

## Modesto City Schools (MCS) Induction

### Stakeholder Organization and Activities

Modesto City Schools runs a successful teacher induction program for over a decade. The infrastructure for the MCS CASC program would be similar but not identical to the teacher induction program.

Stakeholder Role & Affiliation	Activities, Involvement, and Decision Making
<b>MCS Superintendent &amp; Unit Lead</b> Sara Noguchi, Ed.D	<ul style="list-style-type: none"> <li>Oversees the vision, mission, and Strategic Plan of the Modesto City Schools' District</li> <li>Communicates with the School Board and Cabinet as needed.</li> </ul>
<b>Associate Superintendent, CIPD</b> Lauren Odell	<ul style="list-style-type: none"> <li>Communicates with the Superintendent as needed</li> <li>Brings information such as budgeting to Cabinet when needed</li> <li>Oversees overall CASC Program functioning to ensure organizational efficiency and aligns with accreditation</li> </ul>
<b>Associate Superintendent of School Leadership</b> Heather Contreras	<ul style="list-style-type: none"> <li>Oversees development of the CASC program</li> <li>Reports to Associate Superintendent of Educational Services</li> </ul>
<b>Senior Director, Special, CIPD</b> Kimberly Newton	<ul style="list-style-type: none"> <li>Communicates with Budget office, CASC budget review and budget updates</li> <li>Collaborate with Induction academic coaches on PSD news and Commission changes</li> <li>Pairs mentors and candidates within first 30 days</li> <li>CASC Induction problem solving</li> <li>Coordinates CASC seminar(s)</li> <li>Oversees advertising, paper screening, interviews, and hiring of new mentors</li> <li>Regular meetings with Academic Coaches: Induction</li> <li>Communicates with Associate Superintendent, CIPD regarding CASC matters as needed.</li> <li>Collaborates with IHE</li> </ul>

- Verifies if new hires completed year one outside of district
- Follows Commission induction cycle
- Reviews all survey data which influences decision making
- Collaboration with Credential Analysts- Credential review to determine eligibility in CASC
- Recommends candidates for a clear credential
- Communicates with the Superintendent of School Leadership
- Reports to Associate Superintendent, CIPD

**Administrator of Special Projects,  
Induction**

Ernesto Calderon

- Supports the day to day CASC program as needed
- Ensures that candidates initiate candidates ILP within first 60 days
- Supports with CASC seminars
- Collaborates with the advisory team
- Collaborates with IHE
- Reviews all survey data which influences decision making
- Maintains portfolio database
- Portfolio Review (completed or revisions needed)
- Follows Commission induction cycle
- Reports to Senior Director, Special Projects, CIPD

**Credential Analysts, Human  
Resources**

- Rebekah Byrd
- Janet Foret

- Provides CASC Program with new hire intake forms
- Collaborates with CASC program to verify preliminary credential if needed
- Submits paperwork to CTC for candidates who are recommended for a clear credential (Recommended by Senior Director, Special Projects, CIPD)
- Answer specific credentialing questions and confidential input when a candidate needs additional support such as an out of state candidate.

**Induction Advisory Team**

- Meets regularly to review, look for patterns in survey data, collaborate, and make revisions in the induction program as needed. Surveys: Demographic, mid-year, end of the year for candidates, mentors, administrators, completer, and induction evaluation surveys for mentor and candidate seminars
- Attendance includes University partner

- Collaboration on what works, what needs improvement, and revisions to the current program.
- Collaborate on mentor matches
- Collaborate on candidates progress towards mastery of the CAPSELS
- Collaborate on Mentor professional development
- Reviews and revises documents such as the AILP or handbook

University Partnership	
<b>CASC Mentors</b>	<ul style="list-style-type: none"> <li>• Complete MOU</li> <li>• Complete monthly collaboration logs (topic and time spent with candidates)</li> <li>• Supports candidates an hour or more a week.</li> <li>• Supports candidates' growth on the CPSELS</li> <li>• Supports candidates on their individualized learning plan</li> <li>• Provide just in time support</li> <li>• Complete end of the year survey</li> <li>• Attend mentor seminars &amp; PD annually and provide survey data</li> <li>• All mentor survey data influences decision making and provides input on the efficacy of various protocols and activities</li> </ul>
<b>All CASC Candidates</b>	<ul style="list-style-type: none"> <li>• Complete MOU</li> <li>• Sign monthly collaboration logs (topic and time spent with mentor)</li> <li>• Participate in seminars and provide survey data</li> <li>• Completes all necessary documents including an individualized learning plan and reflection/growth on the CPSELS</li> <li>• Complete demographic, mid-year and end of the year surveys</li> <li>• All survey data influences decision making and on the efficacy of various protocols and activities</li> <li>• Paired with a mentor and receive mentoring support</li> </ul>

<b>Completers</b>	<ul style="list-style-type: none"> <li>Completes survey on previous induction experience (Commission survey). Completer survey data may influence changes in the induction program.</li> </ul>
<b>University Partnership CSU Stanislaus</b>  <b>North Valley Collaborative (NVC)</b> <ul style="list-style-type: none"> <li>Local Induction Leaders School District &amp; County Offices Ex: Ceres, Los Banos, Manteca, Sylvan, Turlock, MUHSD, MCOE, SCOE, &amp; TCSJ</li> <li>Local Universities Ex: CSU Stanislaus, Humphries, Brandman, TCSJ, UOP, &amp; UC Merced</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration with the design of the MCS CASC program</li> <li>Collaboration and partnership of the MCS CASC program to support decision making and improvement of the program as needed</li> <li>Two-way communication between universities and local induction leaders to collaborate, discuss Commission updates, Candidates (future, current, &amp; past), problem pose, and problem solve.</li> <li>Individual Development Plan (bridge between preservice and teacher of record)</li> <li>Meet 5 times a year</li> </ul>