

**Commission on Teacher Credentialing
Common Standards Preliminary Report of Findings**

Institution	Fontana USD
Date of Review	5.7.19

Please prepare an addendum that addresses those areas below that were deemed to require more information by reviewers during the Common Standards review and where specific evidence is requested for the site visit. Brief narrative (less than 75 words) is allowable but response must include links to evidence that address the issue identified by the reviewers.

Posting the Addendum

Information from the addendum must be posted on the institution's accreditation website at least 60 days before the site visit, along with the original Common Standards document and feedback from the program reviewers. Please do not resubmit your response the items below, responses need only be added to your institution's accreditation website in preparation for the 2019-20 Site Visit.

Standards Found to be Preliminarily Aligned	2, 5
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Standards Requiring More Information	More Information Needed: Part(s) of the standards for which more information is needed	Additional Specific Evidence Needed for the Site Visit	Response from Program (Addendum)
Standard 1: Institutional Infrastructure to Support Educator Preparation	Provide evidence of "authority and institutional support required to address the needs of all educator preparation programs."		The FUSD Induction Program has the authority and institutional support required to address the needs of the educator preparation program as evidenced by the approved Preconditions Report . In addition, the Fontana Unified School District employs personnel with the authority and resources necessary to support the Induction Program and clear preliminary California teaching

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Standards Requiring More Information	More Information Needed: Part(s) of the standards for which more information is needed	Additional Specific Evidence Needed for the Site Visit	Response from Program (Addendum)
	<p>Please provide evidence around how the program “employs, assigns and retains only qualified persons...” What is the hiring process for mentors, professional development providers, directors, etc.? Provide clarification.</p>		<p>credentials. FUSD’s Organizational Chart, clearly outlines district leadership and support to ensure the organization, coordination, and decision making for the program.</p> <p>FUSD Human Resources employs only qualified personnel to positions within the Induction Program. The Director, Coordinator and 6 full-time mentors apply through EdJoin if all qualifications are met. HR screens applicants and candidates are hired via a panel interview process. The full-time mentors and coordinator serve as professional development providers for the 6 CSTP professional development sessions. Part-time mentor candidates attend an informational orientation meeting, complete an application, participate in an interview with a panel, and are observed by the Induction Coordinator. Ongoing evaluation of services provided to candidates through observations, surveys and the Concern Form in the Induction Handbook (page 19).</p>

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Standards Requiring More Information	More Information Needed: Part(s) of the standards for which more information is needed	Additional Specific Evidence Needed for the Site Visit	Response from Program (Addendum)
Standard 3: Course of Study, Fieldwork, and Clinical Practice.	<p>Provide evidence of “opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.” What is the content of applicable professional development opportunities OR how might this be addressed via the ILP (candidate example). Provide clarification.</p> <p>Provide evidence of “Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.”</p>		<p>Our part-time mentors who are also multi-tiered system of support (MTSS) TOAs provided Diversity PD for all mentors in fall of 2019 (November 14th). There is also an IRIS module on diversity which can be found on the CDE website, and candidates may use this module as part of their chosen professional development. All mentors and candidates engage in a diversity conversation session that is documented on the 2019-20 FUSD Induction Completion Requirements Form. Additional professional learning related to diversity is provided from the MTSS department, Bryan Harris, and the PD department.</p> <p>All mentors are “trained in supervision and oriented to the supervisory role”: Mentor End-of-Year 2019 Survey questions #8 & #10</p> <p>“Recognized in a systematic manner”:</p> <ol style="list-style-type: none"> 1. Induction Orientation PPT slide Introduction of Mentors 2. Appreciation Certificates

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Standards Requiring More Information	More Information Needed: Part(s) of the standards for which more information is needed	Additional Specific Evidence Needed for the Site Visit	Response from Program (Addendum)
	<p>Please provide evidence/clarification of how “the school reflects the diversity of California’s students and the opportunity to work with the range of students identified in the program standards.”</p>		<p>3. \$2,000/Candidate Mentor Stipend 4. Surveys to gather input 5. Thank You Ice Cream Party during Teacher Appreciation Week/Email 6. Full-Time Mentors Evaluations w/positive comments 7. Offer of 10 USD units for mentor work (mentors can pay \$375 for 5 units each of the first 2 years in the role)</p> <p>Schools within the Fontana Unified School District are reflective of the diversity of California’s student population as evidenced by the Certificated Student by Ethnicity table from the California Department of Ed. website.</p>
Standard 4: Continuous Improvement	<p>Please provide evidence of analysis of the data and how that analysis resulted in program change/improvement.</p>		<p>Continuous Improvement Activities:</p> <p>Advisory Board Meeting Minutes, Weekly Team Meeting Agendas, Survey Data Modifications: 1:1 Meetings w/PD Director, Feedback from T & L Division Meetings</p>

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**CTC Review of Preconditions
Resubmission Review
Spring 2018**

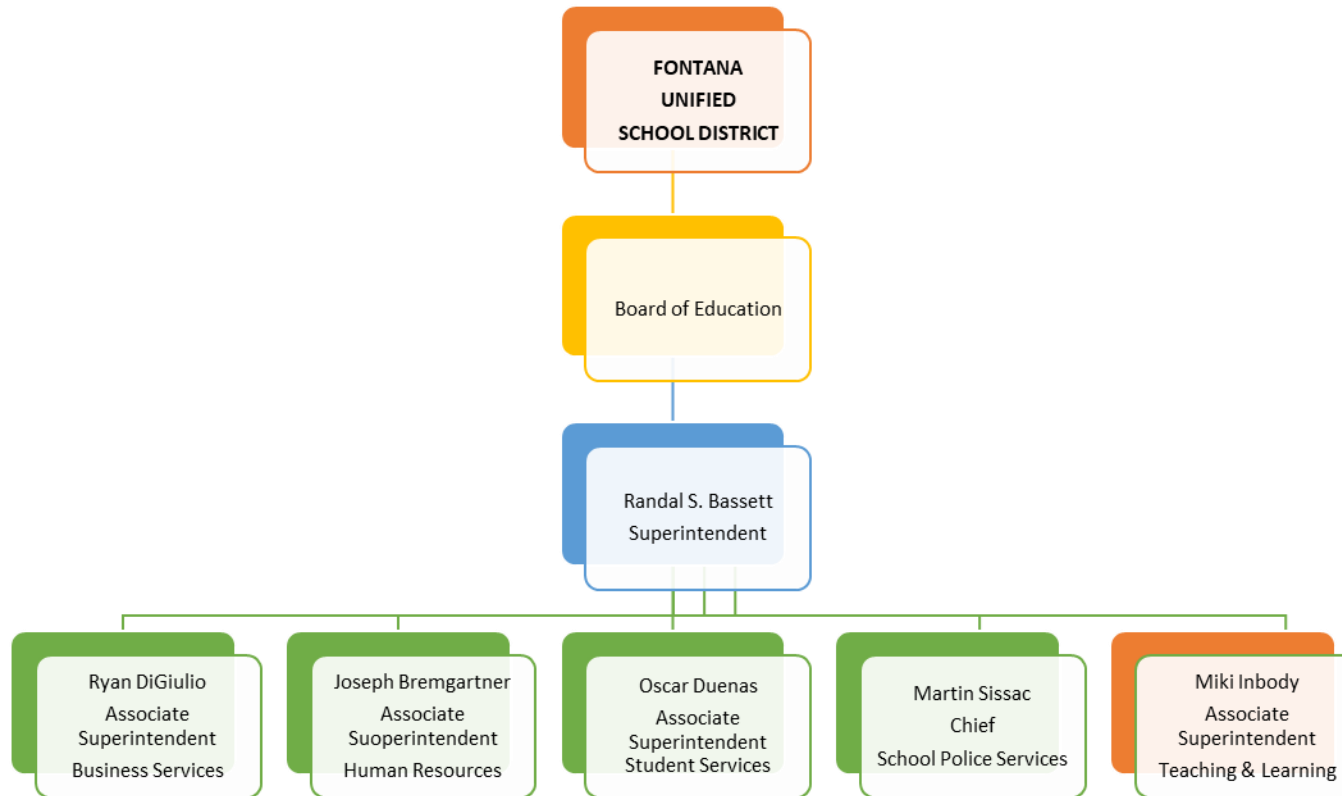
The information provided by your institution to demonstrate that each Commission approved credential program is operating in compliance with preconditions have been reviewed by staff. For preconditions that have been determined are met, no further action is necessary. **If additional information is needed, the precondition responses must be revised (use a different colored font), and resubmitted to Preconditions@ctc.ca.gov.** Institutions failing to submit revised preconditions within this time frame will be included in the next Committee on Accreditation meeting agenda for discussion and possible action. If you have any questions about the feedback provided here, please contact Preconditions@ctc.ca.gov.

Fontana Unified School District		
Preconditions	All Met	Needs Additional Information
General	MET	<u>Precondition 10</u> : Provide the URL to the approved sponsors website that does not require individuals to provide information to the entity, having to create a log in and password, or any other barrier to accessing information about the institution and the program. Link provided.
Teacher Induction	MET	<u>Precondition 1</u> : Please provide further evidence about how the program is individualized The Professional Development Calendar and the Induction Completion requirements evidences that all candidates complete FACT documents at the same time and that through FACT CSTP focus areas are set by the program for all candidates to participate in together. Please provide

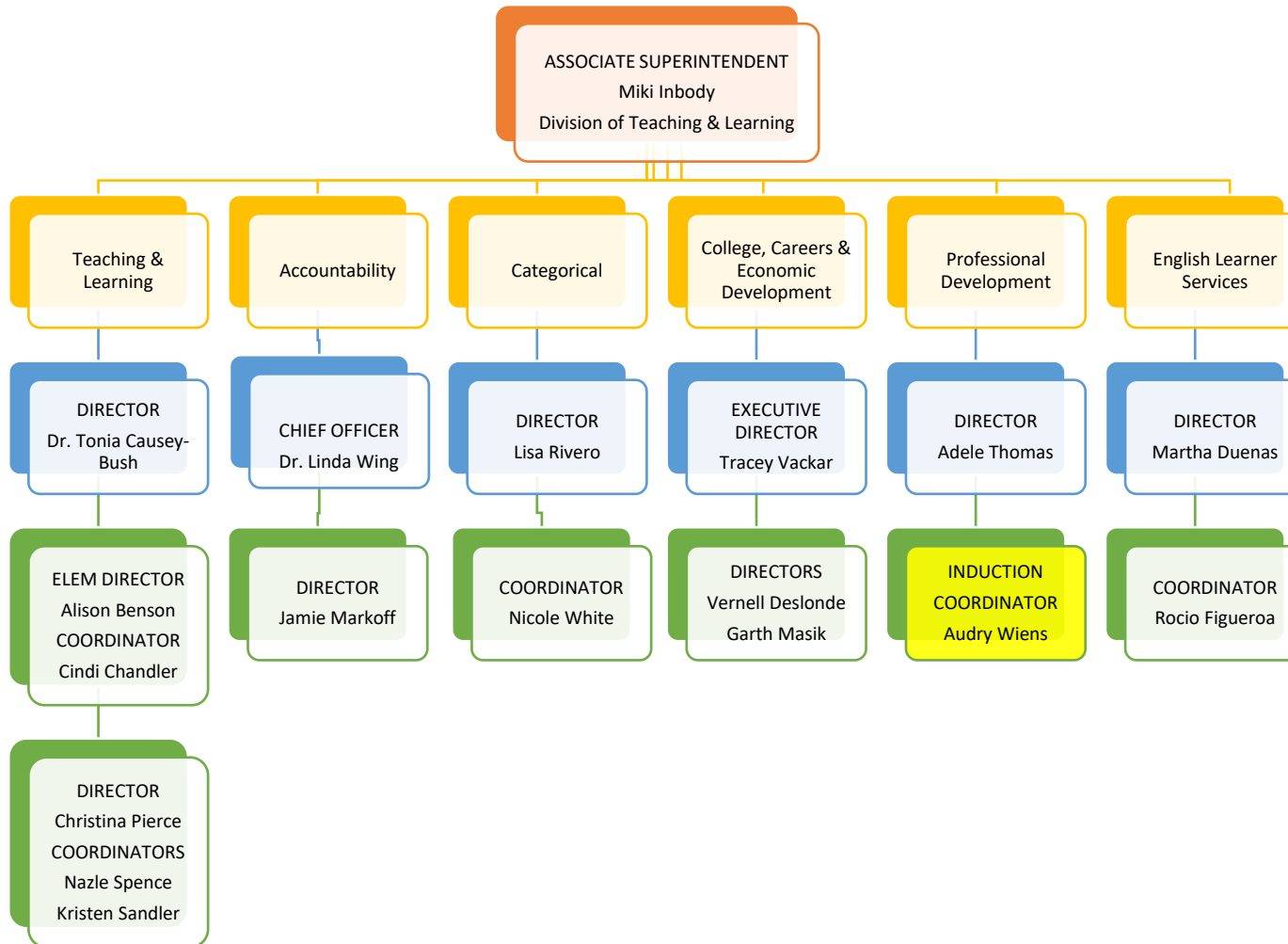
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Fontana Unified School District		
Preconditions	All Met	Needs Additional Information
	<p>MET</p> <p>MET</p> <p>MET</p>	<p>evidence that the program begins in the first year of teaching. The ILP template provided is not readable.</p> <p><u>Precondition 2:</u> Please provide evidence showing that a mentor is assigned to a candidate within 30 days of enrollment. The Support Provider/Mentor Caseload List shows enrollment date but not match date.</p> <p><u>Precondition 4:</u> The ILP template provided is not readable and it is not evidenced that the timeline for setting ILP goals within 60 days is in place. The timeline provided for evaluation for employment purposes is not a timeline for induction and though the intent to align responsibilities is made clear the reviewer is concerned that these 2 areas are connected.</p> <p><u>Precondition 5:</u> It is not clear how this is met in light of the evidence provided in Precondition 4.</p> <p>Evidence clarified.</p>

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FONTANA UNIFIED SCHOOL DISTRICT

JOB DESCRIPTION

TITLE: Director, Professional Development and Teacher Support

CATEGORY: Educational

REPORTS TO (BY TITLE): Associate Superintendent, Teaching and Learning

RANGE: Certificated Management, Range 7

WORK YEAR: 222 days

POSITION DESCRIPTION:

Under the supervision of the Associate Superintendent of Teaching and Learning, the Director, Professional Development and Teacher Support plans, organizes, monitors and directs the development, implementation and assessment of instructional professional development programs Pre-K through 12. Focus professional development on improving delivery of curriculum using effective models of teaching and learning. Coordinates all district professional development programs with district curriculum and state mandates. Uses assessment data, district goals, district curriculum, instruction needs and state mandates to determine professional development needs. Communicates and works in collaboration with site administrators and staff to design professional development.

DUTIES AND PERFORMANCE RESPONSIBILITIES (Essential Job Functions):

Duties may include, but are not limited to the following:

- ☐ Collaborates with other directors and divisions to ensure the effective implementation of the district goals.
- ☐ Oversees development and implementation of State mandated professional development.
- ☐ Develops, designs and implements comprehensive professional development plan and process as an integral part of curriculum development, implementation and assessment.
- ☐ Coordinates development and implementation of professional development for management and certificated employees as it pertains to instructional programs.
- ☐ Oversees the development of training that reflects sound instructional strategies.
- ☐ Supervises teachers on assignment and other assigned staff.
- ☐ Meets regularly with teachers on assignment to plan and deliver professional development.
- ☐ Develops and implements follow-up opportunities for professional development to sustain professional growth. This may include coaching and mentoring.

Fontana Unified School District Page 2 Director, Professional Development

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- ☐ Develops and implements new teacher induction training.
- ☐ Assists and supports site administrators and staff in addressing professional development at individual school sites.
- ☐ Provides an annual updated and prioritized professional development and training plan for all certificated and classified employees with focus on emerging needs of curriculum, assessment and integration of technology for teaching/learning.
- ☐ Develops and implements processes and procedures to align professional development between sites and district, and between early education, special education and general education programs.
- ☐ Ensures professional development content is aligned with results of: data collected from student programs, program evaluations and staff needs assessments, the district Master Plan and improvement of student achievement and learner outcomes.
- ☐ Comprehensively assesses the effectiveness of all aspects of professional development.
- ☐ Assesses the effectiveness of professional development activities based on empirical evaluation of instructional practices.
- ☐ Oversees development, implementation and annual review of support providers, BTSA 2042 induction, intern and peer review/peer assistance program development.
- ☐ Maintains qualified and skilled pool of professional development trainers.
- ☐ Coordinates training for administration and staff in effective monitoring of curriculum based on established common criteria and appropriate interpretation of test data.
- ☐ Coordinates and maintains a district professional development master calendar for all certificated and classified employees.
- ☐ Performs other duties as assigned.

QUALIFICATIONS:

Credentials and Experience:

- o California Teaching credential
- o California Administrative Services credential
- o Master's Degree
- o School site administrative experience preferred
- o Five (5) years of increasingly responsible leadership experience organizing monitoring and administering all functions of an instructional program for elementary and/or secondary schools preferred

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- Successful experience in developing and supporting all stakeholders in improving outcomes for all students through quality professional development

License Required:

- Possession of a valid and appropriate California Driver's License
- Insurability by District Liability Insurance Carrier may be required
- May be required to provide own transportation to sites during workday
- Travel to various off-site and school locations

Fontana Unified School District Page 3 Director, Professional Development

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Skills:

- Oral and written communication
- Public relations and facilitation
- Interpersonal skills such as listening and problem solving
- Decision making based on sound judgement to work effectively with all stakeholders

Knowledge of:

- Common Core Standards and technology, current instructional programs, Educator Growth and Development Cycle, A-G graduation strategies, urban school innovations and student needs in the area of instruction
- Core curriculum including resources, materials and modifications
- Professional development and adult learning theory
- State-of-the-art and innovative theories, techniques and methodologies of instruction and district operations
- Elementary and secondary education programs
- Intervention and enrichment strategies for students
- District curriculum, assessment and instructional specifications
- State content frameworks
- Current literature, trends and development in the field of curriculum, assessment, instruction and professional development
- Advanced Placement (AP), International Baccalaureate (IB) and Career Technical Education (CTE) curriculum
- Collaborative and team building strategies
- Effective strategies for working with students who have low academic achievement
- Budget preparation and control
- Applicable laws, codes, regulations, policies and procedures regarding professional development
- District organization, operations and objectives
- Principles and practices of management, supervision and training
- Evaluation approaches, strategies and techniques
- Instructional needs of English learners, socioeconomically disadvantaged students, students with disabilities, students identified as gifted, adult learners and other students of various languages and cultures.

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Ability to:

- Provide leadership and direction to assigned program
 - Demonstrate effective teaching by aligning instruction to curriculum, using diagnostic formative assessments of the learning objectives, and using a mastery learning approach
 - Coach and mentor staff
 - Communicate effectively and work collaboratively with others
 - Establish and maintain effective working relationships with staff, parents and the public
- Fontana Unified School District Page 4 Director, Professional Development

- Lead and work with school improvement initiatives that close student achievement gaps between racial, ethnic and economic groups by working with all of the diverse communities
- Communicate effectively, both orally and in writing
- Analyze situations accurately, and adopt an effective course of action
- Plan and organize work to meet schedules and deadlines
- Prepare comprehensive narrative and statistical reports
- Supervise and evaluate the performance of assigned staff
- Operate a computer and related software
- Meet state and district standards of professional conduct as outlined in Board Policy

Incorporated within one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical requirements:

- ☐ Ability to work at a desk, conference table or in meeting of various configurations
- ☐ Ability to circulate for extended periods of time
- ☐ Ability to see for purposes of reading laws and codes, rules and policies, computer screens and other printed matter, and observing students
- ☐ Ability to understand speech at normal levels
- ☐ Ability to communicate so others will be able to clearly understand a normal conversation

Bd App: 03/21/2002

Revised: 09/27/2017

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FONTANA UNIFIED SCHOOL DISTRICT

JOB DESCRIPTION

TITLE: Coordinator, Induction and Credential Services

*REVISED JOB DESCRIPTION PENDING BOARD APPROVAL

CATEGORY: Instructional

REPORTS TO (By Title): Director, Teaching and Learning

WORK YEAR: 210 days

SALARY RANGE: Management Range 14

POSITION DESCRIPTION:

The Coordinator, Induction and Credential Services, has the responsibility to work collaboratively with the Director, Teaching and Learning, and the Director, Certificated Human Resources, to develop, implement and maintain all major BTSA, Clear Education Specialist, Administrative Induction and PAR program components, relationships and agreements; manage program staff and participant involvement; coordinate program relationships and interaction; participate in and provide diverse professional development training for teachers and administrators in these programs; establish liaisons and communications with regional and state BTSA and ACSA/CNET networks; produce program materials; conduct program evaluations; and provide required reports. This person reports to the Director, Teaching and Learning.

PERFORMANCE RESPONSIBILITIES (ESSENTIAL FUNCTIONS):

- ☐ Maintain the BTSA, Clear Education Specialist, Administrative Induction and PAR programs as described by the grant, state and local guidelines.
- ☐ Participate with the Director, Teaching and Learning, to resolve concerns and problems that arise in the implementation of the BTSA Grant, Clear Education Specialist, Administrative Induction or PAR Programs.
- ☐ Complete necessary training to stay current with various New Teacher Formative Assessment Programs.
- ☐ Participate with the Director, Teaching and Learning, to provide various New Teacher Formative Assessment Program training for Support Providers and Consulting Teachers.
- ☐ Participate in and provide professional development training and instructional coaching.
- ☐ Coordinate and implement a program to ensure ongoing administrative training in BTSA, PAR and the CaPSELS.
- ☐ Participate with the Director, Teaching and Learning, to assign participating teachers to Support Providers and Consulting Teachers.

FONTANA UNIFIED SCHOOL DISTRICT Page 2 Job Description Coordinator, Induction and Credential Services

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- ☐ Participate with the Director, Teaching and Learning, and the Director, Certificated Human Resources, in monitoring and evaluation of Support Providers to ensure quality and consistency in the support and assessment of teacher and administrator participants.
- ☐ Coordinate and implement the formative, summative and SIRG evaluations for BTSA.
- ☐ Participate in and provide professional development opportunities for Year 1 and Year 2 participants.
- ☐ Develop a handbook for Support Providers and program participants.
- ☐ Develop a system to communicate activities monthly with District administrators.
- ☐ Develop a list of district teachers and administrators for Beginning Teachers and Administrators to observe.
- ☐ Coordinate quarterly meetings with BTSA Support Providers and the PAR Committee.
- ☐ Coordinate and conduct quarterly PAR Observations with the members of the PAR Committee.
- ☐ Coordinate District efforts to assist teachers in becoming NCLB compliant through the VPSS or CSET.
- ☐ Attend all meetings deemed necessary by the Director, Teaching and Learning.
- ☐ Maintain all documents necessary for informal and formal state reviews.
- ☐ Perform other duties as assigned.

QUALIFICATIONS:

Credentials and Experience:

- Possession of a California Administrative Services Credential.
- Possession of a valid California Teaching Credential.
- Master's Degree desirable.
- Evidence of site or district leadership in educational programs or initiatives. Site leadership preferable.
- Five (5) years successful K-12 teaching experience.

Knowledge of:

- Research, principles and practices of BTSA programs and of the *California Standards for the Teaching Profession*.
- Research, principles and practices of the Administrative Induction programs and the *California Professional Standards for School Leaders*.
- Principles and practices of program management, planning, budgeting and evaluation.
- Adult learning theory.

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- Curriculum, instruction and assessment.
- Prior involvement in the BTSA, Mentor/PAR and/or CNET preferred.

FONTANA UNIFIED SCHOOL DISTRICT Page 3 Job Description Coordinator, Induction and Credential Services

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Ability to:

- Plan, coordinate and facilitate collaborative relationships, activities and services involving diverse groups of people in accordance with applicable program regulations and requirements.
- Effectively use time and resources to accomplish project objectives.
- Effectively use oral and written communication. Demonstrate experience in successful teaching and leadership methods.

Incorporated within one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical requirements:

- ☐ Ability to work at a desk, conference table or in meetings of various configurations.
- ☐ Ability to circulate for extended periods of time.
- ☐ Ability to see for purposes of reading laws and codes, rules and policies and other printed matter and observing students.
- ☐ Ability to understand speech at normal levels.
- ☐ Ability to communicate so others will be able to clearly understand normal conversation.

Bd App: 10/18/00

Revised: 04/03/02

Revised: 07/30/14

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FONTANA UNIFIED SCHOOL DISTRICT

JOB DESCRIPTION

TITLE: Full-Time Support Provider/Consulting Teacher

This position is contingent on funding availability

CATEGORY: Instructional

REPORTS TO (BY TITLE): Director, Teaching & Learning or Designee

SALARY RANGE: Placement on Teacher Salary Schedule + .13 factor

REGULAR WORKYEAR: 194 days; 8 hours/day

DESCRIPTION:

The position of Full-Time Support Provider/Consulting Teacher will work under the direction of the Director of Teaching & Learning and/or Coordinator of Induction & Credential Services with day-to-day supervision.

DUTIES AND RESPONSIBILITIES (ESSENTIAL FUNCTIONS):

- ☐ Work with a maximum of 15 teachers
- ☐ Implement the SB 2042 Induction Program which includes:
 - Using various New Teacher Formative Assessment Programs
 - Creating an individual induction plan which includes professional growth goals with assigned new teachers
 - Conducting formative classroom observations
 - Providing classroom demonstrations for assigned new teachers
 - Working with the Common Core State Standards and student performance levels by supporting the use of the district curriculum guides and standards based report card system
 - Communicating with and supporting site administrators on the process of the SB 2042 Induction process
- ☐ Assist the Coordinator of Induction & Credential Services with Support Provider meetings
- ☐ Attend all Support Provider trainings and meetings
- ☐ Participate in Grade Level Network for new teachers
- ☐ Provide support and coaching to veteran teachers through the PAR Program
- ☐ Provide staff development and instructional coaching as needed to support district goals.

Full-Time Support Provider/Consulting Teacher Page 2 Job Description

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MINIMUM QUALIFICATIONS:

Credentials and Experience:

- ☐ Appropriate Clear teaching credential (Multiple Subject, Single Subject or Education Specialist, or equivalent)
- ☐ EL Authorization
- ☐ Five (5) years of successful classroom teaching experience in Fontana Unified School District, with no unsatisfactory areas marked on the last evaluation
- ☐ Permanent Status in Fontana Unified School District
- ☐ Fontana Teachers' Association member
- ☐ Ability to work with elementary, middle school and/or high school teachers
- ☐ Mastery of a range of effective teaching strategies
- ☐ Experience in BTSA/Induction preferred
- ☐ Secondary and/or Special Education teaching experience and/or credential preferred
- ☐ Must possess a valid California Driver's License, and must be able to travel to various sites

Knowledge of:

- ☐ District and Common Core State Standards and student performance levels
- ☐ District curriculum guides and report cards
- ☐ District philosophy
- ☐ Adult learning theory
- ☐ Coaching methodology
- ☐ California Standards for the Teaching Profession

Ability to:

- ☐ Work with adults
- ☐ Effectively communicate with teachers and administrators in both written and verbal form
- ☐ Organize time and materials effectively

Incorporated within one or more of the previously mentioned performance responsibilities, which are essential functions of this job description, are the following essential physical requirements:

- ☐ Ability to work at a desk, conference table, or in meetings of various configurations.
- ☐ Ability to circulate for extended periods of time.

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- ☐ Ability to see for purposes of reading laws and codes, rules and policies, and other printed matter, and observing students.
 - ☐ Ability to understand speech at normal levels.
 - ☐ Ability to communicate so others will be able to clearly understand normal conversation.
- Full-Time Support Provider/Consulting Teacher Page 2 Job Description

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ALL candidates who seek consideration for this position must submit an application, cover letter, resume and three (3) current letters of reference from: 1) an administrator who has worked with the employee, 2) an elected Association representative and 3) another classroom teacher.

The documents supporting the application will be evaluated for the following:

- ☐ *Previous work experience*
- ☐ *Evidence of leadership and the ability to facilitate change*
- ☐ *Evidence of effectively working with adult learners*
- ☐ *Experience with meeting the needs of all students in a diverse, multicultural environment*
- ☐ *Specialized knowledge or training on instruction and/or administration*

MAXIMUM TERM: The maximum term for this position is 3 years, which may be renewed for an additional 3 years.

BdApp: 05/07/03

Revised: 10/05/11

Revised: 7/21/14; 10/20/14

(Did not send to Board-Minor changes only)

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Fontana Unified School District

PART-TIME INDUCTION MENTOR INFORMATION

The Induction Mentors are selected from teachers who have demonstrated *exemplary* teaching abilities.

Qualifications for Mentors must include, but are not limited to:

- Knowledge of the context and the content area of the candidate's teaching assignment
- Demonstrated commitment to professional learning and collaboration
- Possession of a Clear Teaching Credential
- Ability, willingness and flexibility to meet candidate needs for support

Candidate Criteria

1. Minimum of 3 years of teaching experience (5 years is *preferred*)
2. Permanent full-time status in the Fontana Unified School District
3. At least 60% of the workday is in direct instruction of regularly assigned students
4. A *current* letter of recommendation from your supervisor/evaluator
5. Overall proficient on most recent employee evaluation

RESPONSIBILITIES

- Commit to serving as a Mentor for the *entire* 2019-20 school year
- Attend an orientation meeting to learn job responsibilities
- Participate in 1-day formative assessment training in July 2019
- Participate in a minimum of 3 days of all-day trainings (substitute provided)
- Support a caseload of 1-3 Induction Candidates

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- Meet with each beginning teacher a *minimum of 1 hour per week*
- Submit a log of monthly activities & mileage report to the Induction Coordinator
- Attend monthly Mentor Meetings
- Assist participating teachers in gathering portfolio evidence for program completion requirements, observe candidates 2 times/year & provide feedback
- Provide “just in time” support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills
- Facilitate candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction
- Connect candidates with available resources to support their professional growth and accomplishment of the Individualized Learning Plan (ILP)

Please submit no later than Friday, March 1, 2019

Please type or print neatly in black ink.

NAME: _____

HOME ADDRESS: _____

CELL PHONE: _____ SITE: _____

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SITE PHONE: _____ ROOM #: _____

FUSD EMAIL: _____

YEARS TEACHING IN FUSD: _____ TOTAL YEARS TEACHING: _____

2018-19 Assignment: _____

Grade/Subject: _____

Previous years served as a Mentor _____

Please list all grades and/or subjects taught: _____

Please complete the following information, do not use acronyms.

1. Degrees Held: _____

2. Credentials held within California and Other States (please include expiration date/s):

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3. Specialized training/certificates including date received, i.e., CLAD, SPECIAL ED, GATE:

4. In the space provided, explain how you have demonstrated a commitment to ongoing professional growth in the past 4 years.

Please include any leadership positions that you have held.

5. In the space provided, tell us why you desire to be a Mentor and what strengths you would bring to the position.

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Fontana Unified School District
PART-TIME INDUCTION MENTOR INFORMATION

The Induction Mentors are selected from teachers who have demonstrated *exemplary* teaching abilities. Qualifications for Mentors must include, but are not limited to:

- Knowledge of the context and the content area of the candidate's teaching assignment
- Demonstrated commitment to professional learning and collaboration
- Possession of a Clear Teaching Credential
- Ability, willingness and flexibility to meet candidate needs for support

Candidate Criteria

1. Minimum of 3 years of teaching experience (5 years is *preferred*)
2. Permanent full-time status in the Fontana Unified School District
3. At least 60% of the workday is in direct instruction of regularly assigned students
4. A *current* letter of recommendation from your supervisor/evaluator
5. Overall proficient on most recent employee evaluation

RESPONSIBILITIES

- Commit to serving as a Mentor for the *entire* 2019-20 school year
- Attend an orientation meeting to learn job responsibilities
- Participate in 1-day formative assessment training in July 2019
- Participate in a minimum of 3 days of all-day trainings (substitute provided)
- Support a caseload of 1-3 Induction Candidates

References & Additional Resources

- <https://iris.peabody.vanderbilt.edu/module/div/cresource/resources/p07/#content>
- <https://www.bu.edu/wheelock/addressing-diversity-in-the-classroom-english-language-learners/>
- Lindsey, R. B., Robins, K. N., & Terrell, R. D. (2009). *Cultural Proficiency: A Manual for School Leaders* (3rd ed.). Thousand Oaks, CA: A SAGE Company.
- [Stand Up Activity Pdf](#)
- <http://bit.ly/ClassDiversity>

This is the last slide of the Diversity Training held on Nov. 14, 2019 with all mentors. The PowerPoint was sent to all mentors to review with their candidates. The “Diversity Session” will be documented on the FUSD Induction Completion Requirements Form.

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INDUCTION COMPLETION REQUIREMENTS 2019-20

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			
Other:			
Other:			
Other:			

Mentor Observations of Candidates	Date
Initial Observation	
ILP Observation	

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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	
Diversity & Equity Mentoring Session During Weekly Meeting	
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

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California Department of Education

CDE » DataQuest » Staffing Report

Certificated Staff by Ethnicity for 2017-18

3667710--Fontana Unified Teachers

Report:

Year:

School:

Gender:

Staff Type:

3667710--Fontana Unified

Level	Code	Hispanic	American Indian or Alaska Native	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	No Response	Total
District	3667710	521	25	56	4	32	114	942	6	0	1,700
County	36	4,064	132	512	44	180	934	11,165	122	1,527	18,680
State	00	63,380	1,524	17,660	915	4,675	11,918	190,012	2,865	13,312	306,261

[Download Data](#) Download a semicolon-delimited file of this data to your computer. You will need to select "Save" after selecting the "Download Data" button. Once the file is saved to your computer it may be imported into another software for analysis.

Report is for Year: 2017-18, Gender: All Genders, StaffType: Teachers
Report generated: 12/18/2019 2:25 PM

[Web Policy](#)

**Commission on Teacher Credentialing
Common Standards Preliminary Report of Findings**

Enrollment Student Population (Sept. 2018)

Early Ed./Preschools 1848
Infant & Toddler 24
Elementary Schools 17,327
Middle Schools 8,622
High Schools 11,152
Continuation Schools 534
Adult School 1,609 Total 41,116
Graduation Rate (2016-17) 90.6%
Dropout Rate (2016-17) 1.5%
English Learners (2017-18) 31.5%
Foster Youth (2017-18) < 1%
Socioeconomic Status (2016-17)

Student Ethnicity (2017-18)

Hispanic/Latino 87%
African-American 5%
White 4% Filipino 1%
Asian 1% Hawaiian/Pac. Islander <1%
American Indian/Alaska <1% Multi-Race/Unknown <1%

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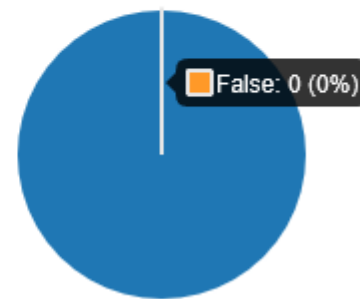
Socioeconomic Status (2016-17)

Approximately 84% of all students received free/reduced price meals

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Common Standards Preliminary Report of Findings

8. My qualifications as a mentor include, but are not limited to: • Knowledge of the context and the content area of the candidate's teaching assignment • Demonstrated commitment to professional learning and collaboration • Possession of a Clear Teaching Credential • Ability, willingness, and flexibility to meet candidate needs for support • Minimum of three years of effective teaching experience

[More Details](#)

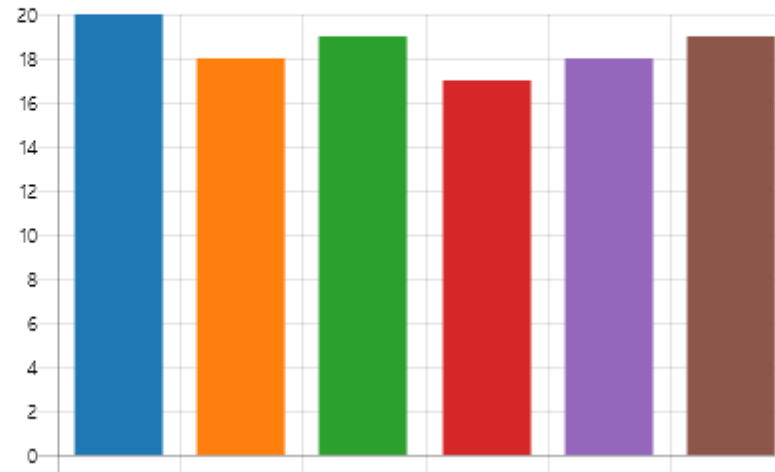


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10. PLEASE MARK ALL THAT APPLY- I have been provided information/training in the following areas:

[More Details](#)

● Coaching and mentoring	20
● Goal setting	18
● Use of appropriate mentoring...	19
● Best practices in adult learning	17
● Support for individual mentori...	18
● Program processes designed t...	19





FULL-TIME MENTORS

Deanna Bacor

Ryan Knapp

Christopher Persky

Melanie Smith

Cassandra Spears

Chris Torre



Commission on Teacher Credentialing
Common Standards Preliminary Report of Findings



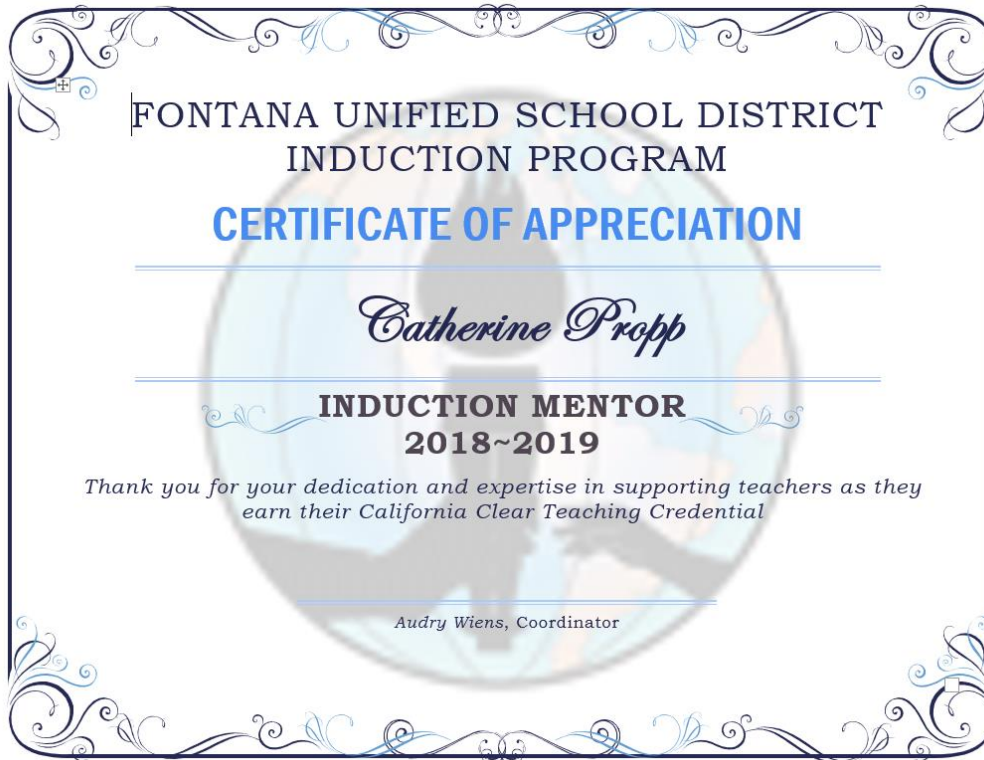
26 PART-TIME MENTORS



Alisson Angelo
Cynthia Bernal
Kitzia Candor
Susan Curtis-Flores
Melanie Delgado-Oramas
Elizabeth Elliott
Sharon Fraser
Gina Garcia-Reeks
Debra Garland
Colleen Gerke
Michael Giardina
Yvette Hinojosa
Redwood Jordan

Veronica Joya
Nicole Lopez
Shayna Lopez
Michelle Malensek
Kimberley Maxwell
Dawn Millias
Felicia Moore
Brenda Muro
Catherine Propp
Gabriela Romero
Hugo Sierra
Antonella Spadaro
Melina Yamarone

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Common Standards Preliminary Report of Findings



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General Fund Routing <ul style="list-style-type: none">• Principal/Dept. Head• Fiscal• Deputy Supt., Business• Human Resources	Categorical Fund Routing <ul style="list-style-type: none">• Principal/Dept. Head• Categorical• Fiscal• Human Resources	FONTANA UNIFIED SCHOOL DISTRICT 9680 Citrus Avenue • Fontana • California PERSONNEL REQUEST	RECEIVED JAN 03 2018 <div style="border: 1px solid black; padding: 2px; display: inline-block;">Please check: <input checked="" type="checkbox"/> Certificated <input type="checkbox"/> Classified</div>
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FUSD Special Projects

I. Dept./School: T&L/Induction & Credential Services Job Title: Teacher - Extra Assignemnt Eff. Date: December 2, 2017
Employee Name: SEE ATTACHMENT SS#: _____ Grade.: _____ Subj.: _____ Track: _____

If more than one name, please use the Personnel Request Attachment form (P47A)

II. ☒ **ADDITIONAL ASSIGNMENT TITLE** (As it is to appear on the agenda): Part-Time Support Providers/Mentors Beginning Balance: \$ _____
HOURLY: Not to exceed _____ Hour(s) X \$ _____ Hourly Rate plus benefits _____ Ending Balance: \$ _____
\$ To split over 6 mths _____
STIPEND: Jan. 2017-June 2018 plus benefits see attachment Approval Date: _____
Approved By: _____
Combined total fiscal implication \$ 79,000.00 This additional assignment includes overtime ☐ Yes ☒ No

III. ☐ **NEW POSITION** ☐ **REPLACEMENT POSITION:** Name of Employee being replaced: _____
No. of days per week: _____ ☐ Full Time/ Permanent REASON FOR REQUEST: _____
No. of hours per day: _____ ☐ Full Time/Temporary ☐ Resignation ☐ Growth NOV 30 2017
No. of months per year: _____ ☐ Part Time/Permanent ☐ Retirement ☐ Leave of Absence
☐ Part Time/Temporary ☐ Other DEPARTMENT OF
☐ CHANGE IN WORK YEAR ☐ CHANGE IN HOURS/DAY: From: _____ TEACHING & LEARNING

IV. Title of Funding Source: LEAP GOAL 4
01-0000-0-1110-1000-1140-604 01-1100-0-1110-1000-1150-XXX-TLAS
Budget Code(s): LCTE
Purpose/Justification: Mentors provide support for teachers participating in Induction to clear teaching credentials for the 2017-2018 school year.
Site administrator responsible for monitoring this position: Audry Wiens, Coordinator of Induction & Credential Services
Name & Title
Contingencies or notes regarding approval: _____

For Human Resources Office Use Only

Title: _____

Range/Step: _____ NTE hours/day on track: _____

Hourly Rate: _____ NTE hours/day off track: _____

NTE Total Hours: _____

Board Approval Date: _____ ☐ Regular Agenda ☐ Walk-in Agenda

Signature of Human Resources _____

Requested by: Audry Wiens 11.29.17
Signature of Principal/Department Head _____ Date _____
Budget/Prog. Approval: [Signature] 12/1/17
Signature of Program Director _____ Date _____
Approved by: [Signature] 1.29.18
Signature of Deputy Superintendent, Business _____ Date _____
Approved by: _____
Signature of Associate Superintendent, Human Resources/Designee _____ Date _____

Commission on Teacher Credentialing Common Standards Preliminary Report of Findings

PERSONNEL REQUEST ATTACHMENT

Dept./School: Induction & Credential Services Additional Assignment Title: Induction Part-Time Support Providers (August 2017-May 2018)
PLEASE LIST NAMES ALPHABETICALLY

NAME	SSN	NTE HOURS	(OR) STIPEND	Human Resources Office Use Only			
				Range Step	Hourly Rate	On Track	Off Track
Ahmed, Rana	1332		\$4,000.00				
Angelo, Allison	7818		\$2,000.00				
Blackwelder, Forest	5640		\$4,000.00				
Chavez, Andrea	4190		\$4,000.00				
Curt, Lorinda	5803		\$4,000.00				
Fraise, Karah	1851		\$4,000.00				
Frasher, Sharon	7419		\$4,000.00				
Gerke, Colleen	3097		\$2,000.00				
Giardina, Michael	8995		\$4,000.00				
Gutierrez, Robert	0212		\$4,000.00				
Hinojosa, Yvette	5406		\$4,000.00				
Lopez, Nicole	3300		\$2,000.00				
Malensek, Michelle	0405		\$4,000.00				
Moore, Felicia	3357		\$4,000.00				
Muro, Brenda	6244		\$4,000.00				
Nafius, Danielle	6629		\$4,000.00				
Patel, Lena	4631		\$4,000.00				
Propp, Catherine	2091		\$4,000.00				

**Commission on Teacher Credentialing
Common Standards Preliminary Report of Findings**

Sample of Office 365 Forms Surveys to Gather Candidate Input of Mentors:

From 2018 Year 1 K-12 Gen Ed End-of-Year Survey:

5.

Please rank (1 star to 5 stars) the degree to which your work with your Support Provider/Mentor has positively impacted your teaching practice and student achievement.

4.76 average rating from 38 responses

Survey Comments from Candidates:

"Talks with my mentor allow me to find immediate solutions to various problems in the classroom."

"I can't think of anything that my mentor could do that he hasn't already. He's been incredibly supportive and provides great constructive feedback. He continues to guide me towards improving as a teacher."

"Sharing ideas with my mentor was the most helpful."

"The induction program and my mentor have been great resources throughout my first year of teaching."

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Because you are the on top, we'd like
to invite you to a special "op"...

Please join us right after school, to celebrate
YOU with a treat that's cool.

An ice cream social to thank you so, for
allowing others to observe you & GROW!

The FUSD Induction/Professional
Development Department cordially invites
you:

Thursday, May 10th Ice Cream Social/Open
House
District Office JDP
2:30-4:30 p.m.

Please attend to enjoy a sundae and receive
your certificate of appreciation!

**Commission on Teacher Credentialing
Common Standards Preliminary Report of Findings**

Sample Full-Time Mentor Evaluation Comments:

----uses opportunities to build Candidate confidence and believes that teachers are capable of continuous improvement. He uses mentoring conversation strategies and the plan-teach-reflect-apply cycle to help Candidates develop their ILP, monitor progress toward completion of program requirements and obtain a California Clear Credential. He supports participating teachers' ongoing and continuous collection and analysis of student data and observes in classrooms as required. ----records and uses observation data to guide reflective conversations and analysis of CSTP growth. -----service as an Induction Mentor enhances the growth and improvement of Candidates and the students they serve.

Dear Induction Year 1 Mentors,

You have a wonderful opportunity to earn 5 units through the University of San Diego for the work that you do in Induction mentoring new teachers!

Fontana Unified School District has partnered with USD to offer 5 units of credit for \$375. **You can earn 5 units per year for a total of 10 units of salary credit for \$750.**
Each unit is \$75.00. Total cost is \$375.00 per 5 unit class.

You must register by June 1, 2020. There are no late registration exceptions.

This information is being sent to you as a professional courtesy; Fontana USD does not benefit from this arrangement other than creating happy educators.

YEAR 1 Mentors

<https://pce.sandiego.edu/search/publicCourseSearchDetails.do?method=load&courseId=42467864&selectedProgramAreaId=19157&selectedProgramStreamId=30509>

EDC-X720M 048 and add to your cart

**Commission on Teacher Credentialing
Common Standards Preliminary Report of Findings**

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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 this course.
- Treat your course 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 6 and June 1, 2020. Please note that you **MUST** register within these dates in order to participate in this partnership*.

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

Credit is offered for Teacher Induction Program Year 1 & 2 Credential Candidate (**Participating Teacher**); Year 1 & 2 Mentor (**Support Provider**) and ECO Credential Candidate (**Participating Teacher**). 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.

Teacher Induction Program Year 1 Credential Candidate
EDC-X718M SECTION 086, 5 units

Teacher Induction Program Year 2 Credential Candidate
EDC-X719M SECTION 084, 5 units

Teacher Induction Program Year 1 Mentor
EDC-X720M SECTION 048, 5 units

Teacher Induction Program Year 2 Mentor
EDC-X721M SECTION 047, 5 units

Teacher Induction Program ECO Credential Candidate
EDC-X722M SECTION 039, 5 units

THESE COURSES ARE FOR FONTANA UNIFIED SCHOOL DISTRICT PERSONNEL ONLY. Registration closes June 1, 2020.

**Commission on Teacher Credentialing
Common Standards Preliminary Report of Findings**

Continuous Improvement

ANALYSES OF 2018-2019 SURVEYS

GEN. ED. YEAR 1 END-OF-YEAR SURVEY	<ul style="list-style-type: none">• Use of continuum to show growth on CSTPs• Mentor support• Resources to support Candidates• Flexibility within PDs, and choice• Not evaluative• 'just in time support'	<ul style="list-style-type: none">• Possibility to go on a third observation of veteran teachers• Recognizing first year teacher challenges with scheduling and time	<ul style="list-style-type: none">• Appreciated support with lesson planning, class management, district info, understanding CSTPs and differentiation• Love the support of the mentors and resources offered <p>Sinclair: All are applying in 3 CSTPs</p>
GEN. ED. YEAR 2 END-OF-YEAR SURVEY	<ul style="list-style-type: none">• Use of continuum to show growth on CSTPs• Mentor support• Liked the changed made to PDs (Choice)• Opportunities for reflection• Received feedback, praise/encouragement from mentor• Observations of veteran teachers to support growth in CSTPs• 'just in time support'	<ul style="list-style-type: none">• Need to clarify with Mentors the ILP is not used for evaluation purposes.• Difficulty with meeting weekly• Possibility to go on a third observation of veteran teachers• Time in PDs to create lesson plans	<ul style="list-style-type: none">• Preferred the forms used this year versus last year <p>Sinclair: Year 2 and ECO grew one full level in all CSTPs Lowest rated CSTPs were 3 and 5</p>

**Commission on Teacher Credentialing
Common Standards Preliminary Report of Findings**

ANALYSES OF 2018-2019 SURVEYS

<p>SPED YEAR 1 END-OF-YEAR SURVEY</p>	<ul style="list-style-type: none"> • Use of continuum to show growth on CSTPs • Mentor support • Resources to support Candidates • Flexibility within PDs, and choice • Not evaluative • 'just in time support' 	<ul style="list-style-type: none"> • More SPED training options 	<ul style="list-style-type: none"> • Loved the support of Mentors • Difficulty meeting weekly with IEP and other meeting challenges <p>Sinclair: Assessment (CSTP 5) is a challenge for Year 1's.</p>
<p>SPED YEAR 2 END-OF-YEAR SURVEY</p>	<ul style="list-style-type: none"> • Use of continuum to show growth on CSTPs • Mentor support • Resources to support Candidates • Flexibility within PDs, and choice • Not evaluative • 'just in time support' • Networking • Individualized support 	<ul style="list-style-type: none"> • Support for late hires not in Induction • Paid PDs count for Induction requirements 	<ul style="list-style-type: none"> • Loved the support of Mentors • Difficulty meeting weekly with IEP and other meeting challenges • Appreciate the choice within PDs <p>Sinclair: All were Integrating except CSTP 3 and CSTP 4 but rated those categories as applying All grew one full level in all CSTPs</p>

**Commission on Teacher Credentialing
Common Standards Preliminary Report of Findings**

ANALYSES OF 2018-2019 SURVEYS

CSTP GROWTH (SINCLAIR)			<p>Ranked lowest growth= CSTP 3 and 5.5</p> <p>Ranked highest growth= CSTP 1 & 2</p> <p>See report page 19 bottom:</p>

NOTES:

Sinclair Report page 19 bottom:

1.1.1.1 Holistic – Growth over Time

Year Two and ECO: When examined from the Holistic level, these exiting second year and ECO teachers believe they have grown over a full level in all six CSTP (average growth was 1.05 levels). The most change over time came in *CSTP 6: Developing as a Professional Educator* (1.16) and *CSTP 1: Engaging and Supporting All Students in Learning* (1.15). Standard deviations were normal.

1.1.1.2 Extent All Teachers Completed Ratings Considering Evidence and with Mentor

There was strong agreement among General Education teacher candidates that they had examined the recorded evidence of where they first placed themselves and then worked with their mentor to agree on the final placement on the CSTP Self-Assessment. Year 1 candidates rated 3.91 out of 4 and exiting year 2 candidates rated their collaboration 3.96 out of 4. This leads us to believe that from the responding population, there was sufficient reflection on shared evidence. It is likely that results are reliable and valid.

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DATE	ACTIVITY	DATA SOURCE	MODIFICATION
Ongoing	Bi-weekly 1:1 Meeting w/Adele Thomas, PD Director	*Monthly PD Evaluation Survey Results from Office 365	Additions to Induction PD Meetings
Ongoing	Weekly Team Meetings w/Full-Time Mentors to Discuss Upcoming PD	*Candidate Surveys and comments re: PD	Modifications or additions to upcoming Induction PD Choice of PD by Candidate
Ongoing	Coordinator Reflection On Program	*Surveys *Sinclair Data *Stakeholder Input *Team Meetings *Cluster Meetings *PD Dept. Meetings *Meetings w/Director *Conferences	Topics for Team Meeting discussions, PD offerings, Portfolio Resources, Mentor Meetings, New Teacher Orientation, Mentor Trainings
Aug. 3, 2018	Team Meeting w/ Full-Time Mentors	*Mentor Mtgs. w/Candidates *Survey Comments *Mentor Input re: ILP	Create new ILP to be more reflective and less documentation
Nov. 5-6, 2017	Advisory Board Meeting	*Survey Results (End-of-Year) *Program Modifications 2018-19 *Seek Input	Advisory Board did not have any suggested modifications

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Feb. 22, 2018	Advisory Board Meeting	<ul style="list-style-type: none"> *Sinclair/CSTP Survey Results *Meeting Minutes 	Partner with SELPA regarding SpEd PD
July 25, 2019	Team Meeting w/Full-Time Mentors	Review Sinclair CSTP Growth Survey	CSTP 5 had the least growth...offer Assessment PD: Feb. 6, 2020
Nov. 18, 2019	Advisory Board Meeting	<ul style="list-style-type: none"> *Survey Results (End-of-Year) *Program Modifications 2019-20 *Seek Input 	PD Needs Assessment for PD Dept. Offerings
Feb. 26, 2019	Advisory Board Meeting	<ul style="list-style-type: none"> *Sinclair/CSTP Survey Results *Agenda Item *Meeting Minutes 	Board provided input on secondary mentor recruitment