



**Clear Credential Teacher Induction Program**  
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**Green Dot Public Schools General Education Teacher Induction Transportability Document /Evidence of Application**

<b>Name of Participating Teacher:</b>	<b>Mentor:</b>	<b>Credential Held:</b>	<b>State:</b>
<b>Y1-School Year: 2018-2019</b>	<b>Subject Taught:</b>	<b>School Site:</b>	<b>Grade Level:</b>
<b>Y2-School Year:</b>	<b>Subject Taught:</b>	<b>School Site:</b>	<b>Grade Level:</b>
<b>Early Completion Option Year:</b>	<b>Subject Taught:</b>	<b>School Site:</b>	<b>Grade Level:</b>

**Green Dot Public Schools Program Snapshot:** Participating teachers are assigned a Mentor within 30 days of the start of the school year. The Mentor is an organization curriculum specialist, experienced teacher at the school site or an independent contractor who is an experienced teacher/administrator. The Mentor completes observations to assess teacher practice, collects data and meets with the participating teacher on a regular basis to provide data driven feedback that support teacher instructional growth. During the two years in induction, the participating teacher, along with the support of the mentor does the following: Self-assessment of professional practice; set professional goals; conduct inquiry into teaching and student learning through a professional growth inquiry and inquiry cycle; reflect on inquiry process.

ECO/Year 1	Year 2
<p><b>Experience 1: Assess and Understand Learning Context (Creating the Individual Learning Plan)</b>            __x_Review of transition document from teacher preliminary program            x__Self-Assessment of teacher practice            x__Professional growth goal setting</p> <p><b>Experience 2: Professional Growth Inquiry</b>            __x_Triad Meeting with school site administrator            x__Professional Growth Inquiry and Reflection              __x_Identification of focus professional growth goal              __x_Three professional development experiences &amp; reflection                __x_New learning                __x_Application of new learning                __x_Impact of new learning on teaching                __x_Impact of new learning on student achievement</p> <p><b>Experience 3: Inquiry Cycle</b>            x__Individual Learning Plan Step 1 (Inquiry Focus)            __x_Individual Learning Plan Step 2 (Professional Development and Inquiry Focus Revision)            __x_Individual Learning Plan Step 3 (Data Collection during Inquiry Cycle)            __x_Individual Learning Plan Step 4 (Inquiry Cycle Reflection)            x__Presentation of Learning (Culminating Activity)</p>	<p><b>Experience 1: Assess and Understand Learning Context (Creating the Individual Learning Plan)</b>            __Review of transition document from teacher preliminary program (if applicable)            __Self-Assessment of teacher practice            __Professional growth goal setting</p> <p><b>Experience 2: Professional Growth Inquiry</b>            __Triad Meeting with school site administrator            __Professional Growth Inquiry and Reflection              __Identification of focus professional growth goal              __Three professional development experiences &amp; reflection                __New learning                __Application of new learning                __Impact of new learning on teaching                __Impact of new learning on student achievement</p> <p><b>Experience 3: Inquiry Cycle</b>            __Individual Learning Plan Step 1 (Inquiry Focus)            __Individual Learning Plan Step 2 (Professional Development and Inquiry Focus Revision)            __Individual Learning Plan Step 3 (Data Collection during Inquiry Cycle)            __Individual Learning Plan Step 4 (Inquiry Cycle Reflection)            __Presentation of Learning (Culminating Activity)</p>
<b>Completion</b>	
(X = Completion)    Year 1 __x__Complete    __Incomplete	(X = Completion)    Year 2 __Complete    __Incomplete
<b>Reason for Incomplete Status:</b>	<b>Reason for Incomplete Status:</b>

Teacher Induction Coordinator Signature:

Date: July 11, 2019