



2024-2025

TEACHER INDUCTION PREPARATION PROGRAM GUIDE



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WELCOME LETTER

Dear Candidate,

Welcome to Las Virgenes Unified School District's CenterEdX Teacher Induction Program. We are looking forward to working with you this year as your instructional coaches.

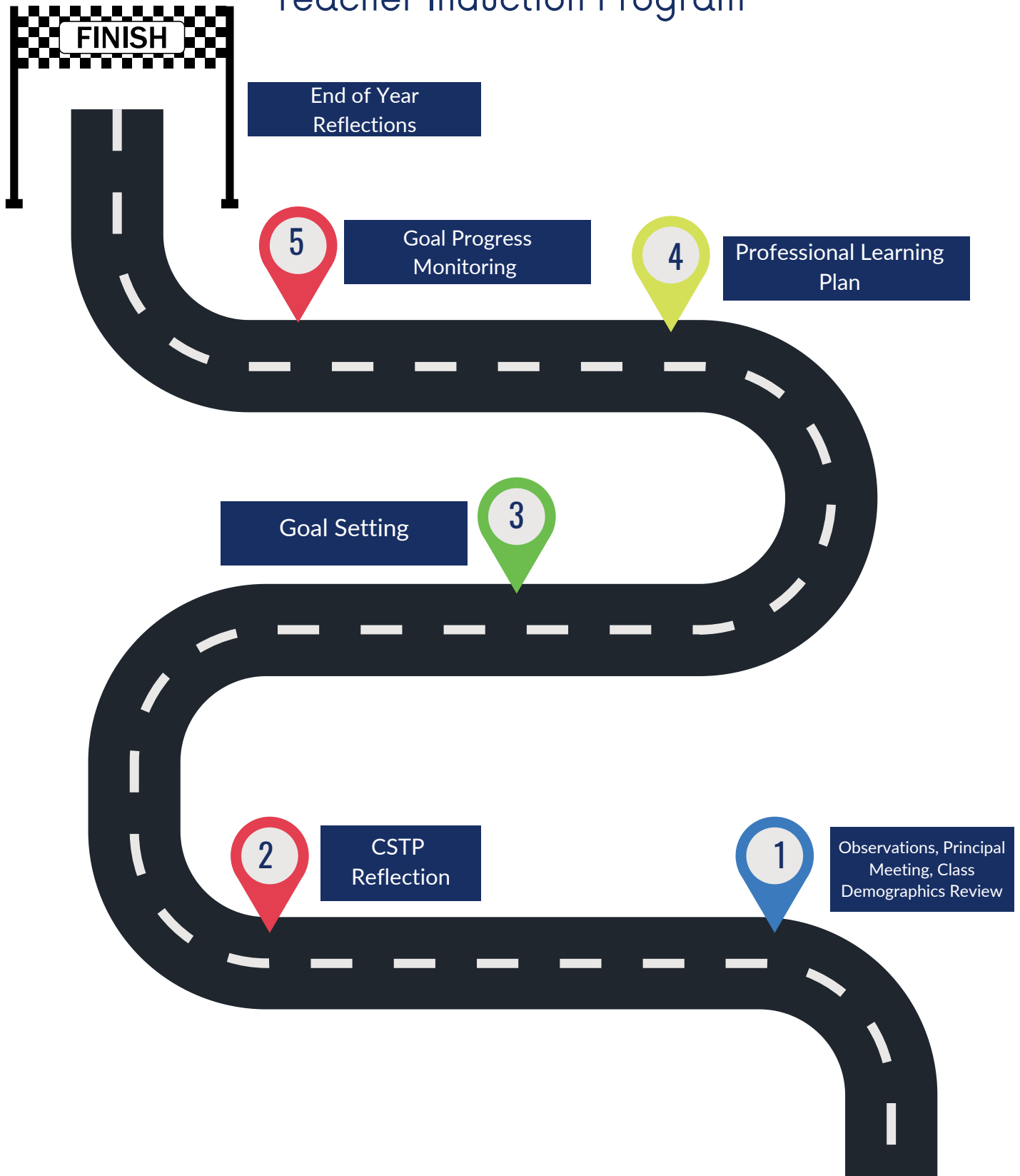
Let us start by telling you, you've got this!! We are here to support you during the upcoming school year. We'll work together to create a plan that is customized to you and your specific growth areas. The teaching profession is full of both continuous change and beautiful moments. We will be here alongside you through every step of your journey.

We will accomplish a lot together and we are excited for what the future holds. Together, our hope is to inspire, empower, and spark a deep love for teaching and learning.

Enthusiastically,
Kristy Kaufman and Yalda Jamal
Instructional Coaches

INDUCTION ROADMAP

Teacher Induction Program



YEARLY CALENDAR

Teacher Induction Program

Months	Clinic	Focus
August-September	<u>Coaching Clinic # 1</u>	CSTP Self Reflection
October	<u>Coaching Clinic # 2</u>	Observations, Principal Meeting, Class Profile Review
November	<u>Coaching Clinic #3</u>	Goal Development
December	<u>Coaching Clinic # 4</u>	Professional Learning Plan
January	<u>Coaching Clinic #5</u>	CSTP Self Reflection
February	<u>Coaching Clinic #6</u>	Goal Progress Monitoring
March	None	Support
April	<u>Coaching Clinic #7</u>	CSTP Self Reflection
May	<u>Coaching Clinic #8</u>	End of Year Reflection

PROGRAM DESCRIPTION

Teacher Induction Program

Program Description

Our Teacher Induction Program provides job-embedded support and guidance for beginning educators in their first year of teaching, who wish to clear their preliminary credential. Working collaboratively with a coach, participants enhance their pedagogical, reflective and innovative skills. We have full-release coaches who provide just-in-time and reflective coaching support.

Coach Assignment

The program will identify and assign a coach to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant's employment.

Eligibility:

In order to be eligible for the Teacher Induction program, you must meet the following requirements:

1. Possess a valid Preliminary Single Subject, Multiple Subjects, or Ed. Specialist Credential
2. Be employed in a position requiring a valid California Credential
3. Submit a completed application.

Program Details:

1. The Teacher Induction Program is a 2-year program of patterned, meaningful activities designed to support beginning educators as they develop their practices and achieve continued professional growth.
2. Participating teachers will work with their coach to develop professional growth goals within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.
3. Throughout the program, participating teachers are carefully and purposefully paired with full-release Induction Coaches with credential and grade level alike experience, who provide 40 hours of one-on-one mentoring support each year.
4. With the guidance of their coach, participants develop their reflective skills, apply the California Standards for the Teaching Profession (CSTP), use data to inform their instructional choices, and implement subject/grade-specific pedagogical skills.

CSTP SELF-ASSESSMENT

Teacher Induction Program



Process

Through a collaborative discussion guided by your coach, you will use the Continuum of Teaching Practice (See Appendix A) to examine and self-assess on each of the California Standards for the Teaching Profession (CSTP). You will self-assess on each element of the six CSTPs. From there, you will select one sub-standard that will act as the springboard for your professional growth goal. Keep in mind that this process will be approached collaboratively with your coach; you are not expected to arrive at this goal independently.

It is important to note that many teachers identify as “Emerging” or “Exploring” in some standards and “Applying” or “Integrating” in others regardless of the number of years they have been teaching. As the CTP explains, “It is not uncommon for teachers to self-assess and find they have moved from right to left on the Continuum of Teaching Practice in response to new teaching contexts, responsibilities, challenges or even a deeper understanding of the work.”

Outcome

You will use the information from this reflection document, combined with that from your coaching sessions, to determine one sub-standard that you would like to focus on for your Individualized Learning Plan (ILP). The standard that you choose will be at the heart of your inquiry, as you will use it to develop a professional growth goal that you will work toward throughout the year.

MISSION AND VISION

Mission

LVUSD's Center for Educational Excellence (Center EdX) develops and delivers model programs, services and professional development opportunities to our educational leaders. Through our core values - reflection, innovation, whole child education, and reciprocal coaching - we are able to guide educators toward exemplary teaching and leadership practices and continued professional growth.

Vision

Center EdX fosters a professional learning community that prides itself on reflection. With the core belief that all students can achieve success, Center EdX provides a bridge that links theory and practice to support teachers and administrators in providing equitable learning experiences to meet the diverse needs of our student population. We endeavor to be frontrunners in educational leadership by providing our teachers and administrators with exemplary programs that guide and stretch them as professionals. Rooted in educational research, our programs develop our teachers and administrators into mindful, innovative leaders who create safe and inclusive learning environments for all students.

Goals

1. Provide outstanding research-based educational development opportunities that advance student-centered learning
2. Advance and support district priorities that promote excellence and innovation in education
3. Provide a path to a California Clear Credential through our Education Specialist Mild-Moderate Teaching Credential (EDSMM) Program, Teacher Induction Program, Preliminary Administrative Services Credential (PASC) Program, or Clear Administrative Services Credential (CASC) Program

Services

- Credential services:
 - Education Specialists Mild-Moderate Teaching Credential (EDSMM) Program
 - Teacher Induction Program
 - Program, Preliminary Administrative Services Credential (PASC) Program
 - Clear Administrative Services Credential (CASC) Program
 - Early Childhood Certificate Program
 - Micro-Credential Program
- Fall and Spring Speaker Series
- Professional development opportunities for certificated and classified staff

NON-DISCRIMINATION POLICY

Las Virgenes Unified School District's Center for Educational Excellence (Center for Educational Excellence) provides a positive learning environment where program participants and applicants are assured equal access and opportunities. Center for Educational Excellence prohibits district employees from discriminating against or harassing any Center for Educational Excellence participant or applicant on any basis as prohibited by law, including but not limited to race, religious creed, color, national origin, ancestry, age, marital status, covered veteran's status, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation.

No person shall be denied program admission solely because of any impairment, which is unrelated to the ability to engage in activities involved in the position(s) or program for which application has been made.

Furthermore, the Center for Educational Excellence makes all admissions decisions without unlawful discrimination; these decisions include admission, retention and graduation of students in our credential programs.

ACADEMIC INTEGRITY

The Las Virgenes Unified School District's credential programs are strengthened by our scholarship and integrity. As members of the academic community, we are responsible for maintaining and adhering to the highest standards of academic integrity. It is essential that all members of our Credential Programs practice academic honesty and accept individual responsibility for their work and actions. Any behavior or act which might be defined as dishonest or deceitful be met with the appropriate disciplinary sanctions up to and including removal of the candidate from the program.

Academic dishonesty can take a number of forms including, but not limited to the following:

1. Cheating: The copying of another's work, offering another's work as one's own, and/or having another person complete an assignment for oneself.
2. Fabricating: The falsification or invention of any information or citation in an academic exercise. This includes omitting or falsifying data and/or sources, and otherwise violating the ethical principles of research.
3. Plagiarism: The use of the intellectual creations of another without proper attribution. Plagiarism may take two forms:
 - a. Stealing or passing off as one's own the ideas or words, images, or other creative works of another
 - b. Using a creative production without crediting the source, even if only minimal information is available to identify it for citation.
 - c. Credit must be given for every direct quotation, for paraphrasing or summarizing a work (in whole, or in part, in one's own words), and for information, which is not common knowledge.
4. Misrepresentation of Academic Records: Misrepresenting, tampering with, or attempting to tamper with any academic document either before or after enrollment in the program. This includes creating or falsifying transcripts, forgery, alteration, or misuse of official academic documents.
5. Colluding: Knowingly or intentionally helping another to violate any provisions of this policy.

Any program candidate who is found to have violated the Academic Integrity Policy will meet with the Program Coordinator to determine sanctions. Depending on the severity of the violation, possible sanctions may include the following:

- The candidate may need to complete an alternate assignment while being financially liable for all associated administrative costs for creation, distribution, and documentation.
- The candidate may be formally dropped from the Credential Program and could be required to clear their credential through a different institution or in another year at the cost of the candidate.

GRIEVANCE PROCESS

Informal Complaint Process

Step 1: Informal Complaint

Every effort should be made to resolve a complaint at the earliest possible stage. Prior to instituting a formal, written complaint, the program participant shall first discuss the issue with the Credential Program Coordinator. Formal complaint procedures shall not be initiated until the participant has first attempted to resolve the matter informally.

Formal Complaint Process

Step 2: Formal, Written Complaint

If the matter cannot be resolved through the informal process, then the complainant may file a written complaint with the Program Director within 60 days of the act or event, which is the subject of the complaint. If the participant fails to file a written complaint within 60 days, the complaint shall be considered settled on the basis of the answer given during the Informal Complaint Process. Within 10 working days of receiving the complaint, the Program Director shall conduct any necessary investigation and meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, s/he shall prepare and send a written response to the complainant.

Step 3: District Level Appeal

If a complaint has not been satisfactorily resolved at Step 2, the complainant may file the written complaint with the Chief Business Officer within five working days of receiving the written response from the Program Director. The complainant shall include all information presented to the Coordinator at Step 2. Within 10 working days of receiving the complaint, the Chief Business officer shall conduct any necessary investigation, including reviewing the investigation and written response by the Program Director at Step 2, and shall meet with the complainant in an effort to resolve the complaint. Within five working days after the meeting, s/he shall prepare and send a written response to the complainant.

Step 4: Appeal to Superintendent

If a complaint has not been satisfactorily resolved at Step 3, the complainant may file a written appeal to the district's Superintendent within five working days of receiving the response from the Chief Business Officer. All information presented at Steps 1, 2, and 3 shall be included with the appeal, and the Program Director shall submit to the Superintendent a written report describing attempts to resolve the complaint and the district's response. The Superintendent may uphold the findings by the Chief Business Officer without hearing the complaint or the Superintendent may hear the complaint at a dedicated meeting. The Superintendent shall make its decision within 30 days of the hearing and shall send its decision to all concerned parties. The Superintendent's decision shall be final.

ADDITIONAL POLICIES

Program Extension Request

Although each Candidate is expected to complete the Clear Credential Program within the initial two years of employment, extenuating circumstances do occur and may preclude the Candidate from doing so. A formal request to the Program Coordinator must be made. Appropriate documentation shall accompany the formal request.

Extensions are offered according to the following criteria:

Candidates may request a short-term extension on one or more requirements of the Credential Program. In order to do so, he/she must:

- Contact the Program Coordinator to formally request, in writing, a program extension
- Complete the Program Extension Form
- The Program Coordinator will review the formal written request and Program
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Extension Form and grant approval or deny the request. The Candidate will be notified of the decision within 5 business days.

If a candidate is not responsive to program communications regarding the timely completion of induction program requirements (i.e. completing the ILP, meeting with coaches regularly, attending professional development opportunities), the program reserves the right to terminate the candidate's enrollment in the program. The candidate, the candidate's district human resources department, and site administrator will be notified of the action taken via email. The candidate is responsible for all fees incurred during their participation in the program and be responsible for any subsequent fees upon re-enrollment in the program.

Leave of Absence- All Programs

To step away from the Credential Program for an extended period of time (i.e. medical leave, maternity leave, etc.), Candidates must notify the Program Coordinator and request a leave of absence from the Program. In order to do so he/she must:

- Contact the Program Coordinator to formally request, in writing, a leave of absence
- Complete the Leave of Absence Form
- The Program Coordinator will review the formal written request and Program

If a leave of absence from the program is granted, Candidates may not fulfill coursework that leads to program completion. Depending on when the Candidate goes out on leave and the duration of the leave, program staff can then best determine whether makeup would be allowed, or if re-enrolling the following academic year would be needed to ensure all requirements can be met.

APPENDIX

COACHING CLINIC DOCUMENTS