



Early Completion Requirements and Procedures

Pasadena Unified School District BTSA Induction Program provides an Early Completion Option for qualified candidates. Consortium partners have collaborated to establish criteria and procedures for the Early Completion Option for Induction Candidates. The established policy is aligned with the legislative intent of Senate Bill 57 and is implemented fairly and equitably.

Candidate Notification of Early Completion Option (ECO)

All candidates are notified of the availability of Early Completion during initial Advisement and Orientation meetings. Application forms are available to potential candidates. Early completion forms clearly detail the eligibility criteria and application process.

Eligibility

Candidates who meet one of the following criteria may apply for early completion:

- Successful service as the teacher of record or a minimum of two school years prior to enrollment in the PUSD Induction Program. Experience is verified by the District Human Resources and BTSA Induction Program Coordinator.
- Candidate holds an out-of-state or out of country credential carrying full certification in the state or country of issuance.

The application process includes formal notification of intent to apply to the District BTSA Induction Program Coordinator, and submission of a complete application packet including required supporting documents by the candidate. Upon receipt of the notification of intent to apply, the Program Coordinator and Mentor monitor and review the candidate's progress during the first year of Induction.

Upon completion of the first year of Induction, the applicant's portfolio is collaboratively reviewed by the assigned Mentor, the Program Coordinator and a mentor member of the Program Advisory Board, and an acknowledgment of potential ECO participation is made. The Program Coordinator shares the acknowledgement with the candidate for consideration.

Application Procedures and Deadlines

Formal notification of **the intent** to apply for Early Completion must be submitted **within one week** after the District Orientation and Advisement meeting in August. **The application** for Early Completion of Induction must be submitted by **September 1 of the second year** of Induction and must include the following:

1. *Early Completion Application.*
2. *Letter of Justification* supporting the *Early Completion application*, written by the candidate.
3. *District Verification of Successful Service* to certify the required years of service and the District's approval of the candidate's application OR verification of other valid certification
4. *Letter of Recommendation* and a current end of year evaluation of teaching performance by site administrator.
5. *Letter of Recommendation* by Mentor Teacher.

The complete application for ECO participation is due to the Induction Program Coordinator on or before September 1 of the second year of Induction.

The Early Completion Inquiry Requirements

Candidates participating in the ECO must complete all the required Induction Program required documents listed on the Year-1 and Year-2 Checklists including a professional inquiry that addresses the deliberate application of *Universal Access: Equity for All Students* focusing on English Learners and on students with special needs. The inquiry documents the candidate's embedded deliberate implementation of knowledge and skill in *Pedagogy*.

Inquiry involves a well-documented and reflective study of teaching and learning. Candidates complete initial, progress monitoring, and summative and formative analyses of student work. Supporting documentation includes at least two observations of their teaching. There is an expectation that the ECO candidate uses actual work from case study students who are English Learners and students with special needs to illustrate impact in the learning of all students. Student work is a required element of each analysis. Dedicated collaborative time with the support provider must be in evidence through Collaborative Assessment Logs and Formative Assessment Documents.

Monitoring Early Completion Candidates

The candidate's progress is monitored by the assigned Mentor Teacher and Program Coordinator during regularly scheduled meetings for Early Completion Candidates.

The Program Coordinator reviews evidence of the candidate's teaching and learning for alignment with the District's Induction Program adopted Induction activities and documents and the Induction Program Standards. Candidate observations must utilize approved FAS tools specific to the academic content standards and *Induction Standard 5: Pedagogy and Standard 6: Universal Access, Equity for All Students*. During the ECO semester candidates examine the context of their teaching, select and investigate two Case-Study Students, develop and implement an Inquiry Action Plan and engage in significant professional development to demonstrate their professional growth. Candidates' program completion will be based on the candidate's professional growth and adherence to the *Inquiry Action Plans*. Case study students are the focal point for each Inquiry Action Plan.

Completion of the Induction Program for Early Completion Candidates

If the candidate fails to demonstrate a commitment to the professional growth process, the candidate may be required to complete the traditional 2-year induction program.

A member of the Induction Program Advisory Board will review the candidate's evidence and *Induction Professional Portfolio*. Upon successful review of the *Induction Professional Portfolio*, the candidate will be recommended for the appropriate California Clear credential(s). If the Advisory Board Reviewer determines the portfolio does not meet program expectations, the Candidate will complete the final semester of Induction, and will participate fully in all aspects of the program to ensure successful completion.