



CVUSD Induction New Teacher Program

April 17, 2024



Our Team

**Ann-Marie
Matter**
Mentor for
Elementary &
Secondary

Linda Blanco
Mentor for
Elementary &
SPED

**Martha
Alvidrez**
Senior Office
Assistant



Kari Ballard
Mentor for
Secondary,
Coordinator



What is Induction?

A Reflective Practice

2 year job embedded program required by the state to clear a CA teaching credential to support the first years of teaching

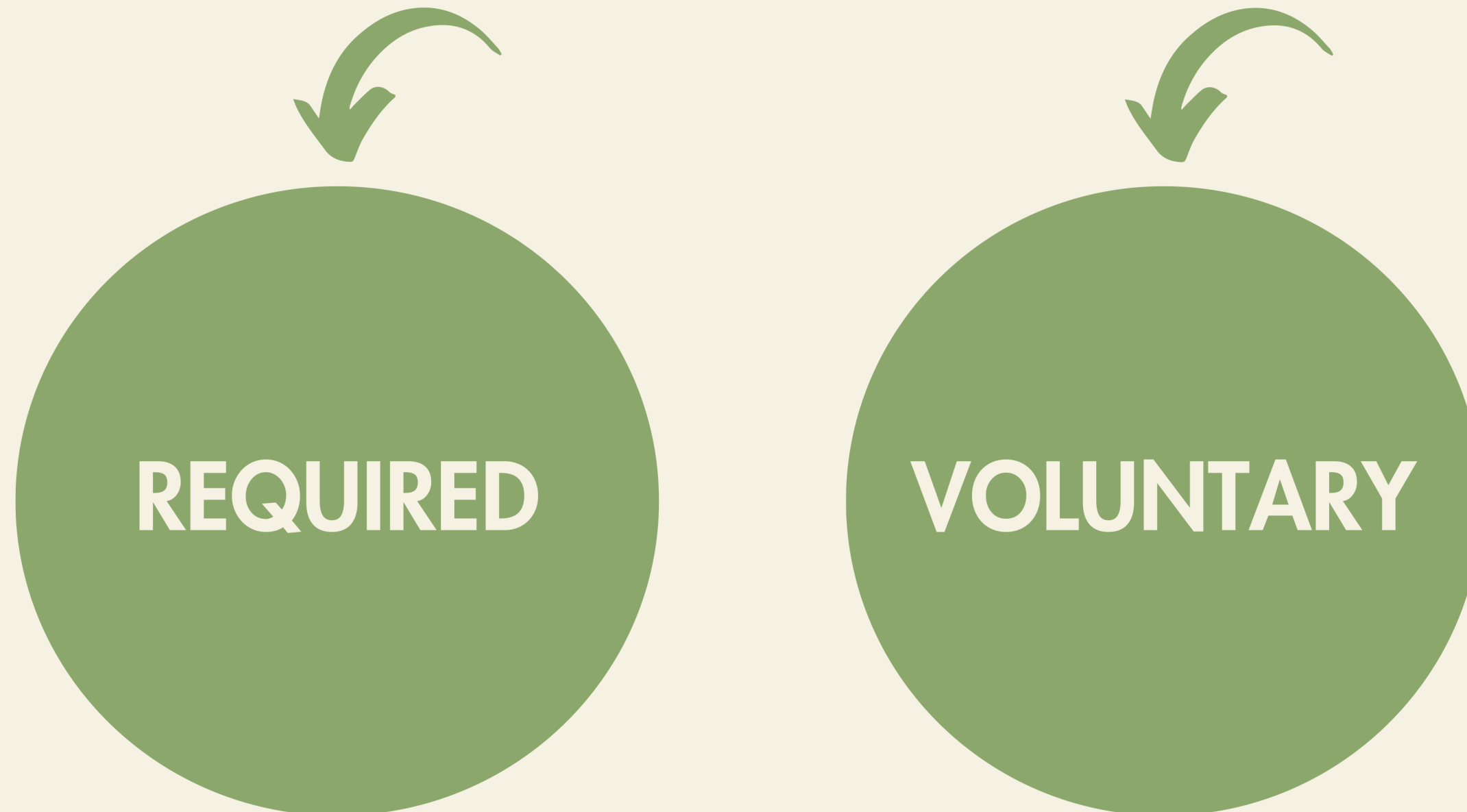
- Reflection on teaching practice and growth in CSTPs
(California Standards for Teaching Profession)
- Classroom Management support
- Planning engaging lessons
- Analyzing assessment data
- Just in time support





Peer Assistance Review (PAR)

The goal of a peer assistance and review program is to help veteran teachers evaluate their practices to improve instructional practices and student performance.





Program Numbers

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Participating Teachers (Year 1, Year 2 and ECO-Early Completion Option)	40	57	76	53	35
PAR Teachers	0	0	0	0	3
Total Teachers Induction & PAR Program	40	57	76	53	38

Governance Committee

Meet bi-monthly to discuss the program and any changes that might be needed.

Committee members help assess ILP documentation submitted by participating teachers.

SHAUNA ASHMORE

Assistant Superintendent
Human Resources

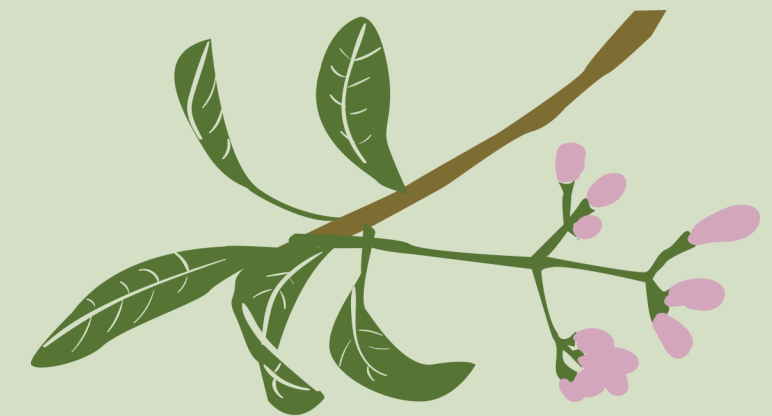


KENNY LOO

Assistant Superintendent
Instructional Services

COURTNEY STOCKTON

UACT President
Educator



SANDRA MARTINEZ-GALVIN

CVUSD Educator

STACEY WASSON

CVUSD Educator

Accreditation

6 YEAR CYCLE

Year 3:
Review Program
Pre-Conditions
Spring 2025

Year 6
Site Visit
Fall 2027 /
Spring 2028

Year 4:
Submit Pre-
Conditions
March 2026

Year 5:
Program Review
October 2026
Common Standards
Review
February 2027



✓ Requirements

- Weekly Meetings

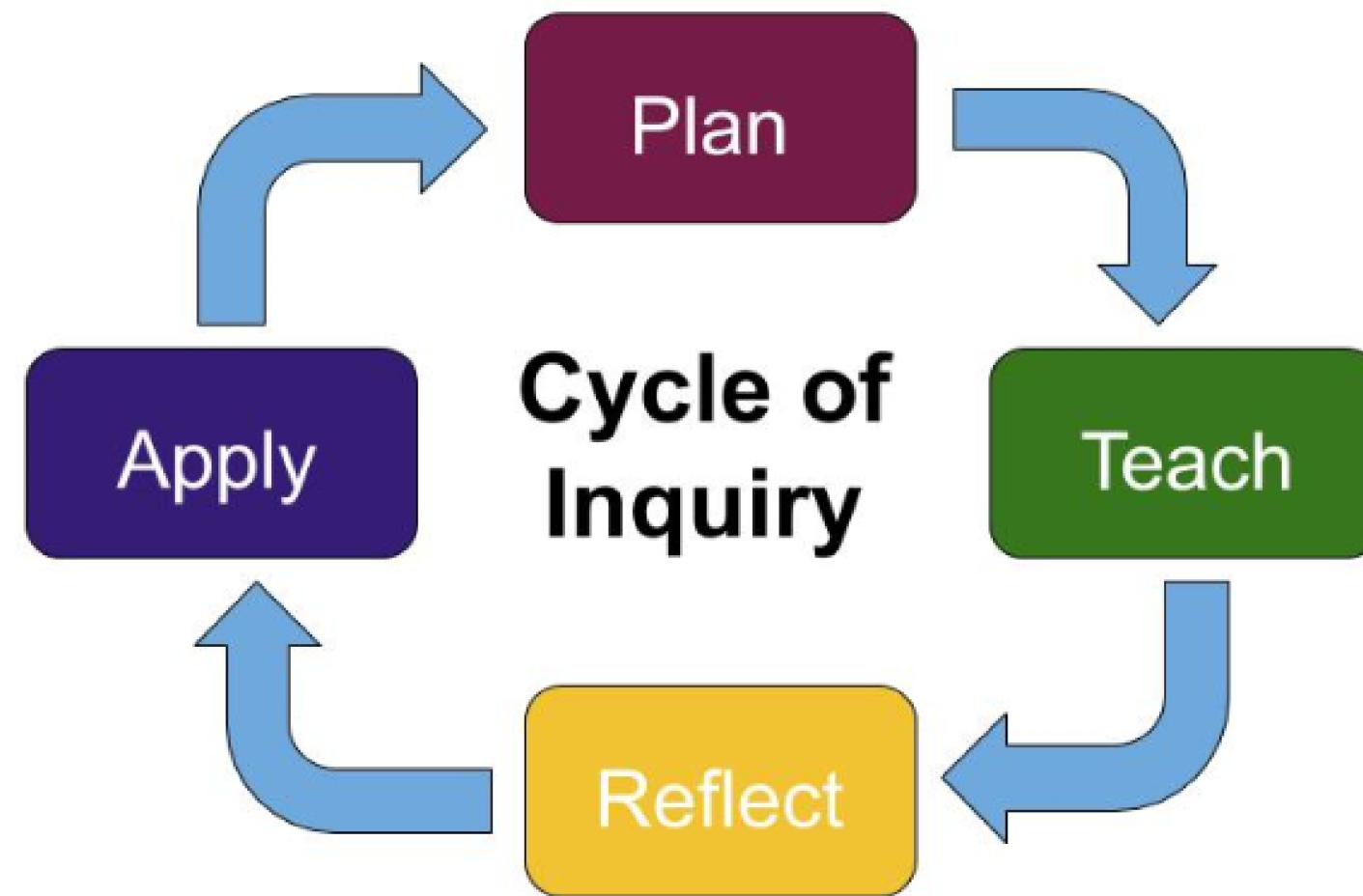
- ILP (Individualized Learning Plan)

- Growth in CSTPs

(California Standards for Teaching Profession)



Individualized Learning Plan



The ILP Process

Teacher selects a
Professional Growth Goal

Self-Assessment

Mentor & Teacher
Brainstorm

Teacher selects California Standards for
the Teaching Professions (CSTPs)

Teach & Reflect

Collect evidence
of growth

Lesson
Planning

Observations
& Reflections



4th Grade: Elementary Example

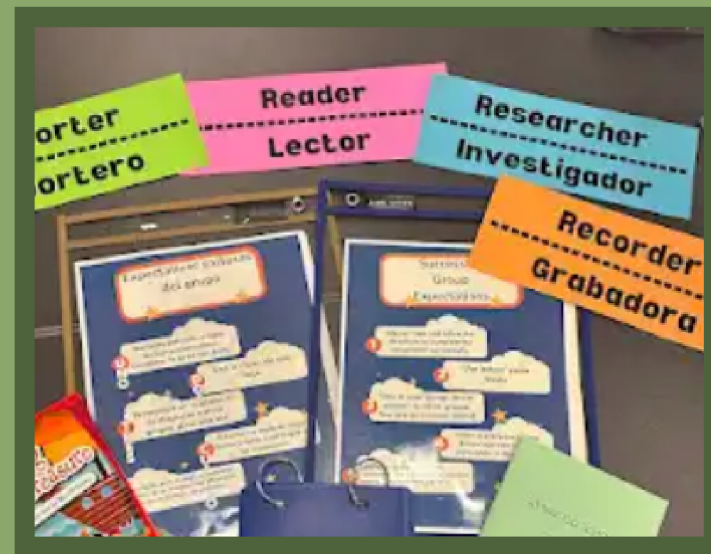
Professional Growth Goal: I would like to focus on engaging my students and sustaining their attention so they can be successful during small group and partner work. I also want to incorporate additional critical thinking and problem solving tasks that focus on real world experiences that extend students' thinking to support their engagement.

CSTP 1.5



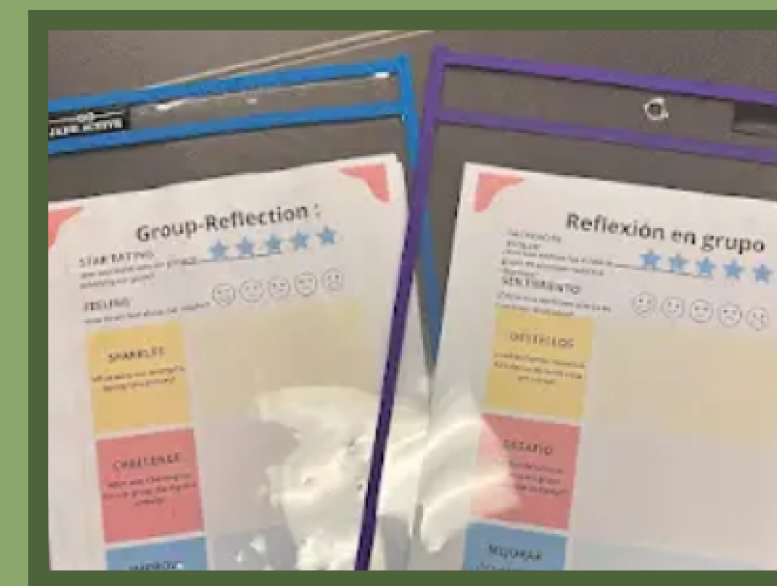
Student Engagement

CSTP 2.4



Classroom Management

CSTP 3.6



Curriculum Planning

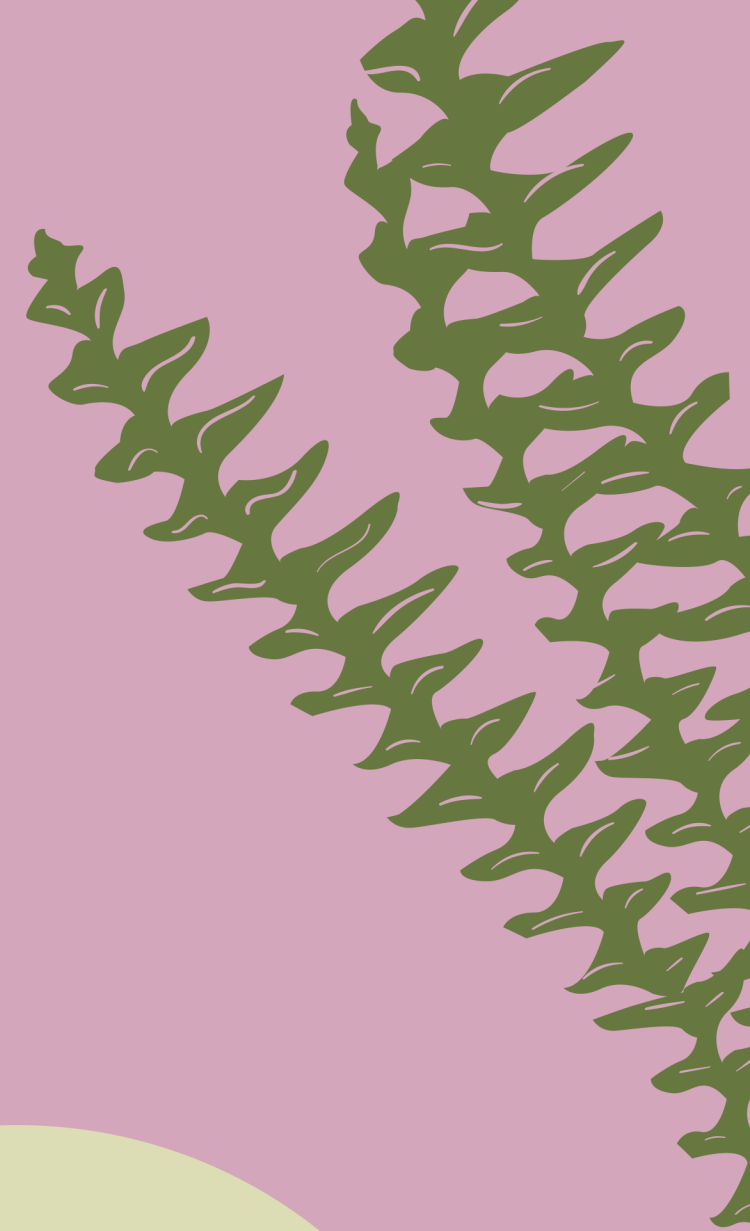


Our Roles

Consult

Collaborate

Coach



Consult

**Lesson
planning**

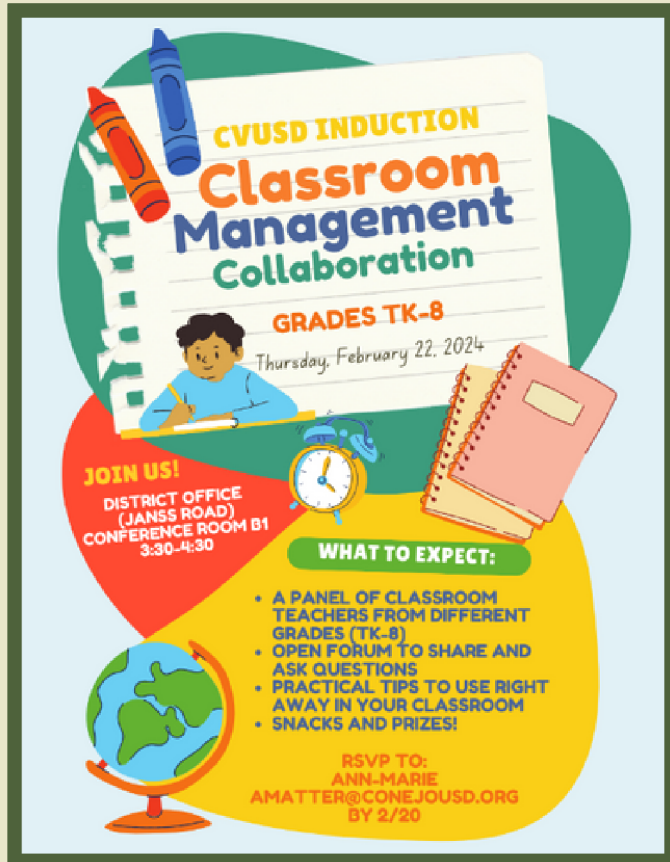
**Triad
meeting with
principal**

**Field
observations**

**Just in Time
Support**



IHE Collaboration



Teacher Collaborations



Collaborate

BI-MONTHLY MENTOR MEETINGS



Regional Collab





Mentor: Kari Ballard	Reviewed by: Ann-Marie Matter
PT: Grant Goldstein	Subj/School: Choir/LCMS
	Date: 1/9/24
To listen and question effectively	Notes
Make sure the conversation partner does most of the talking.	PT did most of the talking throughout the conversation.
Pause and affirm before beginning conversation.	Ice breaker-Mentor asked about winter break
Limit interruptions	Mentor did not interrupt when PT was speaking
Ask one question at a time.	Asked 1 question at a time most often (see below) "What might be a benefit for a students?" "What might be a way to test that out?" "What might be a way to model?" What do you think went well and what might you do differently?
Ask for clarification when not certain what is being said.	"I'm sorry. What did you say?" "If I heard you correctly..." "In what means?" (rhythm) "Just to clarify..." Asked questions throughout to get more details about evidence piece. "What is the term that you used?"
Ask, "And what else?"	"Anything more about the explanation of the activity?"
Assume people are doing their best. (Positive presuppositions)	"What would you do differently?"
Non-judgmental.	Mentor supports PTs direction and growth without judgment. Mentor refers back to the PT's growth goal to offer

Mentor Shadowing



Cognitive coaching

SIX REASONS WHY COGNITIVE COACHING IS BENEFICIAL

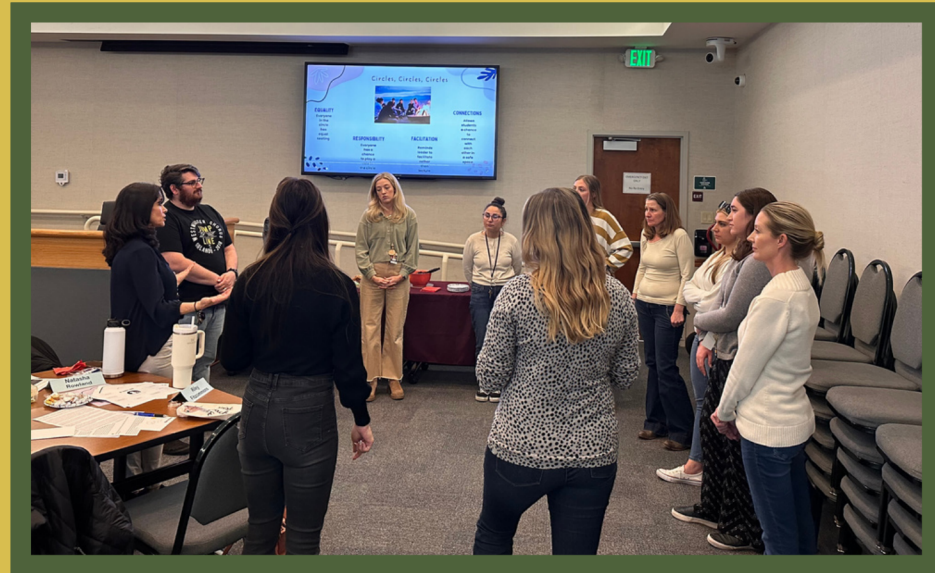
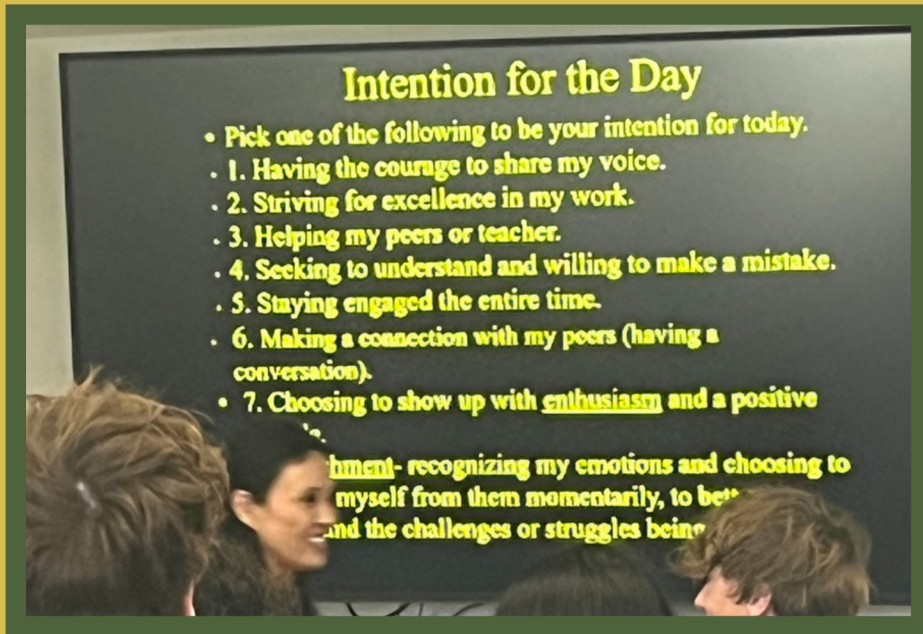
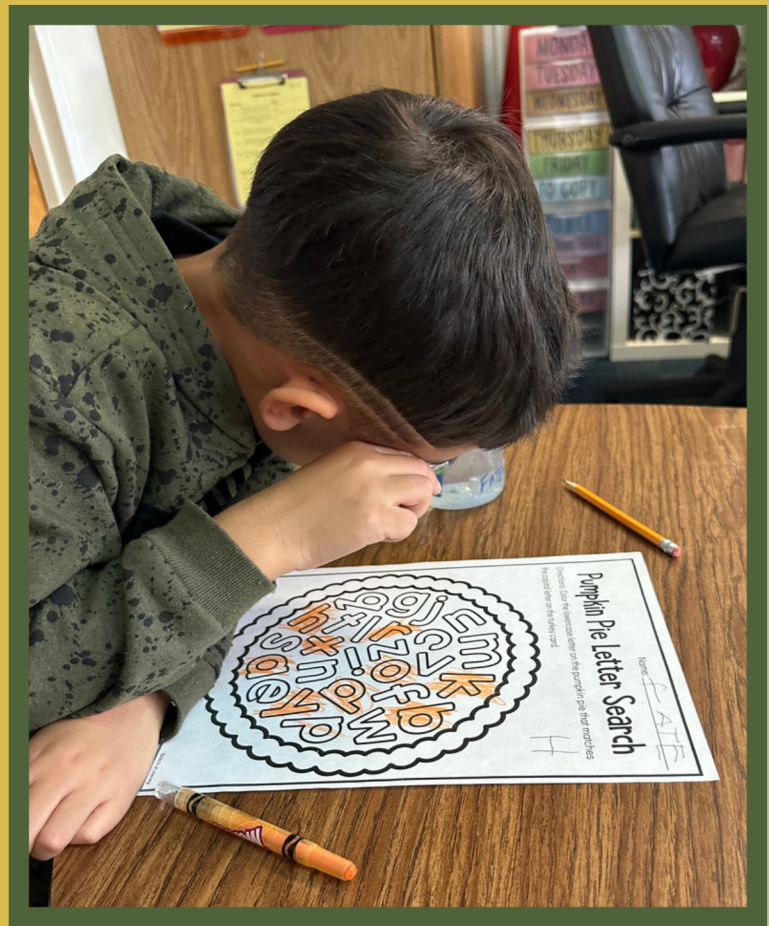
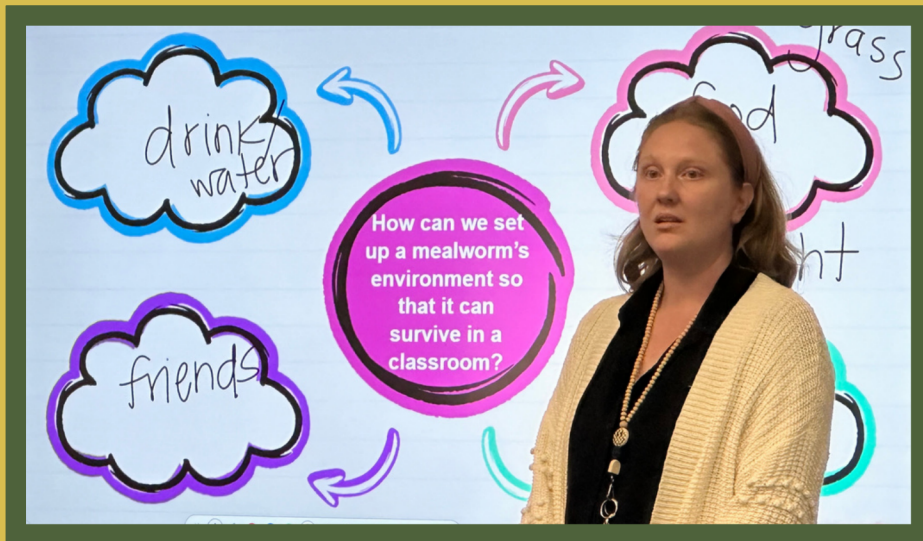
-  Increased Autonomy
-  Enhances Intellectual Growth and Cognitive Pathways
-  Supports Informed Decision Making
-  Fosters Professional Inquiry and Supports Continued Professional Growth
-  Helps Develop Peer Relationships
-  Deepens Reflective Skills



Instructional coaching

Classroom Management: Tips and Tricks

Induction Collaboration
February 22, 2024

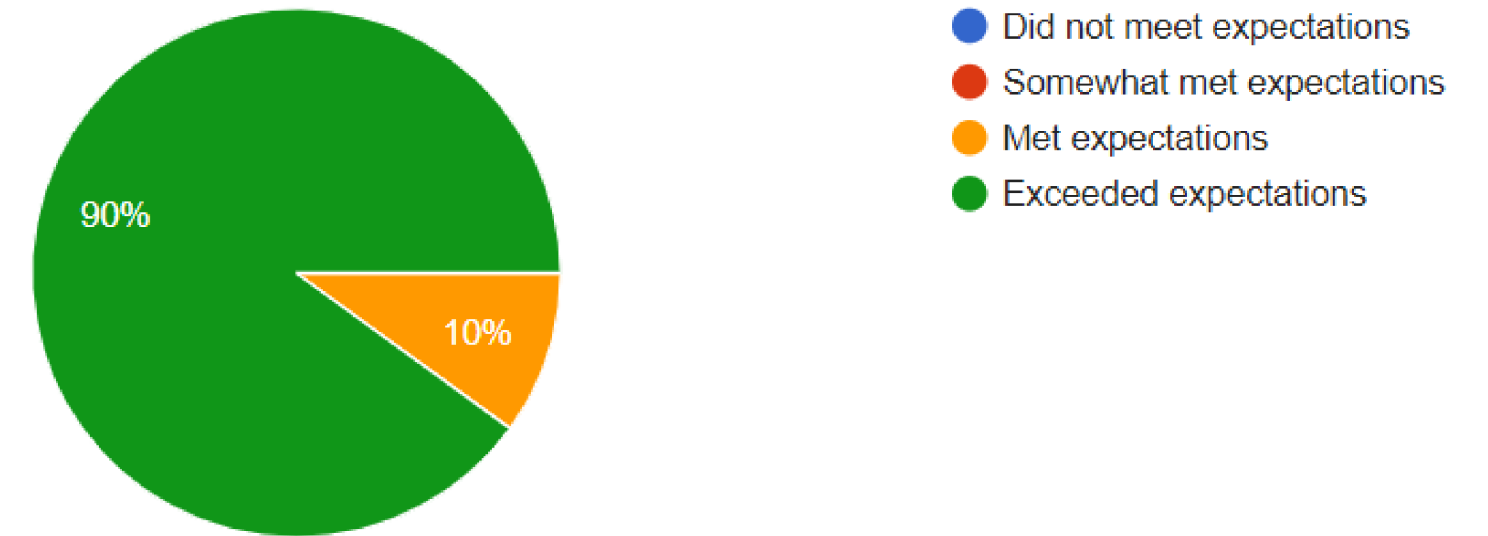


Teacher feedback



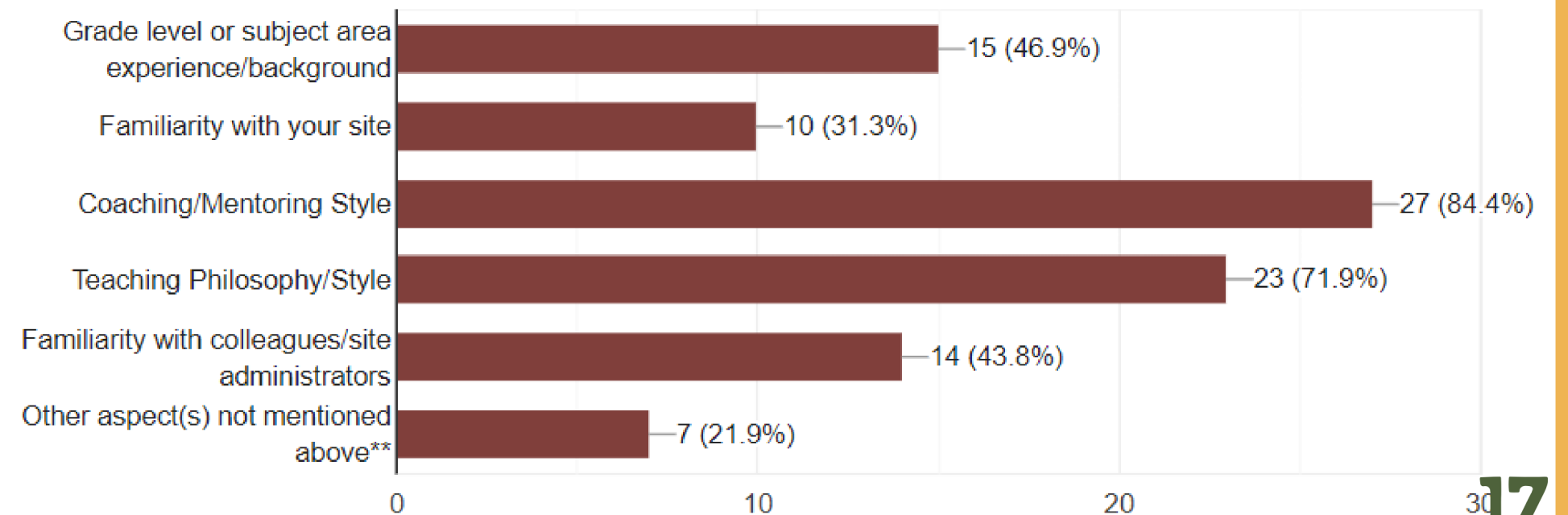
5. In terms of completing program requirements, how well did the time you spent with your Mentor Teacher meet your expectations?

20 responses



10. In your relationship with your Mentor Teacher, which aspects of your Mentor Teacher were important in helping you grow as an educator? (Mark all that apply)

32 responses





Feedback

“Overall, CVUSD has a great induction program. I did a year in another district through VCOE and there was A LOT more individual work for teachers. Having mentors whose only job is to mentor for induction helps make the process smoother for new teachers.”

“MY EXPERIENCE IN THE INDUCTION PROGRAM WAS ONE THAT WAS OVERALL BENEFICIAL FOR MY FUTURE IN THE TEACHING PROFESSION.”

“The induction program at CVUSD is well designed. It does not give extra work to new teachers which is incredibly helpful. I felt like I was being mentored instead of completing busy work to meet a requirement. This allowed me and my mentor to discuss real challenges facing me in the classroom.”

*Thank
you!*

