



**Teacher Induction Handbook
2025-2026**

Serving:

Gateway Middle & High Schools, San Francisco
Creative Arts Charter School, San Francisco
New School San Francisco
Envision Schools, San Francisco & East Bay

**GATEWAY INDUCTION
CANDIDATE PROGRAM HANDBOOK
2024-2025**

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WHAT IS INDUCTION?

Welcome to **Teacher Induction**, an exciting, personalized journey designed to support you in your first two years of teaching! In California, all new teachers with a Preliminary Credential are required to complete an induction program to clear their credential and continue teaching beyond the initial five years.

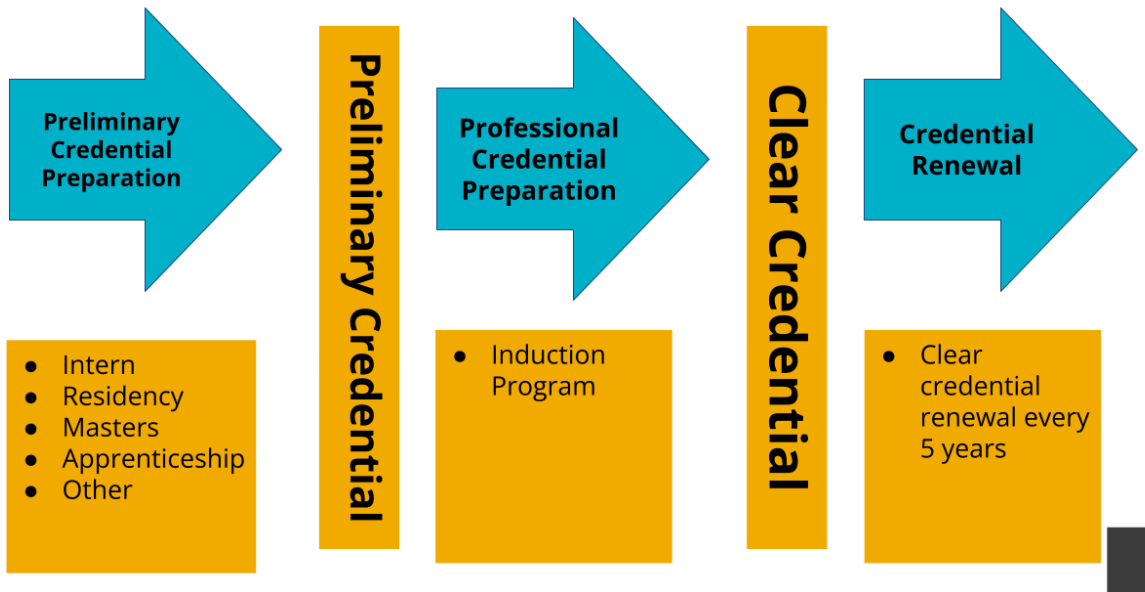
Our **Induction Program** is all about helping you thrive. You'll receive individualized mentoring, job-embedded learning, and professional development tailored specifically to your needs. It's an essential part of California's Learning to Teach System, ensuring you get the support you need to grow and succeed as an educator.

During your **Gateway Induction** experience, you'll partner with a dedicated veteran teacher mentor who will meet with you once a week. Together, you'll set meaningful goals, reflect on your teaching practice, and receive ongoing guidance. Your mentor is there to offer personalized support and collaboration to help you navigate your teaching journey.

By the end of the program, you'll have fulfilled the requirements for your **California Clear Credential** for both General Education and Education Specialist roles, giving you the confidence and qualifications to continue making an impact in your classroom.

We're excited to be part of your teaching journey and help you succeed!

California's Learning To Teach System



PROGRAM RATIONALE

How can Induction help me as a novice teacher?

Novice teachers are confronted with immense challenges. Amongst these challenges are concerns about curriculum, workload, time constraints, discipline, classroom management, motivating students, assessment, parental and other adult conflict, organization of the classroom, various problems and individual differences of students, lack of resources, salary, and personal well-being (Mandel, 2006; Meister and Melnick, 2003; Ganser, 1999; Britt, 1997).

Novice teachers need logistical, emotional and pedagogical support through their transition into the teaching profession. Additionally, to effectively learn and grow, novice teachers benefit most from reflection-based, theoretical models of teaching and learning that promote self-directed learning and job-embedded practice (Cuadro & Garcias, 2020; Hagger & McIntyre, 20026; Korthagen, 2004, 2017).

What are effective induction program components?

There are eight key building blocks/pillars of an effective induction program (Kearny):

1. Provision of a mentor
2. Opportunities for collaboration
3. Implementation of structured observations
4. Reduced teaching/time release for novice teachers
5. Teacher evaluation
6. Opportunities for professional discussions and/or communication
7. Professional support and/or networking
8. Continuing professional development

You have all completed coursework and student or intern teaching experiences that prepare you for the complex work of developing and mastering teaching competencies and meeting the needs of your diverse students. Working with a mentor and engaging in opportunities for ongoing professional collaboration and learning will help you further develop teaching skills, inquiry, reflective practices, and connection with your professional community. By engaging in inquiry cycles where you assess key strengths and gaps, set goals, reflection, and engage in pertinent professional learning activities, Teacher Candidates strengthen their teaching practice and increase their chance of developing into successful practitioners who will remain in the profession. The Individualized Learning Plan (ILP, see appendix) provides the framework for Teacher Candidates to work towards mastery of the California Standards for the Teaching Profession (CSTPs). While every Teacher Candidate's work focuses on the CSTPs, each teacher's goals and specific action plans will differ according to their areas of strength and needs.

INDUCTION PROGRAM GOALS

The Gateway Induction Program aims to prepare California K-12 teachers to address the academic and social needs of all students through a program dedicated to reflection and equity-centered teaching practice. Induction teacher candidates engage in ongoing cycles of inquiry, where they explore and enact differentiated instructional practices strategies for varying student populations and needs. The program design guides teachers in progressing toward mastery for each standard of the CSTP.

Gateway Induction's program design incorporates adult learning theory and emphasizes self-reflection as a foundation for teacher learning and growth. Each teacher candidate is paired with a veteran teacher mentor who collaborates with and supports the teacher through an Individualized Learning Plan and a series of inquiry cycles.

Gateway Induction facilitates and supports candidates by the following:

- providing candidates with ongoing, professional learning opportunities, assistance, and support
- guiding candidates in developing and implementing an Individualized Learning Plan (ILP) appropriately aligned to each candidate's individual teacher-learning contexts/realities
- supporting teacher candidates in addressing the needs of the range of students in their classrooms
- engaging in cycles of inquiry that include self-assessment, evidence collection and analysis, observation-debrief cycles, teacher reflection, and progress tracking toward measurable teacher-learning outcomes
- build and maintain professional colleague, student, and family relationships
- reflect on teaching knowledge, skills, and performance via the California Standards for the Teaching Profession (CSTP), the Individualized Learning Plan Process, and weekly mentor-mentee meetings
- assist each teacher candidate with successfully completing the program requirements to obtain a California Professional Clear Credential
- engage in clear communication with teacher candidates, mentors, and stakeholders to inform, clarify, and update processes and requirements

PROGRAM OVERVIEW: ELIGIBILITY

Induction Eligibility & Application Procedures

Am I eligible for Teacher Induction? To enroll in Gateway Induction, you need:

- ☐ Current Preliminary Teaching Credential
- ☐ Current employment as a Teacher
- ☐ Current teaching assignment that is authorized by the Preliminary Credential held

To view your CTC Educator account and check the status of your Preliminary Credential and any associated requirements, create an account or login at:

<https://educator.ctc.ca.gov/>

To apply, you will submit the following:

- 1. Induction Program Application** - Submit an online [induction program application](#).
- 2. Valid Preliminary Credential**- You must possess a valid California Preliminary Teaching Credential. Please submit a copy of your Preliminary Multiple or Single Subject Teaching Credential. You may find and print your credential at ctc.ca.gov. Click the *Search for an Educator* button. Be sure to print and submit the detailed information page showing authorizations and renewal codes.
- 3. Verification of Employment** - You must be currently employed as a teacher by a California school district, charter school, or private school. You will need to submit a Verification of Employment Form completed by your employing school organization or district. To continue in the program, you must remain employed during the two-year period of the program. Participating teachers who change employment or schools will need to ask their new program in order to obtain a transfer document from Gateway's Induction Program.
- 4. Individual Development Plan** from preliminary credential program.

GATEWAY INDUCTION PROGRAM COMPONENTS

Program Component Overview

The Gateway Induction program includes three key components: Mentoring, inquiry cycles and professional learning. The goals that drive the inquiry cycles and professional learning are developed collaboratively with the teacher candidate and mentor, with input from the site administrator, and will vary based on teacher need and interest.

Mentoring:

- Teacher Candidates and Mentors meet an average of not less than an hour a week to focus on both “just in time” needs and progress towards longer-term teaching and learning goals.
- Mentors provide direct support and also connect Teacher Candidates with additional resources. The majority of meetings are face to face; however, meetings may also be virtual and will also include observations by the mentor teacher.

Inquiry Cycles:

- Each Teacher Candidate and Mentor develop an Individualized Learning Plan that identifies the Teacher Candidate's strengths and areas for growth, based on the CSTP Continuum of Standards.
- The ILP includes growth goals and action plans with measurable outcomes, based on student learning. The ILP can be adjusted over time and is revisited frequently throughout the year.

Professional Learning:

- Areas of focus for professional learning are identified by the Teacher Candidate and Mentor, and based on feedback from the site administrator and the CSTP Continuum of Standards.

PROGRAM EXPECTATIONS

The **Gateway Induction Program** is here to provide you with a personalized, supportive experience over the next two years. From the moment you join, you'll be paired with a highly qualified mentor within the first 30 days—someone who really understands your grade level and subject area.

Together, you and your mentor will work as a team to set goals that fit your unique needs and teaching style, all within the framework of your **Individual Learning Plan (ILP)**. You'll have up to 60 days to collaborate and build those goals, with input from your site supervisor to make sure everything aligns with your classroom environment.

The ILP addresses the California Standards for the Teaching Profession (CSTP) and provides a roadmap for your' Induction work with the guidance of a mentor. The ILP must include:

- candidate professional growth goals
- a description of how the candidate will work to meet those goals
- defined and measurable outcomes for the candidate
- and ongoing opportunities to reflect on progress and modify the ILP as needed

The candidate's ILP must:

- reflect the appropriate context of the specific teaching assignment
- (optional) goals based on the candidate's professional interests
- identify professional learning and support opportunities for practicing and refining effective teaching practices for all students through focused cycles of inquiry

At the end of each year, the mentor works with the teacher candidate and other induction colleagues to review the observed and documented evidence of growth and development toward mastery of the CSTP's, based on the Action Inquiry Cycles and measurable outcomes of growth goals on the ILP. At the completion of the two-year program (or the first year if the candidate is approved for Early Completion) the collective goals, action plans, documentation, and reflection must demonstrate growth on the CSTPs and satisfactory completion of the program activities and requirements. The Induction Director conducts a final verification prior to approving recommendation for the Clear Credential. The Gateway Induction Credential Analyst submits the completed application form to the California Commission on Teacher Credentialing.

To remain in good standing candidates must meet all of the following criteria:

- Attend Induction Orientation at start of Year 1
- Sign and return the Professional Letter of Commitment at the beginning of

each year

- Meet regularly with mentor in alignment with the Induction standard: “an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor” (at least 30 documented hours per year)
- Complete CSTP self-assessment and set initial goals within 60 days of enrollment in the program
- Design and carry-out Action Plans in alignment with goals
- Meet end-of-year program expectations by the designated deadline
- Notify mentor and/or program director about any barriers to successful participation in the program.

Any candidate experiencing difficulty with the above criteria will meet with the Induction Director to problem-solve and set next steps. The Induction Director will send a follow-up letter summarizing the area of concern, the next steps and plans for providing support and monitoring progress. Candidates not able to meet expectations outlined in the letter will be dropped from the program.

CLEARING A CREDENTIAL

The mentor will guide you through the induction process and assist with submitting the completed ILP (Milestones 1-3 Induction Portfolio). Once all requirements have been met:

- the Induction Director will submit a completed and signed form 41-Induction to the Gateway Induction Credential Analyst
- the Credential Analyst will verify that all requirements for a clear credential have been satisfied, then will submit an online recommendation to the CCTC for a Clear Credential
- the CCTC will email the teacher for confirmation and payment

During and after the induction program all Teacher Candidates will have access to their digital ILPs, which are stored in secure Google folders. All recommendations for a Clear California Teaching Credential are provided solely by current employees of Gateway High School working in accordance with the Induction Program accredited by CCTC.



INDUCTION GRADUATE SEMESTER UNITS OPTION

Teachers can earn graduate-level semester credit for their teacher induction program through a partnership with the University of the Pacific and Bernerd College. By applying, teachers can receive college units for completing their induction coursework, which can count toward salary advancement or professional development requirements. This opportunity offers an affordable and efficient way to formalize the valuable work done during induction while supporting your career growth as an educator.

To learn more about eligibility, fees, and how to apply, please visit

<https://teacherfriendly.com/gateway-public-schools-university-of-the-pacific/>

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- engaging in cycles of inquiry that include self-assessment, evidence collection and analysis, observation-debrief cycles, teacher reflection, and progress tracking toward measurable teacher-learning outcomes
- build and maintain professional colleague, student, and family relationships
- reflect on teaching knowledge, skills, and performance via the California Standards for the Teaching Profession (CSTP), the Individualized Learning Plan (ILP) Process, and weekly, one-on-one mentoring sessions with a veteran/expert educator
- assist each teacher candidate with successfully completing the program requirements to obtain a California Professional Clear Credential
- engage in clear communication with teacher candidates, mentors, and stakeholders to inform, clarify, and update processes and requirements

MENTOR SELECTION CRITERIA

Teaching Experience:

- A minimum of 3 years successful teaching experience, and possession of a Clear Teaching Credential, including appropriate EL authorization
- Knowledge of the current California adopted P-12 content standards, frameworks, and accountability systems
- Knowledge of effective instructional practices; current district or school curriculum; formative and summative assessment strategies; and student feedback practices.

Supporting New Teachers:

- Knowledge of context and/or content area of the Teacher Candidate's assignment
- An understanding of the developmental needs of Teacher Candidates and a willingness to meet PTs needs for support
- Demonstrated knowledge of UDL, anti-racist stance and practices, and culturally responsive pedagogy and experience supporting the range of student needs in California classrooms

Supporting Diverse Students and Equitable Outcomes:

- Knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation;
- Experience with effective instruction and differentiation strategies for working with English Language Learners and students with learning differences
- Understanding of the impact of historical inequities in education related to race and other social-cultural factors and experience with anti-racist practices and practices to disrupt inequity in learning outcomes
- knowledge and commitment to Culturally Responsive Teaching pedagogy
- Knowledge of gender identity, sexual orientation, student rights and commitment to support all students

Professional Community:

- Demonstrated commitment to professional learning, collaboration, and serving as a teacher leader in support of individual, site, and district goals.
- Effective interpersonal and communication skills, and valuing of multiple perspectives
- A belief in the role of Mentor as both teacher and learner
- Commitment to attend and actively participate in monthly Induction mentor meetings

MENTOR ROLES & RESPONSIBILITIES

- Develop a sustaining and thoughtful mentoring relationship characterized by openness, sharing and reflection with designated Teacher Candidate(s)
- Provide and document on-site support to the Teacher Candidate an average of not less than one hour per week or equivalent that:
 - supports each candidate's consistent practice of reflection on the effectiveness of instruction, analysis of student and other outcome data, and the use of these data to further inform the repeated cycle of planning and instruction
 - encourages and assists candidates to connect with and become part of the larger professional learning community within the profession
 - provides guidance, assistance and information that leads the Teacher Candidate to effective professional practice
- Support each Teacher Candidate in meeting program requirements through activities specified and leading to completion of the Professional Credential
 - Assist the Teacher Candidate in the development of growth plans based on the CSTP; candidate competencies that support the recommendation for the credential; and reflection on the initial self-assessment.
 - Complete all inquiry cycles with each Teacher Candidate as outlined in the growth plan
 - Provide support for "just in time" needs and longer-term analysis of teaching skills
 - Use appropriate tools and resources in a thoughtful manner to support the growth of assigned Teacher Candidate(s)
 - Support Teacher Candidate(s) in identifying professional learning opportunities aligned to goals in the growth plan
- Support Teacher Candidate(s) by providing information on program completion requirements and units information
- Maintain strict confidentiality about each Teacher Candidate assigned
- Communicate questions or concerns about the Program or the participation of a Teacher Candidate to the Induction Program Director in a timely manner
- Participate in monthly mentor meetings
- Participate in the program evaluation process and complete the online statewide survey

MENTOR REQUEST

Whenever possible, Mentors are site-based to help facilitate consistent support as well as a shared teaching and learning community context. Teacher Candidates may also submit

mentor requests, and the Induction Director will carefully consider these requests during the mentor-teacher candidate matching process.

ROLES & RESPONSIBILITIES

MENTOR

- Develop a sustaining and thoughtful mentoring relationship characterized by openness, sharing and reflection with designated Teacher Candidate(s)
- Provide and document on-site support to the Teacher Candidate an average of not less than one hour per week or equivalent that:
 - supports each candidate's consistent practice of reflection on the effectiveness of instruction, analysis of student and other outcome data, and the use of these data to further inform the repeated cycle of planning and instruction
 - encourages and assists candidates to connect with and become part of the larger professional learning community within the profession
 - provides guidance, assistance and information that leads the Teacher Candidate to effective professional practice
- Support each Teacher Candidate in meeting program requirements through activities specified in the Individualized Learning Plan (ILP) leading to completion of the Professional Credential
 - Assist the Teacher Candidate in the development of the Individualized Learning Plan (ILP) based on the California Standards for the Teaching Profession (CSTP); candidate competencies that support the recommendation for the credential; and reflection on the initial self-assessment.
 - Complete all inquiry cycles with each Teacher Candidate as outlined in the ILP
 - Provide support for "just in time" needs and longer-term analysis of teaching skills
 - Use appropriate tools and resources in a thoughtful manner to support the growth of assigned Teacher Candidate(s)
 - Support Teacher Candidates in identifying professional learning opportunities aligned to goals in the ILP
- Support Teacher Candidates by providing information on program completion requirements and units information
- Maintain strict confidentiality about each Teacher Candidate assigned
- Communicate questions or concerns about the Program or the participation of a Teacher Candidate to the Induction Director in a timely manner
- Participate in monthly mentor meetings

- Participate in the program evaluation process and complete the online statewide survey in May

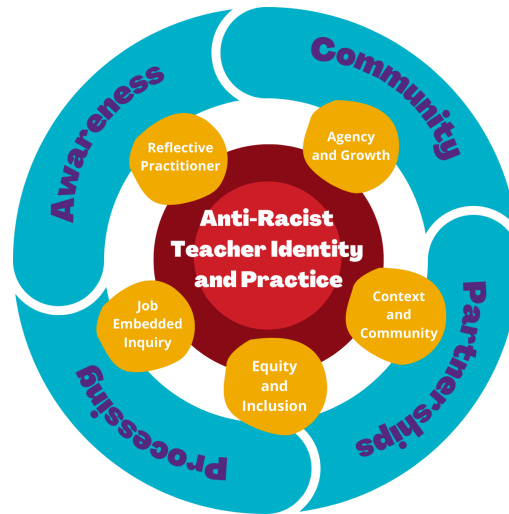
SITE ADMINISTRATORS

- Support the Teacher Candidate in using the adopted curriculum, academic content standards, and student performance data; in collaborating with colleagues; and in growth along the California Standards for the Teaching Profession (CSTP)
- Support and facilitate Teacher Candidate participation in the Induction program and other professional learning opportunities and activities
- Consult with the Mentor and Teacher Candidate in developing the Individualized Learning Plan (ILP)
- Support the Mentor/Teacher Candidate relationship
- Participate in Induction Program evaluation and assessment activities
- Discuss strengths and areas of growth with Teacher Candidates

TEACHER CANDIDATES

- Complete all Program Requirements in the two-year time-frame in order to be recommended for a Professional Clear Credential:
- Develop a sustaining and thoughtful mentoring relationship characterized by openness, sharing and reflection with my designated Mentor
- Collaborate with my Mentor on a regular basis, an average of not less than an hour per week, as documented on the Support Log
- Complete the action plans identified in my Individual Learning Plan as a means to improve my practice, within the designated two years of mentoring.
- Engage across all six CSTP during the two-year program and demonstrate progress towards mastery through collecting evidence, engaging in inquiry cycles and reflection.
- Participate in all activities of the Induction program, including district-specific professional learning expectations.
- Communicate questions or concerns about the Induction program to the Induction Director, including a request for an alternate Mentor in the event of incompatibility. (Grievances on any aspect of the program may be submitted to the Induction Director for attention and resolution.)
- Participate in program evaluation processes, including the end-of-year survey
- Abide by the agreements specified in the Professional Letter of Commitment.

PROGRAM MODEL/DESIGN



Program Vision

The Gateway Induction Program is dedicated to improving public education by preparing reflective, equity-centered practitioners. Gateway High School sees teachers as agents of transformative change in schools and Gateway Induction's approach to educator preparation and professional learning incorporates five principles: teachers as reflective practitioners, agency and growth mindset, equity-focused teaching and learning, collaborative learning, and inquiry-based, job-embedded learning and growth.

The Gateway Induction Program engages teachers via an individualized and reflective process to facilitate and foster professional learning and growth. With an emphasis on equity, teacher candidates and mentors build trusting relationships, and together, they identify, navigate and address teaching and learning complexities, biases, and impact, so that all students can experience an equitable, high-quality education.

Research Base

Novice teachers experience optimal learning through reflection-based theoretical models of teaching and learning that promote self-directed learning and job-embedded practice (Cuadro & Garcias, 2020; Hagger & McIntyre, 20026; Korthagen, 2004, 2017). Our research base incorporates four concepts:

- (1) Korthagen's Core Reflection, a framework to teaching and learning that is grounded in nurturing the relationship between a person's inner qualities and their experiences in the outside world;
- (2) Korthagen's Six Influences of Environment, Behavior, Competencies, Beliefs, Identity, and Mission;
- (3) Culturally-Responsive Teaching (CRT), which builds connections between students' cultures, languages, and life experiences and what they learn in school; and
- (4) Zaretta Hammond's Ready for Rigor Framework.

Core Reflection

Core reflection combines our cognitive, emotional, and motivational aspects to facilitate the integration of the multiple dimensions of our wholeness as humans - our thoughts, our feelings, our desires, and ideals (thus linking personal and professional). Among the most fundamental ideas behind Core Reflection is that a teacher or student's behavior is influenced by several layers, and that alignment between these layers is essential to teacher learning and student success. Core Reflection is based on six levels of reflection, known as the Onion Model, explained below.

Korthagen's Six Influences

Dutch education researcher Korthagen (2004; 2017) has identified six influences on novice teachers' ability to find a deeper meaning in a teaching situation:

- Environment (what is happening in the classroom)
- Behavior - what to do about it (action)
- Competencies - what knowledge, skills the teacher has/what the teacher is competent at
- Beliefs - what the teacher beliefs about a classroom/teaching situation
- Identity - individual framework of beliefs, values and attitudes that offer a context for evaluating and developing teaching knowledge, skill, and pedagogy
- Mission - to what end the teacher wants to do this work, or what the teacher as his/her/their personal calling in the world - what it is deep inside us that moves us to do what we do as educators

According to Korthagen's 30 years of novice teacher research, teachers become more effective when they deeply reflect on teaching situations and how environment, behavior, competencies, beliefs, identity, and mission impact those teaching situations:

Teachers will become more effective if all the layers of the onion model are aligned, i.e. if what inspires them concurs with how they define their role, with how they think about and act in specific teaching situations, and with what is suitable in the environment (e.g. a classroom). This means that meaning-oriented reflection should ideally include all the layers of the onion model. Such deep reflection is called core reflection (Korthagen, Kim, & Greene, 2013) and has been shown to have a strong impact on teacher learning and effective teaching behaviour (Korthagen, 2017, p. 395).

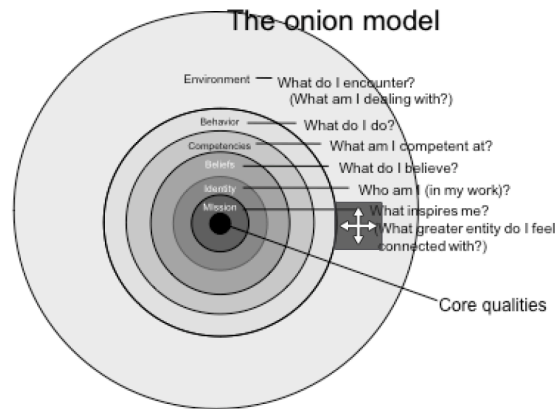


Figure 1: The onion model

Culturally-Responsive Teaching (CRT)

The concept of Culturally Responsive Teaching (CRT) builds connections between students' cultures, languages, and life experiences and what they learn in school. This allows students to access a rigorous curriculum and learn higher-level skills. Mentors approach their work with Teacher Candidates through the CRT lens of Zaretta Hammond's *Ready for Rigor* framework in helping teachers develop essential skills for providing a high quality education for all learners, through critically reflecting on practice and ways to address challenging problems within their classrooms and the larger professional and school community (Stansbury, 2000).

Mentor Guidance

Mentors work with teacher candidates to identify and address increasingly challenging problems of practice across the two-year Induction experience, through the Individual Learning Plan (ILP) Action Inquiry cycles, CRT practices using the Ready for Rigor framework (see below), and just-in-time mentor support. Through this work, mentors guide teachers in (1) identifying and analyzing evidence of practice that provides information about a particular problem or situation, (2) identifying and implementing possible solutions, and (3) gathering and analyzing data to measure the impact on student learning or educational experience to ensure high quality education for **all** students.

Zaretta Hammond's Ready for Rigor Framework

The [Ready for Rigor Framework](#), which contains four practice areas of Culturally Responsive Teaching (CRT), is the focus of Zaretta Hammond's book, *Culturally Responsive Teaching & the Brain* (2015). The following are the four CRT practice areas:

1. Awareness
2. Collaborations for Learning
3. Processing of Information
4. Learner Community and Learning Environment

Each practice area is distinct, but they are interrelated and linked by brain-based learning concepts. These practices create social, emotional and cognitive conditions that allow students to engage and take ownership of their own learning process.

Through exploring and mastering this framework, teachers learn to:

- Recognize and comprehend their own socio-political situation
- Develop their social/emotional reaction to diversity among students.
- Make genuine friendships that foster mutual trust and respect.
- Use trust to help pupils who have high expectations and are facing academic challenges.
- Recognize and appreciate how culture affects information processing in the brain.
- Integrate learning to help pupils develop brain power that is reflective of their culture.
- Integrate cultural practices that foster a social and intellectually healthy environment.
- Use cultural themes to help kids transition from dependent to independent learning.

Gateway Induction Model

Each of Korthagen's six influences correlate to Gateway Induction's Program principles, as highlighted [here](#). CRT is interwoven into weekly mentor-mentee conversations and support, as well as ILP Action Inquiry Cycles. Gateway Induction candidates will reflect on how both Core Reflection and CRT impact their daily practice. Alongside their mentors, teacher candidates will build meaningful inquiries with their mentors that are anchored in the CSTP. They will explore novice teacher competencies, beliefs, behavior, mission, and environment and consider how these impact teacher identity and equitable student learning opportunities and outcomes.

This research base prepares educators for CA public schools and to implement CA's adopted standards and curricular frameworks in the following ways:

- Through an individualized, goal-focused approach to guiding teachers and mentors in growing and strengthening best practices as outlined in the California Standards for the Teaching Profession (CSTP), to ensure student learning and growth both in and beyond the classroom
- Deep cycles of inquiry and robust mentoring through the ILP Action Inquiry Cycle mapped to the CSTP, to ensure students are progressing and demonstrating mastery of California state standards.

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CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP)

[The California Standards for the Teaching Profession \(CSTP\)](#) are intended to provide common language and a vision of the scope and complexity of the profession. They define a vision of teaching as well as professional roles and responsibilities from pre-service teacher to experienced practitioner. The standards are not set forth as regulations to control the specific actions of teachers, but rather to guide teachers as they develop, refine, and extend their practice. (Continuum of Teaching Practice, 2009, p. 2)

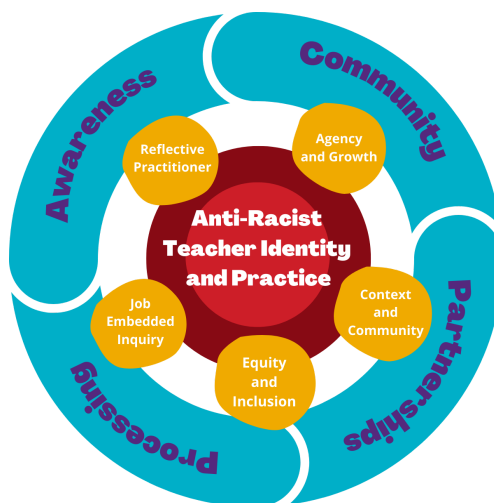
As you engage in induction work, you and your mentor will:

- Assess your strengths and growth areas along the CSTP
- Devise and engage in actionable teaching and learning goals anchored in various CSTP elements
- Gauge your CSTP learning/ progress over time through an Individualized Learning Plan (ILP) process

INDUCTION PORTFOLIO WORK: THE 3 MILESTONES

As you and your mentor collaborate this year, you will submit your progress three times—once in October, February, and May. Below is the Gateway progress calendar outlining these submission dates, referred to as Milestones. Please note that you may also access all documents and resources for each Milestone by clicking on the links below.

2024-2025 Induction Milestone Calendar



MILESTONE	ELEMENTS	DUE DATE
<u>Milestone #1:</u> GROUNDING OBSERVATIONS AND CSTP CO-ASSESSMENT	<ul style="list-style-type: none"> Grounding Observations CSTP Levels of Teacher Development CSTP Goal Setting Triad Meeting & Reflection 	OCT 30
<u>Milestone #2:</u> CONTEXT AND COMMUNITY PROJECT	<ul style="list-style-type: none"> Teacher Identity Professional Reading Learning Partnerships & Communities 	FEB 3
Mid-Year Survey		JAN 30
<u>Milestone #3:</u> INQUIRY CYCLE	<ul style="list-style-type: none"> Establish Goal Action Steps & Evidence Collection Post-Inquiry Reflection 	MAY 12
End-of-Year Survey		MAY 30

The induction experience is a confidential, non-evaluative process designed solely for formative support. It provides a safe space for teachers to reflect on their practice, receive individualized guidance, and grow professionally without concern that their participation will be used for appraisal or employment decisions.

MILESTONE 1: GROUNDING OBSERVATIONS, CSTP CO-ASSESSMENT, TRIAD MEETING (AUGUST-OCTOBER)

Grounding observations provide an important data point for assessing a teacher's current knowledge, skills, and application in the classroom. These observations are the first step in collaboratively evaluating progress based on the California Standards for the Teaching Profession (CSTP). Following the observation, the next step is a reflective conversation to establish a goal anchored in the CSTP. This is then followed by a meeting with the teacher, coach, and school administrator to discuss strengths, areas for growth, and the goals set. This collaborative process also helps align school-wide goals with the teacher induction process for a streamlined approach to professional development.

MILESTONE 2: CONTEXT AND COMMUNITY (NOVEMBER-END OF JANUARY)

Milestone 2, *Context and Community*, provides you and your mentor with an opportunity to deeply explore several important aspects of your teaching practice:

1. **Teacher Identity:** Reflect on your own teacher identity and examine how it impacts you, your students, and your classroom culture and practices.
2. **School Context:** Strengthen your understanding of your school's context by connecting with essential school and community resources that support both you and your students.
3. **Professional Readings:** Engage with professional readings that directly tie into your induction learning goal, deepening your understanding and informing your practice.

This milestone offers differentiated adult learning opportunities, introducing new tools and methods of thinking, learning, and taking action on anti-racism. The aim is to support you in further developing an anti-racist, equity-centered classroom culture that fosters an inclusive learning environment for all students.

MILESTONE 3: INQUIRY CYCLE (FEBRUARY-MAY)

Milestone 3, *Teacher Inquiry Cycle*, is designed to support educators in setting intentional, measurable professional learning goals that are grounded in the California Standards for the Teaching Profession (CSTP). This process involves a reflective cycle of inquiry that guides teachers in identifying areas for growth, setting specific goals, and using data-driven strategies to improve classroom practice.

Through collaboration with their mentor, teachers will first explore their successes and review grounding observations, CSTP standards, and relevant data to identify key areas of strength and growth. They will then work together to formulate a clear inquiry question

and develop a *SMARTe* goal (Specific, Measurable, Achievable, Relevant, Time-bound, and Equity-focused) that connects directly to their classroom practice and student outcomes.

This process also involves setting action steps, collecting evidence of progress, and regularly assessing both teaching practices and student growth. The inquiry cycle provides a structured pathway for professional development that is responsive to teachers' unique contexts and fosters a focus on equity and inclusion.

By engaging in this reflective and iterative process, teachers strengthen their ability to meet the diverse needs of students, create more equitable learning environments, and advance their own professional growth on the CSTP continuum.

PROGRAM EXTENSION REQUEST

If a candidate cannot complete induction requirements successfully within the two-year program timeline, the candidate may request a program extension or leave of absence:

[Program Extension Request](#)

In the event that meaningful participation in induction is not possible or induction requirements cannot be met, a formal request for an extension must be made with the Gateway Induction Program director by submitting this application. The Gateway Induction Program director will collaborate with the Gateway Induction Credential Analyst and Director of Schools and Partnerships determine what adjustments to program completion must be made (if any).

The following criteria may be considered in evaluating an extension request:

- Severe personal health issues (unable to work and under a physician's care)
- Severe health issues of the candidate's immediate family, as defined by employing district policies
- An approved leave of absence from the district of employment (includes maternity/family leave)
- Layoff due to declining enrollment or staffing adjustments
- Break in service for personal reasons or non-reelect

If an extension is approved, the original Memorandum of Understanding (MOU) remains valid through the established extension time period.

If the request for an extension is not approved, and program completion extends to outside of the current year, Gateway Induction will charge the candidate or his/her/their school district for services rendered throughout the period needed in order to complete the program requirements.

PROGRAM COMPLETION REQUIREMENTS

Read your Preliminary Credential carefully and become familiar with the requirements to clear. To view your credential, go to <http://www.ctc.ca.gov/>

In order to satisfy requirements for Induction completion and be eligible to file for a Professional Clear Credential, you must complete the following each year for two years, in partnership with your Mentor:

1. On-going Collaboration With Your Mentor

- Weekly contact (averaging at least one hour) with your Mentor.
- Mentoring sessions balanced between just-in-time support with students and teaching and longer-term guidance to promote enduring professional skills.
- Progress towards California Standards for the Teaching Profession mastery and Individual Learning Plan goals documented collaboratively with your Mentor on your Teacher Induction tools.

2. Completion of Required Evidence Related to the California Standards for the Teaching Profession Teachers focus on a set of California Standards for the Teaching Profession Elements each year:

- Teachers focus on improving their pedagogical skills connected to individualized professional growth goals through practice and refinement of effective teaching practices for all students through focused cycles of inquiry.
- At mid-year and end-of-year, Teachers submit required evidence related to application of the California Standards for the Teaching Profession.
- Using identified criteria, Mentors and program leaders review the submitted Required Evidence and assess whether the candidate has met Clear Credential requirements.
- Teachers may revise and resubmit any documents that do not initially meet completion criteria.
- Teachers attend Induction orientation/launch and participate in mid-year and end-of-year focus groups and surveys.
- Teachers attend weekly individual or group mentoring sessions as appropriate.
- Teachers engage fully in district-sponsored professional development

Program Completion FAQs

How Does Verification of Program Requirements Occur?

Gateway Teacher Induction completion will be verified by the Mentor, Mentor Leads Team, and Induction Program Director. If necessary, the Teacher will be contacted by the

Program Director with information about unmet requirements, and work with the Mentor to complete those requirements.

What if Program Requirements Are Not Met?

In the event the Teacher will not complete the requirements of the Induction Program within the two years, a Request to Extend must be submitted. Costs will be determined by the amount and type of requirements that need to be completed and will be the Teacher's responsibility.

What Do I Do When All Requirements Are Met?

Once all induction requirements have been met, the following will occur:

- The Teacher will receive a [Clear Credential application form](#) from the Program.
- This form must be completed by the Teacher and returned to the Program office.
- The Program will verify all state and program requirements are met.
- The Gateway Teacher Induction Program will recommend the Teacher for the Clear Credential during the months of June and July.

The California Commission on Teacher Credentialing will notify the Teacher via email with instructions for completing the recommendation, including payment, in order to receive the Clear Credential.

NOTE: Per CCTC guidelines, recommendations for the Clear Credential are only good for 90 days. If the teacher does not follow the link in the email and complete the process, the Teacher's recommendation expires from the system and must be re-recommended by Marin County Teacher Induction Program at an additional cost to the Teacher.

How Long Do I Have To Keep Induction Documents?

Maintain evidence of completion of the Induction Program for five years.

EARLY COMPLETION OPTION

Early Completion is a modified program option for exceptional experienced teachers who meet the eligibility requirements to complete the Gateway Induction program at a faster pace. Learn more about the Early Completion Option, here:

 [Gateway Early Completion Option Pathway.docx](#)

GRIEVANCE POLICY

The purpose of this grievance policy is to ensure equitable solutions to concerns that may arise from your admission, participation, and/or progress in the Gateway Induction program, and to establish concrete guidelines for responding to and resolving grievances in a way that protects the rights of Teacher Induction clients and staff. All grievance proceedings will remain confidential. Though each Teacher Candidate may initiate a grievance/appeal, candidates are strongly encouraged to first resolve an issue at the lowest possible level, starting with the person or process the complaint is concerning.

Informal Process:

A candidate or applicant with a concern has recourse through grievance/appeals procedures beginning at the program level by requesting a meeting with the Program Director. The Program Director will make every effort to answer questions and resolve the concern. If the concern is not resolved at the program level, then the candidate can choose to advance the grievance/appeal to the unit level.

Formal Process: Unit-Level Procedures

1. The first step is for the participant to first inform the relevant party, such as the mentor, and then reach out to the Induction Program Director to support a plan and resolution.
2. If the concern remains unresolved, a written grievance shall be submitted to the Director of Schools and Partnerships. Upon receipt of a written complaint, the Director of Schools and Partnerships will secure confidential information from all parties involved. Efforts will be made to maintain respect and dignity for all those involved and to collaboratively determine a resolution to the presented issue(s).
3. The Director of Schools and Partnerships will review the concerns, meet with the program Teacher Candidate and investigate the concerns. A decision will be made regarding the grievance and the participant will be notified of the decision within 10 days. Appeals may

be submitted to the Chief Academic Officer, within 10 days of notification. A copy of all documentation related to the grievance will be kept on file.

4. The program director will work with the Director of Schools and Partnerships and all applicable parties to discuss, decide upon, and implement the resolution as recommended and monitor the situation. Appropriate information is shared as needed with those impacted.

APPEAL PROCESS

If a candidate disagrees with a grievance decision and proposed resolution, as outlined in Step 3 of the Grievance Policy, then the candidate may submit a formal appeal. Information regarding the Gateway Induction Appeal Process is available as well on the [Gateway Induction website](#). Appeals can be submitted to the Gateway Induction Program for review. Once an Appeal Form is submitted, the program will contact the teacher candidate within ten days of submission.

ANTI-DISCRIMINATION POLICY

Gateway Induction Program Anti-Discrimination Policy:

Equal Employment Opportunity Is Our Policy

Gateway is an equal opportunity employer. It is the [policy of Gateway Public Schools and the Gateway Induction Program](#) to afford equal employment and advancement opportunity to all qualified individuals without regard to or discrimination against:

- Race;
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants, employees, and induction program applicants and participants. Additionally, this policy includes decisions regarding admission, retention or completion, and decisions regarding the employment, retention or promotion of employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Gateway Induction will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a Gateway Induction representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. Gateway Induction then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. Gateway Induction will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, Gateway Induction will make the accommodation.

MENTOR ASSIGNMENTS

Mentor Assignments

Gateway Induction will identify and assign a mentor to each Teacher Candidate within the first 30 days of the Teacher Candidate's enrollment in the program, matching the mentor and Teacher Candidate according to credentials held, grade level and/or subject area.

In the event that an appropriate grade-level, and/or subject-area match is not possible, the Induction Program Director will assign both a Mentor and Grade-Level/Subject-Specific Teacher Content Coach to provide additional grade-level and/or subject-specific mentoring to the Teacher Candidate.

Mentor & Grade-Level/Subject-Specific Teacher Instructional Coach Criteria

Induction Mentor Criteria

Teaching Experience:

- A minimum of 3 years successful teaching experience, and possession of a Clear Teaching Credential, including appropriate EL authorization
- Knowledge of the current California adopted P-12 content standards, frameworks, and accountability systems
- Knowledge of effective instructional practices; current district or school curriculum; formative and summative assessment strategies; and student feedback practices.

Supporting New Teachers:

- Knowledge of context and/or content area of the Teacher Candidate's assignment
- An understanding of the developmental needs of Teacher Candidates and a willingness to meet needs for support
- Demonstrated knowledge of UDL, anti-racist stance and practices, and culturally responsive pedagogy and experience supporting the range of student needs in California classrooms
- Ability to facilitate candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction

Supporting Diverse Students and Equitable Outcomes:

- Knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation;
- Experience with effective instruction and differentiation strategies for working with English Language Learners and students with learning differences
- Understanding of the impact of historical inequities in education related to race and other social-cultural factors and experience with anti-racist practices and practices to disrupt inequity in learning outcomes

- knowledge and commitment to Culturally Responsive Teaching pedagogy
- Knowledge of gender identity, sexual orientation, student rights and commitment to support all students

Professional Community:

- Demonstrated commitment to professional learning, collaboration, and serving as a teacher leader in support of individual, site, and district goals.
- Effective interpersonal and communication skills, and valuing of multiple perspectives
- A belief in the role of Mentor as both teacher and learner
- Commitment to attend and actively participate in monthly Induction mentor meetings

Induction Mentors – Roles and Responsibilities

- Develop a sustaining and thoughtful mentoring relationship characterized by openness, sharing and reflection with designated Teacher Candidate
- Provide and document on-site support to the Teacher Candidate an average of not less than one hour per week or equivalent that:
 - supports each candidate's consistent practice of reflection on the effectiveness of instruction, analysis of student and other outcome data, and the use of these data to further inform the repeated cycle of planning and instruction
 - encourages and assists candidates to connect with and become part of the larger professional learning community within the profession
 - provides guidance, assistance and information that leads the Participating Teacher to effective professional practice
- Support each Participating Teacher in meeting program requirements through activities specified and leading to completion of the Professional Credential
 - Assist the Participating Teacher in the development of growth plans based on the CSTP; candidate competencies that support the recommendation for the credential; and reflection on the initial self-assessment.
 - Complete all inquiry cycles with each Participating Teacher as outlined in the growth plan
 - Provide support for "just in time" needs and longer-term analysis of teaching skills
 - Use appropriate tools and resources in a thoughtful manner to support the growth of assigned Participating Teacher(s)
 - Support Participating Teacher(s) in identifying professional learning opportunities aligned to goals in the growth plan
- Support Participating Teacher(s) by providing information on program completion requirements and units information
- Maintain strict confidentiality about each Participating Teacher assigned
- Communicate questions or concerns about the Program or the participation of a Participating Teacher to the Induction Program Director in a timely manner
- Participate in monthly mentor meetings
- Participate in the program evaluation process and complete the online statewide survey

Instructional Coach Overview

Gateway Induction will identify and assign a mentor to each Teacher Candidate within the first 30 days of the Teacher Candidate's enrollment in the program, matching the mentor and Teacher Candidate according to credentials held, grade level and/or subject area.

In the event that an appropriate grade-level, and/or subject-area match is not possible, the Induction Program Director will assign **both a Mentor and Grade-Level/Subject-Specific Teacher Instructional Coach** to provide additional grade-level and/or subject-specific mentoring to the Teacher Candidate.

Grade-Level/Subject-Specific Instructional Coach Criteria

Teaching Experience & Instructional Experience:

- A minimum of five years successful teaching experience, and possession of a Clear Teaching Credential, including appropriate EL authorization
- Knowledge of the current California adopted P-12 content standards, frameworks, and accountability systems
- Knowledge of effective instructional practices; current district or school curriculum; formative and summative assessment strategies; and student feedback practices.
- Deep knowledge of and experience in effective instructional strategies, assessment, and inclusive

Additional

Qualifications for Supporting New Teachers, Diverse Students and Equitable Outcomes, and Professional Community responsibilities as outlined above in Mentor Criteria.

Grade-Level/Subject-Specific Instructional Coach Role & Responsibilities

The Instructional Coach will:

- work in collaboration with the classroom teacher to support grade-level and subject-specific teacher practice and student learning
- Specifically, help expand and refine the teacher candidate's understanding and implementation of research-based, effective instructional practices that best support learning outcomes for all students. Provide personalized, one-on-one support based on identified goals and needs of individual teachers.
- Develop a sustaining and thoughtful mentoring relationship characterized by openness, sharing and reflection with designated Teacher Candidate
- Provide and document on-site support to the Teacher Candidate that:
 - supports each candidate's consistent practice of reflection on the effectiveness of grade-level/subject-specific instruction, analysis of student and other outcome data, and the use of these data to further inform the repeated cycle of planning and instruction
 - encourages and assists candidates to connect with and become part of the larger professional learning community within the profession
 - provides guidance, assistance and information that leads the Teacher Candidate

Mentor Reassignments

If teacher candidates and mentors are unable to work collaboratively, or the pairing isn't supporting the candidate's ability to complete induction, the issue will first be addressed via the Gateway Induction [grievance process](#) to mediate the concern. If the issue still can not be resolved, the Gateway Induction Program Director will reassign a new mentor as follows:

- Either the mentor or teacher candidate contacts the Induction Program Director.
- The Induction Program Director conducts an interview with the candidate and mentor to discuss and clarify issues surrounding the reconsideration of a coach assignment.
- Based on the interview, the Induction Program Director will propose, in writing, a remedy which may involve either of the following:
 - Facilitating a meeting between the Teacher Candidate and Mentor to resolve issues.
 - Working with the District Coordinator to investigate assigning a new Mentor.
- The proposal will be jointly agreed upon and signed by the Induction Program Director and Teacher Candidate. Upon receipt of the signed agreement, the Induction Program Director will take the agreed upon action in a timely manner.

TRIAD CONVERSATION (MILESTONE 1)

Conversation Goals

The goal of the [Triad Conversation](#) is to provide a **safe, non-evaluative opportunity for collaboration** among the Teacher Candidate, Mentor, and Site Administrator/Evaluator that builds and establishes open communication. It also provides Site Administrators the opportunity to become a part of the induction process and to discover what their new teachers are experiencing and focusing on, as well as the opportunity for the Teacher Candidate to participate in a conversation with the Site Administrator with support from the Mentor to further explore the growth potential that induction can provide.

Note to Administrator: This Triad Conversation may not be used for evaluative purposes.

Note to Mentor: All conversations between the mentor and mentee outside of the Triad Conversation are to be kept confidential unless both parties agree otherwise for a

	specific topic of discussion.
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ILP Goal-Setting

Within the first 60 days of enrollment, the Individualized Induction Plan (ILP) must be collaboratively developed by the candidate and mentor, and in consultation with the site administrator. During this meeting, you and your mentor will inform your administrator about induction and some of your potential goals for the year. The Triad Conversation will also provide an opportunity to receive some **non-evaluative input** and begin to coordinate ongoing and meaningful support throughout the year.

The conversation may include, but not be limited to, the following:

- Discuss roles, responsibilities, and expectations in the context of Induction
- Share teaching and learning successes and challenges
- Share portions of the CSTP co-assessment, goals, and current focus of work
- Learn about resources to support your professional growth and development
- Learn about potential experienced teachers to observe

Triad Conversation Steps

Step 1: Schedule a time to meet with both your mentor and school administrator/evaluator to discuss the Gateway Induction program, your CSTP Co-Assessment, and Induction professional teaching, learning and growth goals.

Step 2: Possible focus questions for Triad Conversation:

- What are some of your CSTP strengths and growth areas? (Use your Co-Assessment to guide the conversation)
- In what ways are your Induction goals and the site goals aligned? What might be some ways to make them more aligned?
- What resources might you need as you develop and implement your ILP goal?

Step 3: On your ILP document, write the date of the meeting and a Triad Conversation reflection. Describe what was shared, and record your insights and reflections. Highlight any additional support, ideas, recommendations, revisions and or new agreements/ decisions.

Note: More triad conversations may be needed to garner input and support throughout the year. All Induction evidence is for the purpose of completing credential requirements, but the candidate may choose to share accumulated documents with the site administrator.

California Standards for the Teaching Profession

[Continuum of Learning \(all six standards\)](#) (fillable PDF)

CSTP AT A GLANCE

EQUITY & ANTI-RACISM	CSTP	Emerging Level 1	Exploring Level 2	Applying Level 3	Integrating Level 4	Innovating Level 5
Examining the barriers, systems, structures that prevent students from engaging and creating communities, curricula, pedagogy and supports that inspire all students to engage.	1-Engaging and Supporting All Students in Learning	Expand Awareness of curriculum and instructional practices to support understanding and engage students in learning.	Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement.	Implements the curriculum using a variety of instructional practices and supplemental resources selected to improve student understanding and engagement.	Integrates extensive knowledge of curriculum, instructional practices, and supplemental resources to enhance and deepen student understanding and engagement.	Designs and implements a comprehensive curriculum with multiple and varied instructional strategies and resources to support in-depth studies of content and promote high levels of students' understanding and engagement.
Building positive relationships with students and families and creating a classroom that is safe, affirmative, and student-centered.	2-Creating and Maintaining Effective Environments for Student Learning	Recognizes the importance of building a positive learning environment that is focused on achievement.	Guides the development of a respectful learning environment focused on achievement.	Maintains a respectful and supportive learning environment in which all students can achieve.	Provides a respectful and rigorous learning environment that supports and challenges all students to achieve.	Facilitates a learning environment that is respectful, rigorous, and responsive in advancing student achievement.

Designing curricula and using instructional practices and routines that are relevant, diverse, inclusive, affirming of many identities, and student-centered and build on students' and families' funds of knowledge.	3-Understanding and Organizing Subject Matter for Student Learning	Demonstrates Knowledge of teaching as discrete skills as described in the <i>California Standards for the Teaching Professional (CSTP)</i> .	Expands knowledge of related elements of effective instruction, learning goals, assessments, and content as informed by the <i>CSTP</i> .	Utilizes knowledge of <i>CSTP</i> to make connections between elements of effective instruction, learning goals, assessments, and content standards.	Articulates knowledge of the inter-relationships between elements of effective instruction, learning goals, assessments, and content across the <i>CSTP</i> .	Applies in depth knowledge of the <i>CSTP</i> to interconnect effective instruction, learning goals, and assessment within and across content areas.
Supporting students to develop a deep understanding of their world that they can leverage to understand and dismantle unjust policies.	4-Planning Instruction and Designing Learning Experiences for All Students	Plans lessons using available curriculum and resources.	Plans lessons using expanded understanding of curriculum, related materials and resources, and assessments.	Plans differentiated instruction using a variety of adjustments and adaptations in lessons.	Plans lessons using a broad range of strategies to differentiate instruction as informed by multiple assessments.	Plans instruction flexible utilizing a repertoire of instructional practices to differentiate instruction as informed by ongoing assessments.
Using multiple means of assessing and measuring student learning that recognize and value different ways of knowing and expressing knowledge and how they lead to	5-Assessing Students for Learning	Develops understanding of required assessments and uses of data to inform student progress.	Explores the use of different types of assessments to expand understanding of student learning needs and support planning.	Utilizes a variety of assessments that provide targeted data on student learning to guide planning. Collaborates and reflects regularly with	Develops, adapts, and integrates assessments into instruction that provide ongoing data to guide planning differentiated instruction matched to	Utilizes a wide range of assessment strategically, systematically, and flexibly throughout instruction to identify student learning

varied pathways of success.				colleagues to improve teaching practice and student success.	assessed needs of students.	needs and guide ongoing adjustments instruction that maximize student learning.
Committing to deepening our own awareness of biases and privileges and their intersection with race and education.	6-Developing as a Professional Educator	Works collaboratively with assigned colleagues to reflect on and improve teaching practice and student success.	Seeks collaboration With colleagues, resource personnel, and families to reflect on ways to improve teaching practice and student success.	Collaborates and reflects regularly with colleagues to improve teaching practice and student success.	Analyzes and integrates information from a wide range of sources to expand skills of collaboration and reflection as a habit of practice and to impact teacher effectiveness and student learning.	Engages in and facilitates collaborative learning communities focused on providing quality instruction and optimal learning for the full range of students.
Adapted from the CA Continuum of Teaching Practice , and with permission from <i>The Equity Rubric</i> (Bright Morning Consulting, Elena Aguilar) Gateway Induction (2024-2025)						

STAFF, ROLES & RESPONSIBILITIES

[Induction Director - Role & Qualifications](#)

[Induction Leadership Team](#)

[Mentors, Administrators, Teacher Candidate Roles & Responsibilities](#)

[Human Resources-- Credentials/Hiring Analyst](#)