



Program Information

Section 1

Mission and Vision

Mission

The mission of the Burton School District Induction Program is to develop teachers along their professional learning journey building on the knowledge and skills gained through their preliminary preparation program. Candidates will work with mentors who model quality instruction, provide collaborative support, equip candidates to teach the adopted California K-12 standards and frameworks, empower each teacher to grow as a professional.

Vision

The vision of the Burton School District's Induction Program is that every teacher is provided with the resources, skills, and support to grow their professional capacity.

Our entire program is based on the California Standards for the Teaching Profession. Candidates have multiple opportunities to interact and understand the standards as they are personally guided by the direction of their TIP Mentors. In order

to document progress towards mastery of the CSTP, candidates and TIP Mentors work together to identify the candidate's current stage of development as well as growth over time through the inquiry cycle. In addition, the ILP serves as another way to document progress towards mastery. Within the ILP, candidates create goals based on the CSTP and show progress in meeting those goals. As part of the program structure, candidates measure their development in the CSTP's throughout various stages of each ILP inquiry cycle. TIP Mentors assist candidates in this measurement of development and provide coaching, feedback, and professional learning directly related to growth in the CSTP's. Training is provided to TIP Mentors on the CSTP's and how to measure growth and development over time. This training is utilized by the TIP Mentors to help their candidates develop their ILP.

The logo for Burton School District is partially visible in the top-left corner. It features a circular emblem with a keyhole and the word "DISTRICT" written around the perimeter.

Section 2

Admission and Eligibility

Burton School District provides teacher induction programs to our employees who hold preliminary single subject, multiple subject, and education specialists credentials. There are no fees charged to participate. Induction program candidates are required to complete a candidate commitment form. The Burton School District is committed to equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

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Section 3

Program Policies and Overview

The Burton School District Teacher Induction Program is two years in length and begins in the first year of teaching. The induction program is job embedded and is focused on mentoring and support of the candidate's growth in the CSTPs.

Candidates have multiple opportunities to interact and understand the standards as they are personally guided by the direction of their TIP Mentors. Each induction candidate receives an average of not less than one week of individualized support/mentoring coordinated and/or provided by the mentor.

In order to document progress towards mastery of the CSTP, candidates and TIP Mentors work together to identify the candidate's current stage of development as well as growth over time through the inquiry cycle. In addition, the ILP serves as another way to document progress towards mastery. Within the ILP, candidates create goals based on the CSTP and show progress in meeting those goals. Candidates develop their ILP goals with mentor support utilizing their previous knowledge from their preliminary program, their Individualized Development Plan, suggestions from their site administrator and the context of their job within the first 45 days of the program.

Mentor Information

Mentor Qualifications

- Effective and Experienced Teachers
- Engage Students in Learning
- Use Research-Based Strategies
- Strong Communication and Collaboration Skills
- Knowledgeable of Standards and Content
- Compassionate, Respectful, and Approachable

Application Requirements

- Possession of a Clear Teaching Credential
- Three or more years of successful teaching experience
- Availability to meet with candidates at least one hour per week, attend designated TIP and Mentor meetings/trainings
- Recommendation from current site administrator as needed

- Knowledge of curriculum, standards, and instruction in your specific grade level or content area
- Two year commitment (preferred)
- Ability, willingness, and flexibility to meet candidate needs for support

Responsibilities of a TIP Mentor

- Meet with Induction Candidate a Minimum of 1 Hour Per Week
- Attend BSD TIP Meetings and Trainings
- Complete all Required Forms, Documents, etc.
- Guide the Candidate Through the ILP Inquiry Process
- Mentors will receive ongoing training and support to continue growing their individual coaching skills. Opportunities for professional development include in person and online delivery.

Mentors are selected and matched with candidates in the first 30 days of the program.



Section 5

Early Completion Option

In accordance with CTC Induction Preconditions, BSD TIP makes an early completion option available. An electronic application must be submitted and supporting documentation provided by September 15th. The Early Completion Option (ECO) is available for “experienced and exceptional” candidates who meet the following established criteria.

Candidates must:

- Hold a California Preliminary single subject, multiple subject, or education specialist credential
- Be employed in a California public school
- Be able to document a minimum 2 years prior teaching experience as the teacher of record
- Provide a recommendation from his/her site administrator
- Sign Candidate agreement form

This option is designed to acknowledge the skills of teachers who have previous teaching experience, such that the induction program may be completed in one year rather than two. Upon successful completion of all induction requirements, candidates will be recommended to CTC for a clear credential. BSD TIP is responsible for determining if the ECO candidate has met all program requirements. The ECO candidate

must demonstrate that s/he has the knowledge, skills, abilities, and competencies required of all teacher candidates who complete the full-length induction program. If the ECO candidate does not complete the program requirements and/or meet program deadlines, the Dean of Burton Institute and/or the Executive Director of HR may revoke the ECO status and the candidate will need to complete a second year of the program.

Application for ECO is due: September 15, 2023



Section 6

Program Contact Information

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Dean of Burton Institute

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TIP TOSA

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Debbie Estrada

Executive Director of Human Resources



Section 7 Calendars

Year 1, Year 2, ECO Candidates:

Candidate Orientation: September 12, 2023 3:50-4:50 (Zoom)

Meeting 1: November 7, 2023 3:50-4:50 (Zoom)

ILP 1 Due: November 17, 2023

Meeting 2: February 6, 2024 3:50-4:50 (Zoom)

ILP 2 Due: February 16, 2024

Meeting 3: April 23, 2024 3:50-4:50 (Zoom)

ILP 3 Due: May 3, 2024

Meeting 4: May 14, 2024 3:40-5:00pm TBD

TIP Mentors:

TIP Mentor Initial Training: September 5, 2023 3:50-4:50 (Zoom)

Meeting 1: November 7, 2023 3:50-4:50 (Zoom)

Meeting 2: February 6, 2024 3:50-4:50 (Zoom)

Meeting 3: April 23, 2024 3:50-4:50 (Zoom)

Meeting 4: May 14, 2024 3:40-5:00pm TBD

Mentor Training 1 (Synchronous on Zoom):

October 17th or October 24th, 2023

Mentor Training 2 (Asynchronous):

Canvas Module Opens: November 13th, 2023

Canvas Module Due: December 8, 2023

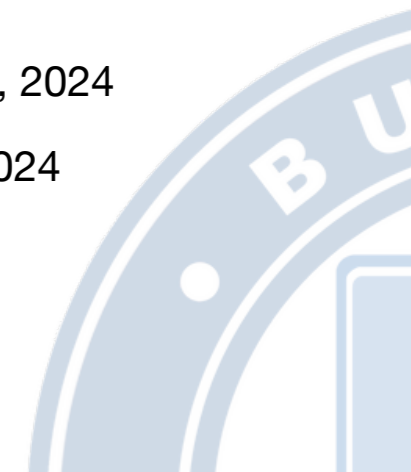
Mentor Training 3 (Synchronous on Zoom):

March 26th or April 2nd, 2024

Mentor Training 4 (Asynchronous):

Canvas Module Opens: April 29th, 2024

Canvas Module Due: May 17th, 2024





Policies



Section 1

Academic Integrity Policy

Effective learning, teaching, and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for the requirements of your Clear Credential or conducted in the wider arena of the teaching profession.

Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential.

Violations of This Policy Include, But Are Not Limited To:

1. Plagiarism

Plagiarism consists of taking someone else's ideas, words or other types of work product and presenting them as one's own. To avoid plagiarism, Candidates are expected to be attentive to proper methods of documentation and acknowledgement. Cite material from the internet as if it were from a traditionally published source. Follow the citation style or requirements of the instructor for whom the work is produced.

2. Copying or Collaborating on Assignments without Permission

When a Candidate submits work with his/her name on it, this is a written statement that credit for the work belongs to that

Candidate alone. If the work was a product of collaboration, each Candidate is expected to clearly acknowledge in writing all persons who contributed to its completion.

3. Fabrication or Falsification of Data or Records

It is dishonest to fabricate or falsify data in research, reports, or in any other circumstances; to fabricate source material in a bibliography or "works cited" list. It is also dishonest to take data developed by someone else and present them as one's own.

This list is not intended to be exhaustive. To seek clarification, Candidates should ask the New Teacher Support and Development Coordinator for guidance.



Section 2

Help and Problem Solving

Request for Mentor Reassignment

If at any time the pairing between the candidate and the mentor is perceived as unsuccessful for any reason, this pairing may be revised.

It is the responsibility of the participants to inform the program of any challenges in this area.

A candidate or a mentor may contact the Dean of Burton Institute at any time to request a new pairing. Upon receipt of such a request, the Dean of Burton Institute will contact both the candidate and mentor to obtain additional confidential information.

Note: In cases when the mentor has provided partial services with BSD TIP, the reassignment of mentors will include consideration to prorate compensation. Newly assigned mentors' compensation will also be prorated depending on the time remaining in the school year and the duties to be completed.

Program Extension Requests

In the event that a Candidate requires additional time to demonstrate growth on the CSTPs a candidate can submit a request to extend the program.

Extension requests can be completed here:

<https://docs.google.com/forms/d/e/1FAIpQLSdmaWU-fTD-FPjAMZltxni-X4U1Lfdmywcr9lhli7g2Vx1Vwg/viewform>



Section 3

Grievance Policy

Grievance Policy


The grievance process is as follows. The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems which may from time to time arise negatively affecting the candidates and mentors. Both parties agree that these proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure. Since it is important that grievances be processed as rapidly as possible, the time limits specified at each level should be considered to be maximum, and every effort should be made to expedite the process. The time limits may, however, be extended by express written agreement of all parties. Every effort will be made to resolve grievances before the end of the school year. Grievances shall be made within 30 work days of the act or event of the complaint. In the case of identical grievance claims, the District may elect to hear only the first written grievance filed. When the decision is rendered, it shall be applicable to all claims on the same issue arising from the same set of circumstances.

Informal Level

- An aggrieved person shall normally seek a solution(s) to his/her problem(s) through at least one informal discussion with the other party prior to initiating a formalized grievance proceeding as hereinafter described. Adjustment of a grievance through such an informal discussion may be accomplished without the intervention of the Dean of Burton Institute or the Executive Director for Human Resources.
- No grievance shall be valid unless it has been presented at the informal level within thirty (30) working days after the act or condition occurred.

Formal Level

Level One

- If the aggrieved person is not satisfied with the disposition of the grievance at the Informal Level, he/she may forward the grievance, in writing, to the Dean of Burton Institute or if the grievance is against the Dean of Burton Institute, to the Executive Director for Human Resources. This may be done at any time within fifteen (15) working days after the Informal Level discussion.
 - An aggrieved person will first present his/her grievance in writing to the appropriate person as stated above.
 - The Dean of Burton Institute or Executive Director will conduct any neces-
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sary investigation and will communicate his/her written decision on the matter to the aggrieved person within ten (10) working days after receiving the grievance claim.

Level Two

- If the aggrieved person is not satisfied with the disposition of the grievance at Level One, or if no written decision has been rendered within the indicated ten (10) working day period, he/she may forward the grievance, in writing, to the Executive Director for Human resources. This may be done at any time within five (5) working days after the Level One decision has been received or the ten (10) working day period for such a decision has expired.
- Within ten (10) working days after he/she has received the written grievance, the Executive Director will meet with the aggrieved person in an effort to resolve it. Within ten (10) working days after such meeting, the Executive Director or his/her designee shall communicate his/her written decision on the matter to the aggrieved person.

Level Three

- If the aggrieved person is not satisfied with the disposition of the grievance at Level Two, or if no written decision has

been rendered within the indicated ten (10) working day period, he/she may forward the grievance, in writing, to the District Superintendent. This may be done at any time within five (5) working days after the Level Two decision has been received or the ten (10) working day period for such a decision has expired.

- Within ten (10) working days after he/she has received the written grievance, the Superintendent or his/her designee will meet with the aggrieved person in an effort to resolve it. Within ten (10) working days after such meeting, the Superintendent or his/her designee shall communicate his/her written decision on the matter to the aggrieved person.

Level Four

- If the aggrieved person is not satisfied with the disposition of the grievance at Level Three, or if no written decision has been rendered within the indicated ten (10) working day period, he/she may appeal, in writing, to the School Board. This may be done at any time within five (5) working days after the Level Three decision has been received or the ten (10) working day period for such a decision has expired. All information presented at the informal and steps one (1) through three (3) shall be included in the appeal. The Superintendent shall provide a detailed report of the district's attempt for a resolution at all steps including all documentation. The Board shall have the authority to uphold the findings and resolution made by the district or may elect to hear

the appeal during a regularly scheduled board meeting. The hearing shall be held in open session unless the grievance relates to information required to be held in closed session as per Government Code sections 54950 - 54963.

- The Board shall make its decision within 20 days of the hearing and shall send its decision to all concerned parties. The Board's decision shall be final.

Appendix



Section 1

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP) 2009

STANDARD ONE:

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

STANDARD TWO:

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

STANDARD THREE:

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

STANDARD FOUR:

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

STANDARD FIVE:

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

STANDARD SIX:

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

Numbers are provided for ease of reference. They do not imply priority or ordering of the standards.



Section 2 Appendix A

Individualized Learning Plan

ILP Inquiry Cycle Template

Candidate Name		Program Year Year 1, Year 2, ECO	
Support Provider		School Year	
Principal Name		Grade Level	
School Site		Subject (Single Subject Only)	
Submission #			

Phase 1: Problem of Practice

Think about how things are going in your job. Reflect on the areas you would like to grow and develop as a professional.

1. Overall, which CSTP would you like to focus on in order to grow in that CSTP?

2. What is the specific element(s) of that CSTP that you want to implement for this inquiry cycle?

3. In collaboration with your TIP Mentor, determine your current developmental level in that CSTP and explain your decision using evidence. (Element: a sub-area or sub-domain of teaching practice within any of the six CSTP standards.)

The CSTP Levels of Development can be found here:

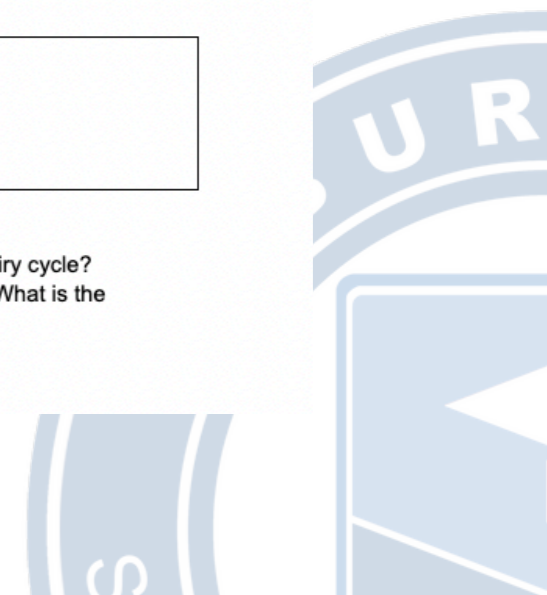
<https://drive.google.com/file/d/1m0yYRPfV9IsO3hvZe9upP6n3jaRNj7YO/view>

- Emerging
- Exploring
- Applying
- Integrating
- Innovating

4. What is your professional growth goal for this CSTP and how will you measure your progress toward your goal? Explain your reasoning. (How will I know I achieved my goal?) Example: "I know I have achieved my goal when 85% of my students cite three primary sources in their constructed response."

5. What are some potential strategies that would support growth in the CSTP?

6. What is the specific strategy you would like to implement for this inquiry cycle? Remember that one small change over time can make a big impact. What is the



Section 2 Appendix A

Individualized Learning Plan

6. What is the specific strategy you would like to implement for this inquiry cycle? Remember that one small change over time can make a big impact. What is the research that supports this strategy? (What **ONE** action am I taking to reach my goal? How is this **ONE** action supported by research?) Example: "The one action I am going to take to reach my goal is to use graphic organizers with students before they write their constructed responses. The research indicates that using graphic organizers with students will increase student achievement because....."

2. Reflect on the implementation of your change idea and your growth on the CSTP. Your reflection should include specific evidence and examples from your inquiry cycle. What is the data to support your conclusions? Include quantitative and qualitative data in your response. How do you feel about your results?

Phase 2: Implementation

1. How will you implement this change idea? This is a plan of action. Please include how you will collect data and track your progress. TIP Mentors can conduct classroom observations and help collect data. You can also observe colleagues to support your growth. If a substitute teacher is needed for either the candidate or the TIP Mentor, please contact Alexandria or Monica. (I know this action will have a positive impact because...(research)) Example : "research indicates that graphic organizers increase student's text utilization when used prior to writing (Sweller, Ayres, & Kalyuga, 2011).

3. For the next inquiry cycle, will you continue working on this CSTP or will you choose another CSTP for your focus? Why or why not?

Candidates: By signing below you are indicating that this submission is a true and accurate representation of your graduate level work.

TIP Mentors: By signing below you are indicating that you concur that the ILP submission is a true and accurate representation of the work you and your candidate engaged in together for this cycle. Your signature also signifies that the triad meeting with your candidate, the principal, and yourself did occur.

Candidate Signature: _____

Date _____

Mentor Signature: _____

Date _____

Phase 3: Reflection

1. In collaboration with your TIP Mentor, determine your developmental level in that CSTP and explain your decision using evidence. (The CSTP Levels of Development can be found here: <https://drive.google.com/file/d/1m0yYRPfV9IsO3hvZe9upP6n3jaRNj7YO/view>)
- Emerging
 - Exploring
 - Applying

ILP Levels of Practice

Use this as a guide during your inquiry cycle to complete the ILP.

	Emerging/Exploring	Applying	Integrating/Innovating
CSTP	Demonstrates knowledge of the CSTP and current level of development in that CSTP. Please refer to the CSTP continuum of teaching practice to identify the developmental level.	Utilizes evidence to demonstrate knowledge of the CSTP and current level of development in that CSTP. Please refer to the CSTP continuum of teaching practice to identify the developmental level.	Integrates connections and broad knowledge of the CSTP and current level of development in that CSTP. Please refer to the CSTP continuum of teaching practice to identify the developmental level.
Problem of Practice	Selected strategies may support growth in the CSTP.	Selected strategy supports growth in the CSTP.	Selected strategy integrates systemic growth in that CSTP.
Implementation	Implementation plan is provided. Seeks to ensure individual growth in the CSTP.	Implementation plan is provided and includes methods for collecting quantitative or qualitative data. Maintains efforts to seek development and growth in the CSTP.	Implementation plan is clearly articulated and includes methods for collecting quantitative data and qualitative data. Maintains continual efforts to seek development and refine new and creative methods to ensure individual growth in the CSTP.
Reflection	Begins to engage in reflective practice in supporting growth in the CSTP. Is aware of the need to reflect on teaching practice to positively impact learners.	Maintains reflective practice in supporting growth in the CSTP. Reflects on teaching practices and connections among the elements of the CSTP to positively impact learners.	Maintains ongoing reflective practice and action research in supporting growth in the CSTP. Reflects individually and with colleagues on refinements in teaching practice and connections among the elements of the CSTP to positively impact the full range of learners.