



CVUSD Induction

August 2022

Dear Educator,

Welcome to the Conejo Valley Unified School District's New Teacher Induction Program. You are a valued new member of CVUSD, and I look forward to working with you throughout your participation in our Induction Program.

Teaching is a complex process; our goal is to deliver an Induction Program grounded in research that encompasses professional growth goals, collaboration, and reflective practice to enhance your development as an educator.

Our Induction Program integrates differentiated, individualized support to best meet the needs of our participating teachers. The Induction process is here to support your growth as an accomplished, reflective professional who will continue learning and expanding your expertise long after you have completed your California Clear Credential.

The CVUSD Induction Team is committed to supporting your professional practice, and we are excited to begin the Induction experience with you!

Sincerely,

Gina Mandell, M. Ed.

Conejo Valley Unified School District
Induction Program Coordinator

cc: Sonia Wilson, Director of Middle School Education

New Teacher Credentialing Induction Program

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CVUSD Induction Contacts

Induction Office

CVUSD District Educational Center, Building D
1400 E. Janss Road
Thousand Oaks, CA 91362

District Hours: Monday-Friday (7:30am-4:30am)

Mentor Teachers

Gina Mandell
*Induction Program Coordinator/
Mentor Teacher* 805-497-9511 x4224
gmandell@conejousd.org

Linda Blanco
Mentor Teacher 805-497-9511 x4225
lblanco@conejousd.org

Kari Ballard
Mentor Teacher 805-497-9511 x4223
kballard@conejousd.org

Ann-Marie Matter
Mentor Teacher 805-497-9511 x4229
amatter@conejousd.org

General Questions

Martha Alvidrez
Sr. Office Assistant
(Monday-Friday: 8:00am-2:30pm) 805-497-9511 x4222
malvidrez@conejousd.org

Program Director

Sonia Wilson
Director of Middle Schools 805-497-9511 x1221
soniawilson@conejousd.org

Mission Statement

The **mission of the Conejo Valley Unified School District New Teacher Induction Program** is to provide Participating Teachers with experienced mentors, trained in coaching techniques, who support teachers on their journey to become proficient and reflective educators focused on meeting the needs of all students.

Induction Basics

What is an Induction Program for teachers?

- **All new teachers** who have not cleared their California Credential are enrolled in CVUSD's Induction Program.
- **Induction** provides support and guidance for new teachers:
 - 1) the program is two years in length,
 - 2) is job embedded
 - 3) is focused on mentoring and support, and
 - 4) begins in the first year of teaching.Induction encompasses orientation to the workplace, socialization, mentoring, and guidance for the beginning teacher.
- The term "Induction" refers to the support and assessment provided to teachers in their first two years of practice with a Preliminary Credential in California. Senate Bill 2042 (1998) requires completion of an induction program for any teacher with an SB 2042 Preliminary Credential in order to earn a Professional Clear Credential. Induction programs must be based on the California Standards for the Teaching Profession and on statewide Induction Program Standards.
- The Conejo Unified School District administers a single district Induction Program. The culmination of the two-year program is the issuance of the California Clear Teaching Credential.

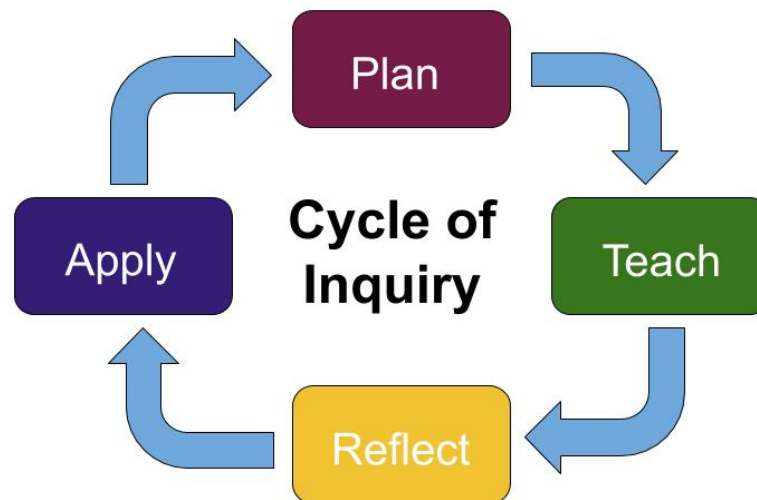
Through Induction, Participating Teachers receive:

- A full release experienced teacher who will mentor the Participating Teacher through the Induction process
- The opportunity to build a support network by providing opportunities to dialogue with colleagues through Professional Learning Communities
- A system of support to assist Participating Teachers to grow as professionals, based on the California Standards for the Teaching Profession (CSTPs)
- Individualized in-classroom support (as well as Just in Time support)
- Specific confidential discussions on teaching practice
- At program completion, recommendation for a California Clear Teaching Credential

Benefits and Features:

- A two year, job-embedded program beginning in the first year of teaching that provides individualized, support through working with a skilled mentor.
- Mentor Teachers meet weekly with each participating teacher to: coach, observe, reflect on observation, assist with short and long-term planning, design classroom management strategies, provide curriculum resources, receive "Just in time" support and provide general support as needed in documenting their evidence of practice

- Support is guided by an on-going cycle of formative assessment that revolves around the teacher's [Individual Learning Plan](#). The plan is developed by the participating teacher in collaboration with the mentor. It is based upon the teacher's Individual Development Plan from the preliminary program and a self-assessment using the "Developmental Continuum of Teaching Practice" aligned with the [California Standards for the Teaching Profession \(CSTP\)](#).
- Throughout the year, participating teachers provide evidence documenting their growth over time. This evidence of professional growth is aligned with both the District LCAP Goals, site goals, the PT's ILP goals, and the CSTPs.
- A total of 3 units of credit (per year) can be earned through California Lutheran Education. (CLU)



Goals of the Teacher Induction Program

- Identify and assign a mentor to each participating teacher within the first 30 days of the PT's enrollment in the program, matching the mentor and PT according to grade level and/or subject area
- Provide an effective, articulated, robust program that will enable capable participating teachers to earn their California Professional Clear Credential
- Provide an effective transition into the teaching career for first- and second-year teachers in California
- Improve the educational performance of students through improved training, information, and assistance for participating teachers
- Enable participating teachers to effectively teach students who are culturally, linguistically, and academically diverse
- Ensure that a mentor teacher provides intensive individualized support including "just in time" support
- Ensure that an Individual Learning Plan is in place for each participating beginning teacher and is based on the ongoing development of the beginning teacher
- Ensure continuous program improvement through ongoing research, development, and evaluation
- Ensure the professional success and retention of capable new teachers through a coherent system of individual growth that is based on the California Standards for the Teaching Profession

<u>California Standards for the Teaching Profession (CSTP)</u>	
Standard 1	Engaging and Supporting all Students in Learning
Standard 2	Creating and Maintaining Effective Environments for Student Learning
Standard 3	Understanding and Organizing Subject Matter for Student Learning
Standard 4	Planning Instruction and Designing Learning Experiences for All Students
Standard 5	Assessing Students for Learning
Standard 6	Developing as a Professional Educator

Conejo Valley Unified School District
New Teacher Induction Program
Induction Mentor Teacher MOU
Mentor Teacher Responsibilities

The Induction Program requires the following criteria for mentor participation:

The Mentor Teacher will:

- Develop, implement, monitor, and evaluate a high quality and effective state-approved Induction Program.
- Individualize support for the participating teacher.
- Observe and/or meet with the participating teacher for no less than one hour per week. (Induction Standards: Pre-condition 3)
- Consult with participating teachers to develop meaningful Individual Learning Plans based on the California Standards for the Teaching Profession, within 60 days of the teacher's enrollment in the program (Induction Standards: Pre-condition 4).
- Assist with classroom management, student engagement, instructional strategies, lesson planning, analysis of student work, assessment, and development of professional practices.
- Guide teacher reflection on growth through reflective conversations to promote self-assessment.
- Attend Orientations / PLCs to share and collaborate best practices.
- Update Governance Committee during monthly meetings led by the Program Coordinator.
- Participate with local institutions of higher education to ensure a smoother transition from teacher candidate to Participating Teacher in the program.

I have read and understand the responsibilities listed above and agree to serve as a Mentor Teacher in the CVUSD Induction Program, as described.

Name

Signature

Date

**Conejo Valley Unified School District
New Teacher Induction Program**

**Induction Candidate
Participating Teacher Responsibilities for Credential Completion**

The Induction Program requires the following criteria for participation:

The participating teacher will:

Provide all necessary preliminary credential information to the office of the Assistant Superintendent, Human Resources, in a timely manner.

Meet weekly with assigned Mentor Teacher, as required by the CTC.

Develop an Individual Learning Plan (ILP) based on needs determined by the teacher and guided by the Preliminary Program Transition Initial Development Plan (IDP).

Develop professional growth goals, based on program standards and California Standards for the Teaching Profession (CSTP) that will be reviewed by mentors and the Governance Committee to determine Induction Program completion and candidate competence

Gather evidence for an ILP which demonstrates growth over time, evidenced through practice as related to the Induction Program Standards and California Standards for the Teaching Profession (CSTP).

Complete all Induction Surveys by the due dates.

I agree to participate in the CVUSD Induction Program, as described, and understand that active participation in the program and the completion of all program requirements are necessary in order to receive a recommendation for my Clear Credential at the end of two years.

Print Name

Signature

Date

What is an Individual Learning Plan?

Induction Program Precondition 5: *The ILP must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation or employment purposes.*

Program Standard 2: The 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.

Participating teachers will be expected to collect evidence demonstrating their knowledge, skills and abilities to teach in accordance with the:

- [California Standards for the Teaching Profession](#)
- [State content standards and student performance levels](#)
- [State Induction Standards](#)
- [LCAP Goals](#)

ILP Components

Module	Purpose/Objective
Professional Growth Plan	Through self-assessment, Participating Teachers will reflect upon their prior knowledge and skills acquired in their teacher preparation programs and self assess their teaching practice to determine their strengths and areas for growth. Participating Teachers will continue to assess themselves throughout their Induction process and develop evidence to showcase their growth in the CSTPs.
Cycle of Inquiry into Teaching and Learning; planning and implementing	Participating Teachers will engage in an inquiry process to plan, teach, reflect and apply strategies that reflect growth toward CSTPs. Growth is demonstrated through reflection and evidence that connects their new learning to future practice.
Reflection and Application	Participating Teachers will engage in the reflective process throughout their time in Induction. In addition to self-reflection related to their selected growth areas, teachers reflect on the overall process of the Individual Learning Plan to assess the impact of their learning on their professional practice as well as student achievement.

Comparison of Teaching Performance Expectations (TPE) and California Standards for the Teaching Profession (CSTP)

SB2042 required universities to implement an assessment for all preliminary credential candidates having completed the TPA, Teacher Preparation Assessment. Many Participating Teachers are leaving their university credential programs familiar with a set of standards called the *Teachers Performance Expectations (TPE)*. These are very similar to the *California Standards for the Teaching Profession (CSTP)*. Some Participating Teachers will be familiar with both sets of standards.

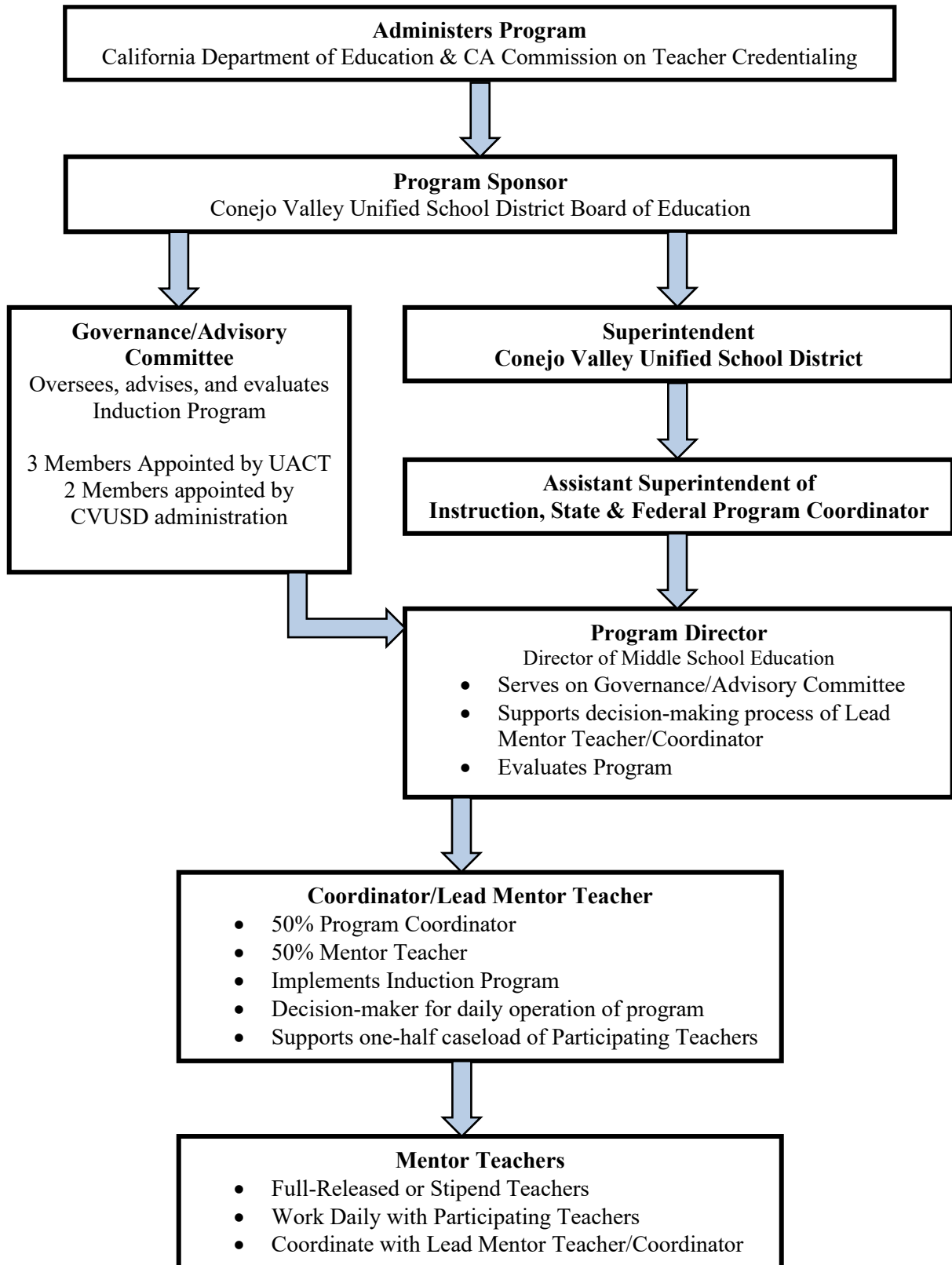
Below is a comparison of the TPE and the CSTP.
They are very similar and, in many cases, identical in language.

TPE	→	CSTP Standard
TPE 1: Engaging and Supporting all Students in Learning	→	CSTP Standard 1: Engaging and Supporting all Students in Learning
TPE 2: Creating and Maintaining Effective Environments for Student Learning	→	CSTP Standard 2: Creating and Maintaining Effective Environments for Student Learning
TPE 3: Understanding and Organizing Subject Matter for Student Learning Content Specific Pedagogy	→	CSTP Standard 3: Understanding and Organizing Subject Matter for Student Learning
TPE 4: Planning Instruction and Designing Learning Experience for All Students	→	CSTP Standard 4: Planning Instruction and Designing Learning Experiences for all Students
TPE 5: Assessing Student Learning	→	CSTP Standard 5: Assessing Student Learning
TPE 6: Developing as a Professional Educator	→	CSTP Standard 6: Developing as Professional Educator

Acronym Key

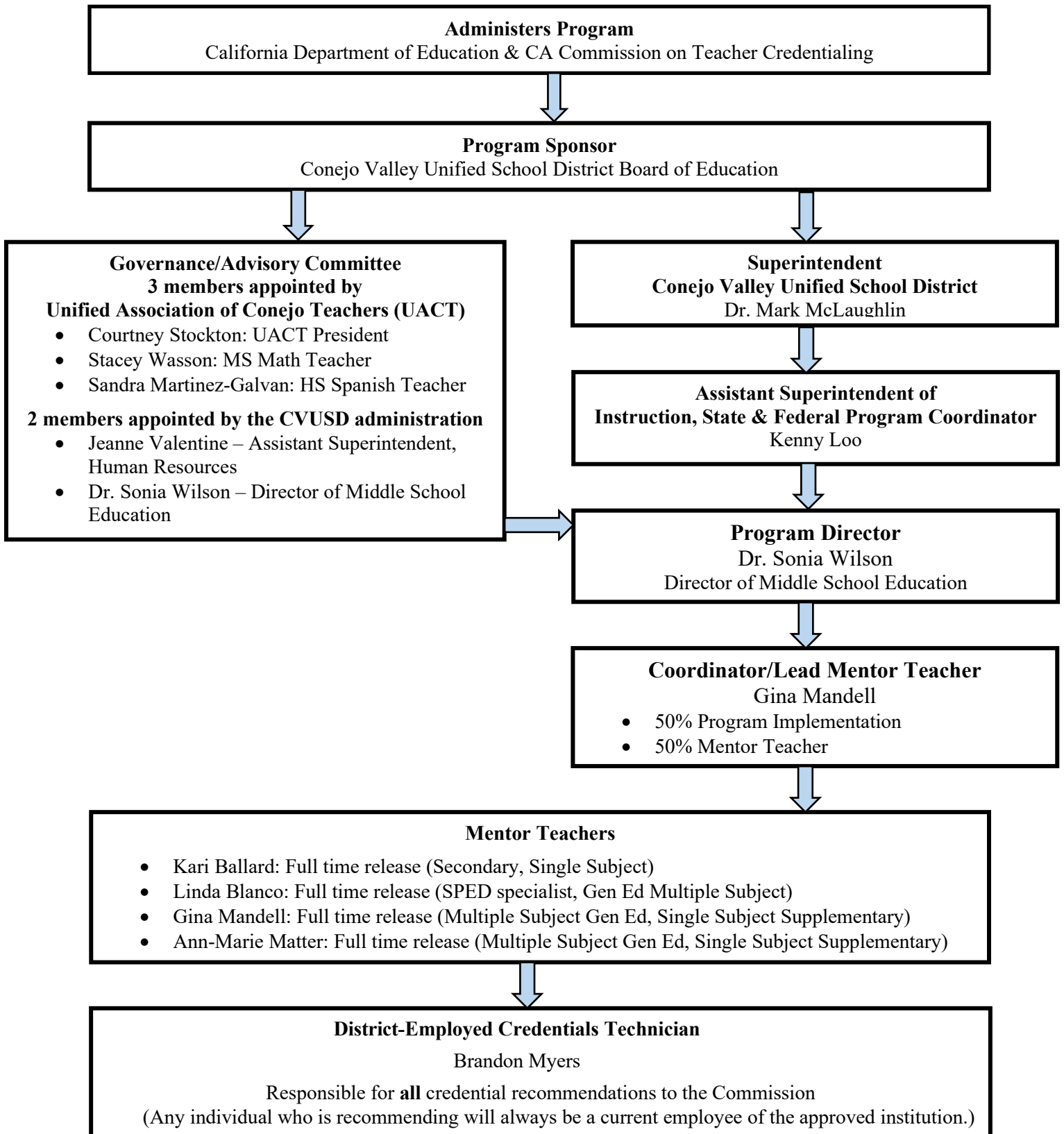
CCSS	Common Core State Standards
CCTC	California Commission on Teacher Credentialing
CDE	California Department of Education
CSTP	California Standards for the Teaching Profession: You will be basing your goals on these standards.
CTA	California Teachers Association
CVUSD	Conejo Valley Unified School District
ECO	Early Completion Option
EL	English Learner
ELD	English Language Development
ELL	English Language Learner
ELPAC	English Language Proficiency Assessment for California: ELPAC replaces the CELDT and measures student understanding of English providing information to the district on child's progress.
GATE	Gifted and Talented Education
IEP	Individual Education Plan: SPED students have this learning plan
ILP	Individual Learning Plan: The PT will choose some goals from the CSTPs and gather evidence showing mastery of these goals.
IPS	Induction Program Standards
LEA	Local Education Agency
LPAC	Language Proficiency Assessment Committee: Within four weeks of enrollment (or 20 school days), the LPAC should review documentation of the student's language proficiency and academic status, and recommend placement in a Bilingual, English as a second language (ESL), or mainstream education program.
MT	Mentor Teacher
PT	Participating Teacher
PTRA	Plan, Teach, Reflect, Apply: A cycle of planning for instruction, teaching, reflecting upon the teaching experience, and applying new knowledge to future practice.
SARC	School Accountability Report Card: SARC
SAI	Specialized Academic Instruction (Special Education)
SPSA	Single Plan for Student Achievement: Identifies and addresses the instructional needs of students and specifies how categorical funds will be used to accomplish the goals outlined in the plan.
SST	Student Study Team: The purpose of the SST is to design a support system for students having difficulty in the regular classroom.
WASC	Western Association of Schools and Colleges: This organization accredits high schools.
UA	Universal Access: the ability of all people to have equal opportunity in education
UACT	United Association of Conejo Teachers (CVUSD Union)
UDL	Universal Design for Learning: a way of thinking about teaching and learning that gives all students equal opportunity to learn.

CVUSD Teacher Credentialing Program/Induction Program Authority Flowchart

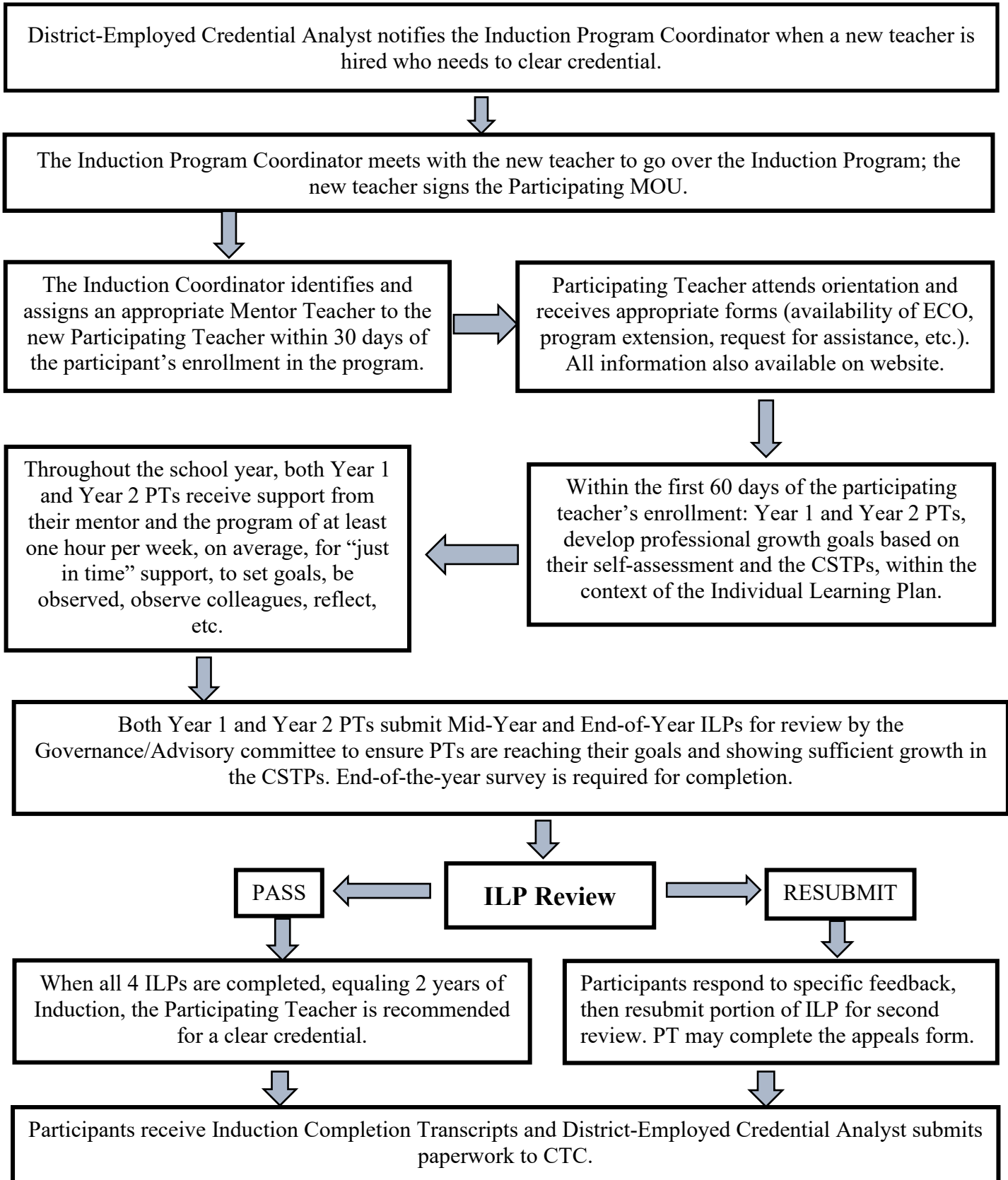


CVUSD Teacher Credentialing

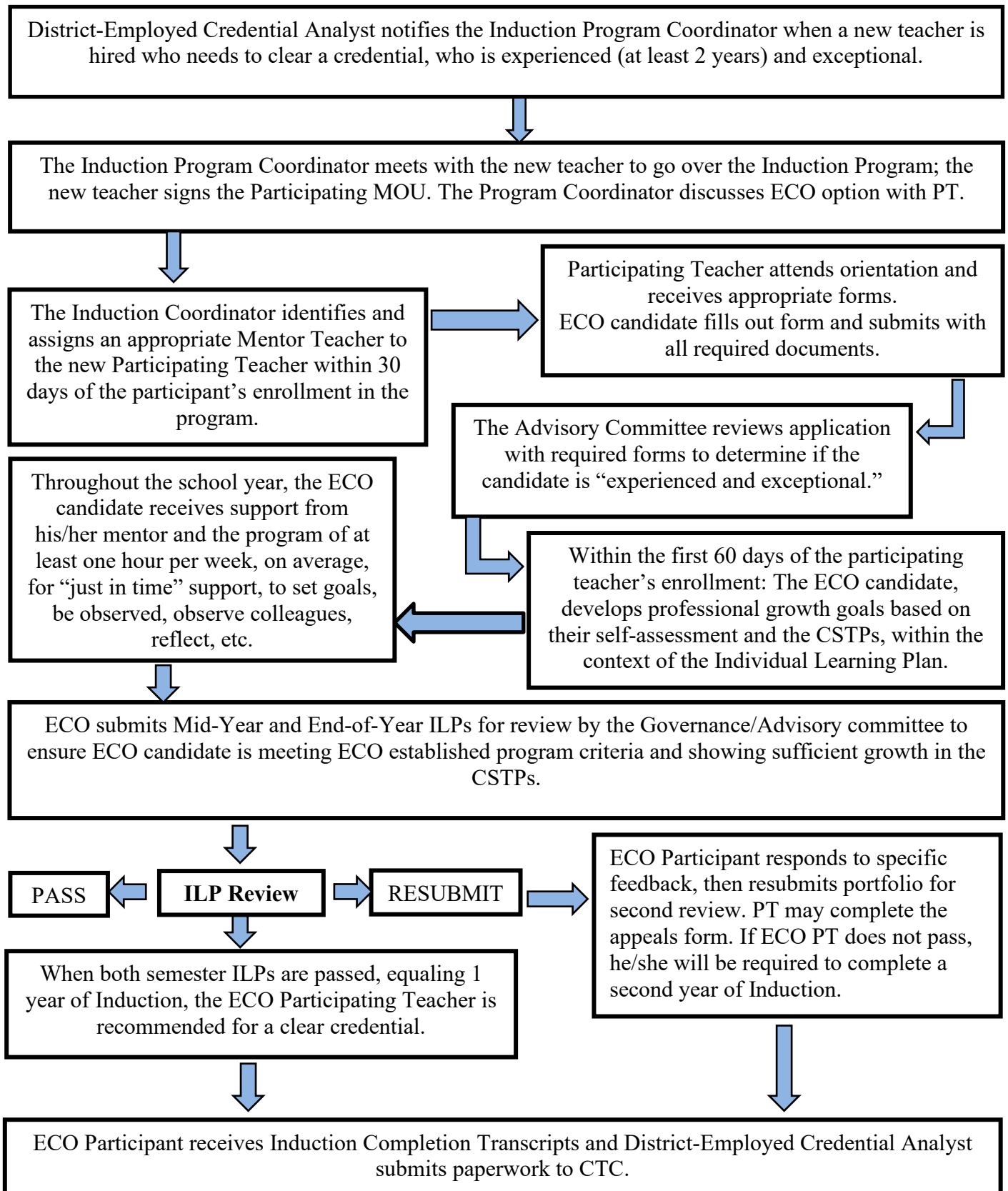
Program/Induction Program Staff Flowchart



CVUSD Teacher Credentialing Program/Induction Participating Teacher Pathway



Credentialing Program/Induction ECO Participating Teacher Pathway



Form	Explanation
CLU Units	This form explains the partnership between California Lutheran University and the CVUSD Teacher Credentialing Induction Program. Participating Teachers can earn up to 3 units per year.
CLU Registration Form for Gen ed	Fill out this form if you are a General Education Teacher and would like to pay for and earn 3 units of university credit.
CLU Registration Form for SPED	Use this form if you are a Special Education Teacher and would like to pay for and earn 3 units of university credit.
Early Completion Option	This sheet explains the guidelines for the Early Completion Option
Early Completion Option Application	Fill out this form if you would like to apply for the Early Completion Option. Be sure all appropriate evidence is attached to this form when you turn it in.
Request for Assistance/Extension	Fill out this form if you are having difficulties completing the ILP requirements and would like additional assistance.
Terms of Extension	Use this form if you need to withdraw from induction for any reason (pregnancy, medical, bereavement, etc.).



CVUSD Induction

CLU Credits

Continuing and Professional Education Credits



The Conejo Unified Teacher Credentialing Induction Program is partnering with California Lutheran University (CLU) to offer participating teachers the opportunity to earn graduate level credits through the Continuing and Professional Education Department for their required New Teacher Induction participation.

To receive credits: **

- Complete the attached registration form
- Attach a check made out to **CVUSD** for \$240.
- Return it the Induction Office: Attention Martha Alvidrez by **October 28, 2022.**

When completing the CLU registration form, you must check the appropriate Course Number and Title:

Course # and Title

- Year 1 New Teacher Induction Program (Multiple Subject/Single Subject credential track)
EDUC 915A (3 units) \$240.00 required
- Year 2 New Teacher Induction Program (Multiple Subject/Single Subject credential track)
EDUC 915B (3 units) \$240.00 required
- Year 1 New Teacher Induction Program Education Specialist (SPED)
EDUC 915C (3 units) \$240.00 required
- Year 2 New Teacher Induction Program Education Specialist (SPED)
EDUC 915D (3 units) \$240.00 required

The cost is \$80 per credit—for a total of \$240. **Checks ONLY, made out to CVUSD!**

****In order to receive CLU credits you must:**

- ❖ ***(EDUC 915A, 915B candidates):*** Attend all New Teacher Induction Program Seminars and PLCs and complete all CVUSD Induction Requirements. (See Induction MOU)
- ❖ ***(EDUC 915C, 915D candidates):*** Attend all New Teacher Induction Program Seminars and PLCs and complete all CVUSD Induction Requirements. (See Induction MOU)
- ❖ Submit and successfully complete the requirements of the Induction Program demonstrating evidence of professional growth in the CSPTs.

****Unfortunately, no refunds may be given to students who fail to receive credits due to lack of attendance, dismissal, resignation, or incomplete ILPs. ****

Make Check Payable to CVUSD

California Lutheran

UNIVERSITY

Continuing and Professional Education
60 W Olsen Rd, #7100
Thousand Oaks, California 91360
805 493-3543 FAX: 805 493-3909
xosorio@callutheran.edu

Name: _____
(Last) (First) (Middle)

Address: _____
(Street and Number)

(City, State, Zip)

Have you previously taken any other California Lutheran course(s)? Yes No
If so, do you have a new mailing address since your last CLU registration? Yes No
Are you currently enrolled in any other California Lutheran course(s) Yes No

Date of Birth: _____

Home Phone: _____ Bus Phone: _____

Email: _____

Highest degree earned: _____
(Degree) (College) (Date)

Please register me for the following Continuing Education course:

GenEd

Year 1 New Teacher Induction (credential track) – EDUC 915A (3 units) \$240.00 required

Year 2 New Teacher Induction (credential track) – EDUC 915B (3 units) \$240.00 required

SPED

Year 1 New Teacher Induction Program (credential track) Education Specialist – EDUC 915C (3 units) \$240.00 required

Year 2 New Teacher Induction Program (credential track) Education Specialist – EDUC 915D (3 units) \$240.00 required

Present Occupation: _____

Employer (if any): _____

General Education/SPED

I understand the University policies described in the program brochure or on the web site.

Signature _____

Date _____

Requests transcripts at <https://www.callutheran.edu/students/registrar/transcripts.html> Registrar's Office,
California Lutheran University, 60 West Olsen Rd. #1325, Thousand Oaks, CA 91360-2700

California Lutheran University
Thousand Oaks, California 91360-2700
805/493-3543 Fax: 805/493-3909

Founded in 1959, California Lutheran University is a private, coeducational liberal arts university which is accredited by the Accrediting Commission for Senior Colleges and Universities of the western Association of Schools and Colleges. All credential programs are approved by the California Commission on Teacher Credentialing.

The University offers baccalaureate degrees in liberal arts and professional areas. California Lutheran also offers master's degrees and credential programs on campus and at off-campus centers in Ventura and Los Angeles counties. The graduate programs are designed to accommodate adult learners who are employed full time and pursuing course work on a part-time basis. Each term, students are enrolled in graduate programs in business Administration, Education, Marital and Family Therapy, Psychology and Public Administration.

Continuing and Professional Education programs also are offered by the University on campus and at various off-campus locations. These programs and events are not normally part of either an undergraduate or graduate degree program. Instead, they are designed for professional training and personal enrichment. The learning opportunities offered through Continuing, and Professional Education encompass the topic areas of test preparation, computer science, and K-12 education.

General Information and Policies

Payments and Registration

Fees are due and payable at the time of registration. Master Card, VISA , and Discover may be used for payment. The University reserves the right to withhold transcripts or diploma until all University bills have been paid, or until satisfactory arrangements have been made with the Business Office.

Students will not be permitted to register for subsequent courses until all bills are paid for the previous semester.

Refund Policy

A full refund will be issued if we receive notification of your cancellation at least seven days prior to the first class meeting date. Cancellations received less than seven days prior to the first class meeting date will be issued credit toward future classes offered by Continuing and Professional Education.

In no event will a refund or credit be issued if notification of cancellation is received after the first class meeting date.

CLU does not automatically drop students from a class if they register but do not attend. Students remain financially responsible for the tuition charges.

Incompletes

Students who have not completed and handed in course requirements by the due dates or by completion of the course will be given a grade of "no credit."

A grade of incomplete may be granted if a student, due to extenuating circumstances, cannot complete course work by the last class meeting or due date. At that time the student must make arrangements with the instructor to receive a grade of incomplete and to complete the work within a six-week period. These arrangements must be made before the completion of the course or the due date of the assignments, whichever is later.

Professional Development Courses for Educators (EDUC 900-999)

Designed to meet professional needs and to update and expand professional knowledge and skills. Credit is available only to educators who have at least a bachelor's degree. Professional Development units are based on a minimum 15 contact hours of satisfactory participation in an organized continuing education program. The credit is not applicable toward a degree. With prior approval from the Dean of the School of

Education, credit may be applied toward a credential. Courses are

normally graded on a pass/no credit basis.

Continuing Education Units (Numbered CEU 900-999)

The Continuing Education Unit (CEU) is a means for measuring and recording non-credit, post-secondary level study. CEU is based on 10 contact hours of satisfactory participation in an organized continuing education program. These courses are not applicable to a degree or credential.

Non-Credit Courses (NCR 900-999)

Persons enrolling in these courses will earn no credit and will receive no grade. Participants may not claim credit or challenge the course for credit at a later date. Admission to the University is not required and there is no limit of the number of non-credit courses a person may take



Conejo Valley Unified School District New Teacher Induction Program Early Completion Option Guidelines (Page 1 of 2)



Guidelines for Early Completion Option of a Commission-Approved Induction Program for Multiple and Single Subject Teaching Credentials

Policy:

SB57 (Scott) provides for an Early Completion Option for Multiple and Single Subject Induction candidates who are *experienced and exceptional*. The Early Completion Option (ECO) is equally rigorous as the full-length program, although shorter in length. Upon successful completion of Induction requirements as set forth in this policy, candidates are recommended to the California Commission on Teacher Credentialing for a Professional Clear Credential.

Candidate Selection Criteria:

All of the following criteria must be met as determined by the CVUSD New Teacher Induction Program. **The ECO candidate must have a minimum of 2 years prior full-time teaching experience as the teacher of record.** The Induction Program Coordinator will get this verification from the Credential Analyst.

1. **Submit** at least 2 authenticated performance evaluations/observations from 2 prior years of teaching--one from each most recent, prior full-time teaching assignment.
2. **Submit** the attached application with the candidate's current principal attesting to the candidate's appropriateness for ECO.
3. **Application and required documentation must be received by the Induction office by September 23, 2022.**
4. In addition, the New Teacher Induction program retains the right to request any additional evidence that may be necessary to determine a candidate's appropriateness for the ECO.

Early Completion Option Requirements:

Once an application has been submitted and approved by the principal and the Induction Governance Committee, candidates will meet with their Mentor Teacher and/or a member of the Induction leadership team to develop an ECO Plan. The ECO Plan will include:

1. Approved application.
2. Description of evidence to be collected and presented as evidence of completion.
3. Timeline for completion of plan.

[If, for any reason, the ECO candidate is unable to participate fully in the Induction ECO program, he/she must notify his/her Mentor Teacher, and if necessary, will be required to complete the standard, two-year induction program.]

Completion of Early Completion Option:

The district and the approved Induction Program are responsible for determining whether a candidate has completed all the requirements of the program. The ECO candidate must demonstrate that he/she has the knowledge, skills, abilities, and competencies that deem him/her as "experienced and exceptional" required of all teacher candidates who complete the full-length program.

Upon review of the candidate's Individual Learning Plan (evidence of mastery of the CSTPs), Induction Leadership will make the final determination about a candidate's completion. Successful candidates will be recommended to the California Commission on Teacher Credentialing by the New Teacher Induction program leadership for a Professional Clear Credential.



Conejo Valley Unified School District
Early Completion Option Application (Page 2 of 2)



**Due to Induction office by
September 23, 2022**

Name: _____ Email: _____

School _____ Phone: _____

After reviewing the selection guidelines, explain how you meet the criteria for the Early Completion Option. Using the expandable box below, give a clear rationale. ***Be sure to attach the required documentation and evidence.***

Candidate's Signature: _____ Date: _____

Principal Approval:

*I have observed this candidate and agree that this candidate is **experienced and exceptional** as a classroom teacher and recommend them for early completion of the New Teacher Induction program.*

Principal's Signature: _____ Date: _____

Approved Not Approved (see reasons below)

Comments:

Program Director Approval:

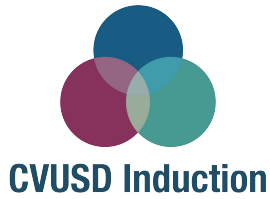
Signature: _____ Date: _____

Approved Not Approved (see reasons below)

Timeline (TBD by New Teacher Induction Leadership)

12 months 18 months Other (describe below):

Comments:



Conejo Valley Unified School District
New Teacher Induction Program
Request for Assistance



Complete the form and send to Dr. Sonia Wilson, Director of Middle Schools at the District Educational Center. soniawilson@conejousd.org

Participating Teacher

Date

Mentor Teacher

School

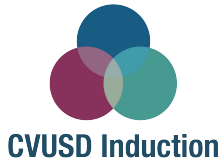
Type of assistance needed:

- ILP completion
- Professional Development or Training in: _____
- Problem solving help with: _____
- Triad Meeting (Participating Teacher, Mentor Teacher, Principal)
- Request for Mentor Teacher reassignment
- Extension for ILP and Credential Completion
- Other (explain): _____

Explanation (required):

.....
For Office Use

Action Taken:



Permission to Videotape



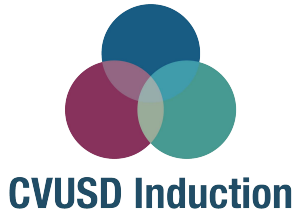
I _____, request the opportunity to be videotaped for the purpose of analyzing my teaching strategies while participating in the New Teacher Induction Program. This video will be confidential and will not be used for evaluative purposes.

Participating Teacher's Signature: _____

Date: _____

Mentor Teacher's Signature: _____

Date: _____



Conejo Valley Unified School District
New Teacher Induction Program
Written Appeal Form



Participating Teacher

Date

Mentor Teacher

School

Reason for Appeal: (Please explain what decision you are appealing.)

Explanation: (Please explain below why you are appealing and what you would like to see happen.)

Members of the CVUSD Induction Governance Board will review the appeal and make a final decision based on the evidence provided.

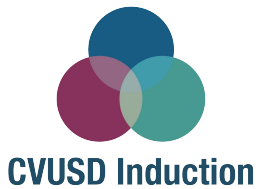
Participating Teacher Signature

Complete the form and send to Dr. Sonia Wilson, Director of
Middle School at the District Educational Center.
soniawilson@conejousd.org

.....
For Office Use (The Governance Committee will review the appeal) **Action Taken**

Program Director Signature

Date



Conejo Valley Unified School District
New Teacher Induction Program Memorandum
of Understanding



NOTIFICATION OF ELIGIBILITY AND RESPONSIBILTIIY

Name: _____

Last four digits of your Social Security Number: _____

Preliminary Program Attended: _____

Please list any outstanding credential requirements:

Assignment School: _____ Grade/Subject: _____

California Credential Out of State: _____

Multiple Subject

Single Subject: Subject(s) _____

Education Specialist: Specialty Area(s) _____

Induction Candidate

I have been informed of my responsibility to enter a professional teacher induction program in order to clear my preliminary credential. I have been provided information about the CVUSD Induction program requirements and expectations, which include fulfilling all program and credential requirements within the two year allotted time frame.

Signature Date