

SANTA MARIA-BONITA SCHOOL DISTRICT



Teacher Induction Program

Preconditions

Updated 4/25

SMBSD Teacher Induction Preconditions Evidence Guidance

Link to Preconditions on SMBSD Induction Website

Preconditions are based on state laws or Commission policy. While one Precondition can be met with a Statement of Assurance by the Unit Head, many need evidence in the form of documents, data or other types of evidence. *Please provide bookmarks to specific pages in multi-page documents or handbooks. This will ensure that reviewers are able to find the information you are choosing to use as evidence.

Program-Specific Preconditions	Provisional Site Visit Evidence of Precondition 2025
1. Program Curriculum Each Induction Program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.	Overview & Enrollment SMBSD TIP is a two year induction program seeking full accreditation from the state intended to ease new teachers' transition into the profession, accelerate teacher effectiveness and enhance teacher retention. We will offer general education and special education teachers who hold a Preliminary Multiple Subject, Preliminary Single Subject, or Preliminary Education Specialist Credentials the opportunity to fulfill the requirements for the California Clear Credential. An Early Completion Option is available for experienced and exceptional candidates. Beginning in their first year of teaching, our new teachers receive job-embedded mentoring support while they develop and enact individualized learning plans to support their growth related to the California Standards for the Teaching Profession (CSTP), within the context of their teaching position. <u>Orientation Flyer in handbook</u> <u>Induction Recruitment Brochure</u> <u>Orientation Slide Decks</u> • 24-25 TIP Orientation <u>Professional Agreements</u> • 25-26 Professional Agreement SMBSD Induction <u>Early Completion Option</u> • 2025 SMBSD Induction Early Completion Interest form <u>Individual Learning Plans</u> • 25-26 ILP • 24-25 ILP

2. Mentor Assignment The Induction Program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant's employment.	Mentoring Support The Teacher Development section of Teaching & Learning is responsible for identifying a suitable mentor for each of their candidates (matched according to credentials held, grade level and/or subject area, as appropriate to the candidate's employment). Each candidate will begin meeting with their mentor within 30 days of program enrollment. This is job embedded peer support. Qualifications To show our intentionality in pairing Mentor and Candidate, we've included the Mentor Selection Criteria: ● Possession of a Clear Credential and a minimum of three years of effective teaching experience ● Matching credential/placement with mentee; Knowledge of the context and content area of the candidate's teaching assignment ● Demonstrated commitment to professional learning, collaboration, and a positive attitude ● Ability, willingness, and flexibility to meet candidate needs for support ● Resourcefulness in meeting beginning teacher needs through support of inquiry and reflection ● Student-centered approach to professional practice ● Knowledgeable in the areas of diversity, equity and inclusion as it pertains to society and the CA student learning experience ● A willingness to develop a collaborative mindset through participation in mentor trainings, ● Knowledge and ongoing learning with regards to the current context of public education, including California standards, frameworks, accountability systems, and district adopted curriculum ● Referral from your campus administrator Data 2025-26 Included here is the monitoring spreadsheet we will use to place and track

	candidate and mentor pairs in order to ensure that we identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant's employment. <u>Contact Lists</u> ● 25-26 New Teacher Contact List ○ # Days For Match - column AC ○ Credentials Matched - columns O & Z ○ Date of Enrollment - column AB ● 24-25 New Teacher Contact List ○ # Days For Match - year 1: column AA year 2: column AL ○ Credentials Matched - year 1: columns M & X Year 2: column R & AG ○ Date of Enrollment - year 1: column U year 2: column AJ <u>Mentor Selection Criteria</u> ● 25-26 Induction Mentor Flyer <u>Professional Agreements</u> ● 24-25 Google Form - Professional Agreement ● 24-25 Spreadsheet - Professional Agreement
3. Supervision of Induction Candidates Each Induction Program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.	SMBSD assures that each participating teacher receives an average of no less than one hour per week of individualized support or mentoring coordinated and/or provided by the mentor. We will track candidate support and participation by monitoring assignments in the participants ILP and the Mentoring Log and providing written feedback after ILP reviews twice a year. Mentoring logs will be monitored on a weekly basis and check-ins scheduled as needed. Expectations of weekly candidate/mentor meetings will be communicated in Orientation, the New Teacher Induction Handbook as well as in the instructions for the mentoring log. All documentation will be monitored by the SMBSD Induction TOSA and Induction Director. Assignments will be broken into two semesters to ensure adequate progress by year-end. Mid-year check-in surveys and Annual Program Reflection data will be collected to monitor the support of candidates as well.

	<u>Mentor Logs</u> • 24/25 Y1 Logs • 2025 Y1 Spring Cohort Logs • 24/25 Y2 Logs • 2025 Y2 Spring Cohort <u>Individual Learning Plans</u> • 25-26 ILP <u>Mid Year Check-in</u> • 25/26 Survey • 24/25 Survey • 24/25 Responses <u>Annual Program Reflection</u> • 25/26 Survey • 24/25 Survey • 24/25 Responses
4. Individual Induction Plan Goals Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.	As stated in the SMBSD TIP Handbook under Candidate Program Requirements (section 2), all candidates will develop an Individual Learning Plan (ILP) with their mentor, in collaboration with their administrator within 60 days of enrollment into the program. This information is also included on our SMBSD TIP Brochure. The ILPs will be accessible by the Induction TOSA and Induction Director via the New Teacher Google Classroom to ensure these are adequately developed within the first 60 days of their program. Feedback on the ILPs will be provided in writing via the ILP. New teachers will set and reflect on professional goals throughout the ILP process and submit evidence three times a year: October, December, and May.
5. Use of Individual Induction Plan The ILP must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.	In our Statement of Assurance, the first bullet in Criterion 3 states that SMBSD will be in compliance at all times with all relevant preconditions for the Initial Induction Program,

	As stated in our Site Administrator Overview, in both the <i>Confidentiality</i> and the <i>A Site Administrator Should Not</i> sections, it states that the Candidates ILP is designed solely for professional growth and development of the participating teacher, and not for evaluation for employment purposes. We have created an MOU for partnering districts in the event that SMBSD is not the sole employer of SMBSD Induction Candidates. This MOU states that the employer understands that the ILP may not be used for evaluative purposes. <u>Individual Learning Plans</u> • 24-25 ILP • 2025 Spring Cohort ILP <u>Model of Confidentiality</u> • 25-26 Model of Confidentiality
6. Early Completion Option An Induction Program sponsor must make available and must advise participants of an Early Completion Option for “experienced and exceptional” candidates who meet the program’s established criteria.	<u>Early Completion Option</u> • 25-26 SMBSD Induction Early Completion An Early Completion Option (ECO) is available for participants who are “experienced and exceptional” candidates and meet the criteria set forth in our SMBSD Candidate Handbook, Candidate Overview and Commitment section. Candidates are made aware of the ECO application process during Orientation.