



Madera USD Program Summary

Madera Induction Consortium

Program Design

Madera Unified School District is the Lead Educational Agency for Induction for Madera County. Madera Unified School District's Induction Program is designed as a two-year, job-embedded system of mentoring, support, and professional learning that begins in the teacher's first year of teaching on a preliminary credential.

The Madera Induction Consortium (MIC) program has a full-time Director for the Induction Program. MIC operates under the office of Human Resources. The director of the Induction Program is the Coordinator for Beginning Teacher Support. The MIC program has a full-time administrative assistant. The MIC program utilizes an advisory board that meets two times each year. The advisory board consists of Superintendents, Site Administration, University Partners, and mentor teachers. Communication between the runs through the Beginning Teacher Support office to each of the participating schools and districts in the consortium.

Induction Mentors are exemplary teachers who give of their time and expertise to help other teachers improve their teaching practice and achieve a transition into teaching. Induction Mentors employ techniques such as observations, examination of student work, and reflective conversations. They attend professional development activities. Induction Mentors may be assigned to support a teacher from a list of teachers at different schools. The stipend paid will be based upon the number of teachers served.

Minimum Qualifications and Selection Criteria:

- Demonstrate exemplary teaching ability as indicated by satisfactory evaluations, effective communications skills, subject matter knowledge, and mastery of a range of teaching

strategies to meet the needs of pupils in different contexts (a minimum of 5 years teaching experience)

- Demonstrates understanding of state curriculum frameworks, content standards, and student performance levels.
- Demonstrates understanding of accountability systems in public schools.
- Commitment to building a collaborative relationship with a participating teacher.
- Commitment to taking a proactive role in the partnership.
- Willingness to carry out responsibilities in a timely manner.

Major Duties and Responsibilities, to:

- Meet with each Induction Candidate 1 hour/week (minimum of 4 times per month) during after school hours.
- Become knowledgeable about the phases of new teacher growth and the domains of the California Standards for the Teaching Profession (CSTP).
- Conduct a minimum of 4 classroom observations each year, which include written feedback for the Induction Candidate.
- Submit Collaboration logs, as listed in the schedule provided.
- Complete program evaluations throughout the year.
- Contact the MIC Director immediately if issues arise which interfere with the working relationship between

Induction Candidate and Induction Mentor

- Attend scheduled trainings/meetings, including reviews.

The MIC program assesses the quality of services through state surveys, local surveys, data collection from Induction Candidate portfolios, mentor teacher formative feedback, and conversations with stakeholders. Through this, the MIC program has made program modifications. One modification was to make an adjustment to the culminating activity. Previously all Induction Candidates were required to present their teacher growth utilizing a 20-minute presentation. Their presentations were given to a review panel during the month of May. Their reviews were rated based upon a rubric. Induction Candidates were given one of two ratings, Sufficient Evidence of Teacher Growth or Not Sufficient Evidence of Teacher Growth. Induction Candidates not meeting the Sufficient rating were then given opportunities to revise their presentation until Sufficient Evidence was presented. The Advisory Committee determined that while the presentations were beneficial, the process did not give the program the evidence of teacher growth that it was seeking. Starting this year, the Advisory Committee has directed the program to conduct Exit Interviews for each candidate on the subject of Induction Candidate Teacher Growth.

A second change that has been made this year is the addition of four full-time mentors for Madera Unified teachers. These four teacher support mentors are mentoring our elementary school teachers. The support they are giving is being directed by the district office to ensure these teachers have everything they need to be successful. In addition to the classroom support they are receiving, they are also completing the Madera Induction Program exactly like the rest of our Induction Candidates.

Course of Study

During the Induction Program, Induction Candidates, with the assistance of their Mentor Teachers, will develop and Individual Learning Plan (ILP). The ILP consists of two teacher growth goals. Growth goals are written with input from the Induction Program, Site Administrators, and Mentor Teachers.

Induction Candidates then develop a Pathway to accomplish their goals. Pathways are research based activities that inform the teacher about their own teacher practice. Induction Candidates measure their teacher growth through the lens of student academic outcomes. Each Induction Candidate will collect evidence of their growth through monthly journals. Induction Candidates will also complete a self-assessment of their teaching practice three times over the course of the two-year program to document teacher growth. At the conclusion of each year, the Induction Candidate will present their evidence of growth to the MIC exit panel. Mentor Teachers and Induction Candidates will meet weekly to discuss “Just in Time” issues relating to the classroom and “Long Term Analysis” of the ILP Goals. Mentor Teachers will observe their Induction Candidates at least four times per year.

Assessment of Candidates

Induction Candidates build a portfolio of their Individual Learning Plan utilizing Google Classroom. Induction Candidates write their ILP Goals during the first 6 weeks of the school year. During the next four weeks Induction Candidates develop their research Pathway and Outcomes. Induction Candidates reflect on their teacher practice through discussions with their Mentor Teacher. They record their reflections on “Just in Time” and “Long Term Analysis” on a monthly journal. Included in their journals are the implementation of their Pathways and how it is affecting student outcomes.

Induction Candidates self-assess their teaching practice using the Continuum of Teaching Practice. First year and Early Completion Candidates self-assess in September and April. Second year Induction Candidates self-assess in April of their second year.

In May all Induction Candidates present their findings of teacher growth via an interview with an Exit Panel comprised of Site Administrators and Mentor Teachers.

A review of each Induction Candidate is made in June. This review includes the Google Classroom Portfolio and the Exit Interview. Completion of the Portfolio and successfully presenting “Sufficient Evidence of Teacher Growth” results in the Induction Candidate receiving a recommendation for a Clear Credential.