

PROGRAM HANDBOOK



**FOOTHILL CONSORTIUM
CALIFORNIA TEACHER
INDUCTION PROGRAM**

Table of Contents

Who is the Foothill Consortium?.....	4
Program Vision	4
What is Teacher Induction?.....	4
Components of Induction	5
Induction Pathway	6
Roles & Responsibilities	7
Program Policies	10
Admittance Requirements.....	10
Attendance	10
Credential Recommendation Process	11
Early Completion Option (ECO).....	12
Grievance Policy.....	14
Individual Learning Plan	15
Interaction Logs	16
Intern Credential	16
Mentor Assignment & Pairing.....	16
Mentor Selection and Training.....	17
Milestones	18
Personal Emergencies	18
Portfolio Verification Process	19
Professional Goals.....	19
Reassignment Policy	20
Record Retention	20
Submission Review Team.....	21
Substitute Arrangement Policy.....	21
Substitute Teacher Participation.....	21
Teach Out Plan.....	21
Transcripts.....	22
Tuition.....	22
Unsatisfactory Progress/Participation	22
University Graduate Credit	22
Program Staff	23
Glossary of Common Terms	24

APPENDIX	26
Completion Plan.....	27
Letter of Appeal	28
InductionSupport.com.....	30
Progress Monitoring Rubrics.....	33

Who is the Foothill Consortium?

The Foothill Consortium Induction Program is an accredited Induction program primarily supporting new teachers in the Bonita Unified, Charter Oak Unified, Claremont Unified, Glendora Unified, and West Covina Unified School Districts. Candidates in surrounding private schools and districts are also served.

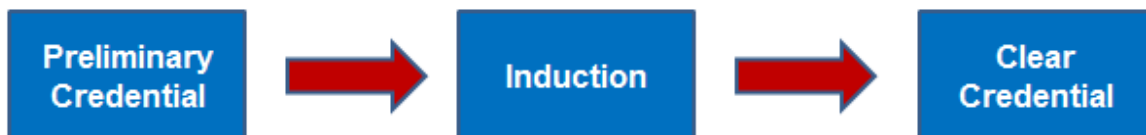
Foothill Consortium provides a coherent overall system of support for new teachers (Candidates) through collaboration, communication, and coordination between new teachers, Mentors, school and district administrators, and all members of the Induction system.

Program Vision

Foothill Consortium is a collaborative learning community committed to the authentic development of educator practice through reflective guidance, personalized coaching, meaningful professional development, and timely support to ensure the success of all candidates and the students they serve.

What is Teacher Induction?

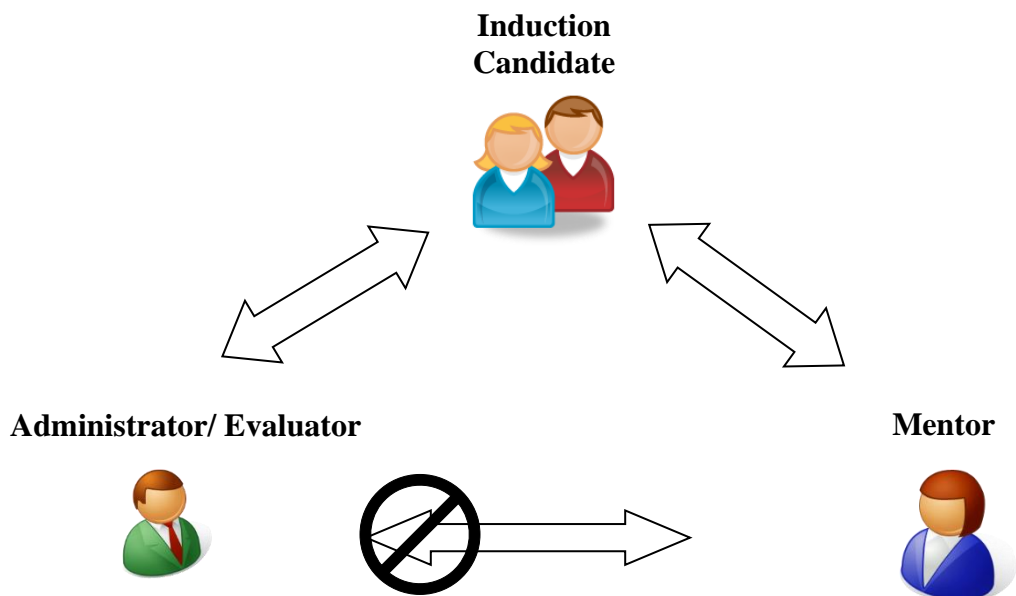
Once teachers receive their Preliminary Multiple Subject, Single Subject, or Education Specialist credential, they participate in a two-year, job-embedded, individualized Induction program that builds on the knowledge and skills from a teacher's Preliminary preparation program. This is a robust mentoring system of support that assists the new teacher in their progress towards mastery of the California Standards for the Teaching Profession (CSTP) during their first two years of teaching.



Components of Induction

Induction leads a new teacher (also called a Candidate) through a two-year journey of teaching and reflection. The cornerstone of the program is the one-on-one guidance and collaboration from an experienced Mentor. Mentors meet with their Candidate on average of an hour a week to provide both “just in time” support and longer term analysis of teaching practice to help Candidates develop enduring professional skills. Together the Mentor and Candidate develop an Individualized Learning Plan (or ILP), which is the driving force of Induction. The ILP is guided by the Candidate’s Preliminary Program Transition Plan. It outlines the Candidate’s goals, and it assists the Mentors in providing the support the Candidate needs.

Throughout Induction, Mentors assist Candidates in inquiry-based learning, collecting and reflecting upon evidence of the effectiveness of the Candidate’s teaching practice (including the analysis of student and other outcome data), consistently reflecting on that evidence, and using this data to further inform the repeated cycle of planning and instruction. Documentation of this process is collected and reviewed regularly throughout the Induction experience by both the Mentor and a submission review team. This entire process is confidential and non-evaluative, as depicted on the picture below.



Induction Pathway

1. Recommendation for the Clear Credential is based on the contents of the Candidate's Induction Portfolio, reviewed and approved by the Lead Mentors, the program's Director, and the Foothill Consortium Advisory Board.
2. It is the Candidate's responsibility to ensure no other renewal codes exist on their Credential prior to Submission. Foothill Consortium will only clear the Induction renewal codes. During the entrance interview, the Foothill Consortium Director will advise the Candidate of any other renewal requirements. Should there be additional renewal requirements, a meeting shall be held with the Candidate, Mentor, and Director to discuss options for interweaving additional requirements into their Induction experience.
3. The primary responsibility of collecting evidence in the Induction Portfolio lies with the Induction Candidate with the assistance and guidance of the Mentor.
4. Program leadership reviews Induction Portfolios at regular intervals, noting progress toward Induction completion and providing formative feedback as needed.
5. At the end of Year Two Advisory Board review, the Foothill Consortium Director reviews all completion documents and provides Verification of Completion reports to the Credential Analysts of each participating district.
6. The Credential Analyst of the West Covina Unified School District (Foothill Consortium LEA) will make Clear Credential recommendations to the CTC for all Candidates who have been verified by the Foothill Consortium Director and approved by the Foothill Consortium Advisory Board. All credential recommendations are provided solely by persons who are current employees of West Covina LEA, the California Commission on Teacher Credentialing (CCTC) approved institution.
7. All Induction Candidates participate in Colloquium at the end of the year, sharing experiences of professional growth and student achievement.

For further information on the Induction pathway, please review the "Credential Recommendation Process" located under Program Policies.

Roles & Responsibilities

Candidate

As stated in the Candidate MOU, the Induction Candidate shall...

1. Review the Program Handbook available on www.inductionsupport.com under Resources to ensure I have a full understanding of all program requirements, processes, and procedures.
2. Complete an entrance interview with the Foothill Consortium Director upon initial enrollment in the program.
3. Ensure on an on-going basis that all information on my InductionSupport.com profile is complete and up-to-date.
4. Attend the Induction Program Orientation. This is the first official day of enrollment.
5. Collaborate with my Mentor to develop an ILP within 60 days of enrollment.
6. Participate in a Triad Meeting with my Mentor and Site Administrator at least once a year.
7. Maintain and submit an evidence-based portfolio according to Milestone timelines and requirements. This portfolio shall be aligned to my ILP, and it shall demonstrate my progress towards mastery of the CSTP.
8. Review all Milestone formative feedback and make any requested revisions in a timely manner.
9. Participate in at least three observations by my Mentor during the school year.
10. Develop a collaborative relationship with my Mentor and Foothill Consortium staff, characterized by openness, sharing and reflection.
11. Meet with my Mentor in person or virtually for, on average, one hour a week. I understand texting my Mentor does not count towards the hour a week of support.
12. Log in to InductionSupport.com at least once a week and complete all items in the Things to Do Box, which includes acknowledgement of weekly interaction logs.
13. Complete all Foothill Consortium requirements, assessments, and milestones in a professional, thorough, collaborative, and timely manner.
14. Attend all required Induction events as indicated on the Foothill Consortium Calendar.
15. Communicate with the Foothill Consortium Director, Office Manager, and my Mentor in a timely manner.
16. Ensure all tuition deadlines are met.
17. Attend Induction Colloquium to celebrate my accomplishments.

Roles & Responsibilities

Mentor

As stated in the Mentor Memorandum of Understanding, the Induction Mentor shall...

1. Ensure my teaching credential is active.
2. Participate as a Mentor for a minimum of two years.
3. Ensure all my information on the Induction Support Profile and Program Office records is complete and up to date on an ongoing basis.
4. Make initial contact with my assigned Candidate(s) within 72 hours of assignment.
5. Attend Orientation with my Candidate and assist them in completing and submitting an ILP within 60 days of program enrollment.
6. Arrange and lead a Triad Meeting with my Candidate and their Site Administrator to ensure site and district goals and initiatives have been reviewed prior to the development of the ILP.
7. Respect and maintain the trusting relationship between myself and my Candidate by not discussing Candidate performance or evaluative feedback with their site administrators.
8. Meet with my Candidate for, on average, one hour a week for individualized, job-embedded support and just-in-time support based on ILP goals. This includes a consistent reflection on the effectiveness of instruction, feedback on instruction, modeling, analysis of data, and the use of data to inform the repeated cycle of planning and instruction. I understand one hour a month may be virtual conferencing (such as Zoom or Google Meet) but texting does not count as interaction time.
9. Record all collaboration time on InductionSupport.com when the meeting occurs.
10. Attend on time, for the duration of, and actively participate in all FCIP trainings, Collaboratives, and Colloquium.
11. Assist my Candidate with fulfilling all Induction program requirements and milestones in a professional, collaborative, and timely manner. This includes reviewing all Milestones prior to submission and supporting my candidate with any feedback received.
12. Conduct classroom observations a minimum of 3 times each year and provide specific, timely feedback to my Candidate.
13. Assist my Candidate in arranging an observation of exemplary teaching practice if requested.
14. Assist my Candidate in connecting with and becoming part of the larger professional learning community.
15. Communicate with Foothill Consortium Director should concerns develop related to Candidate-Mentor pairing.
16. Complete all program requirements and respond to program office communication in a timely manner.

Roles & Responsibilities

Site Administrator

In order to ensure alignment of the Induction experience to site and district initiatives, the CCTC requires Induction programs to engage with the site administrators of Candidates. As stated on the Site Administrator Memo of Understanding, Foothill Consortium requests site administrators to:

- 1) Participate with Mentors and Induction Candidates during Triad Meetings at least once per year to provide input on site and district initiatives.
- 2) Review relevant site details with Induction Candidates including, but not limited to: site procedures & expectations; curriculum & instruction policies and resources; safety policies and procedures.
- 3) Approve release time for Mentors and Induction Candidates for observation experiences and collaborative conversations.
- 4) Respect and maintain the trusting relationship between the Mentor and the Candidate. Induction is not evaluative, and Site Administrators should not solicit feedback from Mentors on Candidate performance.
- 5) Contact the Mentor and/or the program's Director should additional support be recommended to ensure Candidate success.
- 6) Validate the time required for Induction by limiting adjunct responsibilities for both Mentors and Candidates.
- 7) Provide feedback to Foothill Consortium through periodic administrator surveys.
- 8) Attend Colloquium in May to celebrate the successful completion of your Candidate's Induction year.



Program Policies

Admittance Requirements

To be admitted into Foothill Consortium Teacher Induction Program, teachers must hold a valid preliminary multiple subject, single subject or Education Specialist credential. Although prospective Candidates do not need to be employed full time, they must be a contracted teacher of record. Verification of these admittance requirements is done in collaboration with the Candidate's Human Resources Department.

All candidates holding a Preliminary Credential are eligible to participate in the Foothill Consortium California Teacher Induction Program regardless of race, religion, color, national origin, ancestry, age, marital status, pregnancy, mental disability, physical disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, sexual orientation, or any other characteristic protected by state or federal law.

Attendance

Candidates must attend, be on time for, and stay for the duration of **all** Foothill Consortium events. Registration for all events occurs on www.inductionsupport.com. If a Candidate cannot attend an event they registered for, they must contact the Program Office prior to the event.

The meetings below are **required** for Program Completion:

Required Events	Year 1	Year 2
Entrance Meeting	X	
Orientation	X	X
Winter Collaborative	X	X
Transition Meeting	X	
Submission Meeting		X
Colloquium	X	X

Credential Recommendation Process

The Foothill Consortium Induction Program has a thorough review process to ensure Candidates demonstrate growth towards mastery of all six California Standards for the Teaching Profession (CSTP):

1. Mentor Support – The Mentor supports the Candidate for on average of one hour a week. This time is logged on an interaction log which is approved by the candidate and monitored by the program's Director to ensure the required hours are met each year.
2. Milestones – Candidates electronically submit their Individual Learning Plan (ILP) and supporting documents five times a year for review by a submission review team. The team documents Candidate progress on each Milestone utilizing the Milestone Rubrics (see Appendix). The submission review team ensures the Candidate's progress reflects the learning and professional growth goals indicated within the ILP and evidences the Candidate's successful completion of the activities outlined in the ILP. Formative feedback is provided to support the Candidate in their continued growth and to ensure a score of "3" is met at the conclusion of each program year.
3. Mid-year Review – Candidates and their Mentor meet at the midway point each year to discuss progress and any areas of needed support. The Mentor completes a Candidate Feedback tool and submits it to the program's Director for review.
4. Transition Meeting – Candidates meet with a member of the submission review team at the conclusion of Year 1 to review the Candidate's growth and progress from their first year of induction and to develop a plan for any needed support for the second year.
5. Submission Meeting – At the end of Induction Year 2, Candidates participate in a Submission Meeting with a team of Mentors from outside their district. The Candidate presents how they have grown in all 6 CSTP as well as how their students have grown as a result of their inquiry. During the Submission Meeting, Candidates also meet with the program's Director for the final review of program requirements.
6. Advisory Board Review – Should the Candidate's electronic portfolio be approved by the submission review team and should the Candidate have successfully completed all program requirements, the Candidate's electronic portfolio advances to a member of the Advisory Board who is not employed by the Candidate's district. This individual provides the final approval for Clear Credential recommendation.

Final recommendations are reviewed by the program's Director and then forwarded to the Credential Analyst for the West Covina Unified School District. Under the supervision of the Executive Assistant to the Assistant Superintendent of Human Resources, the Credential Analyst posts the final recommendation to the California Commission on Teacher Credentialing.

Early Completion Option (ECO)

As a Commission-approved Induction program, Foothill Consortium provides an Early Completion Option (ECO) for experienced, exceptional candidates. The Foothill Consortium Advisory Board has established the following ECO criteria and procedures for Induction Candidates.

1. Candidate Notification of Early Completion Option

All candidates receive notification of Early Completion upon enrollment in Foothill Consortium and during Orientation.

2. Eligibility

Candidates who meet **one** of the following criteria may apply for ECO:

- ☐ Candidate has completed exceptional service as the teacher of record for a minimum of two school years prior to enrollment in Foothill Consortium. Verification of experience must be provided by the Candidate's Human Resources Department and included in the ECO Application.
- ☐ Candidate holds a fully certified (not preliminary) out-of-state or out-of-country credential with authorization to teach English Learners.

3. Application Process

a. Candidates with 2-9 years of prior, exceptional teaching experience

Candidates with 2-9 years of exceptional teaching experience prior to enrollment in Foothill Consortium may qualify for the ECO option during the second year of Induction. This option will conclude Year 2 in December rather than May during Year 2. To qualify, Candidates must:

- ☐ Apply by September 1st in Year 2. All of the following must be submitted to the Program Office in one application packet:
 - ECO Application (available from the Program Office)
 - Letter of Justification for ECO Participation addressed to the Foothill Consortium Advisory Board. This letter should cite specific information on how the Candidate is Applying, Integrating, or Innovating on all six CSTP.
 - Verification of two or more years of full-time teaching experience as teacher of record prior to enrolling in Induction (on official letterhead from the Candidate's Human Resources office).
 - Copy of most recent end of year evaluation demonstrating exceptional performance.
 - Letter of Recommendation by current Site Administrator.
 - Letter of Recommendation by current Mentor.

In addition, the following criteria must be met:

- Candidate completed Year 1 Induction with no recommendations from the Mentor review team or the program's Director.
- Candidate met all other Credential renewal code requirements before September 1st of their second year.
- Candidate's application was approved by the Foothill Consortium CAST and Advisory Board.
- Candidate remains on track for all ECO requirements, which includes evidence of progress towards mastery of all CSTP. At any time should the Foothill Consortium Director feel the Candidate is not on track for all ECO requirements, the Candidate may return to the traditional pathway.

b. Candidates with 10+ years of prior, exceptional teaching experience

Candidates with 10+ years of exceptional teaching experience prior to enrollment in Foothill Consortium's Induction Program may qualify for the ECO option during their first year of Induction. This option will conclude Induction after successfully completing one year of Induction. To qualify, Candidates must:

☐ Apply upon enrollment in Induction, but no later than September 1st. Application must include:

- ECO Application (available from the Program Office)
- Letter of Justification written by the applicant and addressed to the CAST citing reasons why an ECO Induction Single Year should be granted. Letter should cite specific information on how the Candidate is Applying, Integrating, or Innovating on all six CSTP
- Letter of Recommendation from previous year's Principal.
- Letter of Verification from Candidate's Human Resources department verifying ten or more years of teaching experience (on official letterhead).
- Copy of end of the year evaluations from the past two years that evidence exceptional teaching practice.
- Copy of a formal observation by a site administrator within the past two years evidencing exceptional practice related to the CSTP.

In addition, the following criteria must be met:

- Candidate must have met all other Credential renewal code requirements prior to September 1st.
- Candidate's application is approved by the Foothill Consortium CAST and Advisory Board.
- The Candidate remains on track for all ECO Year Single Year requirements, which includes evidence of progress towards mastery of all 6 CSTP. At any time should the Foothill Consortium Director feel the Candidate is not on track for all ECO Single Year requirements, the Candidate may return to the traditional, two-year Induction pathway.

4. Monitoring Early Completion Candidates

The Candidate's progress is monitored by the assigned Mentor, Lead Mentors, and the Foothill Consortium Director. Candidate's program completion will be based on the Candidate's professional growth, development of competence toward mastery of the 6 CSTP, and reflection of teaching practice.

5. Completion of the Induction Program for Early Completion Candidates

In addition to a Lead Mentor or the program's Director, a member of the Program Advisory Board (outside the resident district) will review the Candidate's evidence of practice. If the Advisory Board reviewer determines the submitted evidence does not meet program expectations, the Candidate will return to the traditional track, participating fully in all aspects of the program to ensure successful completion. Upon successful review, the Candidate be invited to a Submission meeting to share their growth and progress. Upon successful completion of all requirements, the Candidate will be recommended for the appropriate California Clear credential(s).

Grievance Policy

Mentors and program staff make every effort to ensure Candidates' successful program completion and recommendation for the Clear Credential. Candidates participate in progress monitoring activities throughout the year. Year 1 portfolios are reviewed to make formative suggestions to support collaboration in Year 2. The Foothill Consortium Advisory Board reviews all Year 2 portfolios to determine a candidate's satisfactory progress toward mastery of the CSTP and authorize the Clear Credential recommendation.

In the unlikely event a Candidate's submitted body of evidence is deemed lacking in any area of the CSTP, a Completion Plan will be developed for the Candidate by the Foothill Consortium Director (see Appendix). If the candidate disagrees with the decision made by the Advisory Board and/or the Foothill Consortium Director, the Candidate is required to submit a formal Letter of Appeal (found in appendix) to the Director.

Upon receipt of the Letter of Appeal, the Foothill Consortium Director shall:

1. Contact the Mentor for input on the Candidate's level of practice with regard to the CSTP.
2. Have the portfolio reviewed by two additional Advisory Board members, one of which will be a program Mentor holding the same credential type as the Candidate.
3. Hold a meeting with the Candidate and the Mentor to review the outcome of the second review.
4. Collaborate with the Candidate and the Mentor to develop a mutually agreed upon Completion Plan.
5. Submit a copy of a signed Completion Plan to the Candidate's site administrator and district Human Resources Department.

In the event the Candidate remains in disagreement with the outcome of the second review, and a mutually agreeable Completion Plan cannot be developed, the Candidate must submit a formal Letter of Appeal to the appropriate Consortium Assistant Superintendent Team representative. The Consortium Assistant Superintendent Team (CAST) will thoroughly review the dispute and render a final resolution. Consortium Assistant Superintendent Team Representatives are as follows:

Bonita Unified	Matt Wien
Charter Oak Unified	Danny Kim
Claremont Unified	Kevin Ward
Glendora Unified	Virginia Kelsen
West Covina Unified	Mike Seaman
Out of Consortium	Kevin Ward

Individual Learning Plan

The Individual Learning Plan (ILP) must address the California Standards for the Teaching Profession (CSTP) and provide the road map for the Candidate's Induction work during their time in the program. Designed in collaboration with the Mentor, the ILP is the driving force of the Candidate's Induction work. When Candidates begin the program, Mentors utilize the Candidate's Preliminary Program Transition Plan, feedback from the site administrator Triad Meeting, and the context of the Candidate's teaching position to support the Candidate in developing their plan.

The ILP includes the Candidate's professional growth goals, a description of how the Candidate will work to meet these goals, and defined, measurable outcomes for the Candidate. Embedded within the ILP are two inquiry cycles and twelve professional learning and/or support opportunities per year. These inquiry cycles and professional learning opportunities support the Candidate in practicing and refining effective teaching practices for all students. Finally, the ILP includes an opportunity to define any resources necessary for the Candidate to accomplish the ILP. The Mentor works with site administrator and the Program Office to address any needed resources.

The ILP and supporting documents are submitted at five benchmarks during the year (called Milestones) to ensure the Candidate is on track for program completion and demonstrating progress towards mastery of the 6 CSTP.

Interaction Logs

Interaction logs ensure dedicated time has been made for regular Mentor and Candidate interactions, observations of colleagues and peers by the Candidate, and other activities contained in the ILP. Candidates must receive an average of not less than one hour per week of individualized support and mentoring either coordinated by or provided by their Mentor. Mentors will log this interaction time on www.inductionsupport.com and Candidates are required to acknowledge the veracity of the log. The Director monitors these logs regularly to ensure all Candidates receive no less than 38 hours of support.

Intern Credential

Foothill Consortium supports teachers with a Preliminary Multiple Subject, Single Subject, or Education Specialist Credential. Should a teacher hold an Intern Credential, they may enroll in Foothill Consortium should they expect to receive a Preliminary Credential on or before January 1 of the academic year.

Mentor Assignment & Pairing

Foothill Consortium identifies and assigns a mentor to each Candidate within the first 30 days of the participant's enrollment in the program. The effective pairing of Mentors with Candidates is the essential foundation to a successful Induction experience. The following criteria is used when assigning Candidates to a Mentor:

1. Credential -- Foothill Consortium makes every effort to pair Candidates with a Mentor with a like credential -- Multiple Subject with Multiple Subject, Single Subject with Single Subject, and Education Specialist with Education Specialist. It is possible Single Subject Candidates may be paired with a Multiple Subject Mentor who has an added authorization in the Candidate's content area (see Criteria #2) or experience related to the Candidate's subject matter or student age group (see Criteria #3).

2. Subject or Content Area -- Candidates may be paired with a Mentor who has the same or a similar subject matter authorization as the Candidate. This may include like departments (such as foreign languages or business/mathematics), like settings (such as Mild/Moderate and Moderate/Severe), or added authorizations on a Multiple Subject credential.

3. Experience -- Candidates may also be paired with a Mentor who has grade level job experience that is equivalent or similar to the context of the Candidate's job assignment. This may include matching Candidates with Mentors across the elementary age group (K-6), across the secondary age group (6-12), or a Mentor who has K-12 administrative experience.

Matching by the above criteria is a priority when pairing a Candidate with a Mentor. In addition to this criteria, the following may also be taken into consideration:

1. District or Site -- Because understanding the unique culture and expectations of a school district and/or site is important, every effort is made to match a Candidate with a Mentor in their own school district or site, unless otherwise requested by the Candidate or administrator.

2. Requests – Should a Candidate or administrator make a request for a specific Mentor, this will be taken into consideration as long as one of the first three criteria are met. Should a Candidate's job assignment change and no longer match the original criteria for the Mentor match, the Candidate has the option of continuing with their same Mentor.

3. Personality Fit -- During Entrance Meetings, Candidates are provided with an opportunity to share the qualities they are looking for in a Mentor. This information is taken into consideration when pairing Candidates with Mentors.

In the event a Candidate has more than one credential, the Program Office and Mentor support the Candidate in connecting with an experienced teacher in the Candidate's other credential area. Content experts may also be assigned to a Candidate should a Mentor-Candidate pairing not meet one of the criteria established above.

Mentor Selection and Training

Mentor recruitment takes place in the Spring of each year. Outreach is made to each of the member districts, and prospective mentors are provided with opportunities to attend Mentor Recruitment Informational meetings.

- **Mentor Qualifications:** Mentors are teachers who have effectively taught at least five years, hold a Clear Teaching Credential and who have: knowledge of the context and content of a Candidate's teaching assignment; demonstrated commitment to professional learning and collaboration; ability, willingness, and flexibility to meet Candidate needs for support.
- **Mentor Application Process:** Applications are made available each Spring. Applications typically include a brief questionnaire and require two letters of recommendation (one from the current principal and one from a colleague). The Foothill CAST and program's Director review applications and select individuals who will be interviewed by the Foothill CAST. At times applications may be accepted at other points during the year, depending on Candidate need.

Once selected, new Mentors participate in a two-day new Mentor training. In addition, all Mentors participate in the Mentor Program Launch each fall as well as additional Mentor Professional Development throughout the year. Mentor Professional Development is aligned to the Induction Program Standards and based upon feedback provided by Mentors, the Steering Committee, and the Advisory Board. This training and support 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 program processes designed to support candidate growth and effectiveness.

In addition to the collaboration provided during professional development activities, Mentors are provided with regular opportunities to engage with mentoring peers in professional learning networks called "Mentor Collaboratives" and "Mentor Roundtables."

Milestones

Candidates periodically submit their electronic portfolio at benchmarks called "Milestones". A window of dates is provided for each Milestone so as to allow the Candidates an opportunity to select a submission date that works best for them. Each Milestone submission must be reviewed by the Mentor prior to submission. Once approved it is uploaded on www.inductionsupport.com and must include:

1. Individual Learning Plan -- Developed by Candidate and Mentor with guidance from program staff and in consultation with site administrator and guided by Preliminary Program Transition Plan.
2. Self-selected evidence demonstrating the Candidate's progress towards mastery of the 6 CSTP.

Once submitted, the Milestone submission will be reviewed by the submission review team and the Candidate will receive formative feedback on their submission. Induction Candidates should check Milestone Reports regularly on *InductionSupport.com* to make sure everything has been received and reviewed. If any Milestones are marked as "Resubmit", the feedback from the submission review team will guide the Candidate on next steps. Unsatisfactory completion of portfolio requirements may result in an extension of Induction into the next school year.

Personal Emergencies

Should the Candidate have a personal emergency that prevents them from satisfactorily participating in Induction, it is their responsibility to notify the Foothill Consortium Director immediately. The Director will work with the Candidate in modifying the timeline for completion of Induction without penalty.

Portfolio Verification Process

Candidate competency is measured through assessment of Candidate's progress towards mastery of the CSTP. Evidence must reflect: learning and professional growth goals in the ILP and candidate's successful completion of ILP activities. Per the CCTC, Induction programs must verify Candidates have satisfactorily completed all program activities/requirements, and programs must document the basis on which the recommendation for the Clear Credential is made. 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 program design. The following outlines the verification process for Foothill Consortium:

1. **Year 1:** The submission review team reviews all documents uploaded and feedback is provided at five Milestones. At the conclusion of the year, the submission review team meets with Candidates to discuss progress and any recommendations for Year 2. In addition, Candidates share a reflection with evidence at Colloquium.
2. **Year 2:** The submission review team reviews all documents uploaded and feedback is provided at five Milestones. At the conclusion of the year, the Candidate participates in a submission meeting with the submission review team. At this meeting the Candidate shares evidence related to their growth within all 6 CSTP. The Candidate also meets with program's Director to ensure all program requirements have been met. Candidates successfully completing the submission meeting and who have satisfactorily met all program requirements will have their electronic portfolio reviewed by an Advisory Board member from a district other than their own. Should this individual determine all requirements are met, a recommendation will be made for advancement to Clear Credential.

Professional Goals

Within Milestone 1 of the Individual Learning Plan, Candidates will define at least one Professional Goal. This must be submitted to the Program Office no later than 60 days of the Candidate's enrollment in the program. Candidate's with support of their Mentor may add additional goals based upon the Candidate's professional interests such as advanced certifications, renewal code clearance, additional content area literacy, and early childhood education. Candidates may revise their goals at any time, with Milestone 4 providing a direct opportunity for goal revision.

All timelines are monitored by the Foothill Consortium Program Office.

Reassignment Policy

If at any time the pairing between the Induction Candidate and Mentor is perceived to be ineffective, this pairing may be revised. These procedures outline the process should the Candidate, Mentor, and/or Foothill Consortium Director perceive an ineffective pairing between Candidate and Mentor:

Procedures:

1. Should a concern arise, the Candidate and/or Mentor should attempt to resolve the concern with one another through open, honest discussion. If this is not possible or does not resolve the concern, it is the responsibility of the Induction Candidate and/or Mentor to alert the program's Director of concerns regarding the match as soon as possible.
2. The Director will determine if the concern can be resolved. This may include a triad meeting between the Candidate, Mentor, and Director or a collaborative dialogue between the Director and the concerned party.
 - a) Should a collaborative dialogue occur, it is the responsibility of the concerned party to readdress their concerns with the Director if concerns continue.
 - b) Should a triad meeting occur, the Director shall facilitate a collaborative conversation with mutually agreed upon solutions. The Director will monitor agreed upon solutions to ensure an effective pairing.
3. If it is determined by the Director that a Reassignment is in the best interest of the Induction Candidate and/or the Mentor, the Director will reassign the Induction Candidate to a new Mentor. A triad meeting will be held between the Induction Candidate, the new Mentor, and the Director to ensure a clear understanding of the Candidate's ILP and professional growth goals, as well as program requirements and expectations. The Director will monitor the new pairing to ensure effectiveness.

Record Retention

At the end of each year, Foothill Consortium provides Verification of Completion documents to each Candidate's Human Resources office. These records are kept on file per each participating district's record retention policy.

The Foothill Consortium Program Office maintains records for five years, at which time records are destroyed. Candidates needing access to records from over five years ago should contact the Human Resources office of their employing district during their time of Induction.

All records are kept securely in locked cabinets.

Submission Review Team

Foothill Consortium utilizes two submission review teams to support with the progress monitoring process:

1. *Milestone Review & Transition Meetings:* This submission review team consists of Lead Mentors and the program's Director.
2. *Submission Meetings:* This submission review team consists of the program's Director and veteran Mentors who represent a cross-section of the credentials held by the Foothill Consortium Candidates.

Candidate documentation will always be reviewed by a team member from outside the Candidate's home district.

Substitute Arrangement Policy

In the event that a Candidate or Mentor is in need of substitute coverage they should contact their site administrator. If the school site is unable to provide a substitute, the Candidate or Mentor may contact the Program Office to discuss available options.

Substitute Teacher Participation

Foothill Consortium supports teachers with a Preliminary Multiple Subject, Single Subject, or Education Specialist Credential who are the teacher of record. Substitute teachers are eligible for participation if they are guaranteed to be the teacher of record for the duration of the academic year (e.g., multiple long term substitute assignments or job share with at least one day a week as teacher of record). The decision for the substitute teacher to participate will lie with the Assistant Superintendent of the recommending district.

Teach Out Plan

Per CTC Precondition 2, once a Candidate is accepted and enrolls in an educator preparation program, the approved program sponsor (Foothill Consortium, West Covina LEA) must offer the approved program, meeting the adopted standards, until the Candidate completes the program; withdraws from the program; is dropped from the program based on established criteria; or is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization. Member districts have agreed to ensure program availability through completion of the two-year induction program for all currently enrolled candidates in the event of program closure or suspension.

Transcripts

All Candidates will receive a Verification of Completion at the end of the year should the Portfolio be approved by the Advisory Board and should all payments and program requirements be satisfactorily met.

Tuition

Foothill Consortium tuition is determined by the Foothill Consortium CAST each year. Each Candidate will select their own payment plan and must notify the Program Office should they need to modify their payment plan. Should payments not be made by the date selected by the Candidate, a \$25 late fee will apply. Should a Candidate withdraw from the program, they are responsible for a prorated tuition that is determined from the date of enrollment through the end of the month of the withdraw date. Tuition must be paid in full by February 15th of the program year. Foothill Consortium will notify the Candidate's employer should payment not be made in full by February 15th.

Unsatisfactory Progress/Participation

Should it be determined that the Candidate is not making satisfactory progress or is not satisfactorily participating in the program, Foothill Consortium staff will work with the Candidate to provide remedial support. This may include the development of a Completion Plan (see Appendix). Should progress and/or participation not improve, the program's Director will work with the Candidate's home district to counsel and advise the Candidate or collaborate to determine whether the Candidate will be dropped from the program with no refund of tuition. A Candidate's failure to attend any required meeting or to submit any required documentation/evidence may result in an extension of Induction at the Candidate's expense.

University Graduate Credit

Master's Degree units from Whittier College are available for Candidates who satisfactorily complete program requirements for the year. Registration information and forms are available under "Resources" on *InductionSupport.com*. Whittier College offers 6 units per year during participating years only. Units may not be earned retroactively.

**Foothill Consortium
Induction Program**

Program Staff

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**Participating District
Credential Analyst
Contact Information**

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Glossary of Common Terms

Advisory Board	The Advisory board consists of Assistant Superintendents, Principals, and Mentors from each of the Foothill Consortium participating districts as well as representatives from IHE's. The Advisory Board advises FCIP leadership on program goals, processes, and procedures. They review and approve all Year 2 Portfolios.
CAST	Consortium Assistant Superintendent Team. The CAST has one Assistant Superintendent representative from each participating district. They provide oversight of Foothill Consortium.
Collaboratives	Candidates or Mentors meeting in groups to identify and discuss common goals, teaching strategies and challenges. This includes professional development and problem solving.
Continuum of Teaching Practice	A self-assessment tool for the six standards of the teaching profession. Induction Candidates use this to assess their teaching practice, identify areas of strength and growth.
Candidate	Induction Candidate, who holds a Preliminary Credential and then earns the Clear Credential through the Induction process.
CCTC	California Commission on Teacher Credentialing
CSTP	California Standards for the Teaching Profession. Six state standards identifying what every teacher needs to know and should be able to demonstrate.
ECO	Early Completion Option. Candidates who meet the qualifications for Early Completion complete all Induction requirements on an accelerated path.
Enrollment	Enrollment is defined by Foothill Consortium as Orientation. Candidates may select the Orientation date that best matches their schedules.
IHE	Institution of Higher Education (colleges and universities)

ILP	Individual Learning Plan, the Induction foundational document identifying Induction Candidate growth goals based on all six standards of the CSTPs.
InductionSupport.com	Consortium website used for program news and updates, professional development registrations, assessment completion, and online discussions.
Inquiry	The process by which Candidates examine one aspect of teaching or student learning in order to gain a deeper understanding of the topic. An analysis of teaching practice and relevant data and examination of how it affects student learning.
LEA	Local Education Agency. For Foothill Consortium, the LEA is West Covina Unified.
Mentor	A Mentor teacher is trained in Induction processes and mentoring skills/strategies. They are assigned to support Induction Candidates in the first two years of teaching. Mentors are assigned within 30 days of a Candidate's enrollment.
MOU	An MOU, or Memorandum of Understanding, is an agreement between parties. Foothill Consortium holds an MOU with each participating district, each teacher Candidate, each Mentor, and each site administrator of a participating teacher Candidate. Each MOU outlines the roles and responsibilities of each party.
Triad Meeting	A meeting between the Induction Candidate, Mentor and site administrator held at the beginning of the school year to review the responsibilities of all stakeholders, school policies, and professional growth goals.

APPENDIX

Completion Plan

Candidate Name _____

To support the above-named candidate in successfully demonstrating growth towards mastery within all 6 CSTP, their Teacher Induction Program has been extended until: _____.

Focus CSTP

Note each CSTP where growth has not been demonstrated.					
CSTP 1	CSTP 2	CSTP 3	CSTP 4	CSTP 5	CSTP 6

Support Plan

Coaching _____

Resources _____

Professional Development _____

Agreement

- ☐ I agree to this plan of action. I understand there is an additional _____ program fee.
- ☐ I disagree with this plan of action and will submit a letter of appeal.
- ☐ I disagree with this plan of action and withdraw from the program.

Candidate Signature _____

Program Director Signature _____

Letter of Appeal

Candidate Name _____

Prior to submitting this form, have you met with the Foothill Consortium Director in an attempt to resolve your concern? If not, please contact the Program Office at 626-963-2719.

Describe the nature of your appeal in detail. Include the specific steps you took to remedy the situation as well as the response you received from the program staff. Specifically outline your desired outcome. You may attach additional sheets if necessary. Submit this form and any additional documentation to the program’s Director.

Description:

I hereby positively affirm the veracity of all statements above and attached.

Candidate Signature _____ Date _____

For Office Use Only

Received on _____ Received by _____

Letter of Appeal Response

(to be completed by the Foothill Consortium Director)

Plan of Action

In consultation with the Foothill Consortium Assistant Superintendent representing your area, the final Plan of Action has been developed in response to your appeal:

Consulting Assistant Superintendent Name _____

Agreement

- ☐ I agree to this plan of action.
- ☐ I disagree to this plan of action and request a follow up meeting with the Consortium Assistant Superintendent (CAST) representative. I understand that this representative's decision will be final.

Candidate Signature _____

Program Director Signature _____

InductionSupport.com

InductionSupport.com is the Foothill Consortium website where participants will find the latest news and updates, Candidate online portfolios, event registration, assessments, resources and Mentor logs. *InductionSupport.com* should be checked **weekly**.

Calendar

When you select the **CALENDAR** tab on the left toolbar, you will find all of your registered and unregistered events. If you need to cancel an event, open the event and select **Cancel**. Events listed as "My Unregistered Events" may be required events, so view each one to ensure you are complying with all program Milestones.

Assessments

The **ASSESSMENTS** tab is where you will find program related surveys. There will be at minimum one mid-year and one end of year survey. All assessments are required.

My Profile

At the beginning of each year, you need to update your Profile. On *InductionSupport.com*, select **MY PROFILE** on the left toolbar. There are four sections to review and edit. You do this by selecting the blue **EDIT** button on the right.

Section 1	<ul style="list-style-type: none">• Verify we have your correct district and school.• Check the spelling of your name.• Email: The primary email should be your DISTRICT email. The Alternate Email is optional and can be a personal email.• Change your password. The password is visible to program staff so please do not choose a confidential password.• Select UPDATE when done.
Section 2	<ul style="list-style-type: none">• Verify we have your correct mailing address.• Verify or add your school phone number (Work Phone).• Verify or add your Home Phone and Mobile Phone. It is okay if these two numbers are the same.• Select UPDATE when done.
Section 3	<ul style="list-style-type: none">• Verify we have your correct position and grade level.• Select the university where you completed your preliminary credential.• If you teach Dual Immersion, select "Yes" for ESL/Bilingual.• Select UPDATE when done.
Section 4	This is demographic information required by the state. <i>This is entirely voluntary.</i> If you choose not to answer, your answers will be recorded as "Decline to State." <i>Program Staff cannot view your responses.</i> If you choose to answer these questions, select UPDATE when done.

Logs (Interaction Verification)

After meeting each week, Mentors and Induction Candidates must complete on-line logs to verify collaborative time. **An average of 1 hour per week must be verified.**

Each week Mentors will:

1. Log on to *InductionSupport.com* and click the tab on the left: **MY CANDIDATES**.
2. Select the name of the Induction Candidate(s) from the list of teachers.
3. Chose **Input New Log** on the right.
4. Choose at least one Discussion/Activity topic. You may also record any meeting notes (optional).
5. Click **Save**. No changes can be made to the logs after this point.
6. Induction Candidates then receive a notice on their homepage when they log onto *InductionSupport.com*. They are informed that there are Mentor Logs available for review and verification. **The logs are not officially recognized without this verification.**
7. Mentor Logs are reviewed monthly by Foothill Consortium leadership.

Milestones

All evidence of progress is submitted via Milestones.

1. The first step is to save your evidence electronically in one location. Each Milestone requires the ILP to be uploaded as well as evidence supporting the ILP. Files should be saved per the labels specified on the ILP. Holding the "Ctrl" key, select all of the evidence documents you wish to upload. While holding "Ctrl," right click and select "Compressed (zipped) Folder." This creates one folder you can upload.
2. Select **MILESTONES** on the left toolbar.
3. Find the Milestone you are submitting and select it.
4. Select the **Select Document for Upload** button. Browse to find your zip folder and select it. Then, select the **Upload Document** button.

Continue to monitor your "Things to Do" box for feedback on your submission. If you are asked to "Resubmit", follow the directions given by the reviewer and then repeat the directions above.

Resources

Here you may find resources to support you with Induction. Once you select **RESOURCES**, select "Download Files" to review any Resources available.

Event Registration

Induction Candidates and Mentors **must** register in advance on *InductionSupport.com* for all professional development, Orientations, Collaboratives, Mentor meetings, or other Induction events. There are often attendance limits, so **register as early as possible** to ensure you can attend the event at your preferred location and time.

If for any reason Induction Candidates or Mentors cannot attend and have previously registered, they can select **Cancel** until the registration window closes. Once the registration window closes, you must contact the Program Office to cancel or reschedule registrations.

To Register:

1. Log on to *InductionSupport.com*. Click on your "Things to Do" box on the top right corner.
2. Find the event you want to register for. Select **Register**.
3. You will receive a confirmation the day before the event.

Progress Monitoring Rubrics

The rubrics used by the Submission reviewers for Progress Monitoring are included on the following pages. These rubrics are completed electronically and are not provided to the Candidate. In addition to these rubrics, the Candidate is also progress monitored by the program's Director to ensure they are receiving on average of no less than one hour a week of support.

MILESTONE 1 RUBRIC

Candidate _____ Reviewer _____
 Review Date _____

Rubric	
--------	--

CSTP Levels					
CSTP 1	CSTP 2	CSTP 3	CSTP 4	CSTP 5	CSTP 6

1 Practice does not meet the standard.	2 Practice approaches the standard.	3 Practice meets the standard.
<p>Candidate's submission has significant revisions needed and does not meet the criteria listed below "Practice meets the standard".</p> <p>Revision Notes:</p> <p><input type="checkbox"/> Missing Elements <input type="checkbox"/> Grammar/Editing</p> <p>Comments:</p>	<p>Candidate's submission meets most of the required elements listed under "Practice meets the standard" but some revisions are needed to ensure the submission meets program standards.</p> <p>Revision Notes:</p> <p><input type="checkbox"/> Missing Elements <input type="checkbox"/> Grammar/Editing</p> <p>Comments:</p>	<p>Candidate has submitted all required elements that evidence their individual needs:</p> <p><input type="checkbox"/> Teacher Profile <input type="checkbox"/> Transition Plan <input type="checkbox"/> School Profile <input type="checkbox"/> Class/Caseload Profile <input type="checkbox"/> Triad Meeting</p> <p>Candidate completed a self-assessment on at least one element for each CSTP, identifying evidence of current practice and next steps.</p> <p><input type="checkbox"/> Continuum of Teaching Practice</p> <p>Candidate has developed professional SMART goals aligned to their CSTP next steps and a Road Map of at least 6 activities related to their goal(s).</p> <p><input type="checkbox"/> Professional Goals <input type="checkbox"/> Road Map</p> <p>Candidate has identified resources to support them in reaching their goals</p> <p><input type="checkbox"/> Resources</p> <p>Documents are free of grammatical errors & have an appropriate level of depth & reflection.</p> <p><input type="checkbox"/> Grammar – Meets Standard <input type="checkbox"/> Depth – Meets Standard</p>

MILESTONE 2 RUBRIC

Candidate _____ Reviewer _____

Review Date _____

Rubric	
--------	--

1 Practice does not meet the standard.	2 Practice approaches the standard.	3 Practice meets the standard.
<p>Candidate's submission has significant revisions needed and does not meet the criteria listed below "Practice meets the standard".</p> <p>Revision Notes:</p> <p><input type="checkbox"/> Missing Elements</p> <p><input type="checkbox"/> Grammar/Editing</p> <p>Comments:</p>	<p>Candidate's submission meets most of the required elements listed under "Practice meets the standard" but some revisions are needed to ensure the submission meets program standards.</p> <p>Revision Notes:</p> <p><input type="checkbox"/> Missing Elements</p> <p><input type="checkbox"/> Grammar/Editing</p> <p>Comments:</p>	<p>Candidate has submitted:</p> <p><input type="checkbox"/> Inquiry Question connecting to Professional Goals</p> <p><input type="checkbox"/> Quantitative and Qualitative Data Analysis related to the Inquiry question</p> <p><input type="checkbox"/> Measurable outcome(s) based upon the Inquiry question</p> <p><input type="checkbox"/> Differentiation plan with specific duration and frequency</p> <p><input type="checkbox"/> Artifact(s) that demonstrate the narrative</p> <p>Documents are free of grammatical errors & have an appropriate level of depth & reflection.</p> <p><input type="checkbox"/> Grammar – Meets Standard</p> <p><input type="checkbox"/> Depth – Meets Standard</p>

MILESTONE 3 RUBRIC

Candidate _____ Reviewer _____

Review Date _____

Rubric	
--------	--

CSTP Levels					
CSTP 1	CSTP 2	CSTP 3	CSTP 4	CSTP 5	CSTP 6

1 Practice does not meet the standard.	2 Practice approaches the standard.	3 Practice meets the standard.
<p>Candidate's submission has significant revisions needed and does not meet the criteria listed below "Practice meets the standard".</p> <p>Revision Notes:</p> <p><input type="checkbox"/> Missing Elements</p> <p><input type="checkbox"/> Grammar/Editing</p> <p>Comments:</p>	<p>Candidate's submission meets most of the required elements listed under "Practice meets the standard" but some revisions are needed to ensure the submission meets program standards.</p> <p>Revision Notes:</p> <p><input type="checkbox"/> Missing Elements</p> <p><input type="checkbox"/> Grammar/Editing</p> <p>Comments:</p>	<p>Candidate has submitted:</p> <p><input type="checkbox"/> Reflections on 6 activities that answer both questions within the word count</p> <p><input type="checkbox"/> Post-Inquiry Quantitative and Qualitative Data Analysis</p> <p><input type="checkbox"/> Post-Inquiry reflection on measurable outcome(s) and differentiation plan</p> <p><input type="checkbox"/> Reflection on collaboration with families</p> <p><input type="checkbox"/> Reflection on collaboration with colleagues</p> <p><input type="checkbox"/> Reflection on impact of Inquiry</p> <p><input type="checkbox"/> Artifact(s) that demonstrate the narrative</p> <p>Candidate completed a self-assessment on the same 6 CSTP elements from Milestone 1, identifying evidence of current practice and next steps.</p> <p><input type="checkbox"/> Continuum of Teaching Practice</p> <p>Documents are free of grammatical errors & have an appropriate level of depth & reflection.</p> <p><input type="checkbox"/> Grammar – Meets Standard</p> <p><input type="checkbox"/> Depth – Meets Standard</p>

_____ YES/NO ILP demonstrates progress towards mastery of all 6 CSTP.
 *If Candidate receives "No," guidance will be provided to the Mentor for further Candidate development.

MILESTONE 4 RUBRIC

Candidate _____ Reviewer _____

Review Date _____

Rubric	
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1 Practice does not meet the standard.	2 Practice approaches the standard.	3 Practice meets the standard.
<p>Candidate's submission has significant revisions needed and does not meet the criteria listed below "Practice meets the standard".</p> <p>Revision Notes:</p> <p><input type="checkbox"/> Missing Elements</p> <p><input type="checkbox"/> Grammar/Editing</p> <p>Comments:</p>	<p>Candidate's submission meets most of the required elements listed under "Practice meets the standard" but some revisions are needed to ensure the submission meets program standards.</p> <p>Revision Notes:</p> <p><input type="checkbox"/> Missing Elements</p> <p><input type="checkbox"/> Grammar/Editing</p> <p>Comments:</p>	<p>Candidate has developed professional SMART goals aligned to their CSTP next steps and a Road Map of at least 6 activities related to their goal(s).</p> <p><input type="checkbox"/> Professional Goals</p> <p><input type="checkbox"/> Road Map</p> <p>Candidate has identified resources to support them in reaching their goals</p> <p><input type="checkbox"/> Resources</p> <p>Candidate has submitted:</p> <p><input type="checkbox"/> Inquiry Question connecting to Professional Goals</p> <p><input type="checkbox"/> Quantitative and Qualitative Data Analysis related to the Inquiry question</p> <p><input type="checkbox"/> Measurable outcome(s) based upon the Inquiry question</p> <p><input type="checkbox"/> Differentiation plan with specific duration and frequency</p> <p><input type="checkbox"/> Artifact(s) that demonstrate the narrative</p> <p>Documents are free of grammatical errors & have an appropriate level of depth & reflection.</p> <p><input type="checkbox"/> Grammar – Meets Standard</p> <p><input type="checkbox"/> Depth – Meets Standard</p>

MILESTONE 5 RUBRIC

Candidate _____ Reviewer _____

Review Date _____

Rubric	
--------	--

CSTP Levels					
CSTP 1	CSTP 2	CSTP 3	CSTP 4	CSTP 5	CSTP 6

1 Practice does not meet the standard.	2 Practice approaches the standard.	3 Practice meets the standard.
<p>Candidate's submission has significant revisions needed and does not meet the criteria listed below "Practice meets the standard".</p> <p>Revision Notes:</p> <p><input type="checkbox"/> Missing Elements</p> <p><input type="checkbox"/> Grammar/Editing</p> <p>Comments:</p>	<p>Candidate's submission meets most of the required elements listed under "Practice meets the standard" but some revisions are needed to ensure the submission meets program standards.</p> <p>Revision Notes:</p> <p><input type="checkbox"/> Missing Elements</p> <p><input type="checkbox"/> Grammar/Editing</p> <p>Comments:</p>	<p>Candidate has submitted:</p> <p><input type="checkbox"/> Reflections on 6 activities that answer both questions within the word count</p> <p><input type="checkbox"/> Post-Inquiry Quantitative and Qualitative Data Analysis</p> <p><input type="checkbox"/> Post-Inquiry reflection on measurable outcome(s) and differentiation plan</p> <p><input type="checkbox"/> Reflection on collaboration with families</p> <p><input type="checkbox"/> Reflection on collaboration with colleagues</p> <p><input type="checkbox"/> Reflection on impact of Inquiry</p> <p><input type="checkbox"/> Artifact(s) that demonstrate the narrative</p> <p>Candidate completed a self-assessment on the same 6 CSTP elements from Milestone 3, identifying evidence of current practice and next steps.</p> <p><input type="checkbox"/> Continuum of Teaching Practice</p> <p>Documents are free of grammatical errors & have an appropriate level of depth & reflection.</p> <p><input type="checkbox"/> Grammar – Meets Standard</p> <p><input type="checkbox"/> Depth – Meets Standard</p>

_____ YES/NO ILP demonstrates progress towards mastery of all 6 CSTP.

*Year 1: If Candidate receives "No," guidance will be provided to the Mentor for further Candidate development in Year 2.

**Year 2: An additional review of Candidate performance will be made by the program's Director. Candidate must demonstrate progress towards mastery of all 6 CSTP within their two years of Induction.