



**CHARTER COLLEGE OF
EDUCATION**

Teacher Education Induction Handbook

Handbook for Candidates in Multiple Subject, Single Subject and Education Specialist Credential Programs

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Description of the Induction Program

Individuals holding a Preliminary General Education (Multiple or Single Subject) or Education Specialist teaching credential are required by Education Code §44259(c) (2) to complete a Commission-approved Induction program to earn the Clear Teaching Credential. It is the responsibility of the new teacher to earn a clear teaching credential within a five-year period from the issuance of the Preliminary Teaching credential.

An induction program is designed to support and guide the new teacher in his or her teaching assignment by incorporating local school and district goals under the guidance and assistance of a support provider who has deep knowledge of the local school, district and community as well as an understanding of new teacher development. Each individual holding a Preliminary teaching credential should be supported and mentored during the first two years of teaching.

The Cal State LA Teacher Education Induction program is designed to provide a two-year (four semesters) individualized, job-embedded system of mentoring, support, and professional learning that begins in the teacher's first year of teaching. Advisement and mentoring of the new teacher is a shared responsibility between the Charter College of Education, Teacher Education Induction program and each teacher's Support Provider and school site administrator. Teachers, mentors, district personnel and Cal State LA faculty and staff work together to enhance teaching effectiveness and support reflective practice to assist teachers in meeting their professional goals.

Induction Requirements

Once admitted to the Charter College of Education, Teacher Education Induction program, candidates meet with the Induction Coordinator, Dr. Loretta Tatum ltatum@calstatela.edu, for an advising appointment. The Induction Coordinator reviews the induction process and requirements. These include the following:

1. Verification of admission requirements
2. Review the Transition to Induction Plan
3. Development of an Individualized Learning Plan based on the candidate's goals for professional growth upon entry to the program
4. Within 30 days of enrolling in the program, be assigned a mentor [[return](#)] who has:
 - a. a valid California Clear teaching credential or equivalent certification experience
 - b. a minimum of 3 years of successful teaching experience
 - c. a credential in the same area the candidate is seeking
 - d. knowledge of the context of the candidate's teaching assignment
 - e. demonstrated a commitment to professional learning and collaboration
 - f. shows the ability, willingness, and flexibility to meet candidate needs for support
 - g. demonstrated evidence of effectiveness in classroom management, discipline, implementation of differentiated instruction, mentor support, and instructional leadership with peers or has equivalent experiences that prepare them to support a teacher in the field
 - h. received positive performance ratings for the last three evaluations
 - i. additional qualifications pertaining to training and experience, professional qualities, professional growth, and interpersonal communication skills.

During the initial advising appointment, candidates will be informed about the criteria for the Early Completion option for "experienced and exceptional" candidates.

After or concurrent with the advising appointment, candidates enroll in EDCI/EDSP 5096 - Development of Induction Plan. This course provides the structure for developing the Individualized Learning Plan upon entry to the program as well as engaging in the activities and advisement to achieve the goals identified in it.

Induction Process

During the first three semesters of the Teacher Education Induction program, candidates enroll in EDCI/EDSP 5096 - Development of Induction Plan. In the last semester, candidates enroll in EDCI/EDSP 5097 - Seminar: Assessment of Induction. Throughout the two-year period, the Induction Coordinator monitors the candidate’s progress in achieving the goals of the Individualized Learning Plan (ILP) and the support provided by his or her mentor. The ILP is developed, executed, and assessed in EDCI/EDSP 5096 and 5097. The ILP is created in the first semester of EDCI/EDSP 5096 and within 60 days of enrollment into the Clear program. [\[return\]](#) The course instructor provides feedback on the ILP as well as appropriate readings and resources for the candidate. Candidates will also seek feedback from their mentor who will help them reflect on developing and meeting ILP goals as well as offer suggestions for enhancing teaching effectiveness. Candidates are expected to receive no less than 1 hour per week of personalized support from their mentor (or activities coordinated by their mentor). Candidates may identify and take additional course work that complements their ILP or addresses other self-identified needs.

<p>Year 1-Semester 1 3-Unit Course- EDCI/EDSP 5096 - Development of Induction Plan. This is a foundational course meant to inform the new teacher about the logistics of Induction. Candidates will develop the ILP in collaboration with his/her mentor, the course instructor, and the Induction Coordinator. The ILP is designed solely for the professional growth and development of the candidate.</p>	<p>Year 1-Semester 2 3-Unit Course- EDCI/EDSP 5096 - Development of Induction Plan. This is a course designed to offer continuous support to the new teacher during Induction. The candidate will work towards their stated goals, adjust them based on their “Just in Time” needs, and create new goals as appropriate. The course instructor will provide resources and feedback for ILP activities and will evaluate progress.</p>
<p>Year 2-Semester 1 3-Unit Course- EDCI/EDSP 5096 - Development of Induction Plan. This is a course designed to offer continuous support to the new teacher during Induction. The candidate will work towards their stated goals, adjust them based on their “Just in Time” needs, and create new goals as appropriate. The course instructor will provide resources and feedback for ILP activities and will evaluate progress.</p>	<p>Year 2-Semester 2 3-Unit Course-- EDCI/EDSP 5097-Seminar: Assessment of Induction-This course will evaluate the final Induction portfolio that includes signature assignments from the candidate’s coursework, video reflections and evidence of participation in Professional Development activities that demonstrate mastery of his/her ‘Just-In-Time’ and long-term goals.</p>

Recommending for the Clear Credential

Prior to recommending a candidate for a Clear Credential, the Induction Program Coordinator (or faculty designee) must verify all program activities and requirements have been met at a satisfactory level. The Cal State LA CCOE credential analyst will review the candidate's case file to ensure all program requirements have been documented.

Candidate competence verification is based on a review of observed and documented evidence, collaboratively assembled by the credential candidate with input from the mentor, instructor for 5096 - Development of Induction Plan/5097 - Seminar: Assessment of Induction, and the Induction Coordinator. During enrollment in the required courses (EDSP/EDCI 5096 and 5097), candidates will document hours of mentor support. Candidates may not receive a grade of Credit in the course without meeting the support-hours requirement. Summative assessment will be conducted in the form of a portfolio demonstrating mastery of the California Standards for the Teaching Profession to include:

- refined Philosophy of Education statement
- letters of recommendation, including descriptive elements of disposition, character, work ethic and teaching skills
- formative assessment throughout the Induction program
 - video reflections
 - signature assignments from coursework
- evidence of engagement in Professional Development activities or conferences
- exit evaluation including satisfactory performance of the six CSTPs as rated by the mentor and faculty instructor in EDSP/EDCI 5096/5097)

Site Administrator Agreement



CAL STATE LA

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Charter College of Education
Office for Student Services
5151 State University Drive, Los Angeles, CA 90032-8144
323-343-4320

Dear Site Administrator:

This is to inform you that _____ has enrolled in the Charter College of Education, Teacher Education Induction program leading to a Clear Credential. The induction program is intended to support candidates (participating teachers) while they are enrolled in coursework to attain the Special Education, Multiple, or Single Subject Clear Credential. One of the most critical induction requirements is assignment of a mentor. The role of the mentor is to support and guide the new teacher in his or her teaching assignment. The mentor should have a deep knowledge of the local school, district, and community, as well as of new teacher development.

In your role as site administrator, in consultation with the participating teacher, please identify a teacher from your school to serve as a mentor. The mentor teacher must (a) have a Level II, Clear, or Life credential, (b) have worked as a teacher for at least three years, (c) have received positive performance ratings for the last three evaluations, and (d) be credentialed in the same area as the participating teacher. ***Please have the mentor fill out the attached form and return it to your participating teacher.***

Participating teachers must receive an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor. The participating teacher will create an Individual Learning Plan (ILP) in collaboration with their mentor teacher to identify goals to enhance their teaching practice. The ILP is designed expressly for the growth and professional development of the candidate and cannot be used for evaluation for employment purposes.

We look forward to your support in preparing highly effective teachers through our intern partnership.

Loretta Tatum, Induction Coordinator



CAL STATE LA

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

FROM: Office for Student Services, Induction Program

TO: Induction Support Provider/Mentor

SUBJECT: Agreement to Provide Induction Support

MENTOR INTAKE/MATCHING AND AGREEMENT FORM

Name _____

School _____ Years of Teaching Experience _____

Current Teaching Assignment _____

Email address _____

1. I hold a credential in _____

2. I agree to work with the California State University, Los Angeles, Charter College of Education, Teacher Education Induction program to provide direction and support for the professional development of the participating teacher named below. I understand I am expected to provide, on average, a minimum of 1 hour per week of individualized support/mentoring. In addition, I will work collaboratively with the participating teacher on their Individual Learning Plan (ILP). I understand that the ILP is designed expressly for the growth and professional development of the candidate and cannot be used for evaluation for employment purposes.

Signature _____

Date _____



California State University, Los Angeles

Individualized Learning Plan (ILP) for the Clear Credential

Candidate: _____ CIN: _____

Identify Preliminary Credential (s) held:

PRELIMINARY	Date Awarded
Single Subject	
Multiple Subject	
Education Specialist: Mild/Moderate Disabilities	
Education Specialist: Moderate/Severe Disabilities	
Education Specialist: Physical and Health Impairments	
Education Specialist: Visual Impairments	
Education Specialist: Early Childhood Special Education	

School Site Name and Address: _____

Phone Number: (____) _____

Email Address: _____

ILP Action Plan

Based on your Transition Plan (which is completed the last week of your final fieldwork experience for the Preliminary credential), your current teaching assignment, and feedback from your mentor teacher, complete the following:

- | |
|---|
| <p>I. Circle the California Standards for the Teaching Profession you have identified for growth development</p> <ul style="list-style-type: none"> A. Making Subject Matter Comprehensible to Students B. Assessing Student Learning C. Engaging and Supporting Students in Learning D. Planning Instruction and Designing Learning Experiences for Students E. Creating and Maintaining Effective Environments for Student Learning F. Developing as a Professional Educator |
|---|

II. List the specific long-term professional growth goals you will address in EDCI/EDSP 5096/5097. These goals should address your own professional needs, the CSTP, and your current teaching assignment.

III. Each semester, identify any “Just-in-Time” goals you would also like to address.

Semester 1:

Semester 2:

Semester 3:

Semester 4:

IV. Provide a list of University coursework to be taken during the Induction program.

V. Provide a listing of non-university Professional Development activities you plan to engage in (e.g. intensive workshops, approved district activities, approved professional conferences, membership of school improvement committees, etc.):

Mentor Information

Mentor Name: _____

Employing District: _____

School Site Name and Address:

Mentor Email address: _____

Mentor's signature (indicating he/she has provided feedback on the ILP).

Documenting Mentor Hours of Support

The Cal State LA Teacher Education Induction program is designed to provide a two-year individualized support, mentoring, and professional growth experience. To demonstrate evidence of professional growth over the two-year induction experience, it is important to keep a mentor log. Possible time-relevant topics for each month's meetings between the mentor and Cal State LA teacher have been included below. (You and your mentor may wish to cover your own topics as well). **Items in bold are required.**

Enter information by typing in the gray boxes. The boxes will expand automatically to fit the text.

Please upload a copy of your log to CANVAS at the end of each month. You will need to keep a copy for your own portfolio. Please keep adding to the same document in order to have an ongoing narrative for the semester.

1st Year

Mentor Teacher:	Cal State LA Teacher: <i>Your Name Goes Here</i>
Induction Coordinator: (check one) <input type="checkbox"/> Tatum <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	School/Location:

August – Year 1

Suggested Discussion Topics		
<ol style="list-style-type: none"> 1. New School Orientation -Includes review of school and policies, physical classroom preparation, review of schedule, forms, and paperwork. 2. Engage in discussion about school and neighborhood context as well as economic and cultural influences on students. 3. Discuss school goals and develop a rough curricular plan for the semester. 4. What do I (Novice Teacher) bring to teaching and how can my mentor help me? 5. What does my mentor bring to my learning experience? 6. Note any resources recommended by your mentor. 		
Mentor/ Cal State LA Teacher Discussion Summary/ Future Goals	Meeting Dates for the Month	Time Spent this Month

September – Year 1

Suggested Discussion Topics		
<ol style="list-style-type: none"> 1. Review the classroom management plan. Discuss successful aspects and what changes might be necessary. 2. Discuss creating classroom community 3. Conduct a short, informal observation. 		
Mentor/ Cal State LA Teacher Discussion Summary/ Future Goals	Meeting Dates for the Month	Time Spent this Month

October – Year 1

Suggested Discussion Topics

<ol style="list-style-type: none"> 1. Discuss preparation for parent conferences and report cards. 2. Discuss progress reports. 3. Conduct a formal observation including a pre- and post-observation conference. 		
Mentor/ Cal State LA Teacher Discussion Summary/ Future Goals	Meeting Dates for the Month	Time Spent this Month

November – Year 1

Suggested Discussion Topics		
<ol style="list-style-type: none"> 1. Discuss questioning techniques and informal assessment of daily objectives. 2. Discuss how you can incorporate or celebrate holiday celebrations. 3. Discuss how to deal with holiday interruptions and shortened instructional time and weeks. 		
Mentor/ Cal State LA Teacher Discussion Summary/ Future Goals	Meeting Dates for the Month	Time Spent this Month

December – Year 1

Suggested Discussion Topics		
<ol style="list-style-type: none"> 1. Discuss the content and creation process of exams or end of semester tests. 2. Review the semester in terms of classroom management, planning, and pedagogy. Point out successes and struggles and discuss possible steps for improvement. 		
Mentor/ Cal State LA Teacher Discussion Summary/ Future Goals	Meeting Dates for the Month	Time Spent this Month

January – Year 1

Suggested Discussion Topics		
<ol style="list-style-type: none"> 1. Set 2-3 professional goals for the semester. 2. Talk about the steps necessary to meet these goals. 		
Mentor/ Cal State LA Teacher Discussion Summary/ Future Goals	Meeting Dates for the Month	Time Spent this Month

February – Year 1

Suggested Discussion Topics		
<ol style="list-style-type: none"> 1. Analyze your semester or unit assessments and discuss their effectiveness in meeting the established goals. 2. Conduct a short, informal observation. 		
Mentor/ Cal State LA Teacher Discussion Summary/ Future Goals	Meeting Dates for the Month	Time Spent this Month

March – Year 1

Suggested Discussion Topics		
<ol style="list-style-type: none"> 1. Look at a set of lesson plans together. Discuss the objectives, activities, and planning process that went into creating them. 		

2. Discuss day-to-day activities and evaluate their effectiveness.		
3. Conduct a formal observation as well as hold a pre and post-observation conference.		
Mentor/ Cal State LA Teacher Discussion Summary/ Future Goals	Meeting Dates for the Month	Time Spent this Month

April/May – Year 1

Suggested Discussion Topics		
1. Brainstorm end of year activities and ways of keeping students motivated.		
2. Reflect on and discuss your first-year teaching experience. Discuss your growth and areas for continued improvement.		
Mentor/ Cal State LA Teacher Discussion Summary/ Future Goals	Meeting Dates for the Month	Time Spent this Month

2nd Year

Mentor Teacher:	CSULA Teacher:
ND Supervisor: (check one) <input type="checkbox"/> Burke <input type="checkbox"/> Collier <input type="checkbox"/> Maletta <input type="checkbox"/> Mayotte <input type="checkbox"/> Moreno <input type="checkbox"/> Tierney <input type="checkbox"/> Valadez <input type="checkbox"/> Wibbens	School/Location:

August – Year 2

Suggested Discussion Topics		
1. Discuss plans for procedure or management changes from the previous year.		
2. Discuss course goals for all classes.		
3. Set 2-3 first semester goals or areas of focus that deal with different aspects of teaching.		
Mentor/ Cal State LA Teacher Discussion Summary/ Future Goals	Meeting Dates for the Month	Time Spent this Month

September – Year 2

Suggested Discussion Topics		
1. Discuss methods of summative assessments in your current units.		
2. Discuss ways of incorporating spirituality outside of daily prayer.		
3. Conduct a short, informal observation.		
Mentor/ Cal State LA Teacher Discussion Summary/ Future Goals	Meeting Dates for the Month	Time Spent this Month

October – Year 2

Suggested Discussion Topics		
1. Discuss and sketch out rough plans for a service learning opportunity during the school year.		
2. Discuss methods of pushing and enriching high achieving students to their potential.		
3. Conduct a formal observation including a pre- and post-observation conference.		
Mentor/ Cal State LA Teacher Discussion Summary/ Future Goals	Meeting Dates for the Month	Time Spent this Month

November – Year 2

Suggested Discussion Topics		
<ol style="list-style-type: none"> 1. Share ideas about formative assessment and questioning. 2. Discuss the different kind of learning difficulties you are encountering and the types of accommodations you are making. 		
Mentor/ Cal State LA Teacher Discussion Summary/ Future Goals	Meeting Dates for the Month	Time Spent this Month

December – Year 2

Suggested Discussion Topics		
<ol style="list-style-type: none"> 1. Review the semester in terms of classroom management, planning, and pedagogy. Point out successes and struggles and discuss possible steps for improvement. 2. Address improvements since the observation 		
Mentor/ Cal State LA Teacher Discussion Summary/ Future Goals	Meeting Dates for the Month	Time Spent this Month

January – Year 2

Suggested Discussion Topics		
<ol style="list-style-type: none"> 1. Discuss ways for celebrating diversity in the classroom and school (e.g. Dr. Martin Luther King Jr. Day). 2. Choose one class and look at the unit planning process for a future unit. Discuss unit goals, lesson plan objectives and possible assessments. 		
Mentor/ Cal State LA Teacher Discussion Summary/ Future Goals	Meeting Dates for the Month	Time Spent this Month

February – Year 2

Suggested Discussion Topics		
<ol style="list-style-type: none"> 1. Discuss the use of performance assessments in your units and how student achievement compares to standard teacher tests. 2. Discuss the possibilities for professional development, journals, and professional associations. 3. Conduct a short, informal observation. 		
Mentor/ Cal State LA Teacher Discussion Summary/ Future Goals	Meeting Dates for the Month	Time Spent this Month

March – Year 2

Suggested Discussion Topics		
<ol style="list-style-type: none"> 1. Discuss discernment issues: future teaching plans, career plans – both short and long term. 2. Conduct a formal observation as well as hold a pre and post-observation conference. 		
Mentor/ Cal State LA Teacher Discussion Summary/ Future Goals	Meeting Dates for the Month	Time Spent this Month

April/May – Year 2

Suggested Discussion Topics		
<ol style="list-style-type: none"> 1. Reflect on and discuss the two-year teaching experience. Discuss growth and areas for continued improvement. 2. Discuss efficacy of the mentor program. What are its strengths? How could it be strengthened? 		

3. Complete 2nd Semester Mentor Log and End of year summary.		
Mentor/ Cal State LA Teacher Discussion Summary/ Future Goals	Meeting Dates for the Month	Time Spent this Month

Early Completion Option

The CCTC, as authorized by Senate Bill 57, allows experienced and exceptional teachers to apply to complete a Commission-approved teacher induction program at a faster pace than the typical two years. Candidates accepted into the Early Completion Option (ECO) are expected to complete all induction program requirements within one school year. All teachers enrolling in the Cal State LA Teacher Education Induction program are advised of the Early Completion Option (ECO) at the intake/program advisement meeting with the Cal State LA Teacher Education Induction Coordinator.

Eligibility for the Early Completion Option require teachers to:

- Hold a preliminary multiple, single subject, or education specialist credential
- Be employed in a California public school
- Submit for review authenticated performance evaluations from at least two prior years of teaching in a K-12 classroom as the teacher of record
- Submit the ECO application along with any additional requested documents to the Induction Coordinator.

The Cal State LA Teacher Education Induction Coordinator is responsible for reviewing all submitted documents in order to approve or deny the ECO application, or request additional evidence necessary to fully determine the teacher candidate's preparedness for the Early Completion Option.

This option is designed to acknowledge the skills of teachers who have teaching experience which clearly demonstrates their ability to complete the Cal State LA Teacher Education Induction program in one year. The candidate must fully demonstrate that s/he has the knowledge, skills, abilities, and competencies required of all participating teachers who complete the full two-year induction program.



Teacher Induction Program
Early Completion Option Application

Name	
CIN	
Email	
Current Teaching Position	
School Site and District	
Credential Area	<input type="checkbox"/> Single Subject (Specialty Area: _____) <input type="checkbox"/> Multiple Subjects <input type="checkbox"/> Education Specialist (Specialty Area: _____)

The California Commission on Teacher Credentialing offers an Early Completion Option for Teacher Induction. The Cal State LA Induction Coordinator makes a determination of eligibility based on the following:

- Intake interview
- Current preliminary teaching credential
- Verification of prior teaching experience:
 - Verification of two or more years of prior teaching experience as a teacher of record or
 - Verification of successful completion of at least one year in an approved Teacher Induction Program
- Verification of current teaching position
- Two formal evaluations from a candidate's district administrator (evaluations completed by university supervisors or professors for academic purposes are not applicable). Evaluations may be completed by the candidate's current site administrator, however, they must be from prior years. Evaluations completed for an approved induction program are not applicable.
- Site administrator recommendation form supporting the candidate's participation in the Early Completion Option

Candidates who participate in the Early Completion Option must fulfill all program requirements and be employed as a teacher. Participating teachers unable to complete the Early Completion Option requirements may enroll in the standard two-year Teacher Induction Program. In order to be approved for the Early Completion Option, teacher candidates must provide **ALL** of the eligibility documentation listed above along with this cover letter and make an appointment for

an interview with the Induction Coordinator. Documentation can be submitted to Cal State LA Induction Coordinator, Dr Loretta Tatum via email at ltatum@calstatela.edu



Administrator Verification of Teaching Assignment and Recommendation for Early Completion Option

The California Commission on Teacher Credentialing offers an Early Completion Option for Teacher Induction. In order to evaluate an applicant's eligibility, the information below is required from the teacher's site administrator.

As the site administrator, I confirm the following:

Candidate _____

has served as the teacher of record for a minimum of two years at:

School Site: _____

District _____

I have reviewed and confirm that the Teacher Candidate's past two teacher evaluations demonstrate consistent *exceptional and/or advanced teaching skills* based on the California Standards for the Teaching Profession. Teachers not meeting this requirement must complete a two year induction program.

Based on the teaching candidates teaching performance and experience, I **recommend** this candidate for acceptance to the Cal State LA Teacher Induction Program under the Early Completion Option.

Administrator's Name (printed): _____

Signature: _____

Date: _____

Email: _____

Questions and/or concerns regarding the form or the Teacher Induction Early Option may be directed to Cal State LA Induction Program Coordinator, Dr. Loretta Tatum: ltatum@calstatela.edu .