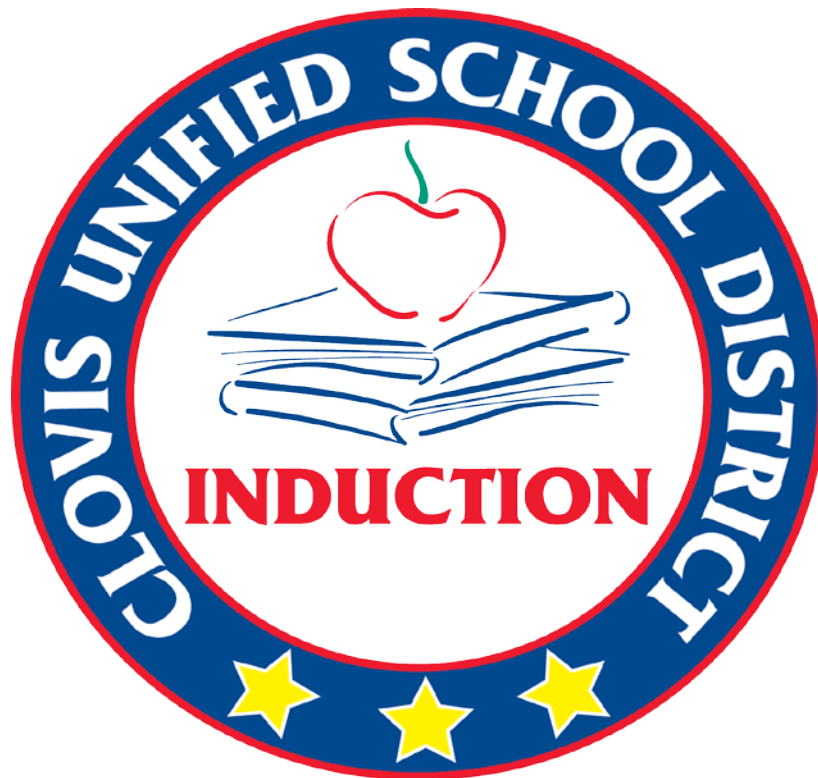


Clovis Unified School District

INDUCTION HANDBOOK



2020-2021



DIRECTORY 2020-2021

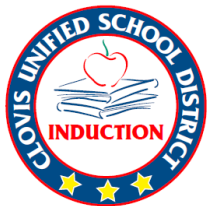
The Clovis Unified School District Induction Program and the Human Resources Department are here to assist as you work to improve instructional practice and student achievement.

Induction Team

Debbie Parra	Assistant Superintendent, CIA	327-9353
Allison Hernandez	Director, Induction	327-0651
Phil Smith	Teacher on Special Assignment, Induction Lead Mentor	327-0631
Michelle Resendes	Teacher on Special Assignment, Induction Mentor	327-0655
Shannon Rooney	Teacher on Special Assignment, Induction Mentor	327-0643
Lori Wass	Teacher on Special Assignment, Induction Mentor	327-0632
Donna Post	Program Technician	327-0671

Human Resources Staff

HR Receptionist		327-9300
Barry Jager	Associate Superintendent	327-9308
Lisa Dolan	Credential Analyst	327-9314
Dana Parker	Substitute Information	327-9303
Nancy Porter —BHS Area		327-9305
Mark Borjas—CEHS Area		327-9312
Megan Hopkins—CHS Area		327-9316
Shanonn Hemmingson—CNHS Area, Elementary		327-9311
Marsha Reyes—CNHS Area, Secondary		327-9310
Megan Quillen—CWHs Area		327-9313
Vanessa Rodriguez—DO, DO SPED Cert. & Class., CART, Gateway, Online, Comm. Day, Adult Ed., Ed. Services		327-9318
Brenda Madriz—Child Dev.		327-9309



PROGRAM OVERVIEW

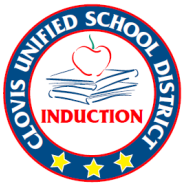
The Clovis Unified School District (CUSD) Induction Program is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching. Our Induction program is designed to improve student learning by providing new teachers with high-quality mentoring and support. In partnership with the New Teacher Center (NTC), the CUSD Induction Program is built on research-based principles for new teacher onboarding, mentoring, and ongoing instructional coaching. NTC has worked with hundreds of school districts and state agencies to develop a comprehensive and systematic approach to teacher induction which is proven to increase student achievement. Each Participating Teacher in the CUSD Induction Program is provided multiple support structures, including highly trained mentors assigned to candidates within the first 30 days of enrollment in the program, involved site administrators, strong program leaders, ongoing observation and feedback cycles, and continuous co-analysis of teaching practices and student learning. This continuous system of teacher-based support can directly increase student learning. CUSD's program and solutions are grounded in research proven to increase teachers' instructional practices through intensive, focused mentoring.

In addition to a solid research-based foundation, CUSD maintains a strong partnership among Central Valley Induction programs through Mid Valley and Cluster 3 Meetings. Assigned Institution of Higher Education (IHE) representatives from the universities are members of the CUSD Steering Committee and attend regularly scheduled Steering Committee meetings. There is additional reciprocal collaboration with Induction staff through attendance at advisory meetings of IHE partners as well as ongoing articulation to share knowledge of credential requirements and best practices related to professional development for teacher preparation.

Assessment of Teaching and Learning is the bridge between teacher preparation and the Induction Program. Candidates reflect on the knowledge and skills acquired during teacher preparation, context for teaching, and evidence from classroom observation feedback aligned with the California Standards for the Teaching Profession (CSTP) to identify strengths and areas of growth leading to the development of the Individual Transition Plan. This Transition Plan will be used as a launching point in developing their Individual Learning Plan (ILP) as the road-map for Induction. With Mentor support, Participating Teachers write clearly defined, measurable goals and document plans to achieve each ILP goal. Progress made toward ILP goals is noted in the Participating Teacher's NTC Portfolio at mid-year and year-end.

Weekly meetings with Mentors provide "just-in-time" support tailored to meet the Participating Teacher's individual needs. Through an Inquiry Process, Participating Teachers work with Mentors through a unit of study to analyze teaching practices and student achievement. This process includes identifying specific CSTP goals on the ILP, assessing and analyzing students at the beginning of the unit, researching and documenting new learning, implementing strategies to support student achievement, assessing and analyzing students at the end of the unit, revising ILP goals, and reflecting on teaching practice, classroom interactions, and student achievement.

Participating Teacher growth and competence are achieved through the CUSD Induction Program's alignment with the CSTPs. Consistent reflection on these standards is a central component of Participating Teachers' assessment. Each Participating Teacher assesses themselves on a continuum, citing specific evidence to support his/her proficiency. Throughout the Induction process, Participating Teachers use the ILPs, weekly interaction time logs, portfolio feedback, and Mentor observations as evidence documenting competence and growth. Attainment of goals documented through the NTC Kiano tools becomes a record of the candidate's competence.



PROGRAM MISSION AND GOALS

MISSION

Empowering teachers to excel professionally so that all students can realize their full potential

The CUSD Induction Program strives to achieve the following goals:

- Provide eligible Participating Teachers the opportunity to complete CTC requirements for earning a Professional Clear Teaching Credential based on best practices and current research.
- Provide high quality professional development opportunities that build on skills and knowledge developed in teacher preparation programs in alignment with the California Standards for the Teaching Profession (CSTP).
- Provide individualized support and assessment opportunities for all Participating Teachers to increase understanding of their own professional development which will enable them to more effectively meet the learning needs of all culturally, linguistically, and academically diverse students with whom they work.
- Assist Participating Teachers in gaining a deeper understanding of the connection between effective teaching, reflection of teaching practice, and student learning.
- Support classroom, school, and district goals for increasing student achievement in relation to the adopted academic content standards.
- Impact student achievement by thoroughly preparing teachers to fill the complex role of a thoughtful and reflective professional educator.
- Promote the success of Participating Teachers and contribute to teacher efficacy by increasing the district's retention of exemplary teachers in the profession.
- Increase the teaching effectiveness and motivation of experienced teachers by selecting and training highly qualified teachers to serve as Mentors.
- Promote collaboration between and among district, university, and other regional professional development programs to provide a continuous program of teacher development opportunities.



PROGRAM REQUIREMENTS

1. Participating teachers will develop goals in an Individual Learning Plan (ILP) with their Mentor, within the first 60 days of enrollment in the CUSD Induction Program. (Note: ILP's are specifically designed and implemented solely for professional development and not for evaluation or employment purposes)

2. Collaborate with Mentor to engage in Formative Assessment Processes

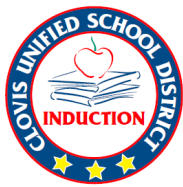
A minimum of one hour per week or four hours per month

- **Assessing and Understanding the Context of Teaching and Learning**
- **Setting and Reflecting on Professional Goals**
 - Co-Assessment on continuum of Teacher Development
 - Mid-Year Review
 - Year-End Reflections
 - Participating Teacher Overview
- **Examining Practice through Action Research - Inquiry**
 - Inquiry Cycles including:
 - Research
 - Analysis of Student Learning
 - Plan Lessons
 - Observation Cycle (pre-conference, observe, post-conference)

3. Engage in Professional Development aligned to Professional Goals

4. Complete State and Program Required Documentation:

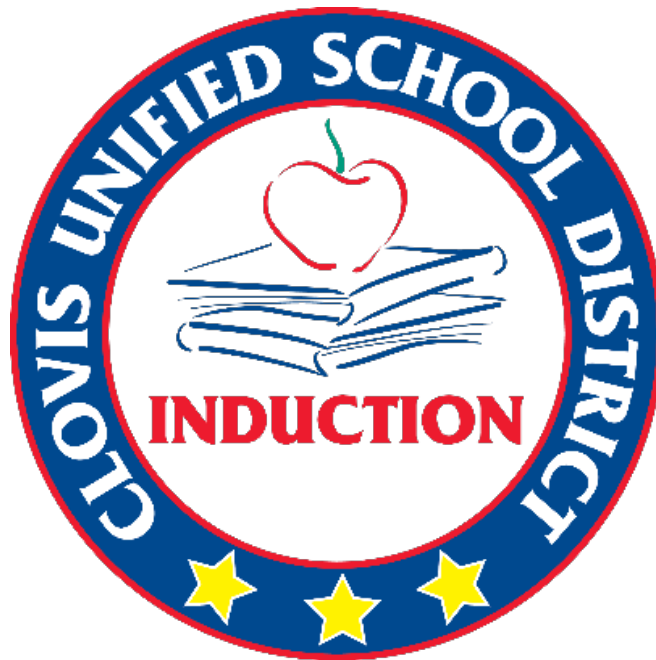
- Notice of Participation
- Memorandum of Understanding for Participating Teachers
- Mid-Year Survey
- End-of-Year Survey



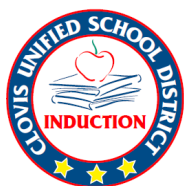
INDUCTION PROGRAMS

Pre-Induction (required by District) Provisional Internship Permit (PIP) Short Term Staff Permit (STSP)	Pre-Induction (optional) Intern Credential	Induction (required by State) Preliminary Credential Holders <ul style="list-style-type: none"> • General Education • Special Education
<ul style="list-style-type: none"> • REQUIRED for Participating Teachers who are teaching under a PIP or STSP; have not yet earned a Preliminary Credential. • Pairing – Mentor meets with Participating Teacher periodically, focused on “Just in Time” mentoring and to improve instructional practice based on the California Standards for the Teaching Profession (CSTPs) • Participating Teacher identifies areas of focus for support aligned with CSTPs. 	<ul style="list-style-type: none"> • OPTIONAL for Participating Teachers who are teaching under an Intern Credential. Teachers may choose to have mentoring. • Pairing – Mentor meets with Participating Teacher periodically, focused on “Just in Time” mentoring and to improve instructional practice based on the California Standards for the Teaching Profession (CSTPs) • Participating Teacher identifies areas of focus for support aligned with CSTPs. 	<ul style="list-style-type: none"> • REQUIRED for Participating Teachers who hold a Preliminary Single Subject, Multiple Subject, or Education Specialist Credential • CLEARING CREDENTIAL - Preliminary Single and Multiple Subjects as well as Preliminary Education Specialist Credentials that require completion of an induction program over a two-year period. • Pairing – Participating Teacher and trained Mentor work together during one-hour weekly meetings to improve the Participating Teacher’s educational practice aligned with CSTPs over a two-year period. “Just in time” focused mentoring is offered as needed throughout the induction period. • A Participating Teacher identifies areas of focus for support aligned with CSTPs based on the Self-Assessment and develops Individualized Learning Plans with goals and action plan for improving instructional practice. Action Research further supports the Participating Teacher’s progress in ILP focus standards.

NOTE: A Mentoring Plan is required by HR when a non-credential teacher is hired. A site mentor must be designated by the site administrator. However, this is NOT part of CUSD’s Induction Program.



CUSD INDUCTION LOCAL CONTEXT



PARTICIPATING TEACHER

MEMORANDUM OF UNDERSTANDING

I understand that participation in the CUSD Induction Program is intended to build upon university course work and previous teaching experience. For eligible participating teachers, the CUSD Induction Program will lead to a clear credential. An individualized support system will be used to guide professional development. Work in this program will not be used for evaluative or employment purposes.

In order to successfully complete the program I must:

1. Understand that the CUSD Induction Program consists of an individualized system of support in which I determine the focus area(s), along with Mentor support and guidance, to meet professional goals.
2. Enroll in the CUSD Induction Program within 30 calendar days from the start of my initial teaching contract.
3. Understand the reasons I qualify as a Participating Teacher (PT) in the CUSD Induction Program, as noted on the Notification of Participation form.
4. Understand that, should I decide not to enroll in the CUSD Induction Program, I must indicate that I decline to participate on the Induction Notification of Participation form, which absolves CUSD from responsibility in providing me with support and/or a recommendation for a Clear Credential.
5. Understand that the Early Completion Option (ECO) is an abbreviated version of the CUSD Induction Program for those experienced and exceptional teachers who have had classroom experience teaching under an internship, PIP, or STSP and whose Site Administrators along with evaluations verify they are exceptional teachers.
6. Understand my responsibilities in the CUSD Induction Program as explained to me during Induction Orientation, as well as in the Induction Handbook, and on this MOU.
7. Meet with my Mentor within two weeks of being paired.
8. Meet individually, face to face with my Mentor, *a minimum of one hour per week* during prep or outside of the school day to satisfactorily complete all program requirements. During online learning this requirement is to be met via Zoom.
9. Respond to all Induction communication in a timely manner. (emails, event/calendar invitations, etc.)
10. Complete and submit work via the New Teacher Center (NTC) Kiano, following the timelines on the CUSD Induction Program Pacing Guide which are reviewed at the Induction Orientation. I understand that progress will be monitored throughout the Induction period. I will receive feedback from Portfolio Reviewers and/or Program Leaders and understand that I must revise and resubmit work that does not meet CUSD Induction Program standards.
11. Attend all required CUSD Induction Program meetings as well as Induction Professional Development sessions.



PARTICIPATING TEACHER MEMORANDUM OF UNDERSTANDING (CONTINUED)

12. Select and attend professional development workshops/seminars sponsored by the CUSD Induction Program, Special Education Department, or district that support professional growth in chosen area(s) of focus.
13. Understand that I may not receive release days to observe exemplary teachers during the 2020-2021 school year.
14. Complete district, state, and program surveys and evaluations.
15. Understand that special assistance is available, should I request it.
16. Notify CUSD Induction Program Director immediately if I am dissatisfied at any time with the support my Mentor is offering.
17. Notify CUSD Induction Program Director within five days of any change in teaching status/assignment including leave of absence, extended jury duty, etc.
18. Understand that my program may be extended, should I be unable to complete requirements during my induction period. I understand that an extension due to stated program criteria (i.e., pregnancy, medical leave of absence, personal leave without pay, or bereavement leave exceeding 60 workdays) will result in no cost to me. Any other reason for program extension may result in a direct cost to me of up to \$3,300.00.
19. Participate in an in-depth reflective conversation with my Mentor at the end of the Induction period on the professional growth I've made through the CUSD Induction Program. I will prepare a brief culminating experience presentation for the end-of-program celebration that includes artifacts/evidence that best reflect and demonstrate my professional growth (Year 2 and ECO PTs only).
20. Conclude my induction into the teaching profession by participating in an Induction Culmination Presentation to Site/District Administrators and District Mentors. I understand that the purpose of the Culmination Presentation is to allow me the opportunity to articulate the professional growth I've made and how I will apply this knowledge to support my professional goals in the future and maximize student achievement (Year 2 and ECO PTs only).
21. In the event of program closure or suspension, a teach-out plan will be developed. Our staff will provide an Individual Transition Plan (ITP) to another CTC approved program to ensure successful, timely completion and recommendation for the Clear Credential for all candidates enrolled at the time of closure or suspension. After program closure, a past candidate may request records from the Assistant Superintendent of Curriculum, Instruction and Accountability.
22. **Grievance Policy: In the unlikely event a candidate's submitted body of evidence is deemed lacking in any area of the CSTPs, a plan for remediation and completion will be developed and shared with the candidate. If the candidate disagrees with the decision made and/or the plan for remediation, the candidate is required to submit a formal letter of appeal to the Assistant Superintendent of Curriculum, Instruction, and Assessment.**



PARTICIPATING TEACHER
MEMORANDUM OF UNDERSTANDING

Signature Page

My signature below indicates that I have read and understand the Participating Teacher Memorandum of Understanding (MOU) above and agree to comply with the Clovis Unified School District Induction Program requirements as outlined in this MOU.

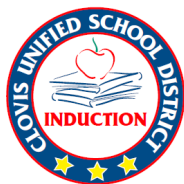
(Participating Teacher Signature)

(Date)

(Please Print Your First and Last Names Legibly)

(School)

(Grade/Content Area)



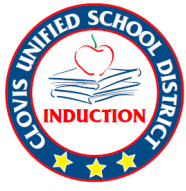
MENTOR

MEMORANDUM OF UNDERSTANDING

I understand that serving as a mentor in the CUSD Induction Program involves guiding Participating Teachers (PTs) to build upon university work and previous teaching experience in order to improve instructional practice and supporting them in earning their clear credentials. I will use an individualized support system to guide a PT's professional development which will not be used for evaluative or employment purposes. I understand that I will be expected to give generously of my time and expertise to the PT(s) to whom I am assigned.

To fulfill the role of Mentor I must:

1. Understand my responsibilities in the CUSD Induction Program as explained to me during the Induction Mentor Orientation, as well as in the Induction Handbook, and on this MOU.
2. Meet with PT(s) within two weeks of being assigned your pairing(s).
3. Meet individually, face to face with PT(s), *a minimum of one hour per week* during prep or outside the school day to assist him/her in satisfactorily completing all program requirements. During times of online learning this requirement is to be met via Zoom.
4. Provide guidance and mentoring to improve the PT's educational practice aligned with CSTPs and Just-In-Time support as needed to assigned PT(s).
5. Respond to all Induction communication in a timely manner. (emails, event/calendar invitations, etc.)
6. Complete Kiano tools, weekly Time Logs, and required observational documentation to record all program-related activity.
7. Guide and monitor my PT(s) in completing and submitting all required work in Kiano to ensure consistent documentation of all program requirements per timelines on the Induction Pacing Guide.
8. Understand that my participation in the program and my PT's Induction progress will be monitored multiple times throughout the year through portfolio reviews.
9. Understand that I am expected to support my PT's revision and resubmission of work that does not meet the CUSD Induction Program standards based on feedback from Portfolio Reviewers and/or Program Leaders.
10. Understand that if an Induction PT qualifies for the Early Completion Option, I will assist him/her in meeting specified program requirements within a shortened time frame.
11. Complete mandatory Mentor trainings, forums, professional development sessions, and meetings provided in partnership with the New Teacher Center and/or the CUSD Induction Program Team.



MENTOR

MEMORANDUM OF UNDERSTANDING (CONTINUED)

12. Continue to improve mentoring skills and set goals for improvement by completing an annual self-assessment and Mentor Growth Plan.
13. Participate in In-Field Coaching focused on my mentoring skills with observation and feedback provided by Induction Program Leaders.
14. Understand that I may not receive release days for observations of PT(s) during the 2020-2021 school year.
15. Conduct required classroom observations of assigned PT(s), providing feedback within one week. During online learning this requirement is to be met via Zoom.
16. Support CUSD Induction PT(s) with the opportunity for classroom observations of exemplary teachers via Zoom during online learning.
17. Complete district, state, and program surveys and evaluations.
18. Understand that special assistance is available, should the PT request it.
19. Notify CUSD Induction Program Director immediately if I am dissatisfied at any time with the pairing.
20. Notify CUSD Induction Program Director within five days of any change in either my teaching status/assignment or that of my PT including leave of absence, extended jury duty, etc.
21. Understand that my PT's program may be extended, should he/she be unable to complete the requirements during the initial two years of teaching. I understand that an extension due to stated program criteria (i.e. pregnancy, medical leave of absence, personal leave without pay, or bereavement leave exceeding 60 work days) will result in no cost to the PT. Any other reason for program extension may result in a direct cost of up to \$3,300.00 to the PT.
22. Participate in an in-depth reflective conversation with my PT(s) at the end of his/her second year of Induction on the professional growth made through the Induction Program. I will assist him/her in preparing for the Induction Culmination Presentation that includes artifacts/evidence that best reflect and demonstrate the PT's professional growth (Year 2 and ECO only).
23. Understand that upon evaluation and fulfillment of all Mentor Responsibilities in the CUSD Induction Program as explained to me during the Induction Mentor Orientation, as well as in the Induction Handbook, and on this MOU, I will receive a stipend of \$2,100 per PT to be paid on May 31st.



MENTOR MEMORANDUM OF UNDERSTANDING

Signature Page

My signature below indicates that I have read and understand the Mentor Memorandum of Understanding (MOU) above and agree to comply with the Clovis Unified School District Induction Program requirements as outlined in this MOU.

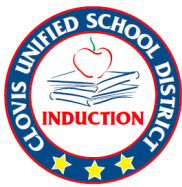
(Mentor Signature)

(Date)

(Please Print Your First and Last Names Legibly)

(School)

(Grade/Content Area)



Site Administrator Roles and Responsibilities MEMORANDUM OF UNDERSTANDING

Administrator _____
(Please Print)

School _____
(Please Print)

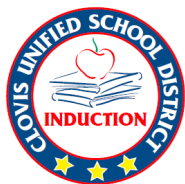
I understand that my role as a School Administrator in the CUSD Induction Program is to provide a positive climate and structure so that the Participating Teachers (PTs) at my school and their Mentors are able to successfully complete the program's comprehensive formative assessment activities to meet credential requirements. It is essential that I assist new teachers in building upon professional learning from their pre-service preparation so that they may become competent, knowledgeable educators.

In order to effectively support PTs and Mentors, I understand I must:

1. Attend district scheduled administrative trainings and update meetings to become familiar with induction program components and completion requirements, the New Teacher Center Formative Assessment System, and the development of the Individual Learning Plan (ILP). The content of this training will include, but is not limited to:
 - Teacher preparation across the learning-to-teach continuum;
 - Beginning teacher development;
 - Identifying working conditions that optimize PTs' success;
 - Taking effective steps to ameliorate or overcome challenging aspects of teachers' work environments;
 - Understanding the role of Mentors in the induction process; and
 - Respecting the relationship between the Mentors and PTs.
2. Establish a culture of support within my school for the work to be done between PTs and Mentors. This includes, but is not limited to:
 - Introducing PTs to the staff, and including them in the school's learning community;
 - **Year One PTs:** Conducting a *Triad of Support Conference* by the end of the Participating Teachers' first month of school. Inform PTs of professional development planned at the site level and assist them in developing their ILP. When the *Triad of Support Conference* is completed, review each PT's Triad of Support document;
 - **Year Two and ECO PTs:** Conducting a *Triad of Support Conference* the Year Two and Early Completion Option (ECO) PTs and their Mentors. Inform PTs of professional development planned at the site level and assist them in developing an ILP. When the conversation is completed, review the *Triad of Support Document*.
 - Helping to focus the learning community on the state-adopted academic content standards and performance levels for students as well as the California Standards for the Teaching Profession (CSTP), including Pedagogy and Universal Access: Equity for All Students
 - Ensuring that site-level professional development activities related to induction occur on a consistent basis, including facilitating PTs' and Mentors' participation
 - Participating in program evaluation.
3. Consider that the number of additional co-curricular assignments given to PTs and Mentors needs to be feasible to the extent that the individuals can effectively meet the expectations and demands of the CUSD Induction Program.

Site Administrator Signature

Date



MANDATORY INDUCTION PROFESSIONAL DEVELOPMENT 2020-2021

Professional Development: Participating Teachers Only				
TITLE	DATE	TIME	LOCATION	WHO
Induction Year 2 Kick-Off	Sept. 1	4:00-6:00	Zoom	Year 2 PTs
Induction Year 1 Kick-Off	Sept. 3	4:00-6:00	Zoom	Year 1 PTs
Fall Professional Development	Oct. 6 OR Oct. 7	4:00-6:00	TBD	All PTs
Winter Professional Development	Jan. 20 OR Jan. 21	4:00-6:00	TBD	All PTs
Spring Professional Development	March 16 OR March 17	4:00-6:00	TBD	All PTs
End of Program Activities- Participating Teachers Year 2 and ECO Only				
Induction Culmination Presentation & Celebration	May 12 OR May 13	3:00-6:00	TBD	Year 2 & ECO PTs

Mandatory Mentor Professional Development Trainings & Forums: Mentors Only				
TITLE	DATE	TIME	LOCATION	WHO
Mandatory Mentor Orientation	August 7	12:30-3:30	Zoom	All Active Mentors
Mentor Forum #1	Sept. 10	4:00-6:00	Zoom	All Active Mentors
Mentor Forum #2	Oct. 20	4:00-6:00	TBD	All Active Mentors
Mentor Forum #3	Feb. 24	4:00-6:00	TBD	All Active Mentors
Mentor Forum #4	April 13	4:00-6:00	TBD	All Active Mentors



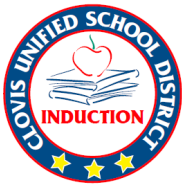
Clovis Unified School District Induction Program
YEAR ONE INDUCTION PACING GUIDE 2020-2021

<i>Program Requirements</i>	<i>Tools</i>	<i>Complete by</i>
Induction Program Orientation & MOU	<i>Sign & return via email</i>	August September *ILP Developed within First 60 Days of Enrollment Portfolio Check September 23
CSTP Self-Assessment	Google Classroom <i>Add name & date, complete initial column, and "Turn in"</i>	
Individual Learning Plan #1 Initial Goal Setting	Individual Learning Plan	
Class Profile	Google Classroom <i>Complete and "Turn in"</i>	
Minimum Number of Weekly Minutes (180)	Time Logs - Interactions	
Triad of Support Conference	Google Classroom	October Portfolio Check October 21
Informal Observation #1	Collaborative Assessment Log	
Analyzing Student Learning	Analyzing Student Learning	
Individual Learning Plan #1 Mid-Year Update	Individual Learning Plan <i>Select Mid-Year and Update</i>	
Minimum Number of Weekly Minutes (420)	Time Logs - Interactions	
Formal Observation #1	Observation Cycle <i>(Add Tools: Pre-Observation, Observation, and Post-Observation)</i>	November December Portfolio Check December 9
Peer Observation #1	Focused Teacher Observation	
Individual Learning Plan #1 End-of-Year Update	Individual Learning Plan <i>Select End-of-Year and Update</i>	
Minimum Number of Weekly Minutes (780)	Time Logs - Interactions	
Individual Learning Plan #2 Initial	Individual Learning Plan	
Informal Observation #2	Collaborative Assessment Log	January February Portfolio Check February 17
Inquiry - Pre-Instruction Student Data Analysis	Analyzing Student Learning <i>*BEGIN Coaching Cycle</i>	
Inquiry Research & Analysis	Inquiry Research & Analysis <i>Complete Part 1</i>	
Minimum Number of Weekly Minutes (1,260)	Time Logs - Interactions	
Formal Observation #2	Observation Cycle <i>Include in Coaching Cycle</i> <i>(Add Tools: Pre-Observation, Observation, and Post-Observation)</i>	
Peer Observation #2	Focused Teacher Observation	March Portfolio Check March 24
Individual Learning Plan #2 Mid-Year Update	Individual Learning Plan <i>Select Mid-Year and Update</i>	
Minimum Number of Weekly Minutes (1,560)	Time Logs - Interactions	
Inquiry - Post-Instruction Student Data Analysis	Analyzing Student Learning <i>Include in Coaching Cycle</i>	April Portfolio Check April 28
Inquiry Research & Analysis	Inquiry Research & Analysis <i>Complete Part 2</i>	
Individual Learning Plan #2 End-of-Year Update	Co-Assessment Summary: ILP #2 <i>Select End-of-Year and Update</i>	
CSTP Self-Assessment End-of-Year Update	Google Classroom <i>Add date, complete middle column, and "Turn in"</i>	
Minimum Number of Weekly Minutes (1,800)	Time Logs - Interactions	



Clovis Unified School District Induction Program
YEAR TWO INDUCTION PACING GUIDE 2020-2021

Program Requirements	Tools	Complete by
Induction Program Orientation & MOU	<i>Sign & return via email</i>	August September
CSTP Self-Assessment	Google Classroom <i>"Add" End of Year One form and "Turn in"</i>	
Individual Learning Plan #1 Initial	Individual Learning Plan	
Informal Observation #1	Collaborative Assessment Log	
Minimum Number of Weekly Minutes (180)	Time Logs - Interactions	
Triad of Support Conference	Google Classroom	October
Inquiry #1-Pre-Instruction Student Data Analysis	Analyzing Student Learning <i>*BEGIN Coaching Cycle #1</i>	
Inquiry #1 - Research & Analysis	Inquiry Research & Analysis <i>Complete Part 1</i>	
Individual Learning Plan #1 Mid-Year Update	Individual Learning Plan #1 <i>Select Mid-Year and Update</i>	
Minimum Number of Weekly Minutes (420)	Time Logs - Interactions	
Formal Observation #1	Observation Cycle <i>Include in Coaching Cycle #1</i> <i>(Add Tools: Pre-Observation, Observation, and Post-Observation)</i>	November December
Peer Observation #1	Focused Teacher Observation	
Inquiry #1-Post-Instruction Student Data Analysis	Analyzing Student Learning <i>Include in Coaching Cycle #1</i>	
Inquiry #1- Research & Analysis	Inquiry Research & Analysis <i>Complete Part 2</i>	
Individual Learning Plan #1 End-of-Year Update	Individual Learning Plan #1 <i>Select End-of-Year and Update</i>	
Minimum Number of Weekly Minutes (780)	Time Logs - Interactions	January February
Individual Learning Plan #2 Initial	Individual Learning Plan #2	
Informal Observation #2 (Optional)	Collaborative Assessment Log	
Inquiry #2-Pre-Instruction Student Data Analysis	Analyzing Student Learning <i>*BEGIN Coaching Cycle #2</i>	
Inquiry #2 - Research & Analysis	Inquiry Research & Analysis <i>Complete Part 1</i>	
Minimum Number of Weekly Minutes (1,260)	Time Logs - Interactions	March
Formal Observation #2	Observation Cycle <i>Include in Coaching Cycle #2</i> <i>(Add Tools: Pre-Observation, Observation, and Post-Observation)</i>	
Peer Observation #2 (Optional)	Focused Teacher Observation	
Individual Learning Plan #2 Mid-Year Update	Individual Learning Plan #2 <i>Select Mid-Year and Update</i>	
Minimum Number of Weekly Minutes (1,560)	Time Logs - Interactions	
Inquiry #2-Post-Instruction Student Data Analysis	Analyzing Student Learning <i>Include in Coaching Cycle #2</i>	April
Inquiry #2 - Research & Analysis	Inquiry Research & Analysis <i>Complete Part 2</i>	
Individual Learning Plan #2 End-of-Year Update	Individual Learning Plan #2 <i>Select End-of-Year and Update</i>	
CSTP Self-Assessment End-of-Year Update	Google Classroom <i>Add date, complete final column, and "Turn in"</i>	
Minimum Number of Weekly Minutes (1,800)	Time Logs - Interactions	



REQUEST FOR REASSIGNMENT

This request for reassignment should be submitted to the CUSD Induction Office. You may also call 327-0671 or e-mail your request to donnapost@cusd.com

Date: _____

Name: _____ Participating Teacher _____ Mentor _____

School Site: _____ Work Phone: _____

Grade or Subject: _____

Current Pairing

Name: _____

School Site: _____

Grade or Subject: _____

Reason(s) for Requesting Reassignment:

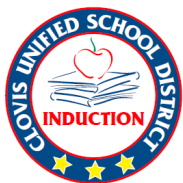
Signature: _____ Date: _____

Initial action taken:

Signature of Induction Program Director: _____ Date: _____

Follow-Up Contact (within four weeks):

Signature of Induction Program Director: _____ Date: _____



REQUEST FOR SPECIAL ASSISTANCE

Participation in the Clovis Unified Induction Program carries with it certain commitments and responsibilities. The CUSD Induction Program will assist you to successfully complete all requirements.

If at any time you would like to request special assistance, please complete this form and return it to the CUSD Induction Program Office.

Participating Teacher: _____ Date: _____

Grade/Subject: _____ School: _____

Mentor: _____

Assistance needed:

Steps taken to remedy this situation:

I would like to request:

_____ A phone conversation with the Induction Program Director

_____ Formal meeting with Induction Program Director

_____ Other:

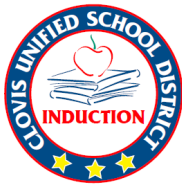
PT Signature: _____ Date: _____

Mentor Signature: _____ Date: _____

Action Taken:

Signature of Induction Program Director:

Date:



REQUEST FOR PROGRAM EXTENSION

It is the goal of the Clovis Unified Induction Program that all Participating Teachers complete program requirements within two years. If PTs do not complete program requirements within the two-year period a request for program extension may be submitted to the Induction Office.

Participating Teacher: _____ Date: _____

Grade/Subject: _____ School: _____

Mentor: _____

Site Administrator: _____

The CUSD Induction Program Director reviews all submitted requests to determine if an extension is warranted. If an extension is granted for approved reasons there is no additional cost to the PT.

Acceptable circumstances for program extension include:

1. Pregnancy
2. Medical leave of absence
3. Personal leave without pay
4. Bereavement leave exceeding 60 work days
5. Other conditions approved by the Associate Superintendent of Human Resources

Any other reason for program extension will incur a financial cost of up to \$3,300.00 per year to the Participating Teacher.

Please state the reason you are requesting a program extension and obtain appropriate signatures before submitting this form to the CUSD Induction office.

Reason for Program Extension:

PT Signature: _____ Date: _____

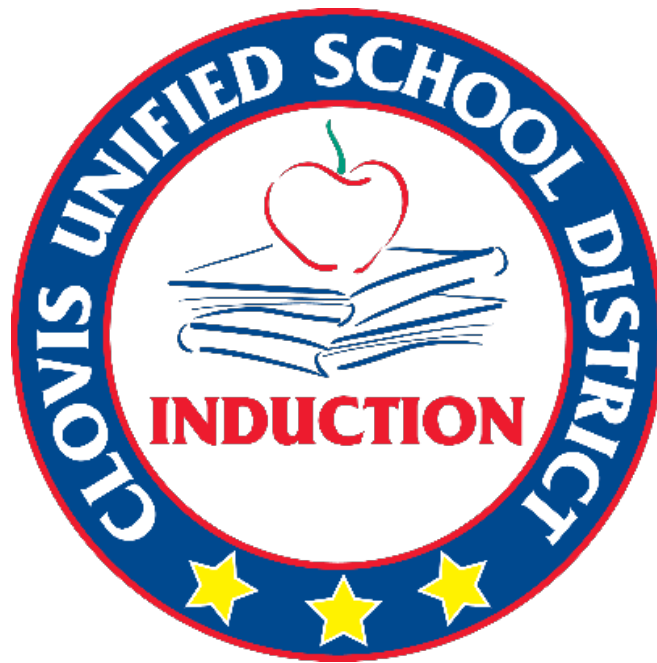
Mentor Signature: _____ Date: _____

Site Administrator Signature: _____ Date: _____

Action Taken:

Signature Of Induction Program Director:

Date:



CUSD INDUCTION ASSESSMENTS



CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

Adopted October 2009

1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6 Monitoring student learning and adjusting instruction while teaching

2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior
- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 2.7 Using instructional time to optimize learning

3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- 3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

4: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

5: ASSESSING STUDENTS FOR LEARNING

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning
- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5 Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families

6: DEVELOPING AS A PROFESSIONAL EDUCATOR

- 6.1 Reflecting on teaching practice in support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

Participating Teacher Self-Assessment—CSTP Ratings

PT Name:		Year One										Year Two				
Directions: This self-assessment tool is intended to be used in conjunction with the <i>Continuum of Teaching Practice (CTP)</i> which provides established criteria for each element of the California Standards for the Teaching Profession. After reading each CSTP, use collected evidence to assess your current practice. Mark each box with an (X).		Initial Self-Assessment Date:					End of Year 1 Date:					End of Year 2 Date:				
		Emerging	Exploring	Applying	Integrating	Innovating	Emerging	Exploring	Applying	Integrating	Innovating	Emerging	Exploring	Applying	Integrating	Innovating
CSTP 1 Engaging and Supporting All Students in Learning	1.1 Using knowledge of students to engage them in learning															
	1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests															
	1.3 Connecting subject matter to meaningful, real-life contexts															
	1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs															
	1.5 Promoting critical thinking through inquiry, problem solving, and reflection															
	1.6 Monitoring student learning and adjusting instruction while teaching															
CSTP 2 Creating and Maintaining Effective Environments for Student Learning	2.1 Promoting social development/responsibility within a caring community where each student is treated <u>fairly and respectfully</u>															
	2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions <u>among students</u>															
	2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe															
	2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students															
	2.5 Developing, communicating, and maintaining high standards for individual and group behavior															
	2.6 Employing classroom routines, procedures, norms and supports for positive behavior to ensure a climate in which all students <u>can learn</u>															
	2.7 Using instructional time to optimize learning															
CSTP 3 Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks															
	3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter															
	3.3 Organizing curriculum to facilitate student understanding of the subject-matter															
	3.4 Utilizing instructional strategies that are appropriate to subject matter															
	3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all <u>students</u>															
	3.6 Addressing the needs of English learners/students with special needs to provide equitable access to the content															

Participating Teacher Self-Assessment—CSTP Ratings

PT Name:		Year One										Year Two				
Directions: This self-assessment tool is intended to be used in conjunction with the <i>Continuum of Teaching Practice (CTP)</i> which provides established criteria for each element of the California Standards for the Teaching Profession. After reading each CSTP, use collected evidence to assess your current practice. Mark each box with an (X).		Initial Self-Assessment Date:					End of Year 1 Date:					End of Year 2 Date:				
		Emerging	Exploring	Applying	Integrating	Innovating	Emerging	Exploring	Applying	Integrating	Innovating	Emerging	Exploring	Applying	Integrating	Innovating
CSTP 4 Planning Instruction and Designing Learning Experiences for All Students	4.1 Using knowledge of students' academic readiness, language proficiency, cultural background and individual development to plan instruction															
	4.2 Establishing and articulating goals for student learning															
	4.3 Developing and sequencing long-term and short-term instructional plans to support student learning															
	4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students															
	4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students															
CSTP 5 Assessing Students for Learning	5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments															
	5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction															
	5.3 Reviewing data, both individually and with colleagues, to monitor student learning															
	5.4 Using assessment data to establish learning goals, and to plan, differentiate, and modify instruction															
	5.5 Involving all students in self-assessment, goal setting, and monitoring progress															
	5.6 Using available technologies to assist in assessment, analysis, and communication of student learning															
	5.7 Using assessment information to share timely and comprehensible feedback with students and their families															
CSTP 6 Developing as a Professional Educator	6.1 Reflecting on teaching practice in support of student learning															
	6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development															
	6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning															
	6.4 Working with families to support student learning															
	6.5 Engaging local communities in support of the instructional program															
	6.6 Managing professional responsibilities to maintain motivation and commitment to all students															
	6.7 Demonstrating professional responsibility, integrity, and ethical conduct															

Continuum of Teaching Practice

Standard 1: Engaging and Supporting All Students in Learning

Elements	Emerging	Exploring	Applying	Integrating	Innovating
1.1 Using knowledge of students to engage them in learning.	<p>Learns about students through data provided by the school and/or through district assessments</p> <p>Some students may engage in learning using instructional strategies focused on the class as a whole.</p>	<p>Gathers additional data to learn about individual students</p> <p>Students engage in single lessons or sequence of lessons that include some adjustments based on assessments.</p>	<p>Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs</p> <p>Students engage in learning through the use of adjustments in instruction to meet their needs.</p>	<p>Uses data from multiple measures to make adjustments to instruction and meet individual identified learning needs</p> <p>Students actively utilize a variety of instructional strategies and technologies in learning that ensure equitable access to the curriculum.</p>	<p>Uses comprehensive knowledge of students to make ongoing adjustments and accommodations in instruction</p> <p>Students take ownership of their learning by choosing from a wide range of methods to further their learning that are responsive to their diverse learning needs.</p>
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	<p>Develops awareness of prior knowledge, culture, backgrounds, life experience, and interests represented among students</p> <p>Some students connect learning activities to their own lives.</p>	<p>Uses gathered information about students' prior knowledge, cultural backgrounds, life experiences, and interests to support student learning</p> <p>Students participate in single lessons or sequence of lessons related to their interests and experiences.</p>	<p>Uses school resources and family contacts to expand understanding of students' prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning</p> <p>Students make connections between curriculum and their prior knowledge, backgrounds, life experiences, and interests.</p>	<p>Integrates broad knowledge of students and their communities to inform instruction</p> <p>Students are actively engaged in curriculum which relates their prior knowledge, experiences, and interests within and across learning activities.</p>	<p>Develops and systematically uses extensive information regarding students' cultural backgrounds, prior knowledge, life experiences, and interests</p> <p>Students can articulate the relevance and impact of lessons on their lives and society.</p>
1.3 Connecting subject matter to meaningful, real-life contexts*	<p>Uses real-life connections during instruction as identified in curriculum</p> <p>Some students relate subject matter to real-life.</p>	<p>Explores using additional real-life connections to subject matter in single lessons or sequence of lessons to support student understanding</p> <p>Students make use of real-life connections provided in single lessons or sequence of lessons to support understanding of subject matter.</p>	<p>Includes connections from subject matter to meaningful, real-life contexts, including those specific to students' families and communities</p> <p>Students utilize real-life connections regularly to develop understandings of subject matter.</p>	<p>Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to engage students in relating to subject matter</p> <p>Students actively engage in making and using real-life connections to subject matter to extend their understanding.</p>	<p>Engages students in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction</p> <p>Students routinely integrate subject matter into their own thinking and make relevant applications of subject matter during learning activities.</p>

*See glossary

Black ink: What teachers should know and be able to do

Blue ink: What students should know and be able to do

Continuum of Teaching Practice

Standard 1: Engaging and Supporting All Students in Learning

Elements	Emerging	Exploring	Applying	Integrating	Innovating
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	<p>Uses instructional strategies, resources, and technologies as provided by school and/or district</p> <p>Some students participate in instructional strategies, using resources and technologies provided.</p>	<p>Explores additional instructional strategies, resources, and technologies in single lessons or sequence of lessons to meet students' diverse learning needs</p> <p>Students participate in single lessons or sequence of lessons related to their interests and experiences.</p>	<p>Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs</p> <p>Students participate in instruction using strategies, resources, and technologies matched to their learning needs.</p>	<p>Creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs</p> <p>Students actively engage in instruction and make use of a variety of targeted strategies, resources, and technologies to meet their individual learning needs.</p>	<p>Refines the flexible use of an extensive repertoire of strategies, resources, and technologies to meet students' diverse learning needs</p> <p>Students take responsibility for using a wide range of strategies, resources, and technologies that successfully advance their learning.</p>
1.5 Promoting critical thinking through inquiry, problem solving, and reflection	<p>Asks questions that focus on factual knowledge and comprehension</p> <p>Some students respond to questions regarding facts and comprehension.</p>	<p>Includes questions in single lessons or a sequence of lessons that require students to recall, interpret, and think critically</p> <p>Students respond to varied questions or tasks designed to promote comprehension and critical thinking in single lessons or a sequence of lessons.</p>	<p>Guide students to think critically through use of questioning strategies, posing/solving problems, and reflection on issues in content</p> <p>Students respond to questions and problems posed by the teacher and begin to pose and solve problems of their own related to the content.</p>	<p>Supports students to initiate critical thinking through independently developing questions, posing problems, and reflecting on multiple perspectives</p> <p>Students pose problems and construct questions of their own to support inquiries into content.</p>	<p>Facilitates systematic opportunities for students to apply critical thinking by designing structured inquiries into complex problems</p> <p>Students pose and answer a wide-range of complex questions and problems, reflect, and communicate understandings based on in-depth analysis of content learning.</p>
1.6 Monitoring student learning and adjusting instruction while teaching	<p>Implements lessons following curriculum guidelines</p> <p>Some students receive individual assistance during instruction.</p>	<p>Seeks to clarify instructions and learning activities to support student understanding</p> <p>Students receive assistance individually or in small groups during instruction.</p>	<p>Makes ongoing adjustments to instruction based on observation of student engagement and regular checks for understanding</p> <p>Students successfully participate and stay engaged in learning activities.</p>	<p>Adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge</p> <p>Students are able to articulate their level of understanding and use teacher guidance to meet their needs during instruction.</p>	<p>Makes adjustments to extend learning opportunities and provide assistance to students in mastering the content flexibly and effectively</p> <p>Students monitor their progress in learning and provide information to teacher that informs adjustments in instruction.</p>

Continuum of Teaching Practice

Standard 2: Creating and Maintaining Effective Environments for Student Learning

Elements	Emerging	Exploring	Applying	Integrating	Innovating
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	<p>Models and communicates expectations for fair and respectful behavior to support social development.</p> <p>Some students share in responsibility for the classroom community.</p>	<ul style="list-style-type: none"> Models fair and respectful behavior. Demonstrates commitment to fairness and respect in communications with students about language and behavior. Seeks to understand cultural perceptions of caring community. <p>Students participate in occasional community building activities, designed to promote caring, fairness, and respect.</p>	<ul style="list-style-type: none"> Reinforces positive, responsible, and respectful student interactions. Assists students to resolve conflicts. Incorporates cultural awareness to develop a positive classroom climate. <p>Students demonstrate efforts to be positive, accepting, and respectful of differences.</p>	<ul style="list-style-type: none"> Develops shared responsibility with students for resolving conflict and creating and maintaining a caring classroom community. Supports students in taking leadership in developing a caring community that is responsive to the diverse cultural norms of identities of all students. Students take responsibility resolving conflicts and maintaining a caring classroom community. Students promote respect and appreciation for differences. 	<p>Facilitates student self-reflection and ongoing improvement of the caring community based on respect, fairness, and the value of all members.</p> <ul style="list-style-type: none"> Students take leadership in resolving conflict and creating a fair and respectful classroom community where students' home cultures are included and valued. Students communicate with empathy and understanding in interactions with one another.
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	<ul style="list-style-type: none"> Is aware of the importance of the physical and/or virtual learning environments that support student learning. Is aware that structured interaction between students can support learning. <p>Some students use available resources in learning environments during instruction.</p>	<ul style="list-style-type: none"> Experiments with adapting the physical and/or virtual learning environments that support student learning. Structures for interaction are taught in single lessons or sequence of lessons to support student learning. <p>Students use resources provided in learning environments and interact with each other to understand and complete learning tasks in single lessons or sequence of lessons.</p>	<ul style="list-style-type: none"> Develops physical and/or virtual learning environments that reflect student diversity and provide a range of resources for learning. Utilizes a variety of structures for interaction during learning activities that ensure a focus on and completion of learning tasks. <p>Students use a variety of resources in learning environments and interact in ways that deepen their understanding of the content and develop constructive social and academic interactions.</p>	<ul style="list-style-type: none"> Maintains physical and/or virtual learning environments that reflect student diversity and provides a broad range of resources, displays, and artifacts that are current and integral to instruction. Integrates a variety of structures for interaction that engage students constructively and productively in learning. Students routinely use a range of resources in learning environments that relate to and enhance instruction and reflect their diversity. Students share in monitoring and assessment of interactions to improve effectiveness and develop a positive culture for learning. 	<ul style="list-style-type: none"> Adapts physical and/or virtual learning environments flexibly to facilitate access to a wide range of resources that engage students in learning. Ensures that environments enhance learning and reflect diversity within and beyond the classroom. Selects from a repertoire of structures for interaction to ensure accelerated learning for the full range of students. <p>Students participate in monitoring and changing the design of learning environments and structures for interactions.</p>
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	<ul style="list-style-type: none"> Adheres to policies and laws regarding safety that are required by the site, district, and state. Responds to behaviors that impact student safety as they arise. <p>Students are aware of required safety procedures and the school and classroom rationale for maintaining safety.</p>	<ul style="list-style-type: none"> Recognizes and addresses safety issues regarding materials, student interactions, and the organization of the learning environments. Explores strategies to establish intellectual and emotional safety in the classroom. <p>Students follow teacher guidance regarding potential safety issues for self or others.</p>	<ul style="list-style-type: none"> Anticipates and reduces risks to physical, intellectual, and emotional safety using multiple strategies that include examining biases in the learning environment and curriculum. Models and provides instruction on skills that develop resiliency and support intellectual and emotional safety. <p>Students take risks, offer opinions, and share alternative perspectives.</p>	<ul style="list-style-type: none"> Integrates support for students to take risks and offer respectful opinions about divergent viewpoints. Engages in reflection on their own language and behavior that contributes to intellectual and emotional safety in the classroom. <p>Students develop and practice resiliency skills and strategies to strive for academic achievement, and establish intellectual and emotional safety in the classroom.</p>	<p>Shares responsibility with the students for the establishment and maintenance of a safe physical, intellectual, and emotional environment focused on high quality and rigorous learning.</p> <ul style="list-style-type: none"> Students demonstrate resiliency in perseverance for academic achievement. Students maintain intellectual and emotional safety for themselves and others in the classroom.

Continuum of Teaching Practice

Standard 2: Creating and Maintaining Effective Environments for Student Learning

Elements	Emerging	Exploring	Applying	Integrating	Innovating
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students	<ul style="list-style-type: none"> Focuses the rigor of the learning environment on accuracy of answers and completion of learning tasks. Is aware of the importance of maintaining high expectations for students. <p>Some students ask for teacher support to understand or complete learning tasks.</p>	<ul style="list-style-type: none"> Strives for a rigorous learning environment that includes accuracy, understanding, and the importance of meeting targeted learning goals. Works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students. <p>Some individuals and groups of students work with the teacher to support accuracy and comprehension in their learning.</p>	<ul style="list-style-type: none"> Develops a rigorous learning environment that includes accuracy, analysis, problem solving, and appropriate levels of challenge. Holds high expectations for students. Has an understanding of achievement patterns, and uses scaffolds to address achievement gaps. <p>Students engage in a variety of differentiated supports and challenges in ways that promote their accuracy, analysis, and problem solving in learning.</p>	<ul style="list-style-type: none"> Integrates rigor throughout the learning environment that values accuracy, analysis, and critical reading, writing, and thinking. Integrates strategic scaffolds and technologies throughout instruction that support the full range of learners in meeting high expectations for achievement. <p>Students actively use supports and challenges to complete critical reading, writing, higher order thinking, and problem solving across subject matter.</p>	<ul style="list-style-type: none"> Facilitates a rigorous learning environment in which students take leadership in learning. Fosters extended studies, research, analysis, and purposeful use of learning Supports students to utilize an extensive repertoire of differentiated strategies to meet high expectations. <p>Students take responsibility to fully utilize teacher and peer support, to achieve consistently high levels of factual and analytical learning.</p>
2.5 Developing, communicating, and maintaining high standards for individual and group behavior	<ul style="list-style-type: none"> Establishes expectations, rules, and consequences for individual and group behavior. Refers to standards for behavior and applies consequences as needed. <p>Students are aware of classroom rules and consequences.</p>	<ul style="list-style-type: none"> Develops expectations with some student involvement. Communicates, models, and explains expectations for individual and group behavior. Reviews standards for behavior with students in single lessons or sequence of lessons in anticipation of need for reinforcement. <p>Students know expectations for behavior and consequences, and respond to guidance in following them.</p>	<ul style="list-style-type: none"> Uses multiple strategies including culturally responsive instruction to develop and maintain high standards for individual and group behavior. Utilizes routine references to standards for behavior prior and during individual and group work. <p>Students follow behavior expectations, accept consequences, and increase positive behaviors.</p>	<ul style="list-style-type: none"> Integrates equitable expectations, positive supports, and consequences for individual and group behavior within and across learning activities. Guides and supports students to self-assess, monitor, and set goals for individual and group behavior and participation. <p>Students respond to individual and group behaviors and encourage and support each other to make improvements.</p>	<p>Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors.</p> <p>Students demonstrate positive behavior, consistent participation, and are valued for their unique identities.</p>
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	<ul style="list-style-type: none"> Establishes procedures, routines, or norms for single lessons to support student learning. Responds to disruptive behavior. <p>Students are aware of procedures, routines, and classroom norms.</p>	<ul style="list-style-type: none"> Develops routines, procedures, and norms in single lessons or sequence of lessons with some student involvement. Seeks to promote positive behaviors and responds to disruptive behavior. <p>Students receive correction for behavior that interferes with learning, and positive reinforcement in following routines, procedures, and norms.</p>	<ul style="list-style-type: none"> Maintains regular use of routines and procedures that are culturally responsive and engage students in the development and monitoring of norms. Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning climate. Students participate in routines, procedures, and norms and receive reinforcement for positive behaviors. Students receive timely and effective feedback and consequences for behaviors that interfere with learning. <p>Students are involved in assessment and monitoring of routines, procedures, and norms in ways that improve the learning climate.</p>	<ul style="list-style-type: none"> Engages students in monitoring and reflecting on routines, procedures, and norms in ways that are culturally responsive. Maintains a quality learning climate that builds on student strengths. Promotes positive behaviors and consistently prevents or refocuses behaviors disruptive to the learning climate. <p>Students share responsibility with teacher for managing and maintaining a positive classroom climate that promotes learning.</p>	<ul style="list-style-type: none"> Facilitates student participation in developing, monitoring, and adjusting routines and procedures focused on maximizing learning. Classroom climate integrates school standards and culturally relevant norms. Promotes positive behaviors and establishes preventions and a positive classroom climate that eliminate most disruptive behavior.
2.7 Using instructional time to optimize learning	<ul style="list-style-type: none"> Paces instruction based on curriculum guidelines. Develops awareness of how transitions and classroom management impact pacing and lessons. <p>Some students complete learning activities in time allotted.</p>	<p>Paces instruction with some consideration of lesson type, adjustments for sufficient student work time, and transitions to optimize learning.</p> <p>Students complete learning activities and, as needed, may receive some adjustments of time allotted for tasks or expectations for completion.</p>	<p>Paces instruction with students to provide adequate time for instruction, checking for understanding, completion of learning activities, and closure.</p> <p>Students participate in and complete a variety of learning activities in the time allotted with options for extension and review.</p>	<p>Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time.</p> <p>Students use their instructional time to engage in and complete learning activities and are prepared for the next sequence of instruction.</p>	<p>Paces, adjusts, and fluidly facilitates instruction and daily activities.</p> <p>Students monitor their own time, are engaged in accomplishing learning goals, and participate in reflection, self-assessment, and goal setting.</p>

Continuum of Teaching Practice

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Elements	Emerging	Exploring	Applying	Integrating	Innovating
3.1 Demonstrating knowledge of subject matter academic content	Has foundational knowledge of subject matter, related academic language**, and academic content standards.	Examines concepts in subject matter and academic language to identify connections between academic content standards and instruction.	Understands and explains the relationship between essential subject matter concepts, academic language, and academic content standards.	Uses broad knowledge of inter-relationships of concepts, academic content standards, and academic language, in ways that ensure clear connections and relevance to students.	Uses extensive knowledge of subject matter concepts, current issues, academic language, and research to make relevant connections to standards during instruction and extend student learning.
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	<ul style="list-style-type: none"> Has basic knowledge of student stages of development while becoming aware of differences in students' understanding of subject matter. Teaches subject-specific vocabulary following curriculum guidelines. 	<ul style="list-style-type: none"> Expands knowledge of student development and implements learning activities in single lessons or sequence of lessons that address students' proficiencies and support understanding of subject matter including related academic language. Provides explicit teaching of essential content vocabulary and associated academic language in single lessons or sequence of lessons. Explains academic language, formats, and vocabulary to 	<ul style="list-style-type: none"> Adapts instruction in response to knowledge of student development and proficiencies to meet students' diverse learning needs. Ensures understanding of subject matter including related academic language. Provides explicit teaching of essential vocabulary, idioms, key words with multiple meanings, and academic language in ways that engage students in accessing 	<ul style="list-style-type: none"> Integrates knowledge of range of student development into instructional decisions to ensure student understanding of subject matter including related academic language. Provides explicit teaching of specific academic language, text structure, grammatical, and stylistic language features to ensure equitable access and subject matter understanding for the range of student 	<ul style="list-style-type: none"> Utilizes comprehensive knowledge of students to guide all students to develop proficiencies and understand subject matter including related academic language. Engages students at all levels of vocabulary, academic language, and proficiency in self-directed goal setting, monitoring, and improvement. Guides all students in using analysis strategies that provide equitable access and deep understanding of subject matter.
3.3 Organizing curriculum to facilitate student understanding of the	Follows organization of curriculum as provided by site and district to support student understanding of subject matter.	Examines organization of curriculum and considers adjustments in single lessons or sequence of lessons to support understanding of subject matter.	Uses knowledge of curriculum and student readiness to organize and adjust the curriculum to ensure student understanding.	Integrates knowledge of curriculum and resources to organize and adjust instruction within and across subject matter to extend student understanding.	<ul style="list-style-type: none"> Uses extensive knowledge of curriculum and related resources to flexibly and effectively organize and adjust instruction. Ensures student comprehension and facilitates student articulation about what
3.4 Utilizing instructional strategies that are appropriate to the subject matter	Uses instructional strategies that are provided in the curriculum.	Gathers and uses additional instructional strategies in single lessons or sequence of lessons to increase student understanding of academic language appropriate to subject matter.	Selects and adapts a variety of instructional strategies to ensure student understanding of academic language appropriate to subject matter and that address students' diverse learning needs.	Integrates instructional strategies appropriate to subject matter to meet students' diverse learning needs, to ensure student understanding of academic language, and guide students in understanding connections within and across subject matter.	Uses an extensive repertoire of instructional strategies to develop enthusiasm, meta-cognitive abilities, and support and challenge the full range of students towards a deep knowledge of subject matter.

*Please see Appendix 3A for Guidelines for Subject Specific Pedagogy

**Please see glossary for a more complete definition of academic language

Continuum of Teaching Practice

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Elements	Emerging	Exploring	Applying	Integrating	Innovating
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students	<ul style="list-style-type: none"> • Uses available instructional materials, resources, and technologies for specific lessons to make subject matter accessible to students. • Identifies technological resources needed. 	<ul style="list-style-type: none"> • Explores additional instructional materials, resources, and technologies to make subject matter accessible to students. • Explores how to make technological resources available to all students. 	<ul style="list-style-type: none"> • Selects, adapts, and utilizes appropriate instructional materials, resources, and technologies for concept and skill development in subject matter. • Resources reflect the diversity of the classroom and support differentiated learning of subject matter. • Guides students to use available print, electronic, and online subject matter resources based on individual needs. 	<ul style="list-style-type: none"> • Integrates a wide range of adapted resources, technologies, and instructional materials to meet identified student needs and make subject matter accessible to students. • Assists students with equitable access to materials, resources, and technologies. • Seeks outside resources and support. 	<ul style="list-style-type: none"> • Engages students in identifying and adapting resources, technologies, and standards-aligned instructional materials to extend student understanding and critical thinking about subject matter. • Ensures that students are able to obtain equitable access to a wide range of technologies, through ongoing links to outside resources and support.
3.6 Addressing the needs of English Learners* and students with special needs to provide equitable access to the content	<ul style="list-style-type: none"> • Is aware of students' primary language and English language proficiencies based on available assessment data. • Provides adapted materials to help English learners access content. 	<ul style="list-style-type: none"> • Seeks additional information describing elements of culture and language proficiencies in listening, speaking, reading, and writing. • Uses multiple measures for assessing English learners' performance to identify gaps in English language development. • Attempts to scaffold content using visuals, models, and graphic organizers. 	<ul style="list-style-type: none"> • Identifies language proficiencies and English learner strengths in the study of language and content. • Differentiates instruction using one or more components of English language development to support English learners. • Creates and implements scaffolds to support standards-based instruction using literacy strategies, SDAIE, and content level English language development in order for students to improve language proficiencies and understand content. 	<ul style="list-style-type: none"> • Integrates knowledge of English language development and the English learner's strengths and assessed needs into English language and content instruction. • Develops and adapts instruction to provide a wide range of scaffolded supports for language and content for the range of English learners. 	<ul style="list-style-type: none"> • Engages English learners in assessment of their progress in English language development and in meeting content standards. • Supports students to establish and monitor language and content goals. • Is resourceful and flexible in the design, adjustment, and elimination of scaffolds based on English learners' proficiencies, knowledge, and skills in content.
3.6 Addressing the needs of English Learners and students with special needs* to provide equitable access to the content	<ul style="list-style-type: none"> • Has an awareness of the full range of students identified with special needs through data provided by the school. • Attends required meetings with resource personnel and families. • Learns about referral processes for students with special needs. 	<ul style="list-style-type: none"> • Seeks additional information on the full range of students identified with special needs to address challenges or supports in single lessons or sequence of lessons. • Cooperates with resource personnel, para-educators, and families during meetings and activities in support of learning plans and goals. • Seeks additional information on struggling learners and advanced learners to determine appropriateness for referral. 	<ul style="list-style-type: none"> • Utilizes information on the full range of students identified with special needs to assess strengths and competencies to provide appropriate challenge and accommodations in instruction. • Communicates regularly with resource personnel, para-educators, and families to ensure that student services are provided and progress is made in accessing appropriate content. • Refers students as needed in a timely and appropriate manner supported with documented data over time, including interventions tried previous to referral. 	<ul style="list-style-type: none"> • Integrates accommodations, adaptations, and extensions to instruction for the full range of students with special needs to ensure adequate support and challenge. • Communicates and collaborates with colleagues, support staff, and families to ensure consistent instruction. • Supports families in positive engagement with the school. • Initiates and monitors referral processes and follow-up meetings to ensure that students receive support and/or extended learning that is integrated into the core curriculum. 	<ul style="list-style-type: none"> • Guides and supports the full range of students with special needs to actively engage in the assessment and monitor their own strengths, learning needs, and achievements in accessing content. • Communicates and collaborates with resource personnel, para-educators, families, leadership, and students in creating a coordinated program to optimize success of the full range of students with special needs. • Takes leadership at the site/district and collaborates with resource personnel to ensure the smooth and effective implementation of referral processes.

Please see the additional Standard elements are of particular importance in the effective instruction of English learners:

- Standard Element 1.2: Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- Standard Element 3.2: Applying knowledge of student development and proficiencies to ensure students' understanding of subject matter
- Standard Element 6.4: Working with families to support student learning

Please see the additional Standard elements are of particular importance in the effective instruction of students with special needs:

- Standard Element 2.6: Employing classroom routines, procedures, norms, and supports for positive behavior to ensure climate in which all students can learn.
- Standard 2 and 4 contain multiple references to differentiation, adaptation, and adjustment that are all critical supports for students with special needs.

*The full range of students with special needs includes students with IEPs, 504 Plans, and Advanced Learners.

Continuum of Teaching Practice

Standard 4: Planning Instruction and Designing Learning Experiences for all Students

Elements	Emerging	Exploring	Applying	Integrating	Innovating
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction	<ul style="list-style-type: none"> Plans daily lessons using available curriculum and information from district and state required assessments. Is aware of the impact of bias on learning. 	<ul style="list-style-type: none"> Plans single lessons or sequence of lessons using additional assessment information on student academic readiness, language, cultural background, and individual development. Becomes aware of potential areas of bias and seeks to learn about culturally responsive pedagogy. 	<ul style="list-style-type: none"> Plans differentiated instruction based on knowledge of students' academic readiness, academic language, diverse cultural backgrounds, and individual cognitive, social, emotional, and physical development to meet their individual needs. Examines potential sources of bias and stereotyping when planning lessons. Uses culturally responsive pedagogy in planning. 	<ul style="list-style-type: none"> Plans differentiated instruction which is based on broad knowledge of students. Matches resources and specific strategies to students' diverse learning needs and cultural backgrounds. Planning addresses bias, stereotyping, and assumptions about cultures and members of cultures. 	<ul style="list-style-type: none"> Plans differentiated instruction that provides systematic opportunities for supporting and extending student learning based on comprehensive information on students. Engages students in the analysis of bias, stereotyping, and assumption.
4.2 Establishing and articulating goals for student learning	Communicates learning objectives for single lessons to students based on content standards and available curriculum guidelines.	Establishes and shares learning goals for skill development with students in single lessons and sequence of lessons.	Establishes and communicates to students clear learning goals for content that are accessible, challenging, and differentiated to address students' diverse learning needs.	Establishes and articulates learning goals to students that integrate content standards with students' strengths, interests, and learning needs.	<ul style="list-style-type: none"> Establishes and articulates comprehensive short- and long-term learning goals for students. Assists students to articulate and monitor learning goals.
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning	Uses available curriculum guidelines for daily, short- and long-term plans.	Begins to plan curriculum units that include a series of connected lessons and are linked to long-term planning to support student learning.	Establishes short- and long- term curriculum plans for subject matter concepts and essential related academic language and formats that support student learning.	Refines sequence of long-term plans to reflect integration of curriculum guidelines, frameworks, and content standards with assessed instructional needs to ensure student learning.	Utilizes extensive knowledge of the curriculum content standards, and assessed learning needs to design cohesive and comprehensive long- and short-term instructional plans that ensure high levels of learning.

Continuum of Teaching Practice

Standard 4: Planning Instruction and Designing Learning Experiences for all Students

Elements	Emerging	Exploring	Applying	Integrating	Innovating
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	<ul style="list-style-type: none"> Plans instruction that incorporates strategies suggested by curriculum guidelines. Is aware of student content, learning, and language needs through data provided by the site and district. 	<ul style="list-style-type: none"> Selects strategies for single lessons or sequence of lessons that respond to students' diverse learning needs. Seeks to learn about students' diverse learning and language needs beyond basic data. 	<ul style="list-style-type: none"> Incorporates differentiated instructional strategies into ongoing planning that addresses culturally responsive pedagogy, students' diverse language, and learning needs and styles. Uses assessments of students' learning and language needs to inform the planning of differentiated instruction. 	<ul style="list-style-type: none"> Plans instruction using a wide range of strategies to address learning styles and meet students' assessed language and learning needs. Provides appropriate support and challenge for students. Integrates results from a broad range of assessments into planning to meet students' diverse learning and language needs. 	<ul style="list-style-type: none"> Plans instruction incorporating a repertoire of strategies to specifically meet students' diverse language and learning needs and styles to advance learning for all. Facilitates opportunities for students to reflect on their learning and the impact of instructional strategies to meet their learning and language needs.
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	<p>Implements lessons and uses materials from curriculum provided.</p>	<p>Begins to adapt plans and materials in single lessons or sequence of lessons to address students' learning needs.</p>	<ul style="list-style-type: none"> Makes adjustments and adaptations to differentiate instructional plans. Uses culturally responsive pedagogy and additional materials to support students' diverse learning needs. 	<p>Makes ongoing adjustments to instructional plans and uses a variety of materials as the instructional need arises to support student learning.</p>	<ul style="list-style-type: none"> Anticipates and plans for a wide range of adaptations to lessons based on in-depth analysis of individual student needs. Engages with students to identify types of adjustments in instruction that best meet their learning needs.

Continuum of Teaching Practice

Standard 5: Assessing Students for Learning

Elements	Emerging	Exploring	Applying	Integrating	5 Innovating
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments	<p>Is aware of the purposes and characteristics of formative and summative assessments.</p>	<ul style="list-style-type: none"> • Explores the use of different types of pre-assessment, formative, and summative assessments. • Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency. 	<ul style="list-style-type: none"> • Decides on the purpose for assessment and skills to be assessed to select appropriately matched pre-, formative, and summative assessments. • Selects assessments based on a clear understanding of the purposes and characteristics of assessments to support student learning. 	<ul style="list-style-type: none"> • Develops and adapts the range of appropriate assessments to address questions about students' learning needs and progress. • Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know. 	<ul style="list-style-type: none"> • Demonstrates purposeful use of a wide range of assessments to support differentiated student learning needs and reflect progress. • Draws flexibly from a repertoire of appropriate assessment options and characteristics to maximize student demonstration of knowledge.
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction	<ul style="list-style-type: none"> • Uses data from required assessments to assess student learning. • Follows required processes for data analysis and draws conclusions about student learning. 	<ul style="list-style-type: none"> • Explores collecting additional data using supplemental assessments. • Makes adjustments in planning for single lessons or sequence of lessons based on analysis of assessment data. 	<ul style="list-style-type: none"> • Collects a variety of formal and informal assessment data on student learning. • Uses analysis of a variety of data to inform planning and differentiation of instruction. 	<ul style="list-style-type: none"> • Designs and integrates an assessment plan that provides formal and informal assessment data on student learning. • Uses data analysis of a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction. 	<ul style="list-style-type: none"> • Infuses assessments strategically and systematically throughout instruction to collect ongoing assessment data appropriate for the range of learning needs. • Uses results of ongoing data analysis to plan and differentiate instruction for maximum academic success.
5.3 Reviewing data, both individually and with colleagues, to monitor student learning	<p>Reviews and monitors available assessment data as required by site and district processes.</p>	<p>Reviews and monitors additional assessment data individually and with colleagues and identifies learning needs of individual students.</p>	<p>Reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students.</p>	<p>Reviews and monitors a broad range of data individually and with colleagues to analyze student thinking and identify underlying causes for trends.</p>	<p>Facilitates collaborative work and fosters colleagues' ability to identify and address underlying causes for achievement patterns and trends.</p>
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	<ul style="list-style-type: none"> • Uses data from assessments provided by site and district to set learning goals for the class. • Plans instruction using available curriculum guidelines. 	<ul style="list-style-type: none"> • Uses data from available assessments to establish content-based learning goals for class and individual students in single lessons or sequence of lessons. • Plans adjustments in instruction to address learning needs of individual students. 	<ul style="list-style-type: none"> • Uses a variety of assessment data to set student learning goals for content and academic language. • Plans differentiated lessons and modifications to instruction to meet students' diverse learning needs. 	<ul style="list-style-type: none"> • Uses a broad range of data to set learning goals for content and academic language that are integrated across content standards for individuals and groups. • Plans differentiated instruction targeted to meet individual and group learning needs and modifies lessons during instruction based on informal assessments. 	<ul style="list-style-type: none"> • Reflects on data continuously to make ongoing refinements to learning goals for content and academic language for the full range of students. • Uses data systematically to refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups.

Continuum of Teaching Practice

Standard 5: Assessing Students for Learning

Elements	Emerging	Exploring	Applying	Integrating	Innovating
5.5 Involving all students in self-assessment, goal setting*, and monitoring progress	<ul style="list-style-type: none"> • Informs students about lesson objectives, outcomes, and summative assessment results. Recognizes the need for individual learning goals. • Monitors progress using available tools for recording. 	<ul style="list-style-type: none"> • Begins to encourage students to establish learning goals through single lessons or sequence of lessons that include goal setting exercises. • Provides students with opportunities in single lessons or sequence of lessons to monitor their own progress toward class or individual goals. 	<ul style="list-style-type: none"> • Models and scaffolds student self-assessment and goal setting processes for learning content and academic language development. • Guides students to monitor and reflect on progress on a regular basis. 	<ul style="list-style-type: none"> • Implements structures for students to self-assess and set learning goals related to content, academic language, and individual skills. • Integrates student self-assessment, goal setting, and monitoring progress across the curriculum. 	<ul style="list-style-type: none"> • Provides systematic opportunities for student self-assessment, goal setting, and monitoring progress. • Develops students' meta-cognitive skills for analyzing progress and refining goals towards high levels of academic achievement.
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning	<ul style="list-style-type: none"> • Uses available technology to record assessments, determine proficiency levels, and make required communications about student learning. 	<ul style="list-style-type: none"> • Explores use of additional technologies to implement individual assessments, record results, and communicate with administration, colleagues, and families about student learning. 	<ul style="list-style-type: none"> • Uses technology to design and implement assessments, record and analyze results, and communicate about student learning with administration, colleagues, families, and students. • Ensures that communications are received by those who lack access to technology. 	<ul style="list-style-type: none"> • Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all audiences. 	<ul style="list-style-type: none"> • Uses a wide range of technologies to design, implement, and analyze assessments and provides for in-depth and ongoing communication regarding student learning for all audiences.
5.7 Using assessment information to share timely and comprehensible feedback with students and their families	<ul style="list-style-type: none"> • Provides students with feedback through assessed work and required summative assessments. • Notifies families of student proficiencies, challenges, and behavior issues through school-mandated procedures. 	<ul style="list-style-type: none"> • Provides students with additional feedback based on formative assessments from single lessons or sequence of lessons. • Seeks to provide feedback in ways that students understand. • Communicates with families about student progress, strengths, and needs at reporting periods. • Contacts families as needs arise regarding struggling students or behavior issues. 	<ul style="list-style-type: none"> • Provides students with clear and timely information about strengths, needs, and strategies for improving academic achievement. • Provides opportunities for comprehensible and timely two-way communications with families to share student assessments, progress, raise issues and/or concerns, and guide family support. 	<ul style="list-style-type: none"> • Integrates the ongoing sharing of comprehensible feedback to students from formal and informal assessments in ways that support increased learning. • Communicates regularly with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs. 	<ul style="list-style-type: none"> • Facilitates students' leadership in seeking and using ongoing comprehensible feedback to accelerate their learning. • Engages families in a variety of ongoing comprehensible communications about individual student progress and ways to provide and monitor support.

*Consider the inclusion of English Language Development or Academic English goals along with content goals.

ACCTC, CDE, New Teacher Center. Layout Modified by Clovis Unified School District, June 2013

Continuum of Teaching Practice

Standard 6: Developing as a Professional Educator

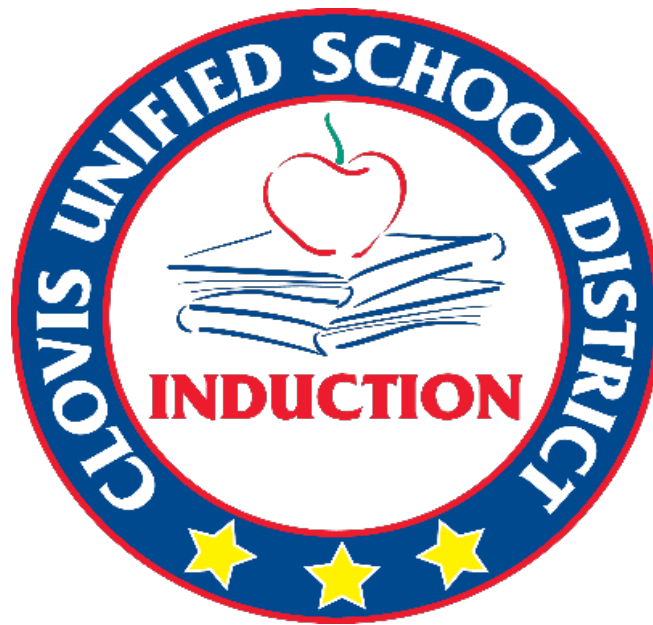
Elements	Emerging	Exploring	Applying	Integrating	Innovating
6.1 Reflecting on teaching practice in support of student learning	<ul style="list-style-type: none"> Is aware of the need to reflect on teaching practice to support student learning. Reflects individually or with colleagues on immediate student learning needs. 	<p>Begins to engage in reflection on teaching practice individually and with colleagues that is focused on methods to support the full range of learners.</p>	<p>Engages in reflection individually and with colleagues on the relationship between making adjustments in teaching practice and impact on the full range of learners.</p>	<p>Reflects individually and with colleagues on refinements in teaching practice and connections among the elements of the <i>CSTP</i> to positively impact the full range of learners.</p>	<ul style="list-style-type: none"> Maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement. Engages in and fosters reflection among colleagues for school-wide impact on student learning.
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development	<ul style="list-style-type: none"> Develops goals connected to the <i>CSTP</i> through required processes and local protocols. Attends required professional development. 	<ul style="list-style-type: none"> Sets goals connected to the <i>CSTP</i> that take into account self-assessment of teaching practice. Expands knowledge and skills individually and with colleagues through available professional development. 	<ul style="list-style-type: none"> Sets goals connected to the <i>CSTP</i> that are authentic, challenging, and based on self-assessment. Aligns personal goals with school and district goals, and focuses on improving student learning. Selects and engages in professional development based on needs identified in professional goals. 	<ul style="list-style-type: none"> Sets and modifies authentic goals connected to the <i>CSTP</i> that are intellectually challenging and based on self-assessment and feedback from a variety of sources. Engages in and contributes to professional development targeted on student achievement. Pursues a variety of additional opportunities to learn professionally. 	<ul style="list-style-type: none"> Sets and modifies a broad range of professional goals connected to the <i>CSTP</i> to improve instructional practice and impact student learning within and beyond the classroom. Engages in ongoing inquiry into teacher practice for professional development. Contributes to professional organizations, and development opportunities to extend own teaching practice.
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning	<ul style="list-style-type: none"> Attends staff, grade level, department, and other required meetings and collaborations. Identifies student and teacher resources at the school and district level. 	<ul style="list-style-type: none"> Consults with colleagues to consider how best to support teacher and student learning. Begins to identify how to access student and teacher resources in the broader professional community. 	<ul style="list-style-type: none"> Collaborates with colleagues to improve student learning and reflect on teaching practice at the classroom level. Interacts with members of the broader professional community to access resources that support teacher effectiveness and student learning. 	<ul style="list-style-type: none"> Collaborates with colleagues to expand impact on teacher and student learning within grade or department and school and district levels. Engages with members of the broader professional community to access resources and a wide range of supports for teaching the full range of learners. 	<ul style="list-style-type: none"> Facilitates collaboration with colleagues. Works to ensure the broadest positive impact possible on instructional practice and student achievement at school and district levels and for the profession. Initiates and develops professional learning opportunities with the broader professional community focused on student achievement.
6.4 Working with families to support student learning	<p>Is aware of the role of the family in student learning and the need for interactions with families.</p>	<ul style="list-style-type: none"> Acknowledges the importance of the family's role in student learning. Seeks information about cultural norms of families represented in the school. Welcomes family involvement at classroom and school events. 	<ul style="list-style-type: none"> Supports families in contributing to the classroom and school. Adjusts communications to families based on awareness of cultural norms and wide range of experiences with schools. 	<ul style="list-style-type: none"> Provides opportunities and support for families to actively participate in the classroom and school. Communicates to families in ways which show understanding of and respect for cultural norms. 	<ul style="list-style-type: none"> Structures a wide range of opportunities for families to contribute to the classroom and school community. Supports a school and district environment in which families take leadership to improve student learning.

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Continuum of Teaching Practice

Standard 6: Developing as a Professional Educator

Elements	Emerging	Exploring	Applying	Integrating	Innovating
6.5 Engaging local communities in support of the instructional program	<ul style="list-style-type: none"> Develops awareness about local neighborhoods and communities surrounding the school. Uses available neighborhood and community resources in single lessons. 	<ul style="list-style-type: none"> Seeks available neighborhood and community resources. Includes references or connections to communities in single lessons or sequence of lessons. 	<ul style="list-style-type: none"> Uses a variety of neighborhood and community resources to support the curriculum. Includes knowledge of communities when designing and implementing instruction. 	<ul style="list-style-type: none"> Utilizes a broad range of neighborhood and community resources to support the instructional program, students, and families. Draws from understanding of community to improve and enrich the instructional program. 	<ul style="list-style-type: none"> Collaborates with community members to increase instructional and learning opportunities for students. Engages students in leadership and service in the community. Incorporates community members into the school learning community.
6.6 Managing professional responsibilities to maintain motivation and commitment to all students	<ul style="list-style-type: none"> Develops an understanding of professional responsibilities. Seeks to meet required commitments to students. 	<ul style="list-style-type: none"> Maintains professional responsibilities in timely ways and seeks support as needed. Demonstrates commitment by exploring ways to address individual student needs. 	<ul style="list-style-type: none"> Anticipates professional responsibilities and manages time and effort required to meet expectations. Pursues ways to support students' diverse learning needs and maintain belief in students' capacity for achievement. 	<ul style="list-style-type: none"> Integrates the full range of professional responsibilities into advanced planning and prepares for situations that may be challenging. Maintains continual efforts to seek, develop, and refine new and creative methods to ensure individual student learning. 	<ul style="list-style-type: none"> Models professionalism and supports colleagues in meeting and exceeding professional responsibilities effectively. Supports colleagues to maintain the motivation, resiliency, and energy to ensure that all students achieve.
6.7 Demonstrating professional responsibility, integrity, and ethical conduct	Emerging-Exploring-Applying			Integrating-Innovating	
	<p>Follows all state education codes, legal requirements, district and site policies, contractual agreements, and ethical responsibilities*.</p> <p>*As follows:</p> <ul style="list-style-type: none"> Takes responsibility for student academic learning outcomes. Is aware of own personal values and biases and recognizes ways in which these values and biases affect the teaching and learning of students. Adheres to legal and ethical obligations in teaching the full range of learners, including English learners and students with special needs. Reports suspected cases of child abuse, and/or neglect as outlined in the California Child Abuse and Neglect Reporting Act. Maintains a non-hostile classroom environment and carries out laws and district guidelines for reporting cases of sexual harassment. Understands and implements school and district policies and state and federal law in responding to inappropriate or violent student behavior. Complies with legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. Models appropriate behavior for students, colleagues, and the profession. Acts in accordance with ethical considerations for students. Maintains professional conduct and integrity in the classroom and school community. 			<ul style="list-style-type: none"> Maintains a high standard of personal integrity and commitment to student learning and the profession in all circumstances. Contributes to building a professional community and holding peers accountable to norms of respectful treatment and communication. Contributes to fostering a school culture with a high degree of resilience, professional integrity, and ethical conduct. 	



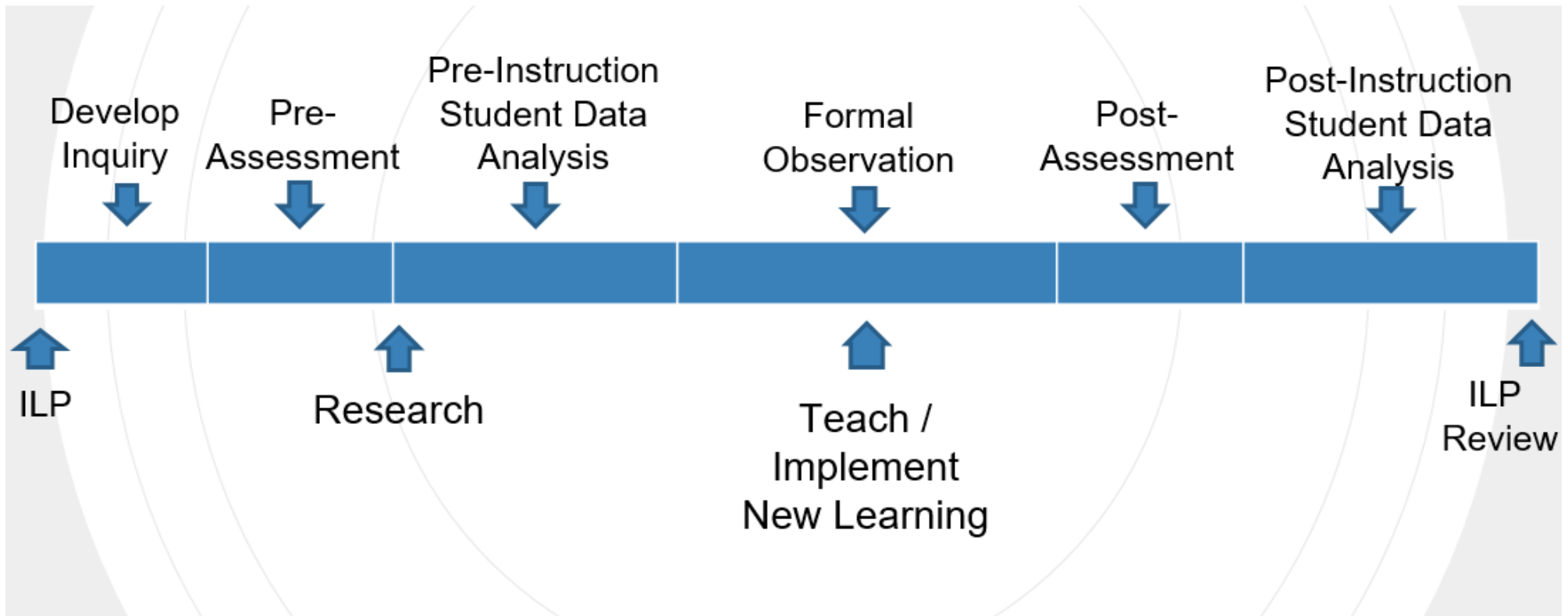
CUSD INDUCTION APPENDIX



Clovis Unified School District Induction Program
Rubric for Portfolio Review

** Standard Not Met Yet	Meets Standard	Standard Exceeded
<p>Completion</p> <ul style="list-style-type: none"> • Portions of the tool are incomplete or missing • Responses do not address all prompts/questions within each section as appropriate <p>Evidence</p> <ul style="list-style-type: none"> • Examples of current teaching practices and student learning are limited or missing • Inadequately demonstrates successful or appropriate application of the California Standards for the Teaching Profession (CSTP) <p>Reflections</p> <ul style="list-style-type: none"> • Specific examples of genuine experiences are limited or missing • Analysis of student achievement may be incomplete or lacking details • Demonstrates minimal analysis of professional growth on the California Standards for the Teaching Profession <p>** Action Required</p>	<p>Completion</p> <ul style="list-style-type: none"> • All portions of the tool are completed as required • Responses address all prompts/questions within each section as appropriate <p>Evidence</p> <ul style="list-style-type: none"> • Multiple examples of current teaching practices and student learning • Demonstrates successful and appropriate application of the California Standards for the Teaching Profession (CSTP) <p>Reflections</p> <ul style="list-style-type: none"> • Directly relates specific examples of genuine experiences • Clear analysis of student achievement • Demonstrates thoughtful analysis of professional growth on the California Standards for the Teaching Profession (CSTP) 	<p>Completion</p> <ul style="list-style-type: none"> • All portions of the tool are completed as required • Responses meticulously address all prompts/questions within each section as appropriate <p>Evidence</p> <ul style="list-style-type: none"> • Multiple examples thoroughly detail current teaching practices and student learning • Demonstrates exemplary application of the California Standards for the Teaching Profession (CSTP) <p>Reflections</p> <ul style="list-style-type: none"> • Directly relates model examples of genuine experiences • In-depth analysis of student achievement • Clearly exceeds what is required to demonstrate thoughtful analysis of professional growth on the California Standards for the Teaching Profession (CSTP)

Inquiry Process



SMART Goal Planning Sheet

Individual Learning Plan (ILP) goals must be *teacher-centered* SMART goals. *Use the planning sheet below to formulate your ILP goals:

S= SPECIFIC

When formulating your goal, be specific about what you're wanting to achieve. Most importantly, be clear about what YOU will do to ensure students are successful.

- *What exactly do you want to achieve?*

M= MEASURABLE

Define the measures you will use to determine if the goal has been met or progress has been made.

- *How will you monitor YOUR progress?*

A= ATTAINABLE

Ensure that your goal is attainable. Your goal should be challenging but possible to achieve. The goal must be realistic and within your reach.

- *Can YOU reasonably provide the supports/instruction you have planned?*

R= RELEVANT

Write goals that are relevant to your teaching and what you are wanting to accomplish.

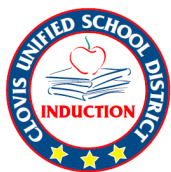
- *Does your goal directly relate to your content area?*
- *Does your goal relate to the CSTP element you've chosen?*

T= TIME-BOUND

You must specify an end date or time frame as to when you anticipate meeting the goal.

- *How often will YOU provide planned supports/instruction?*
- *How often will you monitor YOUR progress?*
- *Within what time frame will you complete your goal?*

**See examples of Professional Goals in the ILPs below*



Individual Learning Plan (ILP) Example – Elementary Math

Engaging and Supporting All Students in Learning:

Element 1

Connecting subject matter to meaningful, real-life context.

Evidence

I am currently trying to use real-life examples when working with my students during direct instruction whole group teaching. I am trying to use manipulatives when applicable. I am trying to use problems that involve reasoning and requires multiple steps in order to solve. I am finding some resources that are working well, however I feel like I need to find more problems that are outside of basic

Strengths

- *I am incorporating real-life examples and problems on a weekly basis
- *I have found some resources and manipulatives that are grade and subject appropriate
- *I am using problems that are promoting critical thinking
- *My students appear to be "open" to new learning

Areas for Growth

- *I need more resources for types of problems that I can use in multiple areas of math
- *I need more problems that incorporate multiple steps
- *I would like to be teaching these concepts during small group instruction as well
- *I would like to see my students focusing on the "process" rather than just the

Level of Practice

Exploring - 6 Explores using additional real-life connections to subject matt... ✓

Professional Goal

By December 1, 2020, I will implement small-group math instruction a minimum of three-times weekly for six weeks emphasizing math reasoning using real-life examples, as evidenced by my lesson plans, observation notes, and analysis of student progress.

Next Steps

- *Discuss possible resources to use with PLC team
- *Find new resources for manipulatives and examples of problems
- *Discuss how to set up small group instruction with mentor
- *Continue to monitor and analyze student work

Support Desired

- *Support from PLC team for finding new resources
- *Support from mentor for implementation and reflection on effectiveness
- *Support from administration for small group implementation



Clovis Unified School District Induction Program
Individual Learning Plan (ILP) Example – Secondary PE

Understanding and Organizing Subject Matter for Student Learning:

Element 1

Using and adapting resources, technologies and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.

Evidence

I am currently a high school PE teacher. We are starting the school year with "online" learning. I was teaching last year when we ended the school year in this format. However, I am a bit overwhelmed to be starting the school year this way. Last year we simply did "logs" for student participation. However, now we are being required to do some type of direction instruction with our students on a

Strengths

- *I am willing to try new resources
- *I have a great PLC team to discuss new ideas and strategies
- *I was able to try some formats last year during online teaching
- *I want to improve my students' physical education experience rather than it just being a "log"

Areas for Growth

- *I need more resources for using technology while teaching direct instruction PE classes
- *I need to become more familiar with the technology tools
- *I want to find more activities that the students can do while at home that would benefit their physical health

Level of Practice

Emerging - 2 Uses available instructional materials, resources, and technol... 

Professional Goal

By December 1, 2020, I will implement a minimum of 2 new technology based strategies and/or resources to instruct students virtually during physical education on-line learning as evidenced by my lesson plans, observation notes, Zoom recordings and analysis of student progress.

Next Steps

- *Collaborate with other PE teachers in my PLC and across the district
- *Collaborate with LD regarding ideas for possible technology resources that are being used across the district
- *Research new technology and/or online lessons for PE
- *Try to find new activities that students could do while at home that would be fun

Support Desired

- *Collaboration with PLC team for new ideas/strategies
- *Support from LD regarding technologies being used across the district
- *Support from Induction mentor for implementation of lessons via Zoom