessment will help teacher candidates gauge skills, strengths, and areas for further development. Candidates will have an IDP upon exiting a university program.

Triad Meeting (C/M/E)

Meeting held at the beginning of the year between Candidate, Mentor and Evaluator to provide support for Candidate's ILP goals. Ongoing meetings are encouraged supporting candidate's mastery of CSTPs.

Classroom Observations and Learning Walks

Mentors and Induction Program Coordinator will observe Candidates throughout the year to provide meaningful feedback and support. Candidates are encouraged to observe their Mentor and attend learning walks to observe other teachers based on their ILP goals.

Candidate Entrance Interview (Year 1)

Candidates attend an entrance interview during AUSD New Educator Academy the week prior to the start of school, or within 30 days of hiring date. Candidates will learn about the Induction program requirements, website resources, and will sign a MOU with AUSD.

Showcase (Year 1) & Exit Interviews (Year 2)

Candidates will share their Induction experience and evidence of progress towards mastery of the CSTPs. Year 1 candidates will participate in a showcase with their peers and Year 2 candidates will present to a panel of district administrators.