

SMUHSD

In District Induction Program

What is an Induction Program?

Two-year program to support teachers in clearing their preliminary credentials.

- 1:1 mentorship with embedded support time
- Professional learning
- Reflection and growth towards the CSTPs*

The ultimate goals of an induction program are to develop the habits of mind, collaboration skills, and support networks required to be an effective educator with sustainable teaching practices.

*California Standards for the Teaching Profession

What is required to clear a credential?

- Preliminary credentials earned through teacher preparation programs and student teaching or an internship programs
- Credentials are cleared through job-embedded induction programs, offered by in-district programs, consortiums, or local universities.
- Teachers must clear their preliminary credential within five years of the issue date.

“California has a two-tiered credentialing system for teachers. Preliminary programs prepare candidates to obtain an initial teaching credential through successful completion of required coursework, fieldwork, and a performance demonstration of their knowledge, skills, and abilities. The second tier of preparation is a two-year job-embedded individualized induction program that is focused on extensive support and mentoring to new teachers in their first and second year of teaching.”

- California Commission on Teacher Credentialing

Rationale for In-House Induction Program

1. Allows us to provide induction services and professional learning for teachers...
 - in alignment with SMUHSD priorities and equity mission and vision.
 - tailored to the secondary education environment
 - with the goal of improving both preparation and retention of highly qualified teachers.
2. Enables us to train SMUHSD Instructional Coaches in research based mentorship practices aligned with district priorities.
3. Serves as an additional hiring incentive to recruit a diverse workforce at SMUHSD, by offering an induction program aligned with our equity mission and vision.

● **Current Induction Services through SMCOE**

● SMCOE Induction Consortium

- Provides induction services for grades k-12
- Supports 70-90 mentors
- Challenging to differentiate professional learning for both mentors and teachers across all grade levels and various districts.

● Anticipated Program Size

● SMUHSD anticipates an average annual program enrollment between 25-30 teachers

- Consistent with our past five years of inductees
- Comparable to neighboring/ similar districts

SMUHSD Induction Enrollment at SMCOE

Year	Total Certificated Hires	Induction Year 1	Induction Year 2	*Induction Total
2016-17	67	16	11	27
2017-18	62	17	14	31
2018-19	62	18	10	28
2019-20	80	13	16	29
2020-21	57	13	12	25

**Induction totals represent the enrollment at the start of a program year.*

Induction Enrollment at Similar/ Local Districts

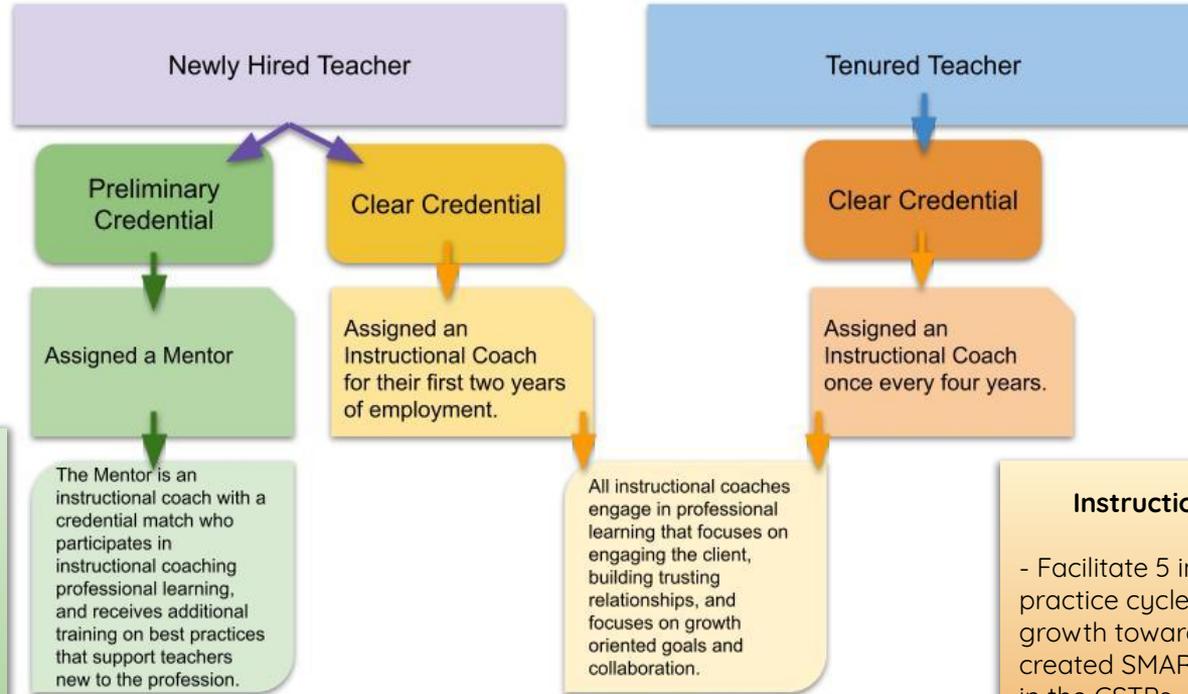
	SMUHSD	SUHSD (Sequoia)	FUHSD (Fremont)	SSUSD (South San Francisco)
Grade levels	9-12th	6-12th	9-12th	TK-12th
Number of Schools Supported in Induction	7 6 comprehensive 1 non-traditional	8 4 comprehensive 1 non-traditional 2 charter 1 6-8th (Ravenswood)	6 5 comprehensive 1 non-traditional	14 2 HS, 3 MS 9 elementary
Induction Enrollment (ave.)	20-30	40-50	30-40	40

Anticipated Mentor Structure

SMUHSD Instructional Coaches act as Mentors

- Currently, SMUHSD Instructional Coaches act as mentors, and are required to attend 18-27 hours of SMCOE Mentor PD.
- SMUHSD will provide Mentor training and feedback in alignment with SMUHSD goals and CTC Induction Program Standards.
- Mentors must be matched with induction teachers by credential type (General Education/ Special Education) per CTC Induction Program requirements.
- Mentor assignments will be matched at school sites as long as a credential type match is available.

Assignment of Mentors versus Instructional Coaches



Mentors

In addition to their work as an instructional Coach...

- Meet with teachers on average for 1 hour a week, per CTC Induction Program requirements.
- Support teacher development in the CSTPS through induction activities
- Attend Mentor Colloquiums for professional growth

The Mentor is an instructional coach with a credential match who participates in instructional coaching professional learning, and receives additional training on best practices that support teachers new to the profession.

All instructional coaches engage in professional learning that focuses on engaging the client, building trusting relationships, and focuses on growth oriented goals and collaboration.

Instructional Coaches

- Facilitate 5 inquiry into practice cycles centered on growth towards teacher created SMARTER goals, rooted in the CSTPs.
- Support the development of the Summary of Evidence document for evaluation.
- Attend Instructional Coaching Workshops for professional growth.

Comparison of Mentor Structure at Similar/ Local School Districts

	SMUHSD	SUHSD	FUHSD	SSUSD
FTE for Mentors	**1.2 FTE	2.6 FTE	4.0 FTE	0 FTE \$3K for 1 teacher \$4,200 for 2 teachers
Ratio: teachers to Mentor	*25:1	20:1	15:1 (12:1-20:1)	2:1
Over coaching load compensation	\$2,000 stipend for each additional	\$3,000 stipend for each additional	NA	NA
Additional Mentor Responsibilities	*Instructional coaching of veteran teachers	FTE exclusively for mentoring work. Mentors participate in induction portfolio reviews.	Professional development design and facilitation.	All mentors are full time classroom teachers.

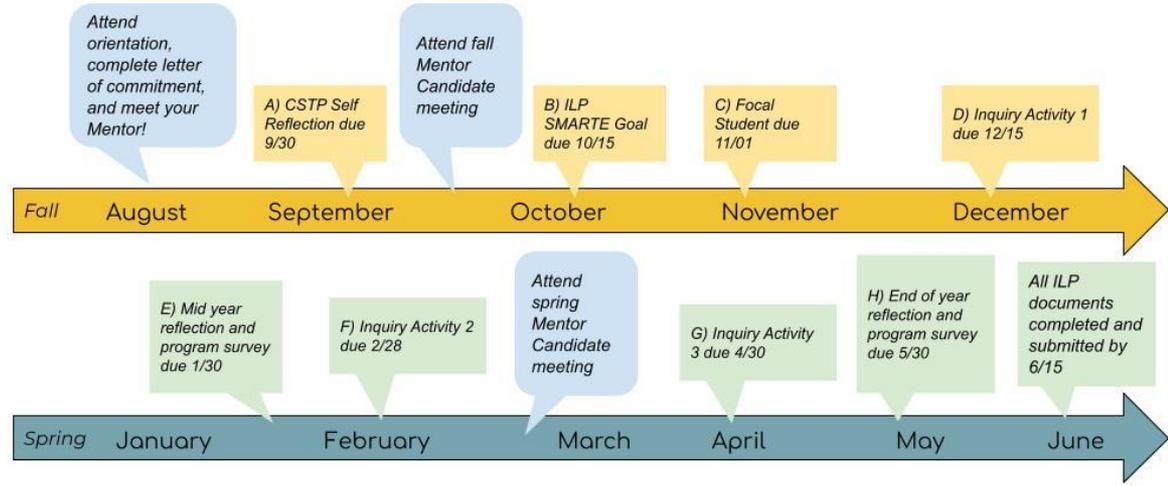
* Current SMUHSD [Instructional Coaching Job Description](#)

**FTE estimate, embedded in IC FTE of 5.4-7.0

SMUHSD induction Program Highlights

- Professional learning for both participating teachers and mentors will be grounded in adult learning theory, standards for mentors and the teaching profession, and researched based best practices.
- Program requirements will be streamlined, and support work teachers are currently engaged in.
- SMUHSD will host joint mentor + candidate meetings to support collaboration, connection and coherent understanding of program goals and requirements.
- Mentors will engage in bi-monthly colloquiums to engage collaborative peer feedback and review of participating teacher progress and mentoring practices.
- Mentors will be directly supported by the program coordinator in their professional growth.

Induction Year Calendar



Anticipated Program Costs

2021-2022

- Net savings of an estimated \$13,000
 - Not all program components will be implemented in the pilot year.
 - We will not have SMCOE associated induction costs.

2022-2023

- Estimated program expenses \$197,000
- Savings from SMCOE incurred expenses \$108,000
- Total additional costs of program: \$89,000
- Estimated Program Budget

CTC Approval Process Timeline

- ✓ Stage I: Prerequisites
 - ✓ Accreditation 101 Registration Information
- ✓ Stage II: Eligibility Requirements
- ☐ Stage III: Common Standards, Preconditions, and Provisional Approval
 - ✓ Common Standards: BIR review
 - ✓ Preconditions: Commission Review
 - ☐ Commission Determination (June 2021)
- ☐ Stage IV: Program Approval
 - ☐ Program Standards- BIR Review (June-August 2021)
 - ☐ Committee on Accreditation (August-October 2021)
- ☐ Stage V: Full Approval

Once a program has been provisionally approved by the Committee on Accreditation, they may begin program operation.

Full program approval is granted after 2-3 years of program data have been collected and a site visit is conducted.

After full approval, the program participates in a seven year accreditation cycle.

From CA.gov CTC- Initial Institutional Approval Process

SMUHSD Timeline and Process

- August 2019 Board Approves District Induction Goal
 - Board Minutes 8/22/19- Board Approval of District Goals item L2
 - Board Minutes 9/12/20 - Approval of 8/22/20 minutes consent agenda item J3.
 - District 2019-2020 Goals, 1.5
- 2017-2021: Research and development of program preconditions and standards with CTC feedback
- August 2021: ICs assigned with credential match to assume induction mentorship responsibilities
- October 2021: Anticipated start of induction program



Comments and Feedback

Appendix

Accreditation Documents & Program Development Resources

SMUHSD Induction Website

SMUHSD Accreditation Website

- Stage II Eligibility Requirements
- Induction Initial Preconditions
- Induction General Preconditions
- Induction Program Preconditions
- Induction Common Standards

Recent Current Induction Teacher Feedback on SMCOE

- *“The greatest benefit of being in-house would be to have a mentor that understands SMUHSD. My SMCOE mentor was rarely able to help me with decisions or problem solving because “every district does things their own way.”*
- *“The county program was often elementary oriented. The PD sessions and assignments often seemed out of alignment with what was actually happening in the classroom. If I was a coach I would want to make sure that the program could be flexible to support teachers in what they’re currently working on as opposed to what the county thought they needed.”*
- *“I did NOT like their take on classroom management. It was very “SLANT”/“Teach Like A Champion” focused. I also think there was not nearly enough focus on anti-racist anti-bias (or even culturally relevant) teaching. They barely touched on it. A lot of the PD was very much overview and things I had already learned in my graduate program or at Hillsdale/SMUHSD PD, and so I felt like a lot of time at county PDs was wasted. “*

Recent/ Current Induction Teacher Suggestions

- *“Ensure that assignments for Induction can be things teachers are organically doing in their classrooms. Allow for coaches to design work/procedures based on the current needs of the induction candidate. My coach was AMAZING.”*
- *“Alignment in content areas. Get other new teachers together who are doing the same assignment. I feel like the whole process is more suited for a teacher at the 3 to 5 year mark. All the work, metacognition, and reporting is a repeat of what was done in the credential program and new teachers need more straightforward practical training and experiences.”*
- *“Individualized as much as possible to the teacher. As a new teacher, the most valuable thing is just practice in the classroom, so the fewest requirements outside of that would allow the teacher to most authentically grow and reflect without extra stress and seemingly unhelpful tasks/forms to fill out.”*
- *“We are all coming out of different credential programs and student-teaching experiences, so I think there should be a lot of flexibility as to the kinds of supports that are offered. For example, I could have used a lot of help lesson planning. For that, a coach in my discipline would have been enormously helpful.”*
- *“The current SMUHSD PD offering is really good. If you add more make the number of required less classes (sic) and make the classes more targeted to certain groups, ie, SpEd or ELL or content specific.”*

Recent/ Current IC Mentor Feedback on SMCOE

- *Make it genuine support for the needs of the teachers...when the support is too prescribed it makes it challenging for the IC to move & react to what the new teachers is going through in their daily existence.*
- *Leadership...I doubt if any ICs in our district looked to SMCOE for that leadership...the nice thing is that there is leadership through the district which will make this transition smoother & ultimately a better experience for both the coaches & the teachers.*
- *All documents need to be simplified and they need to be better coordinated so that they do not feel repetitive of coursework these beginning teachers just completed in their teaching programs AND in better sync with what is required from IC coaching. ALL of it needs to be streamlined and repetition needs to be taken out of the expectations*
- *It felt disjointed and one-size-fits-all and I didn't feel like I necessarily got clearer on paperwork OR grew as a mentor (one or the other should be the goal).*
- *Meetings with mentors AND teachers - there's always stuff we could learn together, discuss, bond, etc. - such a missed opportunity (my own BTSA experience had shared meetings which were my favorite part). It's also really valuable to learn about teaching practices that are supported with data, or classroom management beliefs/tips/tricks. I felt like there was a lot of feel-good fluff in the SMCOE program and very little meat. Lots of time was wasted, and lots of lecturing from the leaders that was full of eduspeak and jargon.*
- *CLEAR organization and CLEAR objectives/outcomes that follow a plan or year long trajectory. It seems like a bit of a mess. The PD does not seem clearly aligned with objectives, or they are not jumbled with too many things. I don't quite understand our role with the ILP and the forms I need to complete as a mentor. I can figure it out, I think, but it's not clearly outlined. There should be clear due dates outlined at each meeting so we can see what's coming up. Then the work should be aligned to overarching goals for induction, or related to the ILP work we are supposed to be doing during that segment of time.*