

Fontana Unified School District



Induction Handbook **School Year 2019-2020**

Induction & Credential Services

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Dear Induction Candidate,

Welcome to the Fontana Unified School District! The focus of the Induction Program is to provide a smooth transition to your new position and a firm foundation for your career in education. In addition, the program will help you to **apply** the knowledge and skills gained in the teacher preparation program.

The hallmark of our program is mentorship support via a trained mentor and job-embedded professional learning. With cycles of inquiry as the focus, the expectation is that you will enhance your ability to become a highly qualified and effective practitioner. Current research findings indicate that the knowledge of teaching practices, student learning outcomes, standards-based subjectmatter content, and ultimately, the ability to reflect on one's own practice are the strongest predictors of student success and teacher professional growth.

The journey through Induction is also a self-discovery process. What are your teaching strengths? What do you want to improve? How can you address the challenges and set growth goals? The ability to be an educator who is also a reflective practitioner with a "Habit of Mind" to continuously advance is the goal. We are here to support and assist you in any way needed as you "Teach to Learn".

Have a great year!

Sincerely,

Audry Wiens

Audry Wiens

Induction & Credential Services Coordinator



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FUSD Induction Research-Based Vision

Beginning educators in the Fontana Unified School District's Induction Program continually grow in the knowledge and skills necessary to effectively implement California's adopted standards and curricular frameworks. Teaching quality is recognized as the most powerful school-based factor in student achievement: teachers have an accumulating influence that can overcome learning challenges among students and increase effective teaching and learning. A research-based vision of teaching and learning guides the efforts of the FUSD Induction Program personnel and is based primarily on research from U.S. Department of Education, the California Commission on Teacher Credentialing and the New Teacher Center. Since 1992, California Induction Programs have supported Candidates in the program through formative assessment activities, guided reflection with a trained mentor, and cycles of inquiry to achieve continuous improvement.

The vision for FUSD's Induction Program is to prepare and support new teachers through a comprehensive mentoring program which matches novice teachers with skilled and effective teachers who coach and model how to create a rigorous environment in which all students can learn and succeed. This vision is part of the FUSD Induction Handbook and is posted to the district's website. With their trained mentor, teachers develop an Individual Learning Plan (ILP) which outlines goals and captures professional development activities to achieve growth in relation to the California Standards for the Teaching Profession. In *Greatness by Design*, a report by State Superintendent of Public Instruction, Tom Torlakson's Task Force on Educator Excellence (2008), it was reported that induction should include the following elements: "regular coaching within the educator's context by a carefully selected and trained mentor, personalized learning that is integrated with school and district goals, and competency indicators required for program completion that support a recommendation for a clear credential." Induction Candidates use the process of action research described by Richard Sagor in his 2000 article *Guiding School Improvement with Action Research* to meet their ILP goals.

The two-year journey for Induction Candidates includes weekly hour-long meetings when the mentor encourages self-reflection, goal setting, and inquiry into practice. Mentors help Candidates implement new strategies by coaching them through the Plan Teach Reflect Apply cycle using the mentoring tools in their portfolio (CTC/CDE Formative Assessment for California Teachers 2008, Adapted from W.E. Deming, 1986). Competency indicators are outlined in the Continuum of Teaching Practice that represent a developmental, holistic view of teaching and are intended to meet the needs of our diverse student and teaching populations. Beginning teachers prepare instruction to gather evidence of teaching practice, implement new strategies, and apply what they have learned to their future practice. Professional learning goals guide, support and accelerate professional growth focused on effective instruction and academic progress. The FUSD Induction Program carefully monitors mentor support for the Candidate, the availability of resources, individualized professional learning goals, and robust professional learning opportunities. Program completion at the end of the two-year job-embedded Induction Program leads to a recommendation for a California Clear Teaching Credential. Program completer develop a "habit of mind" in relation to reflection, goals, evidence, and the continual pursuit of excellence in teaching and learning.

Fontana Unified School District Induction Program

What is an Induction Program?

- Structured, yet flexible teacher support integrated with intensive, job-embedded professional development and formative assessment during the first two years a teacher is employed to teach on a preliminary credential.
- Support provided by experienced teachers (mentors) trained to coach colleagues as they deepen their understanding of content standards, assessment, and performance levels for students.
- Recommends participants for a California Clear Credential based on evidence of successful completion of the program.
- Provides continuity between teacher preparation and ongoing professional growth and learning.

What is Formative Assessment?

- A structured set of activities designed to support and guide teachers in a cycle of inquiry focused on the California Standards for the Teaching Profession, content standards and reflective sessions with a Mentor.
- A process designed to promote teacher autonomy through an ongoing process of self-assessment, action research, examination of student work, reflection and professional goalsetting.

What Assumptions Guide our Induction Program?

- Learning to teach is a lifelong, developmental process that involves confronting challenges and taking risks.
- The teacher is the key agent of educational change; effective teaching is the cornerstone of educational reform.
- A common language and professional standards promote the improvement of teaching practice and the development of a professional community.
- The professional norms of self and peer assessment, reflection and collaboration are central to the success of schools and the improvement of teaching and learning.
- Teacher learning must focus on classroom practice and student achievement.
- Formative assessment information best guides the refinement of teaching practice and the design of professional growth activities.
- Teachers are professionals who are capable of critically examining their practice to improve teaching and learning.

What are the Roles and Responsibilities?

Induction Teacher (Candidate)	Mentor (Support Provider)
<ul style="list-style-type: none"> ❖ Meet for a <i>minimum</i> of one hour per week with the Mentor/Mentor ❖ Actively participate in the formative assessment process ❖ Create an Individualized Learning Plan (ILP) ❖ Choose a total of 10 professional development hours related to your ILP goal ❖ Fulfill specific program requirements in two years ❖ Create an Individualized Learning Plan containing evidence that meets the Induction Standards Attend the end of year Colloquium celebration 	<ul style="list-style-type: none"> ❖ Assist and support the candidates in all activities specific to the program ❖ Work with the candidates to develop an Individualized Learning Plan (ILP) based on the California Standards for the Teaching Profession ❖ Maintain confidentiality and professionalism ❖ Provide <i>one hour of contact per week</i> through face-to-face meetings ❖ Maintain a meeting log to verify meeting times ❖ Arrange 2 observation days (before March) for candidates to observe other experienced

Overview of the FUSD Induction Program

The Fontana Induction Program is:

- ◆ Two-year professional development program co-sponsored by CTC & CDE
- ◆ Clear Credentialing for first and second year teachers
- ◆ Individualized support from an experienced Mentor
- ◆ Based on the California Standards for the Teaching Profession (CSTP)
- ◆ Part of the Accreditation System supported by the Board of Institutional Reviewers
- ◆ A credentialing entity similar to any accredited institution or university
- ◆ Purpose: set forth in the California Education Code, Section 44279.2b is to *“Improve student educational performance through improved training, support, information, and assistance for new teachers.”*

Who can be a participant in the Induction Program?

To qualify you must meet the following criteria:

- Hold a Preliminary or California Clear Credential
- Be in your first or second year of teaching (some out-of-state or out-of-country trained teachers with multiple years of experience may be eligible)
- Employed as a teacher in the Fontana Unified School District

What are the benefits of the Induction Program?

1. Individualized and personal support and mentorship for two years
2. Assistance in developing an Individualized Learning Plan (ILP)
3. Release time to observe experienced teachers' classrooms
4. Dynamic and timely professional development sessions
5. Option to earn five graduate level units per year from the University of San Diego
6. FREE service to you (You will save a lot of money)

Determining Eligibility for the FUSD Induction Program

Credential	Years of Teaching **	Eligible
Preliminary	first or second year	Yes
Intern		NO
Emergency		NO

****Years of teaching prior to earning a Preliminary (e.g. teaching with an Emergency Permit, Intern Credential, Pre-Intern, etc.) DO NOT count as "years taught" for Induction eligibility****

Mentor/Candidate Assignments

At the beginning of the school year the Induction Coordinator assigns a Mentor/Mentor to new teachers (candidates) based on the following criteria:

- ✓ Grade level or subject matter
- ✓ Experience at the new teachers' grade level/subject/content area
- ✓ Similar credential(s)

In the perfect world, a Mentor/Mentor and New Candidate are perfectly matched by credential and/or grade level/subject. In many cases it is necessary to pair Mentor/Mentors and Candidates who are not at the same school site due to confidentiality reasons. The Mentor will travel to the new teacher's school site.

Requesting a Mentor Reassignment

In the case of a new teacher who is not satisfied with their Mentor/Mentor, the following steps should be followed:

- ✓ The Mentor or the Candidate contacts the Induction Coordinator who will meet separately and/or together with parties to try to resolve the issue
- ✓ If no resolution occurs, the Induction Coordinator will make a reassignment

Induction- Frequently Asked Questions

How is Induction different from my university preliminary credential work?

University programs are called pre-service to expose you to pedagogy and provide opportunities for you to practice writing lesson plans and preparing assessments, as well as to provide you with a foundation of educational theories. Induction programs are predicated on the belief that teachers have had the pedagogical foundation in pre-service to allow them to apply what they have learned, to delve more deeply into their understanding of the California Standards for the Teaching Profession and the student content standards in their subject areas. At the university level, you are "Learning to Teach" and in Induction, you are "Teaching to Learn".

What about the paperwork?

The California Commission on Teacher Credentialing requires evidence that you have met the Induction requirements and there must be documentation that can be reviewed to support the recommendation for a California Clear Teaching Credential. The Individualized Learning Plan (ILP) represent structured events designed to guide you as you apply both content standards and professional teaching standards in your classroom. The ILPs were developed to be used statewide, with students in grades K-12. Your Mentor/Mentor is there to support you in a variety of ways, one of which is to take notes while he or she observes your teaching. At the end of the year, you will have a chain of evidence that reflects your teaching practice. Use the Individualized Learning Plan as a means of documenting your growth.

How should I organize my evidence?

All candidates will maintain an electronic portfolio, using the folder on Office 365. A folder has been prepared for you to gather evidence for CSTPs, along with professional development reflections and monthly meeting logs. Evidence that you gather throughout the year should be uploaded to your online Office 365 portfolio folder.

Why can't I just teach? I am so busy, and Induction is just one more extra thing to do!

This is an incredible time to be a teacher because of the complexity of the job. Induction is about planning lessons, examining and analyzing student work, reflecting on lessons, and collaborating with colleagues. Focusing on the Individualized Learning Plan IS a focus on teaching. The work you do with your Mentor/Mentor allows you to have support in your quest for excellence. Former Induction teachers often say ALL teachers could benefit from reflective conversations with a Mentor! Think of your experience in Induction as an opportunity to pursue truly individualized and job-embedded professional growth, while clearing your credential for free. (FUSD does not charge their new teachers to participate, unlike some districts in California).

What happens if my Mentor and I don't get along?

It's very important for the relationship between Mentor/Mentor and Induction Candidates be strong. If, for ANY reason, the relationship with your new Mentor is strained, please call Audry Wiens at 909-357-5000 Ext. 29350. You may also complete the hard copy concern form and send or email it to us. We will absolutely make any changes necessary to ensure that the support you want, and need is being provided.

How often do I attend professional development sessions and where are they held?

Induction professional development sessions are held at the Piazza/JDP Center at the district office and the C building rooms. Meetings begin at 3:45 p.m. and end at approximately 5:45 p.m. See the Fontana Unified School District Professional Development Calendar for specific dates and keep track of these dates in your Outlook calendar. In order to develop and grow in your teaching practice, you will attend a total of 10 hours of PD OF YOUR CHOICE. You will be responsible for a total of 10 hours of PD this year RELATED TO YOUR ILP GOAL. Please note that the 10 hours of PD should be a variety of sessions that will be part of the ILP “Action Plan”. For this reason, a full 8 hour session will not count as 8 of the 10 hours...it will count as 2 hours. Any book read will also count as 2 hours. Please work with your mentor to develop a PD plan that will be documented on the ILP Action Plan.

What do the Induction Professional Development Sessions include and why do I have to attend?

Induction PD Sessions include professional development specifically geared toward Induction Candidates on topics that relate to the California Standards for the Teaching Profession (CSTPs) and Induction Program Standards. There is a wide variety of PD offerings to choose from that can be added to your ILP action plan. District PD may also be included **as long as the session(s) related to your ILP goal.**

What is the ILP?

The ILP is your Individualized Learning Plan. This is your opportunity to do action research on a focus area of your instructional practice, using resource materials from the Internet, professional development sessions, and collaboration with your colleagues, among other items. The ILP is initially reviewed by your Mentor and later submitted to the Program Coordinator. Per Induction Program Standard

What is the Colloquium and why do we have to attend one?

The Colloquium is a time for professional sharing and is one of the best meetings that you will attend in the Induction Program. When you share your growth as a teacher at the Colloquium, you are demonstrating your commitment to the larger professional learning community.

Can I complete Induction early?

Yes, the program offers an Early Completion Option (ECO). If you meet the criteria described in the policy (see ECO Eligibility Information on page 16), you may apply to complete the program in a shorter period of time, usually one year. You must be both “experienced and exceptional.”

Can I get college credits for completing Induction?

Yes! The Fontana Unified School District partners with the University of San Diego:



Partnering with Fontana Unified School District

Teacher Induction Program Offers 5 Semester Units of Graduate Level Extension Credit for 2019-2020

- Get credit for the work you do in Induction
- Treat your Induction requirements as a university course
- Use your units to move on the salary schedule
- Reward yourself as you improve your teaching skills through professional development
- Units are transferable to any school district

REGISTRATION

Registration is open between November 2019 and May 2020. Please note that you **MUST** register within these dates in order to participate in this partnership*. THE UNIVERSITY DOES NOT ACCEPT LATE REGISTRATIONS. IF YOU WANT THE UNITS, PLEASE REGISTER BEFORE JUNE 1, 2020.

***USD does not accept late or retroactive registrations.**

Credit is offered for Teacher Induction Program Year 1 & 2 Credential Candidate (**Candidate**); Year 1 & 2 Mentor (**Mentor**) and ECO Credential Candidate (**Candidate**). Register for the year in which you are participating.

INSTRUCTIONS

Go to <http://pce.sandiego.edu/>. Click on Programs, Affiliations and then click Teacher Induction Program to register. Each unit is \$75.00. **Total cost is \$375.00 per 5 unit class.**

**Official links to access these units will be provided at a later date.

THESE COURSES ARE FOR FONTANA UNIFIED SCHOOL DISTRICT PERSONNEL ONLY. Registration closes June 1, 2020. Your transcript will be sent to you by the University during the summer.

CONTACT:

Audry Wiens
wienaa@fusd.net

Who makes decisions for the Induction Program?

The School Board is the ultimate decision maker of the program according to the set criteria in the state's program and common standards. The Induction Program Advisory Council, comprised of district office leaders, site administrators, Mentors, and Induction graduates, serves as the advisory board. This committee identifies program strengths and needs and makes recommendations for improvement each year. The Induction Coordinator makes decisions at the end of each year on recommendations to the Commission on Teacher Credentialing.

What happens if I am not finished in two years?

That depends on the circumstances. If you participate in Induction and are unemployed because of budget cuts or non-reelect status, you may resume Induction at the time that you re-gain full employment in the Fontana Unified School District. If you neglect to fulfill Induction requirements and do not complete the program within two years, you may be charged the hourly teacher rate for a Mentor/Mentor for any period that exceeds the two-year allotted period.

I am an education specialist pursuing Induction; do I need to attend additional professional development activities?

Yes, the state requires that you complete advanced professional learning in your authorization beyond your credential program. According to the state, you will "select appropriate professional development ... to expand [your] skills as an Education Specialist from the menu of options offered by the Clear Credential Preparation Program and the employing school district. These skills should be designed to enhance [your] teaching abilities for the current teaching assignment."



Induction Transportability Process for Candidates

Induction allows for a candidate to move from one program to another as s/he meets competencies towards program completion and licensure recommendation. The following document outlines the Induction Transportability Process for Candidates.

Responsibilities of the Transferring Candidate

Maintaining appropriate credential status through completion of Induction requirements is the responsibility of the individual teacher. The Induction Programs provide the supportive and assistive route to complete the requirements for the California Clear Credential.

When transferring Induction Programs, it is the candidate's responsibility to share documented and/or demonstrated evidence of meeting appropriate Induction Program Standards. This documented evidence must also be supported by a transportability completion record provided by the "sending" approved Induction Program from which the teacher is exiting.

With the assistance of the Induction Programs involved, the candidate who is transferring programs is responsible for securing all required documentation and evidence and communicating in a timely manner with both the "sending" and "receiving" approved Induction Programs. Upon program completion, the receiving final approved Induction Program will be the LEA making the clear credential recommendation for the Candidate.

Responsibilities of the Transferring Induction Candidates include:

1. Maintaining **all** formative assessment and Induction completion evidence for submission to the receiving program.
2. Obtaining from the sending program all necessary supporting documentation and a transportability completion record which document the candidate's experiences in the sending program.
3. Contacting the receiving program immediately upon hire.
4. Submitting a transportability completion record as well as formative assessment and induction completion evidence to the receiving program.

Responsibilities of the Sending Induction Program

1. Providing all information related to formative assessment and Induction completion of the candidate to the receiving program and completing all other transfer protocols in a timely manner to insure a smooth transition for the candidate between the two programs.
2. Providing a transportability completion record to the candidate in support of the Induction completion evidence.
3. Advising all candidates of their responsibilities if they transfer to another Induction program.
4. Contacting the receiving program of the transferring candidate if known.
5. Submitting transportability completion record supported by evidence to the receiving program.

Responsibilities of the Receiving Induction Program

The receiving program is responsible for verifying that the transferring candidate has a transportability completion record supported by evidence from the sending program. As the LEA recommends for credential clearance, it is imperative that the receiving program verify that the transportability completion record is supported by appropriate evidence. Appropriate evidence is defined as evidence that meets the standard and not the receiving program's contextual definition of the standard. A standard may be met through documentation and/or through demonstration that is either articulated or evident through classroom application.

Responsibilities of the Receiving Induction Program include:

1. Contacting the sending program to verify the accuracy of the transportability completion record and supporting evidence.
2. Based upon documentation and evidence, accepting completion of standards as appropriate.
3. Obtaining any other information needed to guide the placement of the candidate.

Early Completion Option (ECO) Consideration

An Induction Program allows Candidates to clear their California Teaching Credential by meeting standards and requirements during a two-year period of professional growth and reflection. However, candidates who are **“EXPERIENCED AND EXCEPTIONAL”** *may be eligible* to complete the program in one year. Candidates who qualify for *consideration* must include one of the following:

- First year candidates who have completed a two-year Intern Program within California;
- First year out-of-state candidates with 3 years or more of teaching experience;
- First year out-of-country candidates with 3 years or more of teaching experience;
- First year candidates with 3 years or more of teaching experience with a clear (tier 2) credential in a private school setting

If you meet the above criteria you will be asked to provide copies of the following:

1. Successful (proficient or higher) evaluations from the most recent 2 years from an administrator/evaluator
2. A current letter of recommendation from your site principal
3. A description of the evidence you would present if asked to demonstrate how your teaching is exceptional in relation to the 6 California Standards for the Teaching Profession. Please address each CSTP separately.

Once the documents are received at the District Office, Building 26, the Induction Coordinator, Audry Wiens (wienaa@fusd.net or 909-357-5000 x29350), will contact you. The Induction Coordinator will decide whether or not you *may be eligible* for the Early Completion Option based on submitted documentation. Finally, the Induction Coordinator will schedule a time to observe a lesson and email you with a decision regarding the Early Completion Option.

***The deadline to be considered for Early Completion Option is
October 1, 2019 OR within 60 days of late hire***

*This information is evidence of the Induction Preconditions #6- “An Induction Program sponsor must make available and must advise participants of an Early Completion option for “experienced and exceptional” candidates who meet the program’s established criteria.”



Induction/PAR Collaboration Meeting LOG **Induction and Credential Services** Fontana Unified School District

Candidate_____ **Mentor**_____

MONTH_____ **YEAR**_____

Location of Meeting	DAY	Description of Activity	Start Time	End Time	If Canceled Reason	Mentor & CANDIDATE Initials

Activities Key:

A. ILP Development
 B. Observation of CANDIDATE
 C. Routines/Procedures/Class Mgmt.

D. CANDIDATE Classroom observation
 E. Model Lesson
 F. Data Analysis/Student Work

G. Curriculum/Lesson planning
 H. Reflection
 I. Diff. Instruction

J. Staff Meeting/Training
 K. Prep/Paperwork
 L. Other-Describe

FONTANA UNIFIED SCHOOL DISTRICT INDUCTION PROGRAM COMPLETION REQUIREMENTS 2019-2020



Candidate:	School:
Mentor:	Candidate Year 1 or 2:

Induction Event	Date Completed or N/A
District New Teacher Orientation	
Induction Kick Off	
Colloquium	

Induction Chosen Professional Development (Total of 10 hours)			
Title of PD Offering, Book (2 hrs.) or Event	"X" If Completed	Date	Hours
CSTP 2 Creating & Maintaining Effective Environments			
CSTP 1 Engaging & Supporting All Students in Learning			
CSTP 3 Understanding & Organizing Subject Matter			
CSTP 4 Planning Instruction & Designing Learning for All Students			
CSTP 5 Assessing Students for Learning			
CSTP 6 Developing as a Professional Educator			
Diversity & Equity Session w/Mentor			1
Other:			
Other:			
Other:			

Mentor Observations of Candidates	Date
Initial Observation	
ILP Observation	

Candidate Observations of Veteran Teachers	Date
#1 Observed Names:	
#2 Observed Names:	

Portfolio Completion	Date
University Transition Plan or Transition Guidance Document for Yr. 1	
Pre-Inquiry	
Individualized Learning Plan (ILP)	
Summative Reflection	

Surveys	Date
Mid-Year	
CSTP Sinclair Growth Survey	
End-of-Year	

Signature of Candidate

Date

Signature of Mentor

Date

Signature of Coordinator

Date



Candidate/Mentor Concern Information

The relationship between the Induction Mentor and the Candidate is at the heart of the Induction process. At times, this relationship is not an optimal pairing. If you find yourself in this situation, please contact the FUSD Induction Coordinator; wienaa@fUSD.net 909-357-5000 ext. 29350. The information provided is confidential: concerns expressed will not be shared unless permission is granted by you to release that information.

FUSD Induction Professional Learning

Professional Development Options

May include but not limited to:

- The IRIS Center
To access the IRIS Center, go to the following website address
<http://iris.peabody.vanderbilt.edu/index.html>
- TEDTalks
- TeacherTube
- District-wide PD offerings
- Induction PDs; beyond 4 sessions
- Examples of Books
 - Teach Like a Champion, Rick Morris, Michael Linsin, Robert Marzano



Education Specialists' Internet Resources

California Department of Education
Special Education Division
<http://www.cde.ca.gov/spbranch/sed>

The National Information Center for Children and Youth with Disabilities
<http://www.nichcy.org>

The Council for Exceptional Children
<http://www.ced.sped.org>

LD Online: Learning Disabilities Information and Resources
<http://www.ldonline.org/educators>

Special Education Resources on the Internet
<http://seriweb.com/>

Positive Behavioral Intervention and Support
<http://pbis.org/>

Center for the Study of Autism
<http://www.autism.com/>

National Transition Alliance for Youth with Disabilities
<http://www.ncset.org/publications/nta/>

Center for Effective Collaboration and Practice
<http://cecp.air.org/>

FOR ADDITIONAL TEACHER RESOURCES, PLEASE ASK YOUR MENTOR TO HELP YOU TO LOCATE THEM ON THE FUSD STAFF PORTAL.

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP) 2009

STANDARD ONE:

ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6 Monitoring student learning and adjusting instruction while teaching

STANDARD TWO:

CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior
- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 2.7 Using instructional time to optimize learning

STANDARD THREE:

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- 3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adapted materials, to make subject matter accessible to all students
- 3.6 Addressing the needs of English learners and students with

STANDARD FOUR:

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

STANDARD FIVE:

ASSESSING STUDENTS FOR LEARNING

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning
- 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5 Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning
- 5.7 Using assessment information to share timely and comprehensible feedback with students and their families

STANDARD SIX:

DEVELOPING AS A PROFESSIONAL EDUCATOR

- 6.1 Reflecting on teaching practice in support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

Numbers are provided for ease of reference. They do not imply priority or ordering of the standards.



Commonly Used Acronyms

Induction

BTSA	=	Beginning Teacher Support and Assessment (now called Induction)
CSTP	=	<u>California Standards for the Teaching Profession</u>
CCSS	=	Common Core State Standards
CTC	=	Commission on Teacher Credentialing
ILP	=	Individualized Learning Plan (same as IIP or Ind. Induction Plan)
CRT	=	Culturally Relevant/Responsive Teaching
CTP	=	<u>Continuum of Teaching Practice</u>
PD360	=	Professional Development Online resource (www.pd360.com)
SP	=	Mentor
CANDID	=	Candidate
MTSS	=	Multi-Tiered System of Support
EIPD	=	Effective Instruction Professional Development
SIT	=	Student Intervention Team
DOK	=	Depth of Knowledge
IEP	=	Individual Education Plan
RSP	=	Resource Specialist Program (for special education students)
EL	=	English Learner
PBIS	=	Positive Behavior Intervention and Support

GRIEVANCE PROCESS

The rationale and overall design of the Fontana Unified School District Teacher Induction Program is based on sound theory, research, and practice. The delivery of services to candidates is carefully planned and implemented in ways that are consistent with the holistic, developmental view of teaching reflected in The California Standards for the Teaching Profession. The program administers a collaborative model, utilizing full-time released and part-time classroom teachers as mentors, focusing on improving classroom practice through formative assessment and reflection with the aim of being responsive to the diverse cultural, social, and linguistic backgrounds of all students.

The FUSD program administers a grievance process for candidates' completion as follows:

- The criteria for obtaining the clear credential are communicated during induction orientation meetings and routinely during subsequent induction meetings. The criteria are also outlined in the program handbook, and the memorandum of understanding between the teacher and district.
- The induction process begins with the participating teacher's Individual Learning Plan (ILP). Creating the ILP within 30 days of enrollment in the Induction Program provides the teacher with the opportunity to collaborate with the mentor and site administrator on annual professional goals that are aligned with the *California Standards for the Teaching Profession* (CSTP). The objectives to meet these goals are individualized to what the teacher deems necessary to accomplish them with the support of the mentor.
- The candidate, during several benchmarks checkpoints, assesses his or her performance on the *Continuum of Teaching Practice*, using a scale that ranges from emerging to innovating. The teacher cites evidence at each checkpoint and offers a rationale for the determined rating with input from the mentor.
- During the mid-year review (end of the first semester), mentors and the program Coordinator review candidates' ILPs to track their progress with individualized goals. If the participating teachers are not progressing toward their goals, areas of improvement will be noted, and remedies/additional support offered.

- At the end of each year, formal ILP reviews are administered by mentors and the program Coordinator. Upon verification that the participant has completed all Induction Program requirements for the applicable induction year, the Completion Requirements Document is signed as evidence of completion. The Completion Requirements Document is uploaded to the Summary of Teaching and Learning folder in the portfolio and the hard copy is kept in the Induction files.
- Year 2 and ECO candidates who successfully complete all requirements are recommended for the clear credential.
- The Coordinator then submits the Verification of Completion Form (41-Induction) to the credentialing analyst in the Human Resources department who assists the candidate with his or her application for the clear credential. The credentialing analyst does a subsequent follow-up to ensure that the credential is officially issued by the CTC.
- Candidates who were not successful in completing all program requirements are given a month to provide the evidence to the program Coordinator and are recommended for the clear credential at that time.
- Candidates who do not meet the deadline for completing the extension process are offered two months of the new school year to do a mini-inquiry to demonstrate professional growth in their new setting. Once this occurs, they are recommended for the clear credential.
- Candidates who neglect to complete all extended offers for demonstrating professional growth can opt to participate in the Early Completion Option at a cost to them.
- Candidates who object to the non-recommendation decision at any level can appeal their case to the Induction Program Coordinator by submitting the appropriate evidence and documentation. The Induction Program Coordinator will submit all information regarding the appeal to the Director of Professional Development for a decision regarding completion of the

program. If the appeal is rejected, the candidate will become responsible to clear her or his preliminary credential with another Induction Program.

Induction Program Request for Extension/Suspension

The Fontana School District Induction Program provides opportunities for extending the Induction Program after the two-year program due to extenuating circumstances:

- Professional Development Dept. determination (lack of completion, refusal to complete, other)
- Employee illness or serious illness in immediate family
- Accident to person or property
- Birth or adoption of unit member's child
- Death in immediate family requiring extended absence
- Interruption of employment
- Other (personal or otherwise)

Plans for Support

If a candidate within the Induction Program encounters extenuating circumstances that do not allow for completion of the program within the two years provided at no cost, that candidate must contact the Induction Program Coordinator immediately. Extensions of time or additional program support, based on the circumstances of specific personal situations, will be documented in a "Support Plan" developed by both the candidate and the Induction Program Coordinator and shared with the assigned mentor.

Suspension for Lack of Program Completion

If, despite repeated documentation of concern over lack of progress from a candidate's mentor and the Induction Program Coordinator, a candidate remains not on track to complete the program within the two years provided at no cost by the Fontana School District, said candidate may be placed on "Suspension" for Lack of Program Completion by the Induction Program Coordinator. This plan will be personalized to the candidate's specific lack of progress, focusing on requirements that have yet to be completed. The plan will outline the timeline for completion regarding the requirements set forth.

Progress on the plan will be monitored and reported to the candidate, site, and Induction Mentor.

Removal from Program for Lack of Program Completion

If a candidate on Suspension for Lack of Program Completion continues to refuse to accept personal and professional responsibility to complete the requirements set forth in the plan, a recommendation for removal from the Induction Program will be submitted by the Induction Program Coordinator to the district Assistant Superintendent of HR and additionally copied to the candidate's site administrator. That candidate will be financially responsible to clear their preliminary credential .

FUSD Induction Program Sequence

Year 1 Candidate	Year 2 Candidate	Early Completion Option (ECO)
New Teacher Orientation (District event)		Determine Eligibility for ECO w/Program Coordinator (Handbook Pg. 16)
Induction Kickoff Orientation	Induction Kickoff Orientation	Induction Kickoff Orientation
Mentor Match (within 30 days)	Mentor Match (within 30 days- if not already assigned a Mentor)	Mentor Match (within 30 days)
Choice of PD Sessions Total=10 hours	Choice of PD Sessions Total=10 hours	Choice of PD Sessions Total=10 hours
1 Hour Weekly Meeting w/Mentor (ILP, Action Plan, PTR)	1 Hour Weekly Meeting w/Mentor (ILP, Action Plan, PTR)	1 Hour Weekly Meeting w/Mentor (ILP, Action Plan, PTR)
Marking of the Continuum of Teaching Practice (using preliminary program transition plan)	Marking of the Continuum of Teaching Practice (using evidence from year 1)	Marking of the Continuum of Teaching Practice (using evidence from Mentor's first observation)
ILP Goal (s) Established within 60 days of Enrollment in the program)	ILP Goal (s) Established within 60 days of beginning of school	ILP Goal (s) Established within 60 days of Enrollment in the program)
Mentor Observes Candidate to Gather Evidence of Teaching Practice	Mentor Observes Candidate to Gather Evidence of Teaching Practice	Mentor Observes Candidate to Gather Evidence of Teaching Practice

FUSD Induction Program Sequence

Candidate Observes Other Teachers in the District (Observations set up by Mentor)	Candidate Observes Other Teachers in the District (Observations set up by Mentor)	Candidate Observes Other Teachers in the District (Observations set up by Mentor)
ILP Action Plan/Evidence Collected Related to Growth Goal (s)	ILP Action Plan/Evidence Collected Related to Growth Goal (s)	ILP Action Plan/Evidence Collected Related to Growth Goal (s)
Portfolio Reviews: #1 w/Cohort #2 w/Cohort Final w/Cohort and Induction Coordinator	Portfolio Reviews: #1 w/Cohort #2 w/Cohort Final w/Cohort and Induction Coordinator	Portfolio Reviews: #1 w/Cohort #2 w/Cohort Final w/Cohort and Induction Coordinator
Summative Reflection on Teaching & Learning	Summative Reflection on Teaching & Learning	Summative Reflection on Teaching & Learning
	Colloquium- Celebration of Induction Journey & Presentations	Colloquium- Celebration of Induction Journey & Presentations
	Mentor & Induction Coordinator Verify Candidate Completion Requirements	Mentor & Induction Coordinator Verify Candidate Completion Requirements
	Induction Coordinator submits 41-Induction Form to Human Resources	Induction Coordinator submits 41-Induction Form to Human Resources
	HR Works with Candidate to Apply for Clear Credential	HR Works with Candidate to Apply for Clear Credential

INDUCTION ILP JOURNEY

Summative Reflection & Colloquium (Year 2)



- *Marking Continuum of Teaching Practice (CTP)
- *Professional development
- *“Just in time” support
- *Observations

CSTP
Growth
Goal

Apply

Plan

ILP

Reflect

Teach

Establish a Professional growth goal

Consider your
teaching context

Blast Off

Review your previous
learning and experience

