

**Culver City Unified School District**

Dr. Angela Baxter  
Assistant Superintendent  
Educational Services

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District Office

Sukai Strom  
Induction Co-Coordinator  
El Rincon Elementary School

**Beverly Hills Unified School District**

Dr. Dustin Seeman  
Assistant Superintendent  
Educational Services

Dr. Mike Sherman  
Director, Teaching & Learning  
Educational Services



Culver City Unified School District  
Beverly Hills Unified School District  
Consortium

# Teacher Induction Program Handbook

2024 - 2025



**BEVERLY HILLS**  
UNIFIED SCHOOL DISTRICT

# Induction Handbook 2024-2025

## Table of Contents

Induction Program Directory	3
Non Discriminatory Policy	4
CCUSD/ BHUSD Program Vision	6
Induction Program Overview	8
Calendar of Events	10
Program Timeline	11
California's Learning to Teach System	13
Eligibility, Requirements, and Options	14
Early Completion Option	15
Candidate Competency Process	16
Induction Participating Teacher Letter of Commitment	17
Teacher Information Form	18
Mentor Application	19
Mentor Agreement Form(s)	22
Site Administrator Roles and Responsibilities	24
Candidate Grievance Procedure	25
Extenuating Circumstances Criteria	26
Beginning Teacher/ Mentor Meeting Summary	27
California Standards for the Teaching Profession	28
Induction Program Preconditions and Program Standards	29
Acronym Key	33



**Culver City & Beverly Hills Program 407 - Building Bridges and Beyond**

**Program Directory 2022-2023**

**Culver City Unified School District**

4034 Irving Place  
Culver City, CA 90232

Dr. Angela Baxter  
Assistant Superintendent  
Educational Services  
310-631-842-4220 ext4355  
angelabaxter@ccusd.org

Dr. Dionne Garner  
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(310) 842-4220 ext 4206  
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El Rincon Elementary School  
(310) 842-4340  
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**Beverly Hills Unified School District**

255 South Lasky Drive  
Beverly Hills, CA 90212

Dr. Dustin Seemann  
Assistant Superintendent  
Educational Services  
310-551-5100 ext2242  
dseemann@bhusd.org

Dr. Mike Sherman  
Director  
Teaching & Learning  
310-551-5100 ext2265  
msherman@bhusd.org

## **Non-Discrimination Policy**

One of the district's traditions has always been its policy of treating people with respect, dignity, and understanding. The District does not discriminate on the basis of race, color, ethnic group identification, national origin, ancestry, religion, age, marital or parental status, pregnancy, physical or mental disability, medical condition, veteran status, genetic information, gender, gender identity, gender expression, sex, sexual orientation, or the perception of one or more of such characteristics. The District maintains a workplace that is free from drugs and sexual harassment.

## **Equal Employment Opportunity/ADA**

The Culver City Unified School District, an Equal Opportunity Employer, does not discriminate on the basis of race, ethnic group identification, national origin, ancestry, religion, age, marital or parental status, pregnancy, physical or mental disability, medical condition, veteran status, gender, genetic information, sex, sexual orientation, or the perception of one or more of such characteristics in any of its policies, procedures, practices or programs.

Furthermore, the District recognizes the Americans with Disabilities Act (ADA) and acknowledges that reasonable accommodations for the employment of qualified persons with a physical disability or medical condition are necessary. If an employee has been determined to be a qualified injured worker (QIW), pursuant to Labor Code Section 139.5, and thus unable to return to the employee's usual and customary position, with or without restriction, the following procedure shall apply:

- An effort will be made to find another suitable alternative position with the District for which the employee is qualified.
- In the event that no such alternative position can be identified, the employee shall be provided with rehabilitation benefits pursuant to Labor Code Section 139.5.
- Upon commencement of rehabilitation services, such as training and/or placement, the employee shall be deemed to have resigned from the District, and all accrued benefits per the Education Code shall be paid upon resignation.

## **Uniform Complaint Procedures**

Pursuant to Title 5, California Code of Regulations, Section 4600 et seq, any individual, public agency or organization may file a written complaint of alleged noncompliance with the requirements of specified programs or activities, which receive state or federal funding, or a written complaint of unlawful discrimination as set forth in Section 4610, with the District's Uniform Complaint Officer:

Assistant Superintendent—Educational Services  
4034 Irving Place  
Culver City, CA 90232  
(310) 842-4220, Ext. 4213

If a complainant is unable to put a complaint in writing, District staff will help them file the complaint.

## **Beverly Hills USD | BP 4030 Personnel**

### **Nondiscrimination In Employment**

The Board of Education desires to provide a positive work environment where employees and job applicants are assured of equal access and opportunities and are free from harassment in accordance with law. The Board prohibits discrimination against and/or harassment of district employees and job applicants on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation.

(cf. [0410](#) - Nondiscrimination in District Programs and Activities)

(cf. [4032](#) - Reasonable Accommodation)

(cf. [4119.11/4219.11/4319.11](#) - Sexual Harassment)

(cf. [4119.41/4219.41/4319.41](#) - Employees with Infectious Disease)

(cf. [4154/4254/4354](#) - Health and Welfare Benefits)

(cf. [5145.7](#) - Sexual Harassment)

Prohibited discrimination consists of the taking of any adverse employment action against a person, including termination or denial of promotion, job assignment, or training, or in discriminating against the person in compensation, terms, conditions, or other privileges of employment based on any of the prohibited categories of discrimination listed above.

The prohibition against discrimination based on the religious creed of an employee or job applicant includes any discrimination based on the person's religious dress or grooming practices or any conflict between the person's religious belief, observance, or practice and an employment requirement. The prohibition against discrimination based on the sex of an employee or job applicant shall include any discrimination based on the person's pregnancy, childbirth, breastfeeding, or any related medical conditions. (Government Code [12926](#), [12940](#))

Harassment consists of any unwelcome verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive that it adversely affects an individual's employment opportunities, has the purpose or effect of unreasonably interfering with the individual's work performance, or creates an intimidating, hostile, or offensive work environment.

The Board also prohibits retaliation against any district employee or job applicant who complains, testifies, assists, or in any way participates in the district's complaint procedures instituted pursuant to this policy.

(cf. [4031](#) - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in prohibited discrimination or harassment, or who aids, abets, incites, compels or coerces another to engage in such behavior, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.



## Culver City & Beverly Hills Program 407 – Building Bridges and Beyond

### Induction Program Vision

**Vision:** The vision of the Culver City-Beverly Hills Unified School District Consortium Induction Program is to support and retain our novice teachers and develop them into reflective and effective educators who meet the needs of all learners through a rigorous cycle of job-embedded, sustained mentoring, professional development, and inquiry around individualized goals.

**Research- Base for Vision:** Beginning educators in the Culver City-Beverly Hills Unified School District Consortium Induction Program continually grow in the knowledge and skills necessary to effectively implement California’s adopted state standards and curricular frameworks. Teaching quality is recognized as the most powerful school-based factor in student achievement. Teachers have an accumulating influence that can overcome learning challenges among students. A research-based vision of teaching and learning guides the efforts of the Culver City-Beverly Hills Unified School District Consortium Induction Program personnel and is based primarily on research from the U.S. Department of Education and the California Commission on Teacher Credentialing. The mission of the Culver City-Beverly Hills Unified School District Consortium Induction Program is to prepare and support beginning teachers through a collaborative, comprehensive mentoring program which matches novice teachers with skilled and effective experienced teachers who coach and model how to create a rigorous environment in which all students can learn and succeed. With their trained mentor, candidates receive individualized support to develop an Individual Learning Plan (ILP). The ILP outlines goals and captures professional development activities to achieve growth in relation to the California Standards for the Teaching Profession. Induction candidates use the process of action research described in the article, “Action Research: Professional Development to Help Support and Retain Early Career Teachers (Kathryn Ado, 2013), to meet their ILP goals. In “Greatness by Design,” a report by former State Superintendent of Public Instruction Tom Torlakson’s Task Force on Educator Excellence (2008), it was reported that induction should include the following elements: “regular coaching within the educator’s context by a carefully selected and trained mentor, personalized learning that is integrated with school and district goals, and competency indicators required for program completion that support a recommendation for a clear credential.” The two-year journey for

Induction candidates includes weekly hour-long meetings in which the mentor facilitates self-reflection, goal setting, and putting inquiry into practice. Mentors help candidates implement new strategies by coaching them through the Plan-Teach-Reflect-Apply cycle using mentoring strategies learned in monthly mentor meetings. Competency indicators are outlined in the Continuum of Teaching Practice that represent a developmental, holistic view of teaching and are intended to meet the needs of our diverse student and teaching populations. Beginning teachers prepare instruction to gather evidence of teaching practice, implement new strategies, and apply what they have learned to their future practice. Professional learning goals guide, support and accelerate professional growth focused on effective instruction and students' academic progress. The Culver City-Beverly Hills Unified School District Consortium Induction Program carefully monitors mentor support for the candidate, the availability of resources, individualized professional learning goals, and robust professional learning opportunities. Program completion at the end of the two-year job-embedded Induction Program leads to a recommendation for a California Clear Teaching Credential. Program completers develop self-reflective, positive-thinking "habits of mind," and engage in the practice of collaboration focused on student achievement.



**Culver City & Beverly Hills Program 407 – Building Bridges and Beyond**

# Teacher Induction Program Overview

The Teacher Induction Program is a two-year program that focuses on teachers in their first and second year of teaching. The program consists of mentoring, support and professional learning designed to meet the needs of beginning teachers. The program provides collaborative, individualized support for all induction candidates through an individualized learning plan in order to support teachers in their growth of teaching practices.

Throughout this program, candidates receive individualized support, advanced professional development and 1:1 mentoring from an experienced, veteran teacher. Candidates will be assigned a mentor within the first 30 days of enrollment in the program. Program components include: developing an Individualized Learning Plan (ILP) within the first 60 days of enrollment in the program, 3 Cycles of Inquiry with supporting evidence, California Standards for the Teaching Practice (CSTP) aligned reflection and self assessment on the CSTP that demonstrates growth over time.

The Induction Program supports each candidate through an ILP designed to demonstrate growth in the CSTP. *The ILP is designed solely for the growth and development of the candidate and not for evaluative purposes.*

This is a two-year program, however an Early Completion Option is available for qualified candidates.

## **What is Induction:**

- Individualized guidance and professional education for teachers with a preliminary credential
- Mentoring provided by experienced teachers trained to support new teachers in the growth of the California Standards for the Teaching Profession (CSTP)
- The pathway from a preliminary teaching credential to a clear teaching credential in California

## **Induction Consists of:**

- Pairing participating teachers with experienced teachers who serve as mentors and providing them time to work together
- Offering professional development opportunities to meet the needs of the new teacher in relation to his/her teaching assignment
- Building a support network by providing opportunities to collaborate with colleagues
- Providing a system of guided inquiry to assist beginning teachers to grow professionally

## **Through Induction, Candidates Receive:**

- Individualized support from mentors
- Professional development activities designed to improve teaching performance
- Opportunities to be observed and observe others
- Specific confidential feedback on teaching performance
- A California Clear Credential

## **Program Activities Include:**

- Weekly reflective meeting with mentor
- Observations by mentor
- Peer observations
- Attending Induction seminars and workshops
- Monthly book study and discussion board

- Submitting all required program documentation
- Induction Orientation meeting at beginning of year and an end of year Colloquium

**Program Goals:**

- Ensure the professional success and retention of promising new teachers
- Improve student performance through enhanced training, information and assistance for new teachers
- Improve the working conditions and job satisfaction of teachers by reducing professional insolation
- Establish a system of inquiry and growth based on the California Standards for the Teaching Profession



**Culver City & Beverly Hills Program 407 - Building Bridges and Beyond**

**Culver City Induction Candidate Calendar 2024-2025**

**\*MPR-Multipurpose Room Located on CCMS Campus**

September			
Date	Time	Location	Activity
Thursday, September 5, 2024	3:45pm-5:15pm	MPR	Induction Seminar (New Candidates Only)
Tuesday, September 17, 2024	3:45pm-5:15pm	MPR	Induction Seminar (All Candidates)
October			
Date	Time	Location	Activity
Tuesday, October 15, 2024	3:45pm-5:15pm	MPR	Induction Seminar (All Candidates)
November			
Date	Time	Location	Activity
Tuesday, November 19, 2024	3:45pm-5:15pm	MPR	Induction Seminar (All Candidates)
January			
Date	Time	Location	Activity
Tuesday, January 21, 2025	3:45pm-5:15pm	MPR	Induction Seminar (All Candidates)
February			
Date	Time	Location	Activity
Tuesday, February 18, 2025	3:45pm-5:15pm	MPR	Induction Seminar (All Candidates)
March			
Date	Time	Location	Activity
Tuesday, March 18, 2025	3:45pm-5:15pm	MPR	Induction Seminar (All Candidates)
May			
Date	Time	Location	Activity
Tuesday, May 20, 2025	3:45pm-5:15pm	Annex	Colloquium (All Candidates)



## Program Monthly Timeline Year One

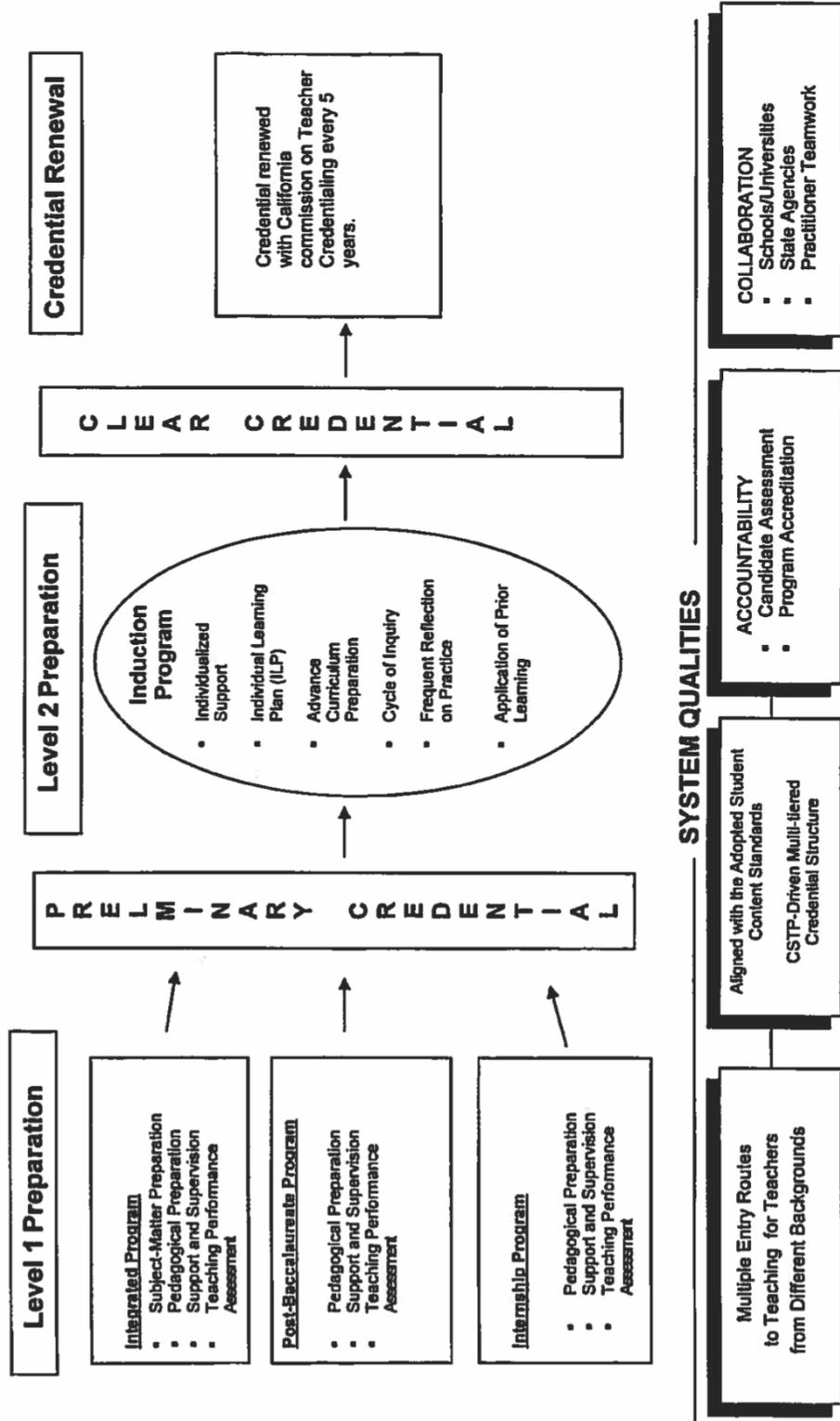
Month	Mentor / Candidate Collaboration	Induction Seminars	Activities to be completed by end of month
September	Weekly 1:1 meetings Administration triad meeting	Induction Seminar	ILP goal setting
October	Weekly 1:1 meetings Observation	Induction Seminar	Class profile
November	Weekly 1:1 meetings	Induction Seminar	
December	Weekly 1:1 meetings		ILP-Initial reflection Exemplary teacher observation
January	Weekly 1:1 meetings	Induction Seminar	
February	Weekly 1:1 meetings	Induction Seminar	ILP- Mid goal reflection
March	Weekly 1:1 meetings	Induction Seminar	
April	Weekly 1:1 meetings		ILP- End of goal reflection Inquiry cycle
May	Weekly 1:1 meetings	Colloquium	



## Program Monthly Timeline Year Two

<b>Month</b>	<b>Mentor / Candidate Collaboration</b>	<b>Induction Seminars</b>	<b>Activities to be completed by end of month</b>
September	Weekly 1:1 meetings Administration triad meeting	Induction Seminar	ILP goal setting ILP- Initial reflection
October	Weekly 1:1 meetings	Induction Seminar	Class profile Exemplary teacher observation
November	Weekly 1:1 meetings	Induction Seminar	ILP- Mid goal reflection
December	Weekly 1:1 meetings		ILP- End of goal reflection Inquiry cycle
January	Weekly 1:1 meetings Administration triad meeting	Induction Seminar	ILP goal setting ILP- Initial reflection
February	Weekly 1:1 meetings	Induction Seminar	Exemplary teacher observation
March	Weekly 1:1 meetings	Induction Seminar	ILP- Mid goal reflection
April	Weekly 1:1 meetings		ILP- End of goal reflection Inquiry cycle
May	Weekly 1:1 meetings	Colloquium	

# California's Learning to Teach System





## **Culver City & Beverly Hills Program 407 – Building Bridges and Beyond**

# **Eligibility, Requirements and Options**

### **Eligibility and Requirements for Induction**

To participate, teachers must meet the following credential and employment requirements:

- Multiple Subject, Single Subject or Education Specialist Preliminary Credential
- Out of state credential with less than two years of contracted teaching experience
- Employment in a certificated teaching assignment in Culver City Unified School District or Beverly Hills Unified School District

Please note that interns, teachers holding a clear credential and substitute teachers are not eligible for Culver City Unified School District and Beverly Hills Unified School District Induction participation. However, support will be given to all teachers during grade level or content area through professional learning community meetings.

### **Early Completion Option**

An Early Completion Option (ECO) is available for Induction participating teachers who meet the eligibility requirements and choose to use the ECO option. For more details, see Culver City Unified School District and Beverly Hills Unified School District Early Completion Option.



**Culver City & Beverly Hills Program 407 - Building Bridges and Beyond**

**Early Completion Option**

The Commission-approved Culver City- Beverly Hills Unified School District Induction Program provides the Early Completion Option (ECO) to all qualifying program participants in accordance with Senate Bill 57 (Scott). This option serves experienced and exceptional candidates.

**Application for Participation**

Name: \_\_\_\_\_ Site: \_\_\_\_\_

Grade level/ Subject matter: \_\_\_\_\_ Contact # \_\_\_\_\_

I. Prior experience that qualified you to participate in the ECO program (please check all that apply)

- \_\_\_\_ Private school classroom experience
- \_\_\_\_ Out-of-State classroom experience
- \_\_\_\_ Emergency permit/ Pre-intern Certificate/ Intern Credential experience

Name of school: \_\_\_\_\_ District: \_\_\_\_\_

City, State: \_\_\_\_\_ Years as teacher of record: \_\_\_\_\_

II. Attach recommendation and documentation that serves as evidence of outstanding practice

- \_\_\_\_ Previous performance evaluations (2) showing correlation to the CSTPs
- \_\_\_\_ Letter of Recommendation from a site or district administrator

\_\_\_\_\_  
Printed Name of Applicant                      Signature of Applicant                      Date

<b>FOR OFFICE USE ONLY:</b>	
This candidate ____ does ____ does not qualify for ECO based on the stated qualifications	
_____ Signature of Assistant Superintendent, Human Resources	_____ Date



## **Culver City & Beverly Hills Program 407 – Building Bridges and Beyond**

### **Candidate Competency Process**

The Culver City & Beverly Hills Program 407 Consortium verifies that candidates satisfactorily complete the sequence of program activities and requirements in order to be recommended for a clear credential. The following lists the program activities and requirements:

- Progress toward mastery will be assessed through continued reflection of the CSTPs as well as reflections documented on the CSTPs in the weekly collaborative logs and Inquiry Cycle reflections
- The candidate will complete one Inquiry Cycle within each ILP
- The candidate will be observed by the mentor no less than three times during each year to gather data for the Inquiry Cycles
- The candidate will determine a CSTP focus area for each Inquiry Cycle and will document research and action taken to meet their goal for each cycle
- At the end of each cycle, the candidate will write a reflection about the results of their research/action on their goal and their growth in teaching practices as result of the inquiry
- Candidate ensures all required program documentation is submitted in a timely manner

The CCUSD & BHUSD Induction Program will verify successful completion of all components:

- The Induction Coordinator will verify attendance for all required meetings
- The Induction Coordinator will verify successful completion of all triad meetings with their site administrator, ILPs and weekly meetings as documented by collaborative logs
- In the event a candidate has not completed all program activities and requirements, a meeting will be scheduled with the Induction Coordinator and candidate. The candidate will be given the option of repeating portions of the program in the following year, as needed
- A written appeal process is available for candidates in the event they are not recommended for a clear credential by the CCUSD & BHUSD Induction Program 407



## Culver City & Beverly Hills Program 407 – Building Bridges and Beyond

### Induction Participating Teacher Letter of Commitment

#### Responsibilities of a Participating Teacher:

- Attend and participate in all Induction sponsored seminars and events
- Complete all required Induction activities within the two year program
- Meet with assigned mentor on a weekly basis for an average of one hour per week
- Be observed by an assigned mentor as part of my growth on the continuum of teaching practices
- Maintain documented evidence of growth in the CSTPs through an Individualized Learning Plan (ILP)
- Complete your Professional Development Plan based on your ILP goals
- Use the California Standards for the Teaching Profession as the guide for continuously improving teaching practice
- Work to meet the needs of every student I am assigned to teach
- Complete documentation, in collaboration with my mentor, in meeting program standards for a clear credential

I, \_\_\_\_\_, have read and understand the Participating Teacher Responsibilities as described above and agree to follow them to the best of my ability within two years in order to receive a Certificate of Induction Completion. If, for any reason, I am unable to fully participate in the Culver City & Beverly Hills Program 407 Consortium Induction Program, I understand that I will need to contact my mentor and the program coordinator directly. Further, I understand that extensions will only be granted under extenuating circumstances, e.g. medical/family illness or emergency.

**Yes**, I wish to participate in this program.

**No**, I do not wish to participate in this program.

Date: \_\_\_\_\_

Participating Teacher's Signature: \_\_\_\_\_



**Culver City & Beverly Hills Program 407 - Building Bridges and Beyond**

**Teacher Information Form**

In an effort to provide better service to you, we are requesting the following information. This information will remain on file with the Induction Coordinator while you are in the program.

Name:	
Mailing Address:	
City, State, Zip Code:	
Cell Phone:	
Personal email:	
School Site:	
Grade Level/ Subject:	
Date of Birth:	
Social Security Number:	
Type of Credential: (Multiple/Single Subject, Educational Specialist)	
Teacher Preparation: (Name of College/University)	



## Culver City & Beverly Hills Program 407 – Building Bridges and Beyond

### **Induction Program Mentor Application**

A mentor is a caring, supportive teacher willing to assist a beginning teacher, who is a participant in the Induction program. The intent of the program is to match a participant with a supportive member from assignments with similar grade level, content area, or education specialist authorization and participant availability.

California Teacher Induction Program, CTIP Induction Support Mentor::

- Elementary, Middle, and High School Teachers

#### Eligibility (qualifications)

Applicants for CTIP Induction Support Mentor must:

- Possess the appropriate California Clear Credential for their teaching assignment.
- Minimum of five years teaching experience
- Agree to fulfill the requirements of the Induction Program to support the teacher(s) to whom they are assigned.

#### Duties and Responsibilities

CTIP Induction Support Mentors must:

- Provide a minimum of 1-hour weekly on-site support to assigned candidate(s) and complete weekly mentor summary forms.
- Attend Mentor Orientation and monthly CTIP meetings/seminars throughout the year. These meetings are held after school
- Develop a sustaining and thoughtful mentoring relationship with their assigned candidate, characterized by openness, sharing and reflection.
- Provide information, guidance, and assistance on effective professional practices.
- Guide candidate(s) movement through the Induction process and development in the California Standards for the Teaching Profession.
- Assist the candidate in the development, reflection upon and revision of an Individual Learning Plan based on the California Standards for the Teaching Profession, which includes maintaining evidence of teacher and student growth.
- Collaborate with other mentors, experienced colleagues, and Educational Services to assist with beginning teacher support.
- Conduct informal and formal classroom observations. *All classroom observations conducted by the mentor are confidential and induction is not used for evaluation of personnel.*
- Participate in the program evaluation process by providing professional and constructive feedback when requested.
- Successfully navigate Google Drive and meet all documentation deadlines.

#### Term of Assignment

The term of each CTIP Induction Support Mentor shall be one or two years following selection

### Application/Selection Process

- CTIP Induction Support Mentor Application.
- Positions are available on an as-needed basis

### Compensation

Annual stipend is distributed to the teacher assigned to support and not to exceed two teachers per year. Stipends are distributed monthly (CCUSD) or biannually (BHUSD). This stipend is subject to pro-rate and adjusted issuance date according to time and length of assignment (i.e. Candidates hired late or leaving the district during the year) as determined by the Induction Program.



## Culver City & Beverly Hills Program 407 – Building Bridges and Beyond Induction Program Mentor Application

Name: \_\_\_\_\_ School Site: \_\_\_\_\_

Grade Level/Subject: \_\_\_\_\_ Years of Teaching Experience \_\_\_\_\_

**Do you have any mentoring experience? Explain.**

**Why do you want to be an induction mentor?**

**Anything else you'd like to share?**

### **Release of Personnel Information:**

I agree to release personnel file information relating to my teaching experience and performance to selection committee members considering my qualifications for possible nomination to the Board of Education as an Induction Mentor (Title 5, Regulation 11252, EC 44491 .a)

### **Statement of Assurance:**

- I have five years or more of teaching experience
- I agree to fulfill the requirements of the CTIP program to support the teacher(s) to whom I am assigned.

Yes

No

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Please complete the application and submit to the Educational Services office**



## Culver City & Beverly Hills Program 407 – Building Bridges and Beyond

### Mentoring Agreement- Culver City USD

#### The Induction Program

- The Individual Learning Plan will be completed within the first 60 days of the Induction process and guide the focus of mentoring and support
- The mentor will document all communication and meetings in the ‘Mentor Meeting Summary’ document and share with inductee
- The inductee will make every effort possible to fulfill all meeting requirements and assignments within established deadlines
- Communication between the mentor and inductee is confidential

#### Meeting Logistics

- We will meet for at least 1 hour per week
- Our meetings will take place on \_\_\_\_\_ from \_\_\_\_\_ to \_\_\_\_\_.
- The location for our meetings will be \_\_\_\_\_.
- Our time will be documented on the Induction Communication Log kept on the Induction Google Drive.
- If one of us has to cancel a meeting, whenever possible we will give the other person at least twenty-four hours notice. We also recognize that unexpected things come up and that sometimes we are forced to cancel without notice
- If one of us has to cancel a meeting, we acknowledge that we must make every effort possible to reschedule within the month
- If cancellations become a pattern, the mentor and inductee agree to review the coaching agreement

#### Feedback

- The mentor welcomes feedback from the inductee at any time. The inductee is encouraged to share feedback
- The Induction Coordinator will ask the inductee for formal feedback midway through the Induction program and at the end of the school year
- If any concerns arise, please contact Angela Baxter in the Educational Services Department. She can be reached by phone at 310-842-4220 or by email at [AngelaBaxter@ccusd.org](mailto:AngelaBaxter@ccusd.org)

Date: \_\_\_\_\_

Mentor: \_\_\_\_\_

Inductee Name: \_\_\_\_\_

Mentor Signature: \_\_\_\_\_

Inductee Signature \_\_\_\_\_



## Culver City & Beverly Hills Program 407 – Building Bridges and Beyond

### Mentoring Agreement- Beverly Hills USD

#### The Induction Program

- The Individual Learning Plan will be completed within the first 60 days of the Induction process and guide the focus of mentoring and support
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- If one of us has to cancel a meeting, we acknowledge that we must make every effort possible to reschedule within the month
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- The mentor welcomes feedback from the inductee at any time. The inductee is encouraged to share feedback
- The Induction Coordinator will ask the inductee for formal feedback midway through the Induction program and at the end of the school year
- If any concerns arise, please contact Dustin Seeman in the Educational Services Department. He can be reached by phone at 310-551-2242 or by email at [dseemann@bhusd.org](mailto:dseemann@bhusd.org)

Date: \_\_\_\_\_

Mentor: \_\_\_\_\_

Mentor Signature: \_\_\_\_\_

Inductee Name: \_\_\_\_\_

Inductee Signature \_\_\_\_\_



## Culver City & Beverly Hills Program 407 – Building Bridges and Beyond

### Site Administrator Roles and Responsibilities

The Culver City Unified School District and Beverly Hills Unified School District Induction Program is an integral part of professional development. To encourage success of the candidate, I realize as a site administrator that I must assume certain responsibilities for a successful facilitation of the Induction program. These responsibilities include:

- Facilitate the introduction of the candidate to the staff and their inclusion in the professional learning community
- Provide on-site orientation prior to the opening of the school year for all candidates to include information concerning the any resources, personnel, procedures and policies
- Provide resources and support to the candidate assigned to more challenging settings
- Participate in triad meetings with the candidate and their mentor for the purpose of supporting the development of each Inquiry cycle of the Individualized Learning Plan
- Taking the number of extra duty assignments for new teachers into consideration
- Respect that the candidate/ mentor partnership is confidential and will not be used for evaluative purposes

In addition, I understand that candidates and mentors will need to meet on a regular basis. This may include meetings at the school site or district level.

Candidate Name(s): \_\_\_\_\_

---

Site Administrator

---

Site

---

Date



## Culver City & Beverly Hills Program 407 – Building Bridges and Beyond

### Candidate Grievance Procedure

The Culver City & Beverly Hills Induction Program leadership and staff strive to provide a program in a positive and supportive environment. In the event that a candidate has a grievance related to the Teacher Induction Program, the following steps should be followed:

1. Determine if you have a concern or a complaint
2. If you have a complaint against the district or a district employee, follow the Grievance Process found at the following links:

CCUSD: <https://1.cdn.edl.io/FnQuNIF6U2It77aatdHaBoSs9fQQyCEcVbc6zCevQzp8gKlb.pdf>

BHUSD: [https://www.bhusd.org/ourpages/departments/ESD-HR/Certificated%20Contract/BHEA Collective Bargaining Agreement 2017-2018.pdf](https://www.bhusd.org/ourpages/departments/ESD-HR/Certificated%20Contract/BHEA%20Collective%20Bargaining%20Agreement%202017-2018.pdf)

3. If you have a concern regarding your mentor match follow the following procedure:
  - Step 1: The candidate gives written notice of his/her specific concern regarding the match to Dr. Angela Baxter at [AngelaBaxter@ccusd.org](mailto:AngelaBaxter@ccusd.org) (CCUSD) or Dustin Seemann at [dseemann@bhusd.org](mailto:dseemann@bhusd.org) (BHUSD)
  - Step 2: The above-mentioned stakeholders will investigate the concern from both parties in order to determine the appropriate course of action
  - Step 3: The above-mentioned stakeholders will review the matter and issue a decision regarding the mentor and participating assignment within two weeks of the meeting
  - Step 4: Should the match continue to be non-productive, a reassignment will be made



## **Culver City & Beverly Hills Program 407 – Building Bridges and Beyond**

### **Extenuating Circumstances Criteria**

The Culver City & Beverly Hills Consortium Induction Program is designed for completion within the first two years of employment with a preliminary credential. Candidates must complete all requirements for the California clear credential within five years after receiving a preliminary credential.

Should any of the following circumstances occur during the candidate's participation in the Culver City & Beverly Hills Teacher Induction Program, it would constitute grounds for extending the time of his/her participation in the program.

- Personal leave without pay
- Medical leave of absence
- Bereavement leave exceeding time allotted by district
- Any other situation determined as appropriate by the Assistant Superintendent of Educational Services

**Culver City & Beverly Hills Program 407 Consortium - Building Bridges and Beyond**

**Beginning Teacher/Mentor Meeting Summary**

Date:	Start Time:	End Time:
<b>Which CSTP was addressed (mark or highlight):</b>		
CSTP 1: Engaging and Supporting All Students in Learning	CSTP 2: Creating and Maintaining Effective Environments for Student Learning	CSTP 3: Understanding and Organizing Subject Matter for Student Learning
CSTP 4: Planning Instruction and Designing Learning Experiences for All Students	CSTP 5: Assessing Students for Learning	CSTP 6: Developing as a Professional Educator
Meeting Notes:	BT Next Steps:	Mentor Next Steps:
Next Meeting Date:	Topic:	



**Culver City & Beverly Hills Program 407 – Building Bridges and Beyond**

**California Standards for the Teaching Profession**

**CSTP STANDARD ONE:**

<b>Engaging &amp; Supporting All Students in Learning</b>	
<b>1.1</b>	Using knowledge of students to engage them in learning
<b>1.2</b>	Connecting students' prior knowledge, life experience and interests
<b>1.3</b>	Connecting subject matter to meaningful, real-life contexts
<b>1.4</b>	Using a variety of instructional strategies, resources and technologies to meet students' diverse learning needs
<b>1.5</b>	Promoting critical thinking through inquiry, problem solving and reflection
<b>1.6</b>	Monitoring student learning and adjusting instruction while teaching

**CSTP STANDARD THREE:**

<b>Understanding &amp; Organizing Subject Matter for Student Learning</b>	
<b>3.1</b>	Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
<b>3.2</b>	Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
<b>3.3</b>	Organizing curriculum to facilitate student understanding of the subject matter
<b>3.4</b>	Utilizing instructional strategies that are appropriate to the subject matter
<b>3.5</b>	Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
<b>3.6</b>	Addressing the needs of English learners and students with special needs to provide equitable access to the content

**CSTP STANDARD FIVE:**

<b>Assessing Students for Learning</b>	
<b>5.1</b>	Applying knowledge of the purposes, characteristics, and uses of different types of assessments
<b>5.2</b>	Collecting and analyzing assessment data from a variety of sources to inform instruction
<b>5.3</b>	Reviewing data, both individually and with colleagues, to monitor student learning
<b>5.4</b>	Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
<b>5.5</b>	Involving all students in self-assessment, goal setting, and monitoring progress
<b>5.6</b>	Using available technologies to assist in assessment, analysis, and communication of student learning
<b>5.7</b>	Using assessment information to share timely and comprehensible feedback with students and their families

**CSTP STANDARD TWO:**

<b>Creating &amp; Maintaining Effective Environments for Student Learning</b>	
<b>2.1</b>	Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
<b>2.2</b>	Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
<b>2.3</b>	Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
<b>2.4</b>	Creating a rigorous learning environment with high expectations and appropriate support for all students
<b>2.5</b>	Developing, communicating, and maintaining high standards for individual and group behavior
<b>2.6</b>	Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
<b>2.7</b>	Using instructional time to optimize learning

**CSTP STANDARD FOUR:**

<b>Planning Instruction &amp; Designing Learning Experiences for All Students</b>	
<b>4.1</b>	Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
<b>4.2</b>	Establishing and articulating goals for student learning
<b>4.3</b>	Developing and sequencing long-term and short-term instructional plans to support student learning
<b>4.4</b>	Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
<b>4.5</b>	Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

**CSTP STANDARD SIX:**

<b>Developing as a Professional Educator</b>	
<b>6.1</b>	Reflecting on teaching practice in support of student learning
<b>6.2</b>	Establishing professional goals and engaging in continuous and purposeful professional growth and development
<b>6.3</b>	Collaborating with colleagues and the broader professional community to support teacher and student learning
<b>6.4</b>	Working with families to support student learning
<b>6.5</b>	Engaging local communities in support of the instructional program
<b>6.6</b>	Managing professional responsibilities to maintain motivation and commitment to all students
<b>6.7</b>	Demonstrating professional responsibility, integrity, and ethical conduct



## **Culver City & Beverly Hills Program 407 – Building Bridges and Beyond**

### **Preconditions and Program Standards**

#### **Preconditions for Induction Programs**

1. Each Induction program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher’s first year of teaching
2. The Induction program must identify and assign a mentor 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 grade level and/or subject area, as appropriate to the participant’s employment
3. Each Induction program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor
4. Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher’s enrollment in the program
5. The Individual Learning Plan must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes
6. An Induction program sponsor must make available and must advise participants of an Early Completion option for “experienced and exceptional” candidates who meet the program’s established criteria

## **Program Standards for Induction Programs**

### **Standard 1: Program Purpose**

Each Induction program must support candidate development and growth in the profession by building on the knowledge and skills gained during the Preliminary Preparation program to design and implement a robust mentoring system, as described in the following standards, that helps each candidate work to meet the California Standards for the Teaching Profession

### **Standard 2: Components of the Mentoring Design**

The Induction program's mentoring design must be based on a sound rationale informed by theory and research, and must provide multiple opportunities for candidates to demonstrate growth in the California Standards for the Teaching Profession. The mentoring approach implemented by the program must include the development of an individualized Learning Plan (ILP) for candidates based on needs determined by the teacher and program provider, in consultation with the site administrator and guided by the Preliminary Program Transition Plan. The ILP must address identified candidate competencies that support the recommendation for the credential. Mentoring support for candidates must include both "just in time" and longer term analysis of teaching practice to help candidates develop enduring professional skills. The program's design features both individually and as a whole must serve to strengthen the candidate's professional practice and contribute to the candidate's future retention in the profession

### **Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System**

The Individualized Learning Plan (ILP) must address the *California Standards for the Teaching Profession* and provide the road map for candidates' Induction work during their time in the program along with guidance for the mentor in providing support. The ILP must be collaboratively developed at the beginning of Induction by the candidate and the mentor, with input from the employer regarding the candidate's job assignment, and guidance from the program staff. The ILP must include candidate professional growth goals, a description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed. The candidate's specific teaching assignment should provide the appropriate context for the development of the overall ILP; however, the candidate and the mentor may add additional goals based on the candidate's professional interests such as, for example, advanced certifications, additional content area literacy, early childhood education, case management, evidence-based practices supportive of specific disabilities within the candidate's caseload, consultation, collaboration, co-teaching, and collaborating with para-educators and service providers. Within the ILP, professional learning and support opportunities must be identified for each candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.

The program must assist the candidate and the mentor with assuring the availability of resources necessary to accomplish the ILP. The program must ensure dedicated time for regular mentor and candidate interactions, observations of colleagues and peers by the candidate, and other activities contained in the ILP. In addition, the mentoring process must support each candidate's consistent practice of reflection on the effectiveness of instruction, analysis of student and other outcomes data, and the use of these data to further inform the repeated cycle of planning and instruction. Within the ongoing mentoring interactions, the mentor must encourage and assist candidates to connect with and become part of the larger professional learning community within the profession.

#### **Standard 4: Qualifications, Selection and Training of Mentors**

The Induction program assigns qualified mentors and provides guidance and clear expectations for the mentoring experience based on the program's design. Qualifications for mentors must include but are not limited to:

- Knowledge of the context and the content area of the candidate's teaching assignment
- Demonstrated commitment to professional learning and collaboration
- Possession of a Clear Teaching Credential
- Ability, willingness, and flexibility to meet candidate needs for support
- Minimum of three years of effective teaching experience

Guidance and clear expectations for the mentoring experience provided by the program must include but are not limited to:

- Providing "just in time" support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills
- Facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction
- Connecting candidates with available resources to support their professional growth and accomplishment of the ILP
- Periodically reviewing the ILP with candidates and making adjustments as needed

The program must provide ongoing training and support for mentors that includes, but is not limited to:

- Coaching and mentoring
- Goal setting
- Use of appropriate mentoring instruments
- Best practices in adult learning
- Support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks
- Program processes designed to support candidate growth and effectiveness

#### **Standard 5: Determining Candidate Competence for the Clear Credential Recommendation**

The Induction program must assess candidate progress towards mastery of the California Standards for the Teaching Profession to support the recommendation for the clear credential. The documentation of candidate progress must reflect the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the candidate's successful completion of the activities outlined in the ILP.

Prior to recommending a candidate for a Clear Credential, the Induction program sponsor must verify that the candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made. The program sponsor's verification must be based on a review of observed and documented evidence, collaboratively assembled by the candidate, the mentor and/or other colleagues, according to the program's design. The Induction program's recommendation verification process must include a defensible process of reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, as needed.

**Standard 6: Program Responsibilities for Assuring Quality of Program Services**

The program must regularly assess the quality of services provided by mentors to candidates, using criteria that include candidate feedback, the quality and perceived effectiveness of support provided to candidates in implementing their Individualized Learning Plan, and the opportunity to complete the full range of program requirements. Induction program leaders must provide formative feedback to mentors on their work, including establishment of collaborative relationships. Clear procedures must be in place for the reassignment of mentors, if the pairing of candidate and mentor is not effective.

The program must provide a coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system

Source: Commission on Teacher Credentialing Handbook (2017)



## **Culver City & Beverly Hills Program 407 – Building Bridges and Beyond**

### **Acronym Key**

AP- Advanced Placement  
AVID- Advancement via Individual Determination  
CAASPP- California Assessment of Student Performance and Progress  
CCSS- Common Core State Standards  
CFA- Common Formative Assessment  
CSTP- California Standards for the Teaching Practice  
CTC- Commission on Teacher Credentialing  
CTE- Career Technical Education  
CTIP- California Teacher Induction Program  
ECO- Early Completion Option  
EL- English Learner  
ELD – English Language Development  
ELL- English Language Learner  
ELPAC- English Language Proficiency Assessments for California  
ESSA- Every Student Succeeds Act  
GATE- Gifted and Talented Education  
IDEA- Individuals with Disabilities Education Act  
IEP- Individualized Education Plan/Program  
IHE- Institute of Higher Education  
ILP- Individual Learning Plan  
LCAP- Local Control Accountability Plan  
LEA- Local Education Agency  
LRE- Least Restrictive Environment  
MTSS- Multi-Tiered Systems of Support  
PBIS- Positive Behavioral Interventions and Supports  
PLC- Professional Learning Community  
RtI- Response to Intervention  
SARC- School Accountability Report Card  
SBAC- Smarter Balanced Assessment Consortium  
SST- Student Study Team  
SPED/ SpEd- Special Education  
UDL- Universal Design for Learning