Hayward Unified School District

TEACHER INDUCTION PROGRAM

2025-26

Participant Handbook

Hayward Teacher Induction Program

Handbook Preface

The Participant's Teacher Induction Handbook is intended as a reference guide to the Hayward Teacher Induction Program. **Review the contents carefully and know your responsibilities in obtaining your Professional Clear Credential.**

It is our goal to provide you with a rewarding experience that will build your professional skills, foster life-long peer relationships, and establish positive instructional practices that will impact the lives of all of your students and their families.

The **VISION** of the Hayward Unified School District Induction Program is to provide continuity with the credential preparation program to encourage growth and promote habits of reflective and effective teaching practices. The Hayward Induction Program strives to achieve equity in education and to support and create conditions which retain Candidates as they transition into the teaching profession.

Mission Statement: The Hayward Unified School District Induction Program mission is to support Candidates in demonstrating growth and to reflect on their practice, collaborate with others in the professional community and seek opportunities to grow professionally. Candidates are mentored to establish and maintain a safe, inclusive and equitable learning environment that will foster global citizenship in a changing society.

Purposes of the Teacher Induction Program

- To recommend for the California Clear Credential only those Participating Teachers (PTs) who have met and completed all of the requirements of the Induction Program.
- To provide an effective transition into the teaching career for eligible first-year and second-year teachers.
- To provide comprehensive support to PTs during the first two-years of teaching in a situated learning environment, with frequent reflection on practice through the use of formative assessment that is aligned with the 2009 *California Standards for the Teaching Profession (CSTPs)*.
- To build an understanding that learning to teach is a life-long developmental process that involves confronting challenges, taking risks and critically examining one's own practices to improve teaching and learning.
- To provide a common language and professional standards in order to promote the improvement of teaching practice and the development of a professional community.
- To enable PTs to be effective in teaching students who are culturally, linguistically, socio-economically and academically diverse.
- To examine alternative ways in which the general public and the education profession may be assured that new teachers who remain in teaching have attained acceptable levels of professional competence in order to improve the educational performance of students.
- To ensure the professional success and retention of new teachers through improved training, information and assistance.
- To enhance the skills and abilities of Mentors to provide intensive individualized support and assistance to each Participating Teacher.
- To establish an effective, coherent system of performance self-assessments that are based on the *CSTP*s.
- To ensure that an Individual Learning Plan for each Participating Teacher is based on ongoing self-assessment of the PT's development.

Adapted from *CTC General Session Update on Induction Programs: Appendix A, Statutory Purposes of BTSA Induction Programs as defined in SB 1422*. Sept. 2013

Hayward Unified School District
Teacher Induction Program

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What are the Application Procedures For the Induction Program?

Step-by-step accountability measures have been developed by the Hayward Unified School District to allow for clear identification of **Induction** Candidates.

1. At the time of employment, the district Credential Technician will assist you with enrolling in the Induction Program by completing an HR Intake form for Induction. An evaluation of your credential status by a Credential Technician will be provided to all teachers at the point of hire regarding eligibility for the Hayward Teacher Induction Program. It is the beginning teacher's responsibility to furnish a copy of his/her Preliminary Credential or letter of issuance from the university stating the completion of a Preliminary Credential program to the Credential Technician.

2. Teachers determined to be eligible for the **Induction Program** will be advised of their responsibility to enter the program and matched with a Mentor within 30 days of enrollment.

3. To enroll in the **Induction Program**, you will need to meet with a member of the Induction team one on one and submit the following documentation:
    - A fully completed online **Application**
    - A completed online **Memorandum of Understanding** (MOU)
    - Copy of your **Preliminary Credential** or letter of issuance & copy of **Individual Development Plan** (IDP)
    - Year 2 transfers must provide **verification of completion** of Year 1 from previous Induction program

4. Induction teachers will attend a **mandatory** Induction Orientation/Advisement meeting with their Mentor.

What Is Induction?

Induction is a state required two-year, job-embedded program of support and self-assessment for newly credentialed teachers teaching in California. The Hayward Induction Program is administered by the Hayward Unified School District.

As a newly credentialed teacher beginning your career in California schools, you will find that the Hayward Induction Program provides a framework linking theory (acquired during the teacher preparation program) to the realities of today's classroom. You will have the opportunity to apply key learning from the university coursework to your classroom in a program designed to meet your needs.

Components of the **Hayward Induction Program** include:

- Support and mentoring from a trained peer Mentor
- Confidential goal exploration and self assessment of professional practice on the CSTPs
- Opportunity for peer observations and networking with other professionals
- Opportunities for investigation into Professional Learning opportunities
- University coursework credit available for salary advancement
- Documentation of meeting Induction standards
- Recommendation for the Professional Clear Credential upon completion of all program and CCTC renewal requirements
- Early Completion Option (ECO), available for qualified participants

Who Is Eligible?

The **Induction Program** meets the requirements for the Professional Clear Credential. It is designed for graduates of California teacher preparation programs and out-of-state or country trained teachers (who may also have other requirements for teaching in CA public schools). ALL new Preliminary credential holders in HUSD are eligible in their first year and will be enrolled within 30 days of hire or when their Preliminary Credential posts. Candidates complete Induction, within two years, with the guidance of a veteran teacher (Mentor) and submit evidence for completion of an Individualized Learning Plan (ILP) and self-assessment on the *California Standards for the Teaching Profession (CSTPs)*.

What Will I Experience As An Induction Candidate?

The Hayward Teacher Induction Program uses an Individualized Learning Plan (ILP) to provide targeted support, based on teacher self assessment, observation data and student outcomes and growth. The program trains experienced teachers as Mentors to use relevant and effective methods for working with Induction Candidates. These Mentors assist Candidates in collecting and interpreting evidence of teaching practice, in reflecting on their teaching, and in identifying meaningful professional development activities that are targeted to their individual needs.

What Is An Individualized Learning Plan?

An Individualized Learning Plan (ILP) is a state-mandated document which asks teachers to focus on their practice, combining reflective self-assessment and support, to help participating teachers develop as practitioners. It is a path of critical reflection completed with the assistance of a trained Mentor. Throughout this Cycle of Inquiry, the ILP will help Candidates for a Professional Clear Credential deepen their understanding and application of *the California Standards for the Teaching Profession (CSTP)*, and the state adopted student content standards and curriculum frameworks. Using their IDP from their university Ed Prep program for reference, Candidates will create a goal within 60 days of enrollment, choose a *CSTP* element as a focus for an exploration-based Equity Transformation Cycle of Inquiry. Candidates will complete a pre and post-assessment on their chosen *CSTP* element to show growth. The Cycle of Inquiry requires teachers to research district initiatives and other resources followed by reflection on the application of these resources in their practice. The Cycle of Inquiry is an ongoing process of planning and teaching lessons, reflecting on the lessons and analyzing student work. Then, teachers plan informed changes to future practice based on evidence related to their chosen goals.

What Is The Mentor's Role?

Your relationship with your Mentor is an important aspect of success throughout the Induction Program and often fosters life-long professional friendships. Effective support occurs during collaborative learning opportunities of observation, inquiry and the development of goals focused on improving instructional practice and student achievement in the classroom. The quality of these pursuits is reliant upon a trusting, non-evaluative relationship that is built on confidentiality and commitment to the goals of the program.

Mentors Will:

- Provide support in designing a personalized ILP with targeted goals, reflecting on CSTPs and outcomes, and be a friendly guide, advisor, advocate and/or listener.
- Engage in and document evidence in the Hayward Induction Program inquiry processes, including **non-evaluative**, reflective conversation about the ILP and/or "just in time" support with beginning teachers
- Meet a **minimum of 1 hour/week documented on a Collaborative Log**
- Attend site administrator meeting with Candidate
- Communicate regularly with Coordinator and Induction Team for extra support as needed and through timely submission of **Collaborative Logs**
- Participate in Mentor workshops and networking sessions

There are three models of Mentor support for Candidates within Hayward Unified:

- A teacher who is released from full-time classroom teaching duties (TOSA)
- A school site experienced teacher
- A contract employee (e.g. a retired teacher)

How Do I Make A Request For Reassignment to a New Mentor?

The colleague working most closely with you through the inquiry process is your Mentor, modeling a collegial atmosphere of learning and sharing knowledge. Your Mentor has exhibited knowledge of teaching and learning, is dedicated to supporting novice teachers, and has demonstrated leadership as an exemplary educator.

However, if the initial pairing is not supporting your ability to complete program requirements, clear procedures have been established for reassignments when either the Candidate or Mentor is dissatisfied with the pairing.

The **Mentor Reassignment** process is as follows:

1. Candidate or Mentor must contact the Induction Program Coordinator in writing.
2. The Coordinator will contact each person to conduct a confidential assessment of the issues which have led to the request for Mentor reassignment.
3. Based on the assessment, the Coordinator will propose in writing a remedy which may involve any of the following:
    a. Facilitate a meeting between you and your Mentor to resolve issues
    b. Assign a new Mentor

Is University Credit Available?

University Credit is offered to all participants in the Induction Program. Participants have the option to purchase up to eight semester units per year, currently available from the University of the Pacific (UOP). Applications and criteria for obtaining university credits will be shared with participants at the start of each semester. UOP will send a letter at the end of the year to Candidates with information on ordering official transcripts.
Note: You must apply for unit credit by the deadline specified.

To contact UOP:

General questions: contact Michelle Dickson at mdickson@husd.k12.ca.us or ext. 72804
For transcripts go to Univ. of the Pacific website www.pacific.edu

What Am I *Required* to do for Induction?

Year 1 Requirements:

- Enrollment meeting with Induction/MOU
- Individual Learning Plan (submitted in January & May)
- 3 Observations
- Site Administrator ILP Consultation(s)
- Candidate/Mentor Collaborative Logs (verified monthly)
- Complete surveys
- 3 Overall CSTP Self Assessments (pre/mid-year/post**)
- Orientation: Candidate and Mentor
- Networking Session(s)*
- Triad meeting with Induction Site Liaison
- One hour weekly collaboration minimum with Mentor

ECO Candidates complete all of the above but self assess on all 6 Overall CSTPs (pre/mid-year/post**) and attend the Colloquium in May.*

Year 2 Requirements:

- Year 2 Transfers Only: Enrollment meeting with Induction/MOU
- Request for Year 2 Mentor
- Individual Learning Plan (submitted in January & May)
- 2-3 Observations
- Site Administrator ILP Consultation(s)
- Candidate /Mentor Collaborative Logs (verified monthly)
- Complete Surveys
- 3 Overall CSTP Self Assessments (pre/mid-year/post**)
- Getting Started session with Mentor*
- Networking Session(s)*
- Triad meeting with Induction Site Liaison
- One hour weekly collaboration minimum with Mentor
- Colloquium in May*

**** Candidate and Mentor attend sessions together after school***
***** If completing two separate Inquiries for the year***

What Is The Site Administrator's Role?

The *Standards of Quality and Effectiveness for Professional Teacher Induction Programs* require that Site Administrators:

- Attend ILP Consultations with each site Candidate two times per year
- Attend Site Administrator Training which includes Induction information
- Conduct Site Orientation and introduce new teachers to staff
- Allow for Candidates to spend time with their Mentor and to observe peers
- Respect confidentiality between Mentor and Candidate
- Establish a school culture that supports new teacher success
- Establish a school culture based on standards and success for ALL students

Do I Share My Induction Work With My Administrator?

You must share your Individualized Learning Plan (ILP) goals with your Site Administrator in a consultation that includes your Mentor in the Fall and communicate revisions throughout the inquiry. The state requires teachers to **set annual goals** and **demonstrate professional growth** and receive input on these goals based on your teaching assignment from the Site Administrator. Additionally, district or Site Administrator performance evaluations will not be considered in lieu of programmatic conditions for meeting the requirements of the CCTC (California Commission on Teacher Credentialing) approved Professional Clear Credential.

The Difference Between Licensure and Employment

Documentation submitted to the Hayward Teacher Induction Program for evidence of completion of the California Professional Teaching Credential is **confidential** and may not be used for employment evaluation purposes. Completion of the Hayward Induction Program and recommendation for the Professional Clear Credential does not imply or ensure continued employment. Employment criteria may differ from the requirements to obtain a Clear Credential. All employment decisions are made by HR. However, a teacher's full licensure is a primary consideration on any district's employment decisions.

What If I Want To Complete Induction In One Year?

Early Completion Option (ECO)

Purpose:

Senate Bill 57 was designed to allow eligible individuals to complete a Commission-approved professional induction program at a faster pace than the full two years required to complete all of the requirements. The intent of the law is to serve *experienced* and *exceptional* candidates. In order for a Commission-approved induction program to verify completion, the ECO candidate must have demonstrated the knowledge, skills, abilities and competencies required for the Professional Clear Credential.

To be eligible for the Hayward Induction ECO Program, teachers must complete an ECO application that verifies the following **eligibility requirements**:

1. Prior teaching experience as teacher-of-record within credential authorization (two years minimum verified by HR).
2. Two recommendations: site administrator(s) and/or Intern Program supervisor.
3. After submission of the application, the Induction Leadership Team and HR will review the ECO application and make the determination that the criteria is met.

As An ECO Candidate I:

- Understand that I will need to meet the two-year Induction requirements within one year and submit all required documents according to specified due dates.
- Understand that although I am entitled to two years of support, I am choosing only one year to complete CSTP self-assessments and collect evidence. I must also complete an ILP, Collaborative Log, and all other requirements of the program.
- Understand that if I fail to meet all of the requirements of the ECO in a timely manner, I will be restored to the two-year Teacher Induction Program.
- Understand that I will only be able to purchase a maximum of eight (8) semester units from the University of the Pacific for the one year I am in the program.

Eligible candidates' completed applications are due to the Induction Coordinator by the due date as indicated on the ECO webpage. Rubric and appeals process are available on the ECO webpage.

What If My ILP Does Not Meet the Criteria?

The following is the Appeal Process for Induction Candidates' unsuccessful initial completion of the Teacher Induction Program:

1. When a Candidate's documents are reviewed and the review document indicates "NOT MET", an additional Program Team Member will review the evidence.

2. If after the second review the ILP and CSTP evidence is still "NOT MET" an appeal may be made by the Candidate (C) within ten days of notification of unsatisfactory completion of Induction Program requirements. The C submits a written request to the Induction Program Coordinator for reconsideration of the decision. The Program Coordinator will review all materials and meet with the C. The Coordinator then notifies the C of this reconsideration within 10 days.

3. If the Program Coordinator decides requirements are unsatisfactorily completed, the teacher has ten days to submit a written request to the Director of HR to review all ILP and CSTP evidence. If it still does not meet the requirements, the decision stands.

4. Within ten days of the appeal meeting, the C may request, in writing, a conference with the HR Certificated Director, Induction Program Coordinator and Mentor. The Leadership Team (HR Director, Director of Curriculum and Instruction, and Induction Program Coordinator) reviews the ILP and CSTP evidence of growth and makes an administrative decision about whether the C has successfully completed the Induction program requirements. If it is determined that the C <u>has</u> met requirements, a recommendation for a Clear Credential will be submitted.

5. Should the administration find that the C has <u>not</u> met the requirements, the C will be granted an extension opportunity to revise the ILP to explain a shift in focus or to clarify connections between the CSTP evidence of growth and Research and Application.

6. The C may alternately be offered the opportunity to have an extension into a third year with Mentor support. This would include repeating a semester or year for Goal Exploration <u>and</u> to re-assess on CSTP element(s) to show growth.

How Do I Request a Delay in Program Completion?

How Do I Get a Program Extension?

Funding for participation in the Hayward Teacher Induction Program is only provided for two years in order to clear your California Preliminary Credential. This program is carefully designed to help all Clear Credential Candidates complete the program requirements during their first two years of teaching. If you fail to complete the program within the two-year timeline, an extension of the completion date may be requested in writing from the Induction office. Such extensions may not exceed 12 months.

Those teachers who do not complete the Induction Program during their initial two years and who have exceeded their funding eligibility may bear the financial responsibility for additional program costs. These costs may include, but are not limited to: materials, Mentor costs, and/or workshop & observation opportunities for Clear Credential Candidates.

If a Clear Credential Candidate wishes to make a request for an extension to finish Induction, the Candidate must e-mail the Coordinator at least 30 days prior to the beginning of the requested extension. The Hayward Induction Leadership Team will consider each request on an individual basis. Extensions are considered in accordance with stated program criteria. The reason for requesting an additional year must be for good cause and substantiated.

Extenuating circumstances that might prevent a Candidate from completing the program in a timely manner may include: medical emergencies, maternity or paternity leave, educational leave, military-service leave, job-loss, and/or temporary relocation.

An extension may require documentation of a **Leave of Absence** from the district (see below).

The Hayward Induction Leadership Team may apply the following conditions to decide whether to support the Candidate's request for an additional year in the Induction Program:

- The teacher has a valid Preliminary Multiple or Single Subject Teaching Credential that will not expire prior to completion of the Induction Program

- The Induction completion requirements are achievable within one additional program year
- Based on a progress review, the teacher appears to be a candidate for the Professional Clear Credential upon completion of the Hayward Induction Program
- If required, the Candidate agrees to pay a fee for continuing the program, if state funds do not cover the cost of an extension

After the Induction Leadership Team grants approval and agrees to the conditions stated above, the request is signed. Notification, with comments, will be sent to the Candidate. The district may request verification of the circumstances leading to the appeal request.

What If I Take a Leave of Absence?

A Leave of Absence from the Hayward Teacher Induction Program may be requested when a participant has been granted a Leave of Absence from the district. Some reasons for a Leave of Absence may include:

- Severe personal health issues in which the Candidate is under a doctor's care and unable to work
- Maternity or paternity leave
- Severe personal health problems related to an immediate family or household member who is under a doctor's care in which the Candidate must stop working in order to care for this person. The district's personnel policies shall define immediate family
- Relocation to another state or country with the goal of returning to California to work

Teachers who are taking a leave of absence from the district must have HR submit verification and the estimated duration of the leave.

An approved Leave of Absence will, in effect, halt the two-year timeline making future funding available (if applied to from the state) for completion of the Induction Program. Failure to return and complete the program within the agreed upon time restrictions, may result in program fees charged to the candidate. If the circumstances of the Leave of Absence change, the candidate must notify the Induction Coordinator in writing at least 30 days prior to return.

Resources



Hayward Unified School District

Teacher Induction Program

24411 Amador Street

Hayward, CA 94540

510-784-2600

Leadership Team

- **Phoebe Williams** Induction Program Coordinator
  Ext. 72749 phwilliams@husd.us
- **Lisa Davies** Asst. Superintendent, Ed Services
  Ext 72655 ldavies@husd.us
- **Kim Watts** Assistant Superintendent of Human Resources
  Ext. 72695 kwatts@husd.us

Induction Program Team Members

- **Joel Tebbs** Ext.72532 jtebbs@husd.us
- **Anna Padgett** Ext. 72508 apadgett@husd.us
- **Michelle Dickson** Ext. 72804 mdickson@husd.us

Credential Technicians

- **Marie Salta** Lead Credential Tech. Ext. 72709 msaltaramos@husd.us
- **Angie Castillo** (A-L) Ext. 72649 ac897@husd.k12.ca.us
- **Annette Higares-Rodriguez** (M-Z) Ext.72690 ahigares-rodriquez@husd.us

Important Websites

- California Commission for Teacher Credentialing
  http://www.ctc.ca.gov
- California Teacher Induction
  https://www.ctc.ca.gov/educator-prep/teacher-induction
- California Department of Education
  http://www.cde.ca.gov
- Hayward Unified School District
  https://www.husd.us/
- Alameda Office of Education
  https://www.acoe.org/
- Illuminate DnA
  https://auth.illuminateed.com/#/899bd3f9-a6f2-493a-bf68-e83715291b08/staff/

Teacher Induction Webpage- How To Locate:

➔ Go to the HUSD webpage
➔ Choose **"Staff"**
➔ Click on **"Teacher Induction Program"**

For Assessment Assistance Contact:

Marina Xavier (Elementary) mxavier@husd.us ext. 72658
Kyle Howard (Secondary) khoward@husd.us ext. 72802

For Special Education Assistance Contact:

Kristen Devine -	Director	kdevine@husd.us	ext. 72619
Eunizelle Andrews-	Program Specialist	eandrews@husd.us	ext. 72597
Debra Forrest -	Program Specialist	dforrest@husd.us	ext. 72575
Sachiko Hoshide-	Program Specialist	shoshide@husd.us	ext. 72809
David Paliughi-	Program Specialist	dpaliughi@husd.us	ext. 72573
Bridget Spencer-	Program Specialist	brspencer@husd.us	ext. 72807

For Technology Assistance Contact:

Help Desk:

https://help.husd.us/HomePage.do?view_type=my_view

How to Book a Sub

- Candidate and Mentor sub requests for observation must be approved by the Coordinator prior to submitting it to Absence Management (Frontline/AESOP). The Coordinator must verify that the request is not on a district-wide, impacted sub day.
- Coordinator needs to know at least 2 weeks in advance. If it is for a 1/2 day, is it an a.m. or p.m. sub? If the sub is booked without prior approval, then no sub code will be sent and Candidate or Mentor's sick leave will be used.
- Candidates/Mentors book their own subs in Absence Management (Frontline/AESOP), upon confirmation from the Coordinator for the date, and use the 'Staff Development' option.
- Let the office manager know the Candidate/Mentor will be out for Induction observations. The budget code will be e-mailed to the Candidate's office manager the morning of the sub day request.
- Candidates may contact the Induction Coordinator and/or Site Liaisons to request names of teachers who are open to observation.

Mentor Observations of Candidate

Year 1 Candidates:
There are 3 required observations for the ILP.

- For the **Fall,** a Mentor observes twice (an initial and a formal)
- For the **Spring,** a Mentor observes once for the formal observation.
- A Mentor can have a colleague cover his/her class for all three 1 hour observations at the contractual hourly rate.

Year 2 Candidates:
There are 2 required observations for the ILP (1 in the fall and 1 in the spring. Year 2 transfers & Candidates with new Mentors have an additional initial observation).

- For the **Fall,** a Mentor observes once for the formal observation. (Yr 2 Transfers or Candidates with new Mentors will have 2 observations, an initial and a formal)
- For the **Spring,** a Mentor observes once for the formal observation.
- A Mentor can have a colleague cover his/her class for both 1 hour observations at the contractual hourly rate.

Candidate Memorandum of Understanding
(Candidate MOU)

The Induction Program is a support program for teachers who are in their first or second year of teaching with a Preliminary California Credential and teachers with a Variable Term Waiver or Intern Extension due to the COVID-19 school closures. As a Candidate for a Professional Clear Credential in the Hayward Teacher Induction Program, I agree to adhere to the following requirements:

- Participate in a confidential learning-focused relationship with a Mentor
- Meet with my Mentor a **minimum of one hour a week** and meet twice yearly with Site Liaison in triad
- Collaborate with a Mentor to meet completion requirements as delineated in the Induction Handbook
- Year 2 & ECO Candidates attend the end-of-year Induction **Colloquium**
- Complete **ALL** Induction **surveys** and **evaluations**
- Meet with Induction Coordinator as necessary to assess progress towards completion of Induction
- Communicate through district email (**the Program will communicate through District email *only***)

Professional Clear Credential Candidate Responsibilities:

□ I understand that participation in the following program activities is my responsibility as a Professional Clear Credential Candidate: weekly (1 hour) collaborative meetings with my Mentor towards the completion of the 2-year Teacher Induction process, and participate in classroom observations by my Mentor.

□ I understand that should questions or concerns arise about the pairing of myself and Mentor it is my responsibility to contact the Hayward Induction Coordinator in writing, as per the guidelines in the Induction Handbook, for consideration of reassignment.

□ I understand that it is my responsibility to meet deadlines, communicate with Coordinator with concerns (as needed) in order to complete the Hayward Teacher Induction Program within the two-year window

□ I understand that I must complete the two-year Hayward Teacher Induction Program by July 1 of my 2nd year. After completion of Induction and any other renewal requirements listed on my Preliminary Credential the HR credential technician will apply for my Professional Clear Credential. This application is only valid for 90 days. If I do not pay for my Professional Clear during the 90 days, the cost of an additional application may be charged to me.

Professional Clear Credential Candidate Consent Statement

I have read and agreed to the Induction Candidate for a Professional Clear Credential requirements described above through an on-line Google document. I will participate in program support and assessment activities and requirements described above.

The Induction Program is a two-year program at no cost to me. However, if I have not met requirements within the two-year period, a third year may be available. **All costs for the third year (or beyond) may be incurred by me, the Candidate.**

Candidate/Mentor pairing may be reassigned at any time per Candidate or Mentor request or Program decision.

HAYWARD TEACHER INDUCTION PROGRAM

Mentor Selection Criteria

According to California Teacher Induction Program Standards 2, 3 & 4, the following criteria for selecting Mentors are consistent with assigned responsibilities in the Hayward Teacher Induction Program.

Mentor Requirements:

- Understand and use state-adopted academic content standards for student state-adopted curriculum frameworks, the *California Standards for the Teaching Profession (CSTP)* and district-adopted materials
- Knowledge of the context and the content area of the candidate's teaching assignment
- Effective communication and collaboration with colleagues
- Demonstrate commitment to professional learning and collaboration
- Have a Professional Clear Credential
- Minimum of three (3) years of effective teaching
- Ability to use technology
- Principal recommendation

Attend:

1. Yearly Mentor workshop* **full-day** release substitute paid by Induction
2. Induction Orientation/Advisement with Candidate Year 1* **full-day** release substitute paid by Induction
3. Teacher Induction Support & Networking sessions with Candidate* **after school**
4. Getting Started with Candidate Year 2* **after school**
5. Spring Colloquium with Candidate Year 2/ECO* **after school**

Mentor Role:

- Become knowledgeable about beginning teacher development and become familiar with Mentor Practice Standards
- Build a trusting and respectful collaborative relationship with Candidate
- Maintain confidentiality through all reflective conversation between Mentor and Candidate

Mentor Responsibilities

- Engage in Hayward Teacher Induction Program inquiry processes, including **non-evaluative**, reflective conversation about data and student growth evidence with Candidates a **minimum of 1 hour/week***
- Regular communication with Induction Program Team via district e-mail
- Timely submission of Collaborative Logs*
- Twice yearly meeting with Site Liaison and Candidate (triad**)**
- Evidence of Professional Clear Candidate timely progress through 2 year inquiry process*

All Mentors must have Administrator written recommendation

Opportunity for college credit (up to 8 semester units per year for the first 2 years)

***For each Candidate supported dependent upon evidence of above:**

Mentors Year 1-3: $1300 Stipend ($650 increments in February & June)

Mentors Year 4+: $1500 Stipend ($750 increments in February & June)

Mentor Memorandum of Understanding
(Mentor MOU)

I agree to serve as an Induction Mentor for a Candidate for a Clear Credential and I agree to adhere to the following requirements:

Role:

- Become knowledgeable about beginning teacher development
- Maintain **confidentiality** in a learning-focused relationship with the Candidate
- Build a trusting and respectful collaborative relationship with the Candidate
- Guide the Candidate through the Inquiry process through weekly hour-long meetings
- Willing and flexible to meet Candidate needs

Must attend:

- **Teacher Induction Program Orientation/Advisement full day with Candidate (if year 1)***
- **Mentor Coaching workshops***
- **Teacher Induction Support and Networking Sessions, after school (with Candidate)***
- **Teacher Induction Colloquium with Candidate (if Year 2 or ECO)***

Responsibilities:

- Complete Official online Induction Consent Form (without this document there will be no stipend)
- Complete ALL Surveys and Program Evaluations
- Self-Assessment of coaching practice using Mentor Practice Standards
- Engage in Hayward Teacher Induction Program processes, including **non-evaluative**, reflective conversation about data and student growth evidence with Candidates a **minimum of 1 hour/week***
- All conversation and Inquiry work between Mentor and Candidates is ***confidential***
- Regular communication with Coordinator and Site Liaison via district e-mail
- Timely submission of Collaborative Logs signed by both Mentor and Candidate*
- Twice yearly meeting with Site Liaison and Candidate (Triad**)**
- Evidence of Candidate progress through Inquiry process *

For each Candidate supported:

- Stipend **dependent upon evidence of above** *
  - **Mentors Years 1-3: $1300 ($650 increments in February and June)**
  - **Mentors Years 4+: $1500 ($750 increments in February and June)**
- 2 shared release days with Candidate for observation (*funds permitting*)
- Opportunity for college credit (up to 8 semester units per year for the first 2 years)

I have read and agree to the Induction Mentor <u>requirements</u> described above through an on-line Google document.

PAYMENT OF A STIPEND IS DEPENDENT ON THE SUCCESSFUL COMPLETION OF THE ABOVE <u>REQUIREMENTS</u>.*

Candidate/Mentor pairing may be reassigned at any time per Candidate or Mentor request or Program decision.

California Standards for the Teaching Profession (2024)

CSTP 1	
Engaging and Supporting All Students in Learning	
Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.	
1A	**Focus on Students:** Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.
1B	**Knowledge of Students:** Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social–emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.
1C	**Student Backgrounds and Family Engagement:** Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.
1D	**Diversity and Equity:** Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.

CSTP 2	
Creating and Maintaining Effective Environments for Student Learning	
Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.	
2A	**Learning Environment:** Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social–emotional growth.
2B	**Student Behavior**: Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.
2C	**Organizational and Resource Management:** Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.
2D	**Inclusive Environment:** Teachers build on students' assets—students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences— to ensure that students' identities are included in classroom interactions and future learning experiences.

CSTP 3	
Understanding and Organizing Subject Matter for Student Learning	
Teachers integrate content, processes, materials, and resources into a coherent, culturally relevant, and equitable curriculum that engages and challenges learners to develop the academic and social–emotional knowledge and skills required to become competent and resourceful learners.	
3A	**Knowledge of Subject Matter and Pedagogy:** Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students' social–emotional and language development.
3B	**Connecting Subject Matter to Real-World Contexts:** Teachers engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.
3C	**Curriculum and Resources for Specific Students and Student Groups:** Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social-emotional concepts, to promote each learner's growth.
3D	**Content and Skills across Subjects:** Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.
3E	**Curriculum Materials and Resources:** Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.

CSTP 4	
Planning Instruction and Designing Learning Experiences for All Students	
Teachers set a purposeful direction for instruction and learning activities, intentionally planning, and enacting challenging and relevant learning experiences that foster each student's academic and social–emotional development.	
4A	**Planning Instruction for Student Learning:** Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests.
4B	**Designing and Developing Instruction for Student Learning:** Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.
4C	**Facilitating Instruction for Student Learning:** Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy.
4D	**Adapting Instruction for Student Learning:** Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.

CSTP 5	
Assessing Students for Learning	
Teachers employ equitable assessment practices to help identify students' interests and abilities, to reveal what students know and can do, and to determine what they need to learn. Teachers use that information to advance and monitor student progress as well as to guide teachers' and students' actions to improve learning experiences and outcomes.	
5A	**Understanding and Using Assessments:** Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being.
5B	**Interpreting and Using Assessment Data to Inform Student Learning:** Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social–emotional learning.
5C	**Communication of Assessment and Data:** Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.
5D	**Assessment for Continuous Improvement:** Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.

CSTP 6	
Developing as a Professional Educator	
Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacity, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.	
6A	**Reflection on Practice:** Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.
6B	**Focused Professional Learning:** Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social–emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals.
6C	**Collaboration with Colleagues:** Teachers collaborate with colleagues in developing a common understanding of effective practices for students' academic and social–emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.
6D	**Collaboration with Families, Guardians, and the Community:** Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.
6E	**Ethical Conduct and Professional Responsibilities:** Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being.
6F	**Activating Access and Equity:** Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.
6G	**Personal Growth and Well-Being:** Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.

Observable evidence on Conditions that support universal access for all students.

ELL	Equity	Special Populations
Conditions That Support English Language Learners	**Conditions That Support Culturally/Linguistically Responsive Teaching**	**Conditions That Support Special Populations**
Building Background ▪ Concepts explicitly linked to students' background experiences ▪ Links explicitly made between past learning and new concepts ▪ Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted) **Lesson Delivery** ▪ Content objectives clearly supported by lesson delivery ▪ Lesson differentiation appropriate to students' language levels ▪ Speech appropriate for students' proficiency levels (e.g., slower rate, enunciation, paraphrase) ▪ Clear explanation of academic tasks ▪ Scaffolding techniques consistently used (props, pictures, charts, realia, graphic organizers, etc.) ▪ Assessment of student comprehension and learning by checking for understanding (e.g., thumbs up, choral response, signal cards, whiteboards, volunteers/non-volunteers) throughout the lesson ▪ Teacher uses instructional resources (including technology-related tools) ▪ Students use technology **Interaction** ▪ Frequent opportunities for interaction and discussion between teacher/student student/student that promote higher-order thinking skills (e.g., literal, analytical, and interpretive) ▪ Grouping configurations support language and content objectives of the lesson ▪ Sufficient wait-time for student responses consistently provided ▪ At least 50% of the talking is by the students **ELD** ▪ Language learning objective from California ELD standards is clearly stated or written ▪ The district-adopted ELD materials are utilized during the lesson ▪ Students are grouped by language ability level	**Student Participation** ▪ Students collaboratively work in groups with explicitly defined roles ▪ Students express understanding of directions/content/procedures ▪ Students engaged in academic talk ▪ Students led discussions and ask questions ▪ Students practice responses in primary language and English **Teacher Attention** ▪ Teacher directs instruction to a wide range of students (gender, race, ethnicity) ▪ Diverse students are called on to respond to teacher questions (gender, race, ethnicity) ▪ Teacher validates and affirms multiple perspectives regarding learning and speaking styles and for conflict resolution ▪ Teacher uses wait-time based upon students' needs and strengths ▪ Teacher uses instructional resources (including technology-related tools) **Teacher Language** ▪ Teacher affirms and teaches appropriate use of home, social, and academic language (situational appropriateness) ▪ Sexual harassment of all forms (sexual orientation and gender expression), bullying, and racial slurs are stopped by teacher **Teacher Tone and Expression** ▪ Teacher seeks student explanation for the cause of off task behavior prior to redirection. ▪ Redirection of student off task behavior is respectful and constructive ▪ Positive support and positive consequences are presented more frequently than the highlighting of negative consequences **Directions** ▪ Explicit task steps and outcomes presented: Orally, Visually, Other ▪ Samples of exemplary student work used ▪ Opportunities for students to check for understanding of directions with peers	**Creating Effective Environments** ▪ Minimizes time spent on discipline and classroom interruptions ▪ Structures for frequent student response ▪ Balances direct instruction, group work, and/or independent work ▪ Provides adequate wait-time ▪ Provides for student choice **Positive Behavior Support Strategies** ▪ Consistent rules and procedures ▪ Plans for transitions ▪ Cues students non-verbally ▪ Gets students' attention before giving directions or explanations ▪ Moves about room, increases presence where problems might occur ▪ Uses calm, quiet voice ▪ Reinforces positive behaviors **Differentiating the Learning Process** ▪ Standards-aligned instructional materials and resources are used during the lesson ▪ Teacher uses instructional resources (including technology-related tools) ▪ Students use technology ▪ Accommodations and modifications provided based on assessed student needs **Lesson Delivery** ▪ Pre-assessments/taps prior knowledge ▪ Scaffolds instruction ▪ Uses meta-cognitive strategies (think-alouds, graphic organizers and study guides) ▪ Assessment of student comprehension and learning by checking for understanding (e.g., thumbs up, choral response, signal cards, whiteboards, volunteers/non-volunteers) throughout the lesson

CSTP 6C Self-Assessment

At Induction Orientation, Candidate/Mentor have a reflective conversation on the standard below. Mentor, use the **Indicators** to prompt thinking around how this standard applies to Candidate current teaching practice.

CSTP 6C Collaboration with Colleagues: Teachers collaborate with colleagues in developing a common understanding of effective practices for students' academic and social–emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.

Indicators: (Candidates may ask: How do I…?")

- 6C–1: Commit to making their practices more transparent by working with colleagues to set clear purposes, goals, and working agreements that support sharing their practices and that result in a safe and supportive environment.
- 6C–2: Invite feedback from colleagues, mentors, and supervisors and, after considering that feedback, apply what they have learned to strengthen teaching effectiveness and student learning experiences.
- 6C–3: Accept personal responsibility for upholding professional standards and improving student learning outcomes, and support colleagues in being similarly accountable.
- 6C–4: Co-develop and sustain a community of practice that promotes professional growth and support around mutually agreed-upon student learning goals and outcomes.
- 6C–5: Interact with peers, administrators, learning specialists, counselors, paraeducators, and other staff members to develop their expertise in working with the diverse learning needs, interests, and strengths of all students.