



Lancaster Eastside Induction Program Grievance Process

The rationale and overall design of the Lancaster Eastside Teacher Induction Program is based on sound theory, research, and practice. The delivery of services to candidates is carefully planned and implemented in ways that are consistent with the holistic, developmental view of teaching as reflected in The California Standards for the Teaching Profession. The program administers a collaborative model, utilizing classroom teachers as part-time mentors. Candidates focus on improving classroom practice through the development of an Individualized Learning Plan with the aim of being responsive to the diverse cultural, social, and linguistic backgrounds of all students.

The Lancaster Eastside Teacher Induction Program administers a defensible process for candidate completion as follows:

- The criteria for obtaining the clear credential is communicated during Induction orientation meetings and routinely during subsequent Induction Cohort Workshops. The criteria is also outlined in the program handbook, and the memorandum of understanding between the teacher and district.
- The Induction process begins with the candidate's Individualized Learning Plan (ILP). Creating the ILP provides the teacher with the opportunity to collaborate with the mentor and site administrator on annual professional goals that are aligned with the *California Standards for the Teaching Profession* (CSTP). The objectives to meet these goals are individualized based on teacher needs and what is needed to accomplish them with the support of the mentor.
- The candidate regularly assesses his or her performance on the *Continuum Growth Document*, using a scale that ranges from emerging to innovating. The teacher includes evidence to document growth with an explanation by the mentor of the rationale for the determined rating.
- During the mid-year review (end of the first semester), mentors and the Program Facilitator review candidates' ILPs to track their progress with individualized goals. If the candidates are not progressing toward their goals, areas of improvement will be noted and remedies offered.
- At the end of each year, formal ILP reviews are administered by mentors and the Program Facilitator.
- In addition to the ILP review, Year 1 candidates participate in an end of year triad meeting held with their mentor and site administrator to set goals for the upcoming year.

- In addition to the ILP review, Year 2 and Early Completion Option candidates, complete an exit interview with their site administrator and Induction Facilitator. During the interview under the framework of the California Standards for the Teaching Profession and concrete evidence, candidates discuss their ILP, indicating how they overcame challenges, met their goals and progressed in their teaching practice. Evidence includes, but is not limited to, benefits derived from professional learning, delivery of curriculum and assessment, inquiry projects and reflective practices with mentors.
- Upon verification that the candidate has completed all requirements as set forth in the MOU for the applicable Induction year, a certificate is offered as evidence of completion.
- Candidates who address each element of the ILP successfully are recommended for the Clear Credential.
- The 41-Induction forms are signed by the Director of Curriculum, Instruction, and Assessment.
- The Facilitator then submits the Verification of Completion Form (41-Induction) to the credentialing analyst who assists the candidate with his or her application for the clear credential. The credentialing analyst does a subsequent follow-up to ensure that the credential is officially issued by the CTC.
- Participants who were not successful with the exit interview, such as lacking substantive evidence to support their ILP are given a month to provide the evidence to the Program Facilitator, and are recommended for the credential at that time.
- Participants who do not meet the deadline for completing the extension process are offered the first quarter of the new school year to do a mini-inquiry to demonstrate professional growth in their new setting. Once this occurs, they are recommended for the clear credential.
- Candidates who neglect to complete all extended offers for demonstrating professional growth can opt to participate in the Early Completion Option at a cost to them.
- Candidates who object to the non-recommendation decision at any level can appeal their case by submitting the appropriate evidence and documentation.