Torrance Unified School District
Teacher Induction Program Handbook
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Welcome to Torrance Unified School District’s Induction Program. A growing body of research confirms that the quality of teaching is what matters most for students to achieve. Commitment and participation in TUSD’s Induction program will empower you to grow your professional practices as you are teaching. You will be guided along the way by the California Standards for the Teaching Profession (CSTP), your Individual Learning Plan, and your personal Induction Mentor. Your journey and ultimate destination will be uniquely yours.

TUSD is an equal opportunity employer that makes all personnel decisions without unlawful discrimination. These include decisions regarding the admission, retention, or graduation of students, and decisions regarding the employment, retention, or promotion of employees. The Torrance Induction Program was State approved in March 11, 2016 to provide preliminary multiple and single subject teachers the opportunity to clear their credential(s). In June of 2016, the Induction program was authorized by the state to clear Education Specialist credentials as well. The TUSD Induction program is a two-year, job-embedded program with a focus on mentoring and supporting teachers in their first years of teaching. Within 30 days of enrollment into the program, participating teachers will be paired with a mentor according to the credential(s), grade level and/or subject area, as appropriate to their employment. Together, the participating teacher and their mentor will collaboratively create an Individual Learning Plan (ILP) within the first 60 days of their enrollment into the Induction program. This working plan will serve as an inquiry road map for the goals participating teachers will focus on over the course of the next two years. The ILP is designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

All Induction teachers will receive an average of one hour per week of individualized support/mentoring coordinated and/or provided by their mentor. Participating teachers and their mentor will work through a series of classroom and lesson inquiries. These inquiries are designed to help the teacher explore, question, discover, and reflect on new opportunities and possibilities that can grow their practice. Teachers will leave the program with a deeper understanding of the CSTPs, the California academic content standards, and corresponding frameworks for their discipline.

The TUSD Induction Program uses a blended model providing lesson planning, observations, analyzing student work, debriefs, one-on-one meetings with your mentor, content/grade level specific support, and professional development. Once enrolled in the Induction program, participating teachers will be given access to the program’s online course, which will provide structure, resources, and pacing to the overall Induction experience.
INDUCTION HISTORY 101

For a long while, teacher leaders in California were concerned with the high “drop-out” rate of teachers, especially within the first few years in the profession. Following extensive educational research, in 1998, the Commission on Teacher Credentialing (CTC) sponsored and the Governor signed legislation that restructured teacher credentialing in California. Following the passage of SB 2042 (Alpert/Mazzoni, Ch. 548, Statutes of 1998), the architecture of Learning to Teach in California was re-designed to include these major reforms:

- The creation of multiple, standards-based routes into teaching.
- The alignment of teacher preparation standards with State adopted academic, content, and performance standards for students.
- A new requirement that teachers pass a teaching performance assessment embedded in their preparation program prior to earning a preliminary teaching credential.
- Beginning teachers with a SB 2042 preliminary credential are expected to participate in a 2-year state approved induction program ideally during their first few years as a contracted teacher in order to complete the state’s requirements to earn a professional clear credential. This two year job-embedded experience is designed to support the professional development of newly-credentialed, beginning teachers in areas of the California Standards for the Teaching Profession (CSTP), California Teacher Induction Program Standards, and California adopted academic standards.

- Torrance Unified School District has a state accredited Teacher Education Induction Program serving beginning teachers teaching in the school district with the following preliminary credentials:
  - Preliminary Multiple Subject Credential
  - Preliminary Single Subject Credential
  - Preliminary Education Specialist Credential

At the October 2016 Commission on Accreditation meeting, the Commission adopted a new single set of Teacher Education Induction Program Standards intended to address the needs of all participating teachers regardless of whether they are seeking a Clear General Education credential or a Clear Education Specialist credential. These standards are the result of the continuing effort of the Commission to refocus induction on ensuring a highly individualized, mentoring based program for new teachers and providing them with critical mentoring to help them refine their teaching practice.
INDUCTION PROGRAM

Vision Statement
The goal of the Torrance Unified School District Teacher Education Induction Program is growing the teachers of today to inspire all students to become 21st century leaders of tomorrow.

Mission Statement
To ensure that students reach their highest potential, we commit to supporting teachers to become lifelong reflective learners.
GOALS OF THE TEACHER EDUCATION INDUCTION PROGRAM

To prepare teachers to be reflective educators, dependent on research, data collection, and data analysis as they make professional decisions.

To support teachers in utilizing regular self-assessments of their teaching practice on the Continuum of Teaching Practice.

To facilitate the transition from teacher preparation programs to the TUSD Induction Program through pre-preliminary credential review and TPE reflection prior to setting post-preliminary credential goals.

To prepare teachers in their use of a wide range of assessments in order to define and refine student learning goals.

To support teachers as they engage students in relevant and rigorous standards-based instruction.

To support teachers as they create and maintain a safe physical and emotional classroom environment.

To prepare teachers for the differentiation of instruction as they develop high learning goals and expectations for all students.

To promote the equitable access to the curriculum for all students.

To prepare teachers to use all technological resources available to them in order to assist students in achieving learning goals.

To encourage and facilitate the communication between teachers and the families of the students they teach.
TEACHER EDUCATION INDUCTION PROGRAM
ORGANIZATIONAL CHART

Induction Program
- California Department of Education
- California Commission on Teacher Credentialing
- Induction Cluster 4 Region Leads

District Personnel and Support Staff for the Program
- Program staff for Technology for Learning, Special Education, Gifted and Talented Education, Special Education, and English Language Development
- Subject specific content specialists

Los Angeles County Board of Education

Superintendent
Dr. George Mannon

Chief Academic Officer
Dr. Kati Krumpe

Director of Curriculum & Instruction
Induction Program Director
Dr. Ramona Chang

Induction Program Coordinator
Barbara Waldrop
Special Education Liaison to Induction
Erin Lahr

Induction Program Mentors
Michelle Amundson, Allyson Bader, Rudy DeLana, Nancy Jackson, Denise Leonard, Ian McCullen, Lori Nagaoka, Heather Nakasuji, and Lorrie Spotts

Induction Program Participants

Induction Advisory Committee
- Director of Human Resources
- Executive Director of Torrance Teachers’ Association
- Special Education Department Representatives
- Institute of Higher Education Representatives
- High School Administrative Representative
- Middle School Administrative Representative
- Elementary School Administrative Representative
- Induction Participating Teacher Year 1 (elected)
- Induction Participating Teacher Year 2 (elected)
- mentor Representative (elected)
- District Induction Program Leadership
TUSD Induction Program Graphic

Year 1

- Initial Cohort Meeting
- Triad Meeting
- Initial Coaching Cycle
- Individual Learning Plan
- Choice PD

Nov. - Dec.
- Coaching Cycles
- One-to-One
- Inquiry PD
- Initial Continuum Review
- Induction Cohort Meeting

Jan. - Feb.
- Coaching Cycles
- One-to-One
- Inquiry PD
- Choice PD

May - June
- Colloquium
- Coaching Cycle
- Continuum Review
- Induction Cohort Meeting

Mar. - Apr.
- Coaching Cycles
- One-to-One
- Induction Cohort Meeting

First Inquiry

Second Inquiry

- Initial Cohort Meeting
- Triad Meeting
- Initial Coaching Cycle
- Individual Learning Plan
- Choice PD

Nov. - Dec.
- Coaching Cycles
- One-to-One
- Inquiry PD
- Initial Continuum Review
- Induction Cohort Meeting

Jan. - Feb.
- Coaching Cycles
- One-to-One
- Inquiry PD
- Choice PD

Mar. - Apr.
- Coaching Cycles
- One-to-One
- Induction Cohort Meeting

Third Inquiry

May - June
- Colloquium
- Coaching Cycle
- Continuum Review
- Induction Cohort Meeting
- Culminating Project

Mar. - Apr.
- Coaching Cycles
- One-to-One
- Induction Cohort Meeting
CONFIDENTIALITY POLICY

An important underlying principle of the Torrance Unified School District Induction Program is confidentiality. Communication between the Participating Teacher and his/her mentor is strictly confidential. It is the role of the mentor to be a teacher educator, with the explicit goal of improving teacher practice to directly impact student achievement. The conversations between the mentor and Participating Teacher should be data driven, supporting focused inquiries throughout the two year program period.

All Induction documents are the property of the Participating Teacher for credential completion purposes. The Individual Learning Plan is designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes. The Participating Teacher may choose to share Induction documents with his/her site administrators or they can reserve the right to keep their information confidential. Induction documents submitted online will only be viewed by TUSD Induction Program staff, as well as CTC accreditation team members during their site accreditation visit.

Online forums are designed to facilitate collaboration with colleagues, and therefore should be viewed as confidential within the Induction cohort. Please note that Induction staff, including mentors, monitor the forum conversations for purposes of assessing professional development needs.

Professional conversations occurring at Induction workshops and/or cohort meetings should be considered confidential by your teaching peers. Attendance at such meetings becomes part of the Induction Program database and such records of attendance are not considered confidential.

CONFIDENTIAL
**INDUCTION PROGRAM STEPS TO COMPLETION**

The Individual Learning Plan (ILP) is a reflective tool collaboratively designed by the participating teacher, the mentor, and coupled with district and site specific focus areas provided by site administrators to help the participating teacher develop as an effective teacher. This live document will serve as an inquiry roadmap during the participating teacher’s two year journey through Induction. The document will identify the participating teacher’s goals and area(s) of study that the teacher will focus on to improve teaching as measured by each standard of the California Standards of the Teaching Profession (CSTP), in relation to the state adopted academic content standards and performance levels for students. Throughout the year, participating teachers will have multiple opportunities to reflect on their goals and determine their next steps in their inquiry. The inquiry cycles are an ongoing learning process that follows the cycle: plan, teach, reflect, and apply. The inquiries are designed to assist in meeting the learning needs of all students while growing as a professional and feeling greater confidence as a teacher.

Two years may sound as if you have a long road ahead. However, unlike your foundational teacher preparation course workload, the work you will do for the TUSD Induction program is relevant to your current students, and your immediate teaching context. At the end of the two year program, participating teachers will have completed the following activities:

**Program Requirements**

- Meet an average of one hour per week with Induction mentor(s).
- Meet once a year with their mentor and site Administrator for Triad meeting.
- Self-assess using the *Continuum of Teaching Practice and reflect on goals with mentor.*
- Collaboratively creates an Individual Learning Plan (ILP) with mentor and input from site Administrator within 60 days of enrolling in the Induction Program.
- Complete a total of three (3) inquiries. Each focusing on an identified area of growth connected to the California Standards for the Teaching Profession.
- Complete a total of six (6) Professional Development experiences (3 each year) related to their ILP.
- Complete and submit evidence of teacher practice.
  - Course tasks/documents on the TUSD Induction online learning management system (eTUSD.org) with student work samples that are directly related to inquiry work.
  - The *Continuum of Teaching Practice* with evidence of three (3) distinct reflective periods.
  - Three (3) inquiries - at least one inquiry per year.
  - Culminating Project illustrating teacher growth in the CSTPs
- Attend Colloquium each year and present a culminating project at Colloquium event at the end of Induction Year 2.
Mandatory Attendance

- All Induction cohort meetings.
- Monthly coaching cycles and one-to-one meetings with mentor.
- Inquiry PD
  - All teachers new to the TUSD Induction Program must attend this PD prior to starting their first inquiry
- Colloquium—End of the year Induction Cohort meeting where year 2 teachers share and reflect on their Induction journey with their Induction colleagues.
- Three (3) professional development events consistent with goals set in the ILP each year. Examples of these events might include, but are not limited to, district PDs, conferences, professional growth opportunities offered by TUSD Teacher Induction Program.

All participating teacher work is reviewed by the Induction Program staff. If clarification and/or more evidence is needed, participating teachers are contacted and coached through needed modifications. Throughout the program, participating teachers will receive formal/informal feedback, indicating teaching areas of strength and areas of challenge and have numerous opportunities to demonstrate growth and understanding in the teaching areas covered by the CSTPs.

If participating teachers are having difficulty completing their inquiry assignments in a timely manner, the Induction program will work with the teacher to remedy the situation. In some cases an extension may be necessary (refer to Induction Extension Procedures). Participating teachers not demonstrating growth in effective teaching practices will be provided additional coaching cycles and mentor support before advancement can be made to the next inquiry to ensure growth in the CSTPs. As per the California Department of Education, California Commission on Teacher Credentialing Induction Program Standard 5,

“Prior to recommending a candidate for a clear credential, the Induction Program sponsor must verify that the candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made. The program sponsor’s verification must be based on a review of observed and documented evidence, collaboratively assembled by the candidate, the mentor and/or other colleagues, according to the program’s design. The Induction Program’s recommendation verification process must include a defensible process of reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, as needed.”

Upon the Induction Program verification of the participating teacher’s program completion and competency, the teacher will be asked to complete an application for a Clear Credential. This application is then used to submit a formal request for the Clear Credential to the California Commission on Teacher Credentialing (CCTC). Formal requests are provided solely by current employees of the TUSD Induction Program. The CCTC will follow-up the request by directly emailing the participating teacher for more information and payment for credential processing. It is not the responsibility of the TUSD Teacher Induction Program to follow-up on credential submission.
EARLY COMPLETION OPTION (ECO)

What is the purpose of SB57?
In accordance with Senate Bill 57 and the California Commission on Teacher Credentialing (CTC) Induction Preconditions, TUSD makes an Early Completion Option (ECO) available to its participating teachers. This ECO option is designed to acknowledge the skills of teachers who have previous teaching experience in which case, the induction program may be completed in a modified amount of time. The ECO is available for “experienced and exceptional” candidates who meet the following established criteria:

Participating teacher must:

- Hold a California Preliminary Single Subject, Multiple Subject, and/or Education Specialist credential.

- Be able to document a minimum of three years prior teaching experience as the full-time teacher of record in their earned credential area. Experience may include, but is not limited to, completion of an intern program, teaching out-of-state, or other recent teaching experience.

- Provide one or more teacher performance evaluations with positive ratings based on the CSTPs from a previous employer directly responsible for evaluations (must be within the last three years).

- A recommendation by his/her current school administrator (who has first-hand knowledge of the teacher’s teaching skills) acknowledging that the teacher warrants a recommendation to be granted an accelerated induction option because they are experienced and exceptional.

- Provide a current teacher performance evaluation with positive ratings based on the CSTPs from the site administrator directly responsible for evaluations. (current school year)

Part One of ECO Application Process
Qualified and interested Participating Teachers completes the online ECO application and submits their supporting documents (as itemized in the eligibility requirements and listed on the ECO application) with their application by October 1st.

If the application is approved, the participating teacher will be given a conditional ECO status. Next, the participating teacher will submit a current teacher performance evaluation with positive ratings based on the CSTPs from the site administrator who is responsible for evaluations.
Supporting Documents for Part One of ECO Application Process

- Verification of teaching experience (e.g. ask site administrator for a letter that lists teachers employment dates or request an employment verification from Human Resources).

- One or more positive evaluations from a previous employer directly responsible for evaluations (*must be within the last three years*).

**Part Two of ECO Application Process**

Participating teachers with conditional ECO status gather the supporting documents for part two of the application and submit them directly to the Induction Coordinator on or before **January 1st**.

Supporting Documents for Part Two of ECO Application Process

- A recommendation form filled out by the teacher’s current school site administrator acknowledging that the teacher warrants a recommendation to be granted an accelerated induction option because they are experienced and exceptional.

- A copy of the teacher’s performance evaluation with positive ratings based on the CSTPs from the site administrator directly responsible for evaluations. (**current school year**)

**What is the completion process for the ECO?**

An Induction Participating Teacher requesting the ECO track will follow the same meeting/inquiry requirements as those teachers in the conventional program until their ECO status has been approved. All work will be assessed against the six standards of the *California Standards for the Teaching Profession* (CSTP) and Induction Standards, discussed in detail in the Induction handbook. Such assessment will be conducted by the Induction Director and support staff as deemed necessary by the director.

If the ECO application is approved, the participating teacher will sign an ECO Letter of Commitment detailing the responsibilities and requirements of early completion and will receive a suggested timeline to follow to complete program requirements. It is expected that the ECO teacher will complete two inquiries and a culminating project by the end of the first year of the program. The inquiries and the culminating project should exemplify exceptional teaching and professional reflection. If the ECO participating teacher is not successfully progressing on pace for early completion of the program or if the teacher fails to demonstrate skills and abilities on a level expected of and consistent with an early completion teacher, adjustments will be made as deemed necessary and appropriate by the Program Director. ECO status is provisional and can be revoked at any time.
REASSIGNMENT POLICY
PARTICIPATING TEACHER AND SUPPORT STAFF MATCH

The TUSD Teacher Induction Program utilizes a team approach in supporting participating teachers. Each team member plays a critical role within the program. Participating Teachers will be assigned a mentor that receives ongoing training to enhance their professional skills, to work with throughout the year during one-on-one meetings, as well as for classroom observations and debrief sessions. Participating Teachers will also receive support from other Induction program staff, including the Induction Director and Coordinator/s. You may also receive additional support from district content coaches or school site coaches.

We do consider the relationship between the participating teacher and their support staff to be critical in the overall success of their Induction experience. If, during their time in the TUSD Teacher Induction program, a Participating Teacher would like to request a change of their mentor directly assigned to them and responsible for their observations, he/she is asked to please contact the Induction Program Coordinator directly. The Program Coordinator and/or Director will discuss the Participating Teacher’s concerns with him/her and try to resolve the issues through informal discussions with the participating teacher and mentor. If it is believed that a change would be in the best interest of the program success, a new mentor will be assigned.

Due to participating teacher numbers, our TUSD pool of mentors is limited. Please note, if a request for change is granted, Participating Teachers will be assigned to another mentor, which may also be the program Coordinator. A request for a mentor change can only be accommodated when there is availability of a mentor. If a mentor is unavailable, the program coordinator may step in as the mentor. The Induction Program Coordinator has the same extensive mentoring training as the other mentors.

A mentor may request a change in the assignment match of participating teachers. The mentor will directly contact the Induction Program Coordinator. The Director/Coordinator will discuss the concerns with the mentor and when applicable, with the Participating Teacher. If it is believed that a change would be in the best interest of the parties involved, a new mentor will be assigned to the participating teacher, and the current mentor will be taken off the assignment.
INDUCTION EXTENSION PROCEDURE

The Torrance Unified Induction Program is a two-year, job embedded, state accredited teacher Induction program. The TUSD Teacher Induction Program is structured in a way that has on-going support and structured pacing to help you be successful in completing the program within a two year period. However, we are aware that occasions do arise that may require a teacher to take a leave of absence. If extraordinary circumstances do occur, please request an immediate meeting with the Induction Program Coordinator. You will be asked to complete a Request for Induction Program Extension form, and based on the information submitted, your request may be granted. A request for extension can only be for the duration of 1 year.

There are several local university induction options that may be considered by a teacher attempting to clear a General and/or Education Specialist Preliminary teaching credential.

General Education and Education Specialist Preliminary Credentials - Torrance Unified is only able to fund the TUSD Teacher Education Induction Program and is not responsible for the cost and/or time of a privately selected program to clear a General Education or Education Specialist Preliminary Credential.
TRANSPORTABILITY DOCUMENT

Occasionally, participating teachers move from the TUSD Induction Program to another induction program. If a participating teacher moves to another induction program they will receive a transportability document. This document will provide the participating teacher with credit toward their first year of Induction. The Transportability document will be sent directly to the candidate’s new Induction program upon request from the Induction Director or Coordinator of the new Induction program.

Upon completion of the program and/or early departure from the program, candidates will receive instructions on how to save their digital work for their personal records. Candidates may contact the Induction Coordinator for assistance in accessing their Induction records.
INSTRUCTIONS TO BACKUP
TEACHER INDUCTION DOCUMENTS

Upon completion of the Teacher Induction program and/or early departure from the program, it is the participating teacher's responsibility to save a digital copy of their Induction work for their personal records.

To assist teachers in making a copy of their Induction work saved in their district Google Drive, we recommend using one of the following digital backup options:

1. Download Induction Google Drive documents to:
   a. Personal Google Drive
   b. Dropbox
   c. Email zipped folder

2. Transfer Induction Google Drive documents to a thumb drive.

Please refer to takeout.google.com to assist in downloading your documents to another drive, Dropbox, and/or email.

If you have any questions or concerns about the process, please contact the Teacher Induction Coordinator.
TEACH OUT PLAN

In the event that the Torrance Unified School District Teacher Induction Program should close, each enrolled teacher will have the opportunity to complete the requirements for which they are enrolled unless the participating teacher withdraws, is dropped, or is admitted to another program. Each participating teacher will receive an individual transition plan. This plan will provide the teacher with a record of their progress in the program. The plan will also provide information about completing the year’s requirements. Participating teachers and graduates will receive instructions on how to access their online program documents prior to closure.
WRITTEN APPEALS PROCESS

An Induction participating teacher is expected to meet all requirements outlined in the signed letter of Commitment and the Induction Handbook. If the participating teacher has difficulty demonstrating growth in effective teaching practices, the Torrance Unified School District Teacher Induction Program will provide additional coaching cycles and mentoring support. In the event that the participating teacher continues to not demonstrate growth in the CSTPs, as outlined in the Letter of Commitment and Induction Handbook, and the participating teacher disagrees with this finding, the participating teacher may file a Letter of Appeal.

Written Appeal Procedure:
1. It is the responsibility of the participating teacher to inform the program of the specific concern as soon as possible. The participating teacher will meet with the program director/coordinator informally to discuss the situation and reach a resolution.

2. If a resolution is not satisfactory, the participating teacher may formally submit a written Letter of Appeal to the Induction director.

3. Upon receipt of the Letter of Appeal, the program director secures confidential information from both the participating teacher and the mentor. Efforts will be made to maintain respect and dignity for all those involved and to collaboratively determine a solution to the presented issue(s). The participating teacher may present evidence and documentation that supports their growth in the CSTPs to satisfy Torrance Unified School District Teacher Induction Program requirements for a Clear Credential.

4. The program director shares the information with the district’s leadership team, and together they make the determination for a possible solution.

5. All appeals will be handled in a timely manner, and solutions will be documented in writing within 30 days of written submission.
DUAL CREDENTIAL

If a teacher holds a multiple subject credential and a single subject preliminary credential they both can be cleared concurrently through the TUSD Teacher Induction Program.

If a teacher holds both a multiple subject/single subject credential, along with an Education Specialist Level 1 or Preliminary Credential, an individualized program will be created to meet the needs of the teacher to clear both concurrently through the TUSD Teacher Induction Program.
CONTINUED EDUCATION UNITS

Through an agreement with the University of San Diego, TUSD Induction is pleased to be able to offer participating teachers the opportunity to purchase units for successful completion of its program. The units and transcripts will be made available to participating teachers after they complete each year of the TUSD Induction Program.

Induction participants have until June 1st of each Induction school year to register for units. USD does not accept late or retroactive registrations. 4 units are offered for Teacher Induction Program Year 1 & 2 Participating Teachers; 5 units are offered for Year 1 & 2 Mentors. Participating teachers need to register for the year in which they are participating.

For specific questions regarding registration or transcripts please refer to USD Enrollment and Student Services team via email at continuinged@sandiego.edu or by phone, M-F, 8:30 am - 5:00 pm, at (619)-260-4585.
**CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION**

<table>
<thead>
<tr>
<th>STANDARD ONE:</th>
<th>STANDARD FOUR:</th>
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<tbody>
<tr>
<td><strong>ENGLAGR &amp; SUPPORTING ALL STUDENTS IN LEARNING</strong></td>
<td><strong>PLANNING INSTRUCTION &amp; DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</strong></td>
</tr>
<tr>
<td>1.1 Using knowledge of students to engage them in learning</td>
<td>4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction.</td>
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<tr>
<td>1.2 Connecting learning to students’ prior knowledge, background, life experiences, and interests</td>
<td>4.2 Establishing and articulating goals for student learning.</td>
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<td>1.3 Connecting subject matter to meaningful, real-life contexts.</td>
<td>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning.</td>
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<tr>
<td>1.4 Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs</td>
<td>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.</td>
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<td>1.5 Promoting critical thinking through inquiry, problem solving, and reflection.</td>
<td>4.5 Adapting instructional plans and curricular materials to meet the learning needs of all students.</td>
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<td>1.6 Monitoring student learning and adjusting instruction while teaching</td>
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<tr>
<th>STANDARD TWO:</th>
<th>STANDARD FIVE:</th>
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<tr>
<td><strong>CREATING &amp; MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</strong></td>
<td><strong>ASSESSING STUDENT LEARNING</strong></td>
</tr>
<tr>
<td>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully.</td>
<td>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</td>
</tr>
<tr>
<td>2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.</td>
<td>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</td>
</tr>
<tr>
<td>2.3 Establishing and maintaining learning environments that are physically, intellectually and emotionally safe.</td>
<td>5.3 Reviewing data, both individually and with colleagues, to monitor student learning</td>
</tr>
<tr>
<td>2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students.</td>
<td>5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</td>
</tr>
<tr>
<td>2.5 Developing, communicating, and maintaining high standards for individual and group behavior.</td>
<td>5.5 Involving all students in self-assessment, goal setting, and monitoring progress</td>
</tr>
<tr>
<td>2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</td>
<td>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning</td>
</tr>
<tr>
<td>2.7 Using instructional time to optimize learning</td>
<td>5.7 Using assessment information to share timely and comprehensible feedback with students and their families</td>
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<tr>
<th>STANDARD THREE:</th>
<th>STANDARD SIX:</th>
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<tr>
<td><strong>UNDERSTANDING &amp; ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</strong></td>
<td><strong>DEVELOPING AS A PROFESSIONAL EDUCATOR</strong></td>
</tr>
<tr>
<td>3.1 Demonstrating knowledge of subject matter, academic-content standards, and curriculum frameworks</td>
<td>6.1 Reflecting on teaching practice in support of student learning</td>
</tr>
<tr>
<td>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</td>
<td>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</td>
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<tr>
<td>3.3 Organizing curriculum to facilitate student understanding of subject matter</td>
<td>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning</td>
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<tr>
<td>3.4 Utilizing instructional strategies that are appropriate to the subject matter</td>
<td>6.4 Working with families to support student learning</td>
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<tr>
<td>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</td>
<td>6.5 Engaging local communities in support of the instructional program</td>
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<tr>
<td>3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</td>
<td>6.6 Managing professional responsibilities to maintain motivation and commitment to all students</td>
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<td>6.7 Demonstrating professional responsibility, integrity, and ethical conduct</td>
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## ROLES AND RESPONSIBILITIES FOR INDUCTION STAKEHOLDERS

### Participating Teacher
- Signs the Induction Letter of Commitment.
- Attends Induction orientation.
- Assigned a mentor with in the first 30 days of enrollment.
- Collaboratively create an Inquiry Roadmap (ILP) with mentor and Administrator with the first 60 days of enrollment. Uses the Inquiry Roadmap and Induction Program support staff to guide inquiry development.
- Participates in an average of one hour per week of individualized support/mentoring coordinated and/or provided by the mentor (observations of colleagues and peers, monthly observations, debriefs, and one-to-one meetings according to the Induction meeting calendar).
- Attends all scheduled cohort meetings according to the Induction meeting calendar.
- Completes Induction Program surveys.
- Ensure all reflective assignments are completed by due dates to ensure preliminary credential is cleared in a **timely manner**.
- Completes a digital portfolio of competencies as defined in the CCTC Induction Program Standards.
- Actively participates in the end-of-the-year Colloquium.
- Communicates with district and state regarding completion of Induction for purposes of credentialing.

### Site Administrator
- Attends site-administrator informational meetings.
- Meets with Participating Teacher and mentor to discuss district and school site goals to assist with Inquiry Roadmap (ILP) development to guide Participating Teacher’s inquiries.
- Acknowledges that the ILP is designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.
- Signs the Induction Program Administrator Letter of Commitment.
- Acquires knowledge about the Induction program and process.
- Actively participates in Induction Program activities to support professional growth of Participating Teachers.
- Supports Participating Teachers with their timely arrival to monthly cohort meetings.
- Strengthens Participating Teachers’ professional growth by connecting Induction with local objectives and district staff development.
- Attends the Induction Program Colloquium.

### Mentor
- Signs the Induction Program Mentor Letter of Commitment.
- Ensures an average of one hour per week of individualized support/mentoring coordinated and/or provide by the mentor and log these meeting in the mentor log.
- Develops and maintains a confidential, collegial relationship with Participating Teachers.
- Responsible for providing guidance in Inquiry Roadmap (ILP) development with Participating Teachers and Administrators.
- Attends Torrance Teacher Institute, monthly cohort meetings, exit interviews, and Colloquium.
- Completes monthly observations, debriefs, and one-to-one meetings according to the Induction mentor meeting agendas.
- Completes Participating Teacher meeting logs.
- Examines Participating Teacher evidence of reflective practices and provides timely feedback and “just in time” support.
- Monitors and guides the connection between Induction and teacher professional growth.
- Participates in coaching mentoring professional development.
- Completes mentor reflective documents including Mentor Continuum and ILP.

### Program Director and Coordinator(s)
- Ensures that the Induction Program meets California Commission on Teacher Credentialing Induction Program Standards.
- Ensures district’s investment in the Induction Program.
- Collaborates with program staff to develop Participating Teacher professional development.
- Provides high quality staff development for Mentors.
- Calibrates program activities including observations, debriefs, and program documentation.
- Integrates district staff development into program activities.
- Communicates program goals and activities to all stakeholders.
- Solicits feedback from all stakeholders to improve the program on a regular basis.
- Identify and assign a mentor to each participating teacher within the first 30 days of the participant’s enrollment. Assigns and/or reassigns Mentors to Participating Teachers.
# Glossary of Common Teacher Induction Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Action Step</td>
<td>A specific plan/strategy that must be in place in order to meet a goal.</td>
</tr>
<tr>
<td>Coaching Cycles</td>
<td>A typical informal coaching cycle includes a planning session to set goals, an observation to collect data, and a debrief session to reflect on teaching practice.</td>
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<tr>
<td>Continuum of Teaching Practice</td>
<td>A self-assessment tool for the six standards for the teaching profession. Induction Participating Teachers use this to assess their teaching practice, identify areas of strength and growth, and choose a focus for their Individual Induction Plan (IIP).</td>
</tr>
<tr>
<td>CSTP</td>
<td>California Standards for the Teaching Profession, six state standards identifying what every teacher needs to know and should be able to demonstrate.</td>
</tr>
<tr>
<td>CSTP Element</td>
<td>California Standards for the Teaching Profession, six state standards identifying what every teacher needs to know and should be able to demonstrate. Each standard is organized into a set of big ideas or elements that identify key areas within that particular domain of teaching.</td>
</tr>
<tr>
<td>Culminating Project</td>
<td>A collection of evidence from Year 1 and Year 2 the support the participating teacher’s growth in the CSTPs.</td>
</tr>
<tr>
<td>ECO</td>
<td>Early Completion Option. Participating teachers who meet the qualifications for Early Completion complete all induction requirements and finish the program in one year.</td>
</tr>
<tr>
<td>eTUSD Course</td>
<td>TUSD Induction online learning management system used for program news and updates, professional development information, surveys, and assessment completion.</td>
</tr>
<tr>
<td>ILP</td>
<td>Individual Learning Plan, the Induction foundational document identifying Participating Teacher growth goals based on all six standards of the CSTP.</td>
</tr>
<tr>
<td>Inquiry</td>
<td>The process by which teachers examine one aspect of their teaching or student learning in order to gain a deeper understanding of the topic.</td>
</tr>
<tr>
<td>Letter of Commitment</td>
<td>A Letter of Commitment is the agreement between the Induction Program and the Participating Teacher, Mentor, or Administration detailing the roles and responsibilities of each party.</td>
</tr>
<tr>
<td>Mentor</td>
<td>A mentor teacher is trained in Induction processes, mentoring skills and assigned to support Induction Participating Teachers in the first two years of teaching.</td>
</tr>
<tr>
<td>Mentoring</td>
<td>A professional relationship between the teacher and mentor built on trust and guided by teacher needs and the induction processes in order to offer individualized support.</td>
</tr>
<tr>
<td>PT</td>
<td>Participating Teacher, who holds a Preliminary Credential and then earns the Clear Credential through the Induction process.</td>
</tr>
<tr>
<td>Reflection</td>
<td>An analysis of teaching practice and relevant data and examination of how it affects student learning.</td>
</tr>
<tr>
<td>Reflective Conversation</td>
<td>Conversations with mentor, collaborative partners, administrators, and/or other colleagues related to teaching topics and practice.</td>
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<tr>
<td>Triad Meeting</td>
<td>A meeting between the Participating Teacher, Mentor and Site Administrator held at the beginning of the school year to triangulate District goals, teacher’s site goals (department/grade level goals), and the individual goals of the teacher.</td>
</tr>
<tr>
<td>TUSD Teacher Induction Leadership</td>
<td>Program Director, Program Coordinator, Induction Mentors and District Liaisons</td>
</tr>
</tbody>
</table>
Torrance Unified School District
Induction Program 2018-2019
Letter of Commitment

I agree to support the Torrance Unified School District Teacher Education Induction Program as a participating teacher teaching with a Preliminary California Credential. I understand this program will address meaningful issues, as well as the individual needs of program participants in order to increase effectiveness in the classroom and ultimately enhance student achievement. Professional growth is the primary objective of this program.

I agree to the following conditions as a TUSD Teacher Education Induction Program Participating Teacher:

- To maintain confidentiality and discretion between my mentor and my fellow new teacher participants.
- To maintain professionalism in honoring appointments with Teacher Education Induction Program staff.
- To work with my mentor to create/implement an Individual Learning Plan within the first 60 days of enrollment, complete Inquiry Individual Learning Plans, and supporting program documents.
- To complete all on-line course tasks/documents by the posted due dates. Any and all requested revisions must be completed within a week.
- To attend and actively participate in all cohort meetings as posted on the Induction calendar.
- To attend and actively participate in Professional Development sessions to grow and develop my practice.
- To meet with mentor/support staff on average of one hour/week and participate in coaching cycles (planning, classroom observations, debriefs, peer observations, etc).
- To collaborate with support staff as needed outside of scheduled meeting times.
- To use the written appeals process identified in the Teacher Induction Handbook should a grievance arise.
- Participate in the California Commission Teacher Credentialing program review participating interview panel if requested by the Commission.
- I have been informed of the grievance process and I will follow the process should a grievance arise.
- Participate on the TUSD Advisory Board Committee if requested to attend.

The Torrance Unified School District Induction Program agrees to:

- Maintain confidentiality of observations and conversations between mentors and participating teachers.
- Provide assistance from Induction support staff, including Induction Coordinator/s, mentors, district resource teachers and the Induction Program Director.
- Provide after school professional development sessions designed to meet the identified needs of program Participating Teachers.
- Provide opportunities for networking with other teachers.
- Provide opportunity to earn a recommendation for a Professional Clear Credential, based on evidence of growth toward mastery of the CSTPs and the completion of the TUSD Induction Program requirements.

I understand and agree to the responsibilities of a Participating Teacher in the TUSD Induction Program.

Participating Teacher’s Name (please print) __________________________________________________________
Participating Teacher’s, YR 1 ____________________________________________ Date________________________
Participating Teacher’s, YR 2 ____________________________________________ Date________________________