



## TRANSCRIPT

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### Title: Teacher Induction Program

- [Instructor] This video will provide an overview of the Orange County Department of Education Teacher Induction Program. It will also serve as initial advisement for our induction candidates. Our program represents all types of schools, teachers, and learners. We serve 12 public school districts, several charter schools, and many private schools across Orange County. You may be wondering what is induction, anyway? It's a two year program based in action research, and designed to support new teachers. It is regulated by the California Commission on Teacher Credentialing, and completion of an induction program is a requirement to clear preliminary teaching credential. Lastly, the California Standards for the

Teaching Profession provide the context for candidate assessment in the induction program. In order to participate in the induction program, you must hold a valid teaching credential in the state of California. This can be in the form of a single subject or multiple subject, preliminary credential or a mild moderate or moderate severe preliminary education specialist credential.

In addition, you must be employed as a teacher of record. This means that you are working with a group of students throughout the school year, and that you are responsible for preparing lessons, teaching lessons, and facilitating the learning experiences, and assessing those students. Our program is a two year program broken down into four semesters. Each year, candidates will develop an individual learning plan, which will act as a road map for their induction experience.

Candidates will also have weekly support from a trained mentor, and the support of a lead mentor that will facilitate monthly network meetings. Also, those monthly network meetings count as your weekly meeting for that week with your mentor. Lastly, candidates and mentors will have access to OCTE-sponsored optional professional learning opportunities throughout the program experience. Let's take a closer look at year one.

Our program design provides time for year one candidates to establish learning goals and determine professional learning needs in the first semester. And then in the second semester, time is spent participating in professional learning, conducting action research in the form of a lesson series, and reflecting on the total process. For second year induction candidates, semester three looks much like semester one, providing time for establishing goals, and identifying professional learning opportunities in alignment with those goals. But then, in semester four, time is dedicated to conducting action research in the form of an inquiry project. Finally, year two candidates will reflect on their learning plans and present on the findings of their action research project.

Our program also offers an early completion option. All candidates that have been teaching for a minimum of three years and can provide proof of exemplary teaching practices through our program application process, are welcome to apply during year one. Those approved will return for one final semester, during which they will conduct action research in the form of the inquiry project. As a candidate in the OCDE Induction Program, you will have certain responsibilities that must be met in order for you to clear your credential.

You will create, implement, and reflect on a CSTP-based ILP annually. You will conduct action research in your classroom. You will maintain confidentiality for your students. You must meet standards on all candidate competence assessments. And you must complete all program requirements for recommendation. Please note that you may have additional responsibilities as determined by the commission on teacher credentialing.

The coordinator will contact you for additional advisement if this is required. Let's look closer at some of these responsibilities. We mentioned the CSTPs a few times. Those are the standards that we as teachers hold ourselves to in California. You may be more familiar with the TPEs, based on your pre-service experience. The TPEs are directly correlated to the CSTPs. That means you are already familiar with much of the terminology that you will find in your new standards. Let's take a look.

Standard one is engaging and supporting all students in learning. Standard two is about creating and maintaining effective environments for learning. Standard three is understanding and organizing subject matter for learning. Standard four is about planning instruction and designing learning experiences for all students. Standard five is about assessing students for learning. And standard six focuses on developing as a professional educator.

You've also heard me use the term ILP a few times now, so what is an individual learning plan? Each year, candidates will develop an ILP with their mentor that is going to include professional learning as part of an action plan to achieve two self-identified goals for growth. On a related note, professional learning for induction purposes is defined as all of the following types of experiences: district and or school-sponsored trainings, personal professional learning pursuits, for example, doing research online or reading articles, observations of focus teachers, and optional OCDE-sponsored professional learning, which will be provided through the program.

So what is action research, then? It's a cycle that starts with asking a question, based on a learning concern or a need, and then determining what you want to test out as a solution to that concern or need. You will then implement the solution and test it by collecting data on student learning, and then you're going to analyze that data. Next you will reflect on your practice and plan your subsequent lessons based on your findings. And then the cycle repeats. This is by far one of the most effective ways to try out new strategies in your classroom and determine if they improve student learning. The best part is you have all the tools you need at your fingertips to conduct this type of research whenever you want to do so.

There are multiple layers of support in our program for new teachers. And now that you understand the program requirements, I would like to highlight that part of our induction program. You will have support from the OCDE Program Coordinator and support staff, the lead mentor, who serves as the liaison between OCDE and local cohorts, the mentor assigned to you, and that includes also those colleagues that you'll be meeting with at those monthly network meetings, as well as on-demand resources.

If you are watching this video for more information on the program, and you are ready to enroll, the process is easy. Start by visiting our website to locate the steps and the link to the online application. If you are already enrolled and watching this video for advisement, we welcome you and look forward to working with you this school year. For those candidates that are paying their own tuition, you will want to understand our tuition costs and timelines for payment.

The tuition is \$3,600 per year. We provide a payment schedule that defines three installment due dates if you select the payment plan option. There are also credit union loan options through SchoolsFirst Federal Credit Union. In addition, we provide IRS documentation to all individuals that pay their own tuition. For all candidates, salary credit is available for purchase through university partnerships. More information on this is provided later on in the program year. Finally, our mission is to support new teachers, and we are only a phone call or email away if you need support or have any questions.

Thank you for watching.

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