

DISPLAY

***Please complete your name plate while you are waiting**

**Current
assignment
and site**

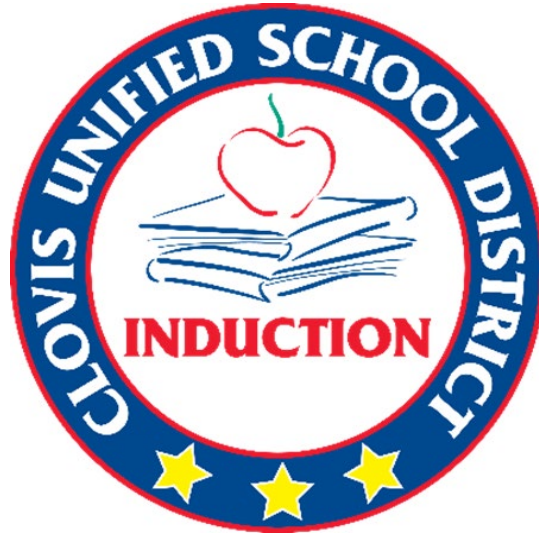
Years in education

Name

**College,
major, and
degree**

**Write one success
you have had to date
this school year**

Induction Kick-Off Year One PTs August 31, 2023



Induction Team

Erin Waer	Assistant Superintendent, CIA	327-0646
Marshall Hamm	Director, Induction	327-0634
Donna Post	Administrative Assistant, Induction	327-0671
Phil Smith	Teacher on Special Assignment, Induction Lead Instructional Coach	327-0631
Sheila Reents	Teacher on Special Assignment, Induction Instructional Coach	<u>sheilareents@cusd.com</u>
Michelle Resendes	Teacher on Special Assignment, Induction Instructional Coach	<u>michelleresendes@cusd.com</u>
Julie Schwartz	Teacher on Special Assignment, Induction Instructional Coach	<u>julieschwartz@cusd.com</u>
Kendra Simon	Teacher on Special Assignment, Induction Instructional Coach	<u>kendrasimon@cusd.com</u>
Lori Wass	Teacher on Special Assignment, Induction Instructional Coach	<u>loriwass@cusd.com</u>
Chelsie Wiebe	Teacher on Special Assignment, Induction Instructional Coach	<u>chelsiewiebe@cusd.com</u>
Stella Beato	Teacher on Special Assignment, Pre-Induction Instructional Coach	<u>stellabeato@cusd.com</u>

Program Norms



Equity of Voice



Active Listening



Perspective-Taking



Safety and Confidentiality



Respectful Use of Electronics

MISSION

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



Phases of First-Year Teachers' Attitude Toward Teaching



PHASES OF FIRST-YEAR TEACHERS' ATTITUDE TOWARD TEACHING



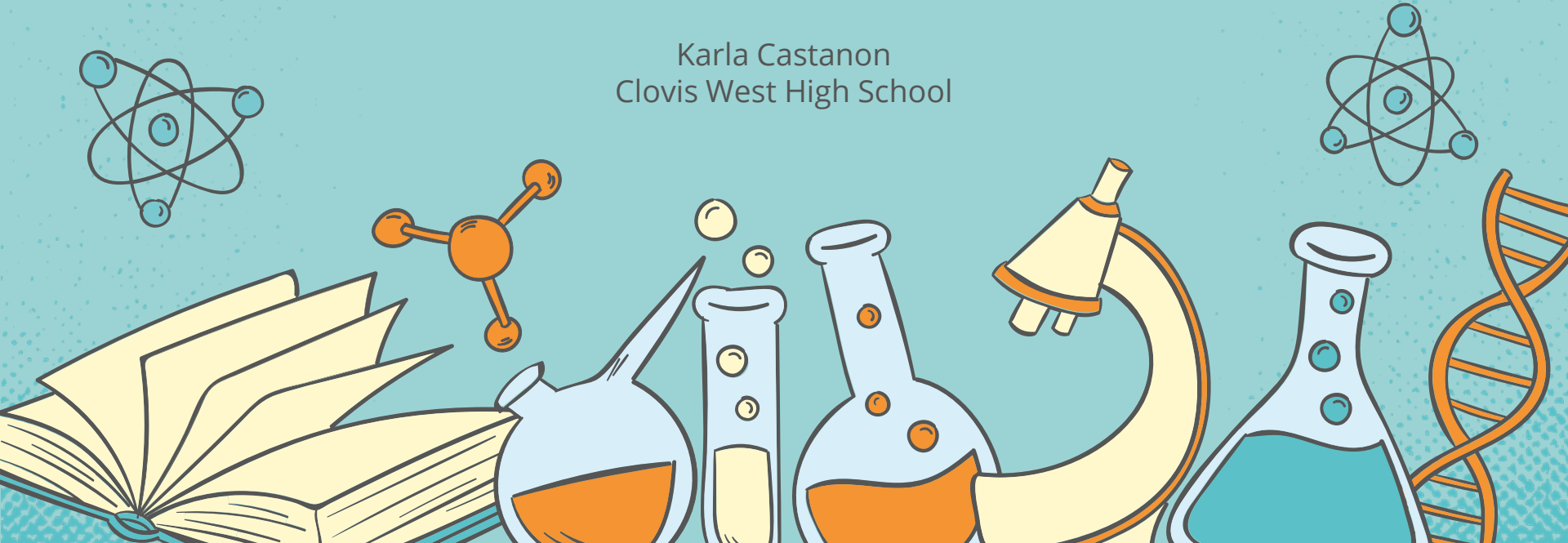
NEW TEACHER
CENTER



Induction Program Culmination

Induction Culmination

Karla Castanon
Clovis West High School



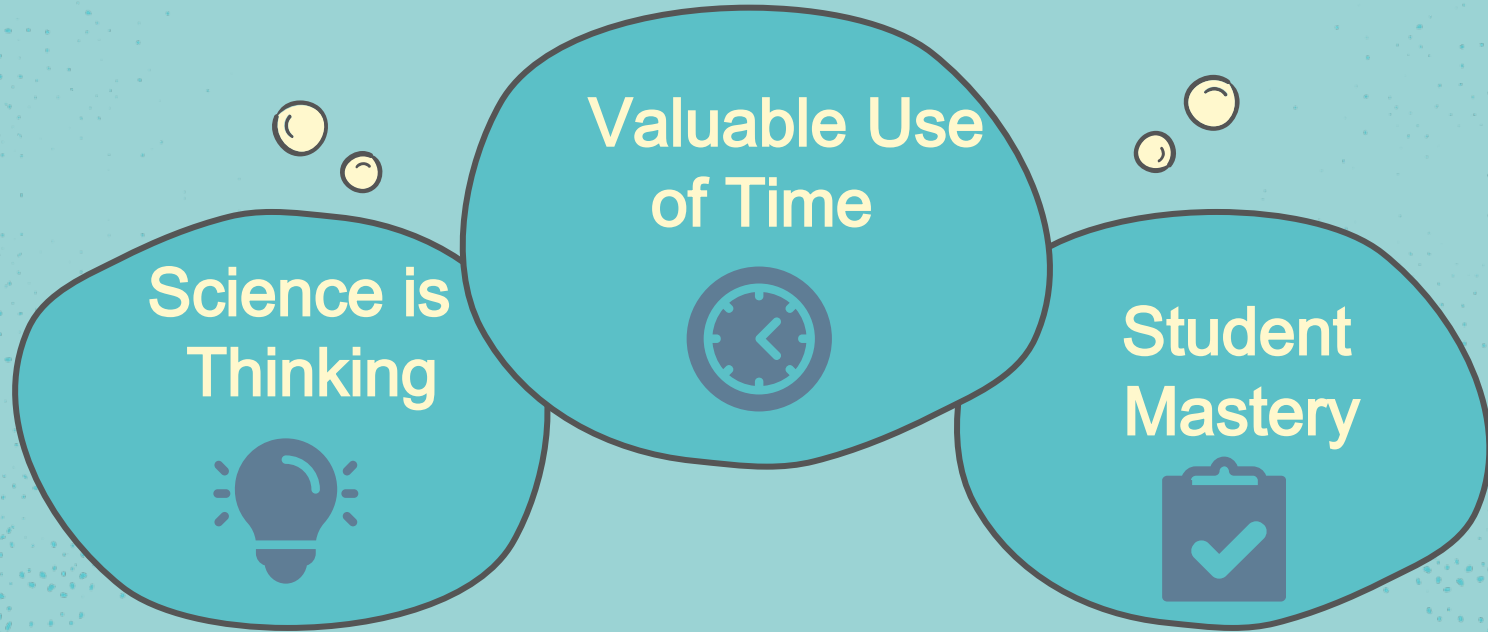
Most impactful Individual Learning Plan (ILP) goal:

“

By the end of the fall semester, I will provide problem-solving opportunities that promote critical thinking across lessons taught on a weekly basis as measured by student work products and teacher self-reflections on a weekly focus lesson.”



My Why?



Growth in Performance Bands

Students Exceeding Standard

61% Post-Assessment

Summative project assignment.

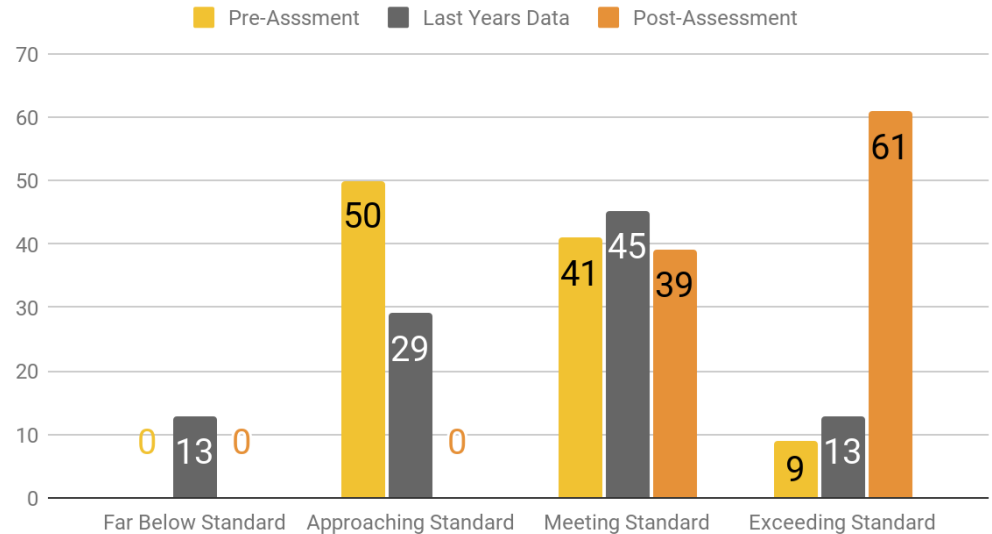
9% Pre-Assessment

Different assignment and standard
same class set.

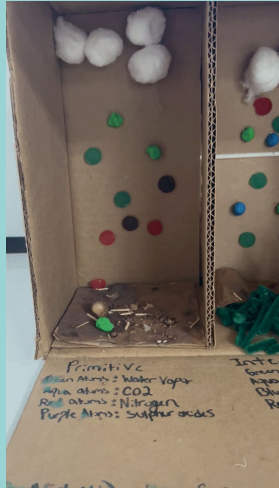
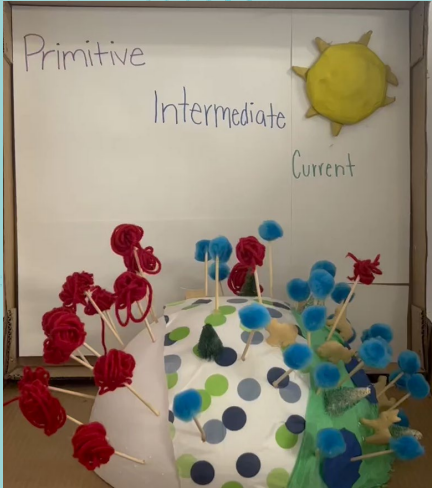
13% Last Years Data

Similar assignment different class set.

Performance Bands by Percent %



The Assessment

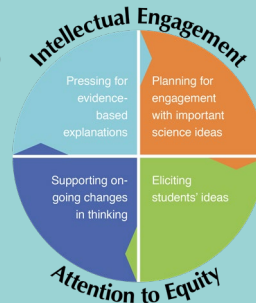


Collaboratively Building & Learning

Most significant research from the Inquiry Research & Analysis

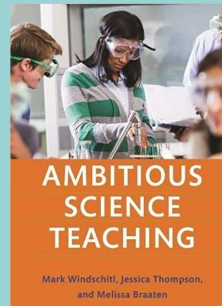
Question

How can I improve the labs in my classroom to provide my students the opportunity, confidence and ability to answer higher level application style questions?



Research

Ambitious Science Teaching
&
Fresno County PLC



Results

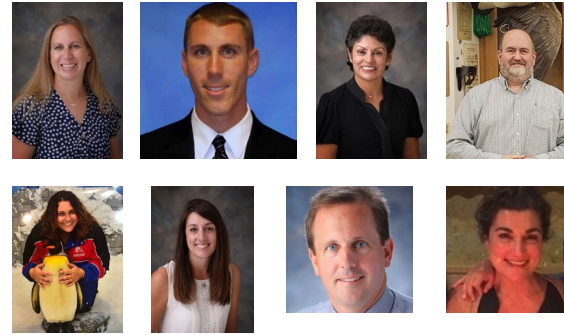
- Emphasis on collaborative work and strategies
- Explicit requirements and expectations.
- “Gotta Have It” Check Lists



Overview of Inquiry (Coaching Cycles)

1st

How has observation
feedback and reflection
impacted your teaching
practice?



And many more...

2nd

How has analyzing student
learning impacted your
teaching practice?

As a great coach once said "Practice makes permanent not perfect."
Analysis student outcome is what allows us to identify how we can improve.

3rd

Describe student progress
made.

Reflection and feedback have allowed me to see constant improvement in student outcomes. My confidence in my own practice has also improves.

Student Growth, in their own words...

Mrs. Castanon [...] made me feel like she really cared about her students. She makes me want to become a teacher because she makes it look like she is having fun while also making her students happy.

-A.S. Freshman Bio Student



I've made friendships with people I would have never met if it wasn't for Mrs. Castanon's class. Walking into her class everyday is a breath of fresh air. I can easily say she's the best teacher I have ever had. She's easy going and relates to all of her students which makes us all feel comfortable and we respect her because of that. She talks to us as if we are all people instead of us being just kids.

-J.R. Senior Zoology Student

I feel like the thing I directly grown this year in this class was being social because in this class I feel like I can say anything and not get judged for it. Plus everyone is just so positive which is what I also like.

-S.S. Freshman Bio Student



Two Components of Induction With Positive Impact on my Teaching Practice

Collaboration

Observations of
veteran teachers

Professional
Development
Sessions with other
teachers in
induction



Reflection

Analyzing student
growth and my own
practices

Finding & Seeking
improvement in
areas of growth

Program Components

Pacing Guide - Year One

YEAR ONE INDUCTION PACING GUIDE 2023-2024

✓	Program Requirements	Tools	Completed by
	Induction Program Orientation & MOU	Google Classroom	August September
	CSTP Self-Assessment	Google Classroom	
	Individual Learning Plan #1 Initial	Individual Learning Plan	
	Class Profile	Google Classroom	Portfolio Check September 20, 2023
	Minimum Number of Weekly Minutes (180)	Time Logs – Interactions	
	Triad of Support Conference	Google Classroom	
	Informal Observation #1	Collaborative Assessment Log	October Portfolio Check October 18, 2023
	Analyzing Student Learning	Analyzing Student Learning	
	Individual Learning Plan #1 Mid-Semester Update	Individual Learning plan Select Mid-Year Update	
	Minimum Number of Weekly Minutes (420)	Time Logs – Interactions	

Professional Development Calendar

MANDATORY INDUCTION PROFESSIONAL DEVELOPMENT PARTICIPATING TEACHERS 2023-2024

Professional Development: Participating Teachers Only				
Title	Date	Time	Location	Who
Year 2 PT Orientation / Kick-Off	8.30.2023	4:00-6:00 p.m.	PLC	Year 2 PTs
Year 1 PT Kick-Off	8.31.2023	4:00-6:00 p.m.	PLC	Year 1 PTs
Year 1 Synchronous Fall PD Option 1	9.19.2023	4:00-5:30 p.m.	PLC	Year 1 PTs
Year 1 Synchronous Fall PD Option 2	9.27.2023	4:00-5:30 p.m.	PLC	Year 1 PTs
Year 2 Synchronous Fall PD Option 1	10.4.2023	4:00-5:30 p.m.	PLC	Year 2 PTs
Year 2 Synchronous Fall PD Option 2	10.5.2023	4:00-5:30 p.m.	PLC	Year 2 PTs
Year 1 Synchronous Spring PD Option 1	3.5.2024	4:00-5:30 p.m.	PLC	Year 1 PTs
Year 1 Synchronous Spring PD Option 2	3.6.2024	4:00-5:30 p.m.	PLC	Year 1 PTs
Year 2 Synchronous Spring PD Option 1	3.13.2024	4:00-5:30 p.m.	PLC	Year 2 PTs
Year 2 Synchronous Spring PD Option 2	3.14.2024	4:00-5:30 p.m.	PLC	Year 2 PTs
Asynchronous Professional Development	Three one-hour CSTP aligned action research oriented Professional Development courses. <u>One</u> Fall Semester <u>Two</u> Spring Semester	Fall Semester Due date: 12/13/2023 Spring Semester Due Date 5/1/2024	thinkific	ALL PTs



Asynchronous Professional Development

Three, mandatory CSTP aligned action research oriented professional development offerings.

THINKIFIC



CUSD Online Professional Learning



CUSD Induction Courses

Home

CSTP 1

CSTP 2

CSTP 3

CSTP 4

CSTP 5

CSTP 6

Thank you for visiting the Induction Online Professional Development Website.

The Induction Professional Development courses are organized by CSTP Standard, with some courses relating to more than one standard. Each course may only be completed once during your time in Induction and you are required to complete (3) courses by April 26, 2023.

- You must sign in with your Clovis Unified email account. All other accounts will be deleted.
- Responses are reviewed and must be meaningful responses to the prompts. You may be asked to revise work that does not meet standard.

To view available courses, click on the CSTP Standard.

CSTP 1 - Engaging and supporting all students in learning

Courses are provided by the Curriculum & Instruction Induction Department to meet certain requirements for completion of the Induction program.

CSTP 2 - Creating and Maintaining Effective Environments for Student Learning



CUSD Online Professional Learning

Home

CSTP 1

CSTP 2

CSTP 3

CSTP 4

CSTP 5

CSTP 6

CSTP 1

[Behavior Management](#)

[Building Thinking Classrooms: Practices 1-3 \(Desmos\)](#)

[Developing Vocabulary in the Classroom](#)

[Differentiated Instruction: Maximizing the Learning of All Students](#)

[Engagement vs. Compliance](#)





Clovis Unified School District Induction Program

Induction Professional Digital Learning



[ALL COURSES](#)

[MY DASHBOARD](#)

Your
Name

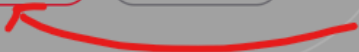


Student Engagement vs. Student Compliance

We all recognize our compliant learners. They're quiet, follow directions, and try hard.
Unfortunately, we often take this quiet cooperation in class as a substitute for real engagement.

[Enroll for free](#)

[Replay Course](#)





Sign up to enroll



Log in with



or

Email*

First name*

Last name*

Sign up



< Go to Dashboard

Student Engagement vs. Student Compliance

25% complete

Search by lesson title

Student Engagement vs. Student Compliance 4/16

- Introduction
TEXT · PREREQUISITE
- Engaged vs. Compliant
SURVEY · 1 QUESTION · PREREQUISITE
- Section 1 - Engaged vs. Compliant?
TEXT · PREREQUISITE
- Engaged vs. Compliant Learner
QUIZ · 1 QUESTION · PREREQUISITE
- Section 2 - The Four Keys to Student Engagement**
TEXT · PREREQUISITE

Section 2 - The Four Keys to Student Engagement

Engagement tends to look quite different from quiet cooperation. Engaged learners often pursue their own train of thought about the topic under study, regardless of the task at hand. They may not always participate in group activities if they're still mulling ideas over—or if they're immersed in finishing that assigned task that they're just now getting around to doing.

Engaged learners tend to focus on the learning and share their thoughts unprompted, without consideration for those around them. Straightforward questions bore them, but questions that are personally relevant or that require teasing out ambiguity fascinate them. These learners take risks; they're not afraid to try something new.

Engaged learners can be needy. They're often annoyed by interruptions, they question everything, and they'll follow an idea even if it takes them outside the parameters of the assignment. Compliant they are not.

So here's another truth: *Real engagement is not compliance*. We can't pine for engaged learners when our policies and practices tend to focus on producing compliant learners. If we want to grow capacity in our students; unearth student talents, dreams, and aspirations; and instill perseverance through a focus on doing hard work, learning from mistakes, and revising one's work, we need to design classroom practices around securing real engagement.

Four keys can unlock this kind of learning. See Figure 1 for a discussion of what each key looks like from both the student's and the teacher's perspectives.

Figure 1. Keys to Engagement: Student and Teacher Perspectives

COMPLETE & CONTINUE →



Class Profile



Clovis Unified School District Induction Program

Class Profile 2023.24

Please complete the Class Profile to help you gather and analyze data to learn about the individual students in your class. The following resources may be used to gather data: Q, Beyond SST to access 504, BSP, BISP, and IEP plans, site administrator, site coordinators, SPED case managers, school psychologists and school nurses. Record the information in the applicable sections below and complete the Class Profile Reflections.

[Click for directions to access student data from Q \(including Wingding key\)](#)

[Click for directions to access SBAC data from Illuminate](#)

[Click for directions to access ELPAC data from Illuminate](#)

[Click for directions to access SST/504 Plans from Beyond SST](#)

General Student Information

Class Roster First Names ONLY	Please list all significant factors related to each student: Possible Significant Factors: (e.g. *504 - Accommodations Plan; FY – Foster Youth; *GATE - Gifted & Talented
--	--

****Training video is provided in Google Classroom**

Triad of Support Conversation



Clovis Unified School District Induction Program

Triad of Support Conversation Guide

(Year One PTs and Year Two Transfers)

DIRECTIONS: Meet with your Administrator and Mentor to discuss each of the questions below. Administrator, please respond to questions 1-11. PT, please respond to questions 12-13. Reflect and capture your key thoughts in the column on the right. The information gathered will help guide your classroom decision-making and help identify areas for future inquiry. When complete, including administrator signature, turn in via Google Classroom. This tool should be shared with your mentor and administrator.

PT Name: _____

Site: _____

Contextualizing Prompts	Reflect/Capture Essence of Your Conversation
Class, School, District, Community <ol style="list-style-type: none">1. What are the site goals and initiatives for this school year?2. What is the teacher's role related to these goals and initiatives?3. What is the formal evaluation process at your site?4. Discuss the relationship between your site evaluation process and the induction program observations.	



Induction Google Classroom

Directions:

- Go to Google Classroom
- Use the code below to join “Year One Induction PT’s 2023.24”
- Please open and respond to the question “Reflecting on your first few weeks.....”

Year One PT Class Code: **zgv4egb**

California Standards of the Teaching Profession (CSTP)



CSTP Self-Assessment



Section 1 of 7

CSTP Self Assessment



On the following pages you will be asked to engage in a time of reflection related to your skills as a teacher and self evaluate where you fall on the scale for each element within the CSTP. You will be asked to provide evidence supporting your ratings in each of the CSTP's as a whole. Please use the CSTP Continuum of Practice document attached to each question to guide your reflection. Before we begin, please provide your name, your mentors name, as well as whether you are in year 1 or year 2 of induction.

CSTP Self-Assessment Continuum of Practice - Rubric

***See supplement handout**

Continuum of Teaching Practice





CSTP Self-Assessment

1. Please go to our Year One PT Google Classroom and click on assignment titled “CSTP Self-Assessment”.
1. Open the assignment and then the Google Form titled “CSTP Self-Assessment”.
1. Use the CSTP Continuum of Teaching Practice Rubric to inform your ratings and write your reflections.
1. Please make sure to click “submit” when completed.



20:00



Individual Development Plan (IDP) from university



Individual Development Plan (IDP)

Teacher Candidate Name: _____

At the completion of final student teaching, Fresno State Teacher Candidates will work collaboratively with the University Program Supervisor and District-Employed Supervisor to reflect and complete an Individual Development Plan (IDP). This plan is based on the results of the Fresno Assessment of Student Teachers (FAST) assessments; Assessment/Goal Setting forms; classroom observations; and other indicators of performance. Using these resources the teacher candidate, in collaboration with his or her University Program Supervisor and District-Employed Supervisor, will identify *two* goals related to the Teacher Performance Expectations/California Standards for the Teaching Profession. Teachers will use this information as well as artifacts and work from their teacher preparation as planning tools when meeting with their district Induction Mentor during their first year of teaching.

Individual Learning Plan (ILP)



Section 2 of 7

CSTP 1: Engaging and Supporting All Students in Learning



Using the CSTP Continuum of Teaching Practice document, rate yourself on each of the elements below. In the box at the bottom, please provide evidence to support your ratings of CSTP 1.

1.1 Using knowledge of students to engage them in learning. ([CSTP Continuum](#)) *

Emerging

Exploring

Applying

Integrating

Innovating

1.1



SMART Goals begin with your Self-Assessment

- **Review CSTP Standards 1-5 to identify which best aligns with your area for growth**
- **Carefully review each element within your selected standard (CSTP 1-5)**
- **Select one CSTP Element within the focus standard for your Individualized Learning Plan.**

Why use SMART Goals?

We require Individual Learning Plan (ILP) Professional Goals be written as teacher-centered SMART goals to ensure they are:

- Relevant to content area and CSTP element
- Clear and focused so you know exactly what you are working toward
- Realistic and bound by a deadline
- Concise to facilitate measurement and progress tracking of effort towards achieving your goal

SMART Goal Planning Sheet

Individual Learning Plan (ILP) goals must be ***teacher-centered*** SMART goals.

*Use the planning sheet in the Induction Handbook on page 27
to help formulate your ILP goals:

S= SPECIFIC

M= MEASURABLE

A= ATTAINABLE

R= RELEVANT

T= TIME-BOUND

Exemplar ILP SMART Goal

CSTP Standard 1:

Engaging and Supporting All Students in Learning

CSTP Element 1.3:

Connecting subject matter to meaningful, real-life experiences

By December 8, 2021, I will utilize differentiated small-group math instruction, emphasizing math reasoning with real-life contexts, a minimum of three-times weekly for six weeks as evidenced by my lesson plans, observation notes, and analysis of student progress.

New Teacher Center (NTC) - Kiano

You should have an email from NTC for login and account information.



Member Login

The Email field must be a valid email.

[Forgot password?](#)

Individual Learning Plan (ILP)

Initial Assessment: CSTP Selection



10:00



Individual Learning Plan (ILP)

Initial Assessment: Evidence



15:00



Individual Learning Plan (ILP)

Initial Assessment: Strengths



10:00



Individual Learning Plan (ILP)

Initial Assessment: Areas for Growth



10:00



Individual Learning Plan (ILP)

Initial Assessment: Level of Practice Rating



10:00



Individual Learning Plan (ILP)

Initial Assessment: Professional SMART Goal



20:00



Individual Learning Plan (ILP)

Initial Assessment: Next Steps



10:00



Individual Learning Plan (ILP)

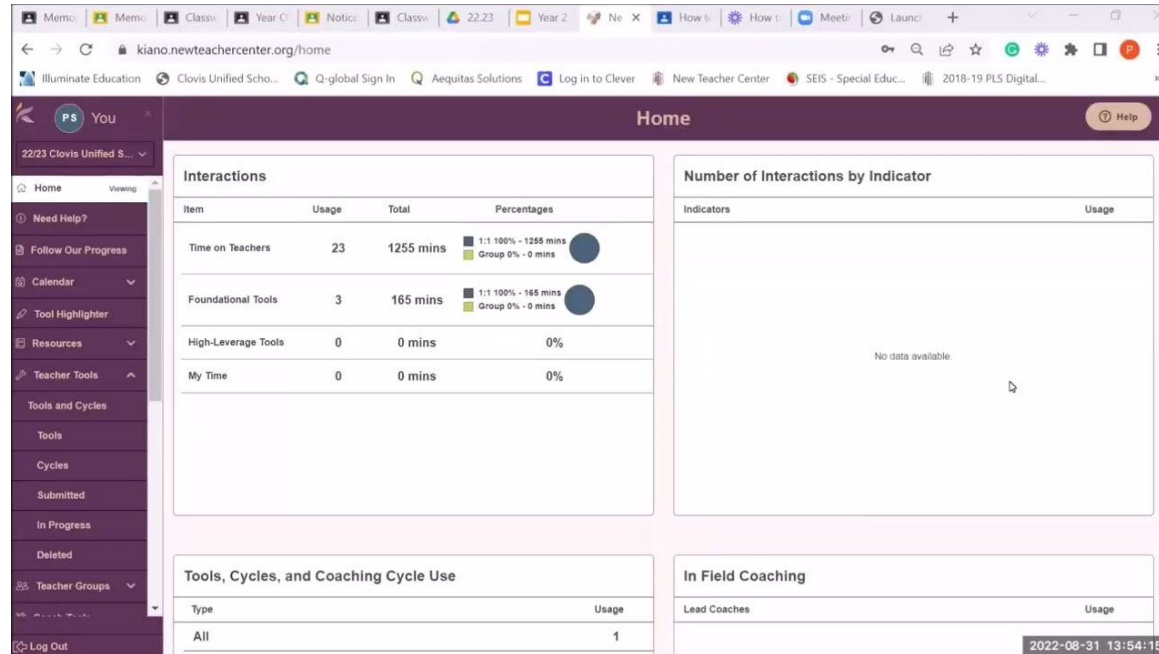
Initial Assessment: Support Desired



10:00



New Teacher Center (NTC) - Kiano



Before You Leave.....

- Submit your CSTP Self-Assessment to the Google Classroom.
- Complete ILP #1 Draft
- Review Induction Handbook
- Complete your event feedback in the Google Classroom
- Ask any Questions