

Capistrano Unified School District's Teacher Induction Program provides a job-embedded pathway to clear a Preliminary Teaching Credential with emphasis on the support and guidance provided by a qualified job-alike Mentor. Working collaboratively with the Mentor, the Candidate builds on the knowledge and skills gained during Preliminary Preparation programs to develop and refine best practices as measured by the CSTPs. At no time is the CUSD Teacher Induction Program used for evaluation or employment purposes. CUSD Teacher Induction's mission is to cultivate, support, and retain teachers who embrace the District's objective of engaging students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

A Candidate's Induction experience is guided by the ILP, which consists of four cycles completed over two years. Each cycle focuses on goal-setting, action research, and reflection aligned to the CSTPs. The Mentoring program is designed based on the research-based *Cognitive Coaching* model. Mentor workshops develop the coaching skills necessary to support the ILP process. In the first step in the Mentoring process, Candidates and Mentors develop an ILP Goal. The Candidate communicates with their site administrator to share their Goal and obtain input. With measurable outcomes in mind, the Mentor helps the Candidate to determine research steps and find resources to support meeting the ILP Goal. For each research step, the Candidate summarizes their learning, describes the application in the classroom, and discusses the impact on students. These reflections, combined with weekly discussions with the Mentor, develop the habit of ongoing reflection. An end-of-cycle reflective conversation between the Mentor and Candidate documents the impact of the research and action steps on the Candidate's teaching practice, the evidence of progress toward meeting the Goal, and next steps. Subsequent workshops provide time and resources for the Candidate to reflect on progress and modify the ILP if needed.

Program Staff collects Mentor data to guide planning and provide ongoing support and resources for the Mentors. Monthly, a Mentor Message is emailed to Mentors with information and support for “just-in-time” mentoring. Candidates receive monthly communication including an educational Link-of-the-Month, pertinent program information, and submission reminders. End-of-Cycle Surveys evaluate the Candidate’s perceived effectiveness of support provided to them and an opportunity to self-assess their development and growth in the profession in relation to their CSTP goal. The Induction website and Canvas Resources Module provide a Timeline Planner, resources, and forms, such as the Observation Record and the Grievance Process form.

The ILP documents are housed in the Induction Canvas Modules and are shared between the Mentor and Candidate. Program staff conducts mid-cycle formative assessments to ensure that Goals and Measurable Outcomes are aligned to the CSTP and the ILP provides a plan for professional learning. Program Staff offers guidance and feedback to Mentors through training and monthly newsletters. At the end of each cycle, Program Staff reviews each ILP to ensure the Candidate has provided evidence of growth toward mastery of the CSTPs. As a result of the collaboration between Mentors, Candidates, and program staff, at the completion of two years of Induction, the Candidate is recommended for a Clear Credential to the Educator Development Advisory Board consisting of constituents from the district and our university partnerships.