

**Fontana Unified School District Induction Program
Common Standards Submission
February 2018**



Submitted by: Audry Wiens, Induction Coordinator

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Standard 1: Institutional Infrastructure to Support Educator Preparation

Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall structure:

1A: The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.

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 completers develop a “habit of mind” in relation to reflection, goals, evidence, and the continual pursuit of excellence in teaching and learning.

Evidence Submitted:

[Induction Handbook Research-Based Vision \(Page 5\)](#)
[FUSD Professional Development Menu](#)
[Program Completion Requirements](#)

Standard 1: Institutional Infrastructure to Support Educator Preparation

Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall structure:

1B: The *institution* actively involves *faculty*, instructional personnel, and relevant *stakeholders* in the organization, coordination, and decision making for all educator preparation programs.

FUSD Induction Stakeholder Activities

Activity Name	Activity Description	Attendees	Frequency
Team Meetings	The team consists of teachers who have been released from the classroom in order to mentor teachers in the induction program on a full-time basis. The coordinator is also part of the team. The team meets weekly to collaborate about program processes and mentoring responsibilities and to plan professional learning sessions for teachers as well as part time mentors.	Deanna Bacor Ryan Knapp Christopher Persky Melanie Smith Cassandra Spears-SpEd Chris Torre- SpEd Audry Wiens-Coord.	Weekly
PD Team Collaboration Meetings	The FUSD Induction Program is housed in the Professional Development Department of the Teaching and Learning Division. The Director of PD meets with the Induction Coordinator and PD Coordinator every	Adele Thomas (PD Director) Audry Wiens (Induction Coordinator) Liz Lohman-Rivera (PD Coordinator)	Bi-Weekly

	other week to provide updates and seek input on the Induction Program.		
Advisory Board Meetings	The Advisory Board Reviews program data and processes and provides advice to the program for Improvements. The Advisory Board members represent stakeholders from district departments and local universities	<p>Rosa Acosta Candidate, Year 2 Induction</p> <p>Joel Avina Principal , Elementary School</p> <p>Khris Brunk Teacher- Education & Foundation, Cal State San Bernardino</p> <p>Curtis Dison President, Fontana Teachers Association</p> <p>Ryan Knapp Full-Time Mentor, Induction</p> <p>Monica Gallardo Secretary, Induction & Credentialing</p> <p>Moises Merlos Principal, High School</p> <p>Cathy Propp Teacher, Third Grade</p> <p>Hugo Sierra Completer, Induction 2016</p> <p>Melanie Smith Full-Time Mentor, Induction</p> <p>Delana Taylor-Martin Candidate, Year 2 Induction</p>	3 times per year

		Adele Thomas Director, Professional Development Audry Wiens Coordinator, Induction & Credentialing Rochelle Yatomi Assistant Director, Special Education Linda Young Director, Human Resources	
Mentor Meetings	Both full-time and part-time mentors meet monthly to review data, share and calibrate portfolios, and receive program information. Half of the meeting is spent reviewing mentor strategies and practicing coaching skills.	Allison Angelo Andrea A. Chavez Melanie Delgado-Oramas Mary Dickerson Elizabeth Elliott Sharon J. Frasher Ada Fung Debra D. Garland Colleen M. Gerke Michael E. Giardina Keri Guggisberg Yvette Hinojosa Redwood Jordan Nicole N. Lopez Shayna Lopez Michelle T. Malensek Kimberley Maxwell Felecia D. Moore Brenda Muro Catherine E. Propp Hugo Sierra Melina A. Yamarone	Monthly

Standard 1: Institutional Infrastructure to Support Educator Preparation

Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall structure:

1C: The education *unit* ensures that *faculty* and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the *broader educational community* to improve educator preparation.

Evidence Submitted:

[Team Meeting Agendas](#)

[PD Team Collaboration Meeting Agenda](#)

[Advisory Board Meeting Agenda & Minutes](#)

[Mentor Meeting Agendas](#)

[Cluster 6 Meeting Agendas](#)

[FUSD Induction Handbook \(Page 29\)](#)

TEAM MEETING

August 22, 2018

AGENDA

1. BIR Training- Chris & Melanie

2. Program Review Assistance:

Candidate Pathway: how support hours are broken out across the induction experience. For teacher induction programs, a separate pathway must also be included for ECO Candidates.

Professional Development PPTs: use the PD calendar from last year and this year and hyperlink the PPT to the PD session title. Also include in the notes section, who facilitated the PD

3. Sharing Candidate Concerns

4. Kickoff Orientation Aug. 23rd- Additions?

5. Caseload list- Corrections?
6. Questions/Additions

TEAM MEETING

September 19, 2018

AGENDA

1. PAR Meeting Sept. 24th/Reports
2. Mentor Meeting Sept. 24th/Portfolios
3. Program Review Update
4. 2 More Teachers: Sasha Webb- FoHi Math
Danica Roble-Hemlock 1st
5. Weekly Calendars
6. Tomorrow's PD
7. Site Administrator Email Information
8. Questions/Additions

TEAM MEETING

September 26, 2018

AGENDA

1. PD- October 4th
2. Program Review Update
3. Weekly Calendars- please email to Adele cc

me by October 10th

4. Site Visit April 6-8, 2020

5. Questions/Additions

TEAM MEETING

October 3, 2018

AGENDA

1. PD Evaluations
2. Observations of Teachers/Form
3. Program Review Work w/David
4. Weekly Calendars- please email to Adele cc me by October 10th
5. Site Visit Communication- Ideas?
6. Questions/Additions

Professional
Development
Team Collaboration



*September 7, 2018
8:00 am – 9:30 am*

- Audry Update
 - Bryan Harris 9/15
 - Preconditions Feedback Response #2
 - Program Review Update
 - 4 PD Evaluation Questions I need to Add
 - Working w/Rialto/Teresa on 9/10
- Liz Update
- Upcoming PD Dates
 - Mon. Sept. 10 7am – 3pm, Math 6 Data Analysis (C202, 203, 204)
 - Mon. Sept. 10 8am – 3pm, Springboard PD (DO Comp. Lab)
 - Tues. Sept. 11 7:30 – 2:30pm, Integrated Coding & Computing (C203)
 - Tues. Sept. 11 8am – 3pm, Springboard (C202)
 - Tues. Sept. 11 8am – 4pm, Classified Excel Training (C204, DO Comp. Lab)
 - Tues. Sept. 11 3pm -6pm, MAP Training (DO Comp. Lab)
 - Wed. Sept. 12 8am-noon, APEX Training (C203)
 - Wed. Sept. 12 1pm-3pm, SEIS Training (C202)
 - Thurs. Sept. 13, 8am -3pm, Advance 6 Data Analysis (C203)
 - Thurs. Sept. 13, 8am -3pm, Springboard (C202)
 - Thurs. Sept. 13 8am -3pm, Classified Publishing Training (C204, DO Comp. Lab)
 - Thurs. Sept. 13, 3pm-6pm, MAP Training, (DO Comp. Lab)
 - Thurs. Sept. 13, 2-5:30pm, TK PD (C203)
 - Thurs. Sept. 13, 3:45-5:45pm, Induction Teacher PD (JDP)
 - Fri. Sept. 14, 7:30am-4:30pm, Bryan Harris (JDP Center)
 - Fri. Sept. 14 8am – 3pm, Science Techbook (C203)
 - Fri. Sept. 14, 8am -3pm, Springboard (C202)
 - Sat. Sept. 15, 8am-3pm, Poverty & It's Effects on Learning (Enrollment Center)

Professional Development Team Collaboration



September 17, 2018
1:30 pm – 3:00 pm

- E-mail Communication
- Audry Update
 - Wednesday Induction Mtg., Full Time Mentors Calendars
 - Fresno Conference Dec. 3-5
- Liz Update
- Upcoming PD Dates
 - Sept. 17-18, Positive Prevention Plus, 8am – 3pm (Rm. C203)
 - Sept. 18, Induction Mentor PD, 8am – 3pm (Rm. C202) ?
 - Sept. 18 & 20, Office 365, Pt. 2 all day(Rm. C204)
 - Sept. 18, 19 (1:20 – 2:50) & 20, MAP PD, 3pm – 5pm (Bldg. 14, Comp. Lab)

- Sept. 20, Mental Health 101, 8am – 3:30pm (FAS, MPR)
- Sept. 20, Mild/Moderate Instructional Strategies, 8am – 3pm (Enrollment Center)
- Sept. 20, Induction PD, 2pm-6pm, (JDP, C202, & C203)
- Sept. 20, Full Day Kinder PD, 3:45 – 5:45 (Enrollment Center)

Professional Development Team Collaboration



*September 28, 2018
9:00 am – 11:00 am*

- Refining our PD Communication and Procedures
- How is our PD Process going after the meeting w/ Clerical staff?
- Reschedule of Next week's PD Dept. Mtg
- Audry Update
 - Advisory Board Email
 - Mileage Guidelines
- Liz/Aurora Update
 -
- Upcoming PD Dates
 - Mon. Oct. 1, CCC IEP, 8am – 3pm in Enrollment Center
 - Mon. Oct. 1, Gr. 9 ELA CFA Analysis, 7:30 – 2:30, in Rm. C202
 - Mon. Oct. 1, IAB Training, 3pm -6pm in Rm. C204
 - Tues. Oct. 2, Gr. 10 ELA CFA Analysis 7:30 – 2:30, in Rm. C203
 - Tues. Oct. 2, Honor IM 1 CFA analysis, 7:30 – 2:30 in Rm. C202
 - Tues. Oct. 2, IAB Training, 2:30 – 5:30, DO Comp. Lab
 - Thurs. Oct. 4, Gr. 11 ELA CFA Analysis 7:30 -2:30 in Rm. C202
 - Thurs. Oct. 4, M/M Instructional Strategies 8am – 3pm in Enrollment Center
 - Thurs. Oct. 4, IAB Training 2:30-5:30, DO Comp. Lab
 - Thurs. Oct. 4, Induction PD, 3pm – 6pm in JDP, C202, C203
 - Fri. Oct. 5, Gr. 12 ELA CFA Analysis 7:30 - 2:30 in Rm. C202



Professional Development Team Collaboration

October 19, 2018
9:00 am – 11:00 am

- One on One Meetings/Dept. Meeting
- New Date for Colloquium
- EHS Fall Parade
- Audry Update
 - Preconditions Report- All Met 😊
 - Program Review- Sent
 - Common Standards Report- Working on
 - Part-Time Mentors- Need HS Math
 - Colloquium- Tuesday, May 7, 2019
 - Office 365- Help w/Sharing Resource Folders
- Liz/Aurora Update
 - Revised Feedback Forms
 - Performance Matters
 - Classified training
- Upcoming PD Dates
 - Mon. Oct. 22, NGSS 5th Grade, 7:30am – 2:30 pm in Enrollment Center
 - Tues. Oct. 23, NGSS 4th Grade, 7:30 – 2:30, in Enrollment Center
 - Tues. Oct. 23, Project Based Learning PD, 7:30 -2:30pm in Rm. C202
 - Wed. Oct. 24, Project Based Learning, 7:30 – 2:30, in Enrollment Center
 - Thurs. Oct. 25, Project Based Learning, 7:30 – 2:30 in Enrollment Center
 - Mon. Oct. 29, Positive Prevention Plus, 7:30-2:30 in Enrollment Center
 - Mon. Oct. 29, CCC IEP, 8:00 -2:30 FAS room 37
 - Tues. Oct. 30, Positive Prevention Plus, 7:30-2:30 in Enrollment Center
 - Wed. Oct. 31, Intro to Co-Teaching, 8:00 -2:30 FAS Room 37



ADVISORY BOARD MEETING

November 5-6, 2018

AGENDA

1. Welcome/Introductions
2. Padlet
3. Accreditation Site Visit April 6-8, 2020
4. Induction Program Modifications
5. Survey Results- "Ahas"
6. Mentor Recruitment 2018-19
7. Advisory Board Topics
8. Other?

FUSD INDUCTION ADVISORY BOARD MEETING MINUTES

Location: District Office Bldg. C202

Date: November 05, 2018

Time: 3:30pm – 4:30pm

Facilitator: Audry Wiens, Induction Coordinator

In attendance: Audry Wiens

Adele Thomas, Rosa Acosta

Ryan Knapp, Khristine Brunk

Monica Gallardo, Hugo Sierra

Agenda Items

1. Introductions of members
2. Audry informed all members of the Accreditation site visit to take place April 6-8, 2020
3. Audry introduced Padlet/electronic meeting agenda
4. Audry spoke about the changes to Induction this year. Also, explained how candidates are now able to choose what training they want to attend.
5. Rosa Acosta, Induction candidate mentioned how it has been so much better this year having the option to choose the dates and trainings. It helps to plan and attend professional development related to the focus. She also suggested if there can be an option to do four activities/four summaries instead of attending PD. For example, if the training requires to read a book that takes 8 hours to complete but only receives 1- or 2- hours credit. She feels credit should also be given for the time it took to read the book.
6. Audry explained and went over the survey and the result. She asked for suggestions or any changes needed. All agreed that no changes were needed.
7. CSTP Growth Survey. Are Teacher growing? Adele suggested to get together as triad and revisit midyear and end of year.
8. Mentor Recruitment Ideas. More Special Education with Moderate/Severe credentials and High School Math mentors needed. It will be announced in the FUSD Blast Off newsletter.

FUSD INDUCTION ADVISORY BOARD MEETING MINUTES

Location: District Office Bldg. C202

Date: November 06, 2018

Time: 3:30pm – 4:30pm

Facilitator: Audry Wiens, Induction Coordinator

In attendance: Audry Wiens

Joel Avina, Rochelle Yatomi

Melanie Smith, Catherine Prop

Monica Gallardo

Agenda Items

1. Introductions of members
2. Audry informed all members of the Accreditation site visit to take place April 6-8, 2020.
3. Audry introduced Padlet/electronic meeting agenda
4. Audry spoke about the changes to Induction this year. Also, explained how candidates are now able to choose what training they want to attend.
5. Melanie Smith, Induction mentor also mentioned how teachers/candidates feel more relaxed knowing they have the option to choose what trainings to attend with the flexibility of dates and times.
6. Audry explained and went over the survey and the result. No suggestions were made.
7. ECO (Early Completion Option) was explained and clarified.
8. Rochelle Yatomi, SELPA Coordinator asked about the process and support and concerns for Special Education teacher candidates. She asked if they can have a different support/options then Gen Ed because their needs are different.
9. Mentor Recruitment Ideas. More Special Education with Moderate/Severe credentials and High School Math mentors needed. It will be announced in the FUSD Blast Off newsletter. Rochelle will help with the recruitment of special education mentors.

Cluster 6 Induction Meeting

January 12, 2017

Induction Changes:
Where is my program?

Agenda

Meeting Objectives: Understand the new Induction Standards

● Guiding Question:

How do we individualize professional growth for our candidates?

- Sharing Individual Learning Plans (ILPs)
- How do we help candidates engage in their professional growth?
- Sharing Cycle for Inquiry
- How do our systems support individualized learning?
- Addressing the role of the mentor in the induction process

How do we individualize
professional growth for
our candidates?

Standard 3: Designing and Implementing the Induction System within the Mentoring System

The Induction System should provide the candidate with a structured, ongoing process for providing feedback, with input from the candidate, the mentor, and the program. The system should include a cycle for inquiry, a process for monitoring the candidate's progress, and a process for evaluating the system. The program should be designed to support the candidate's growth and the mentor's role in the induction process. The system should be designed to support the candidate's growth and the mentor's role in the induction process. The system should be designed to support the candidate's growth and the mentor's role in the induction process.

INFORMATION
OVERLOAD

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Cluster 6 Induction Meeting Sign-In Sheet
January 12, 2017

Name	Position	Induction Program/District
Lindsay Whipple	TOA-Induction	OMSD
Sergio Mora	Teacher Mentor	CJUHSD
Dan Schaefer	Teacher Induction	SBCUSD
Callie Cronin	Teacher Mentore	CJUHSD
Renee Rubio	Induction	Lancsd
Carol Clauss	Induction Facilitator	Lancaster
Andrea Mazo	Corona Norco	Support Provider
Esther Summers	Support Provider	CNUSD
Thurabab Ibrahim	SP	CNUSD
Dana Baron	SP	CNUSD
Debbie Oler	SP	CNUSD
Melissa Meetze Hall	TOA-Induction	Riv - CTI
Carry Tillery	CNUSD Coordinator	CNUSD
Christy Matton	SP	CNUSD
Alvin Hallie	CTI	RCCG - CTI
DeEtte Allert	Leadership	RUSD
Charmaine Bailey	Induction Mentor	Rialto USD
Joanne Jenkins	Coordinator	Etowanda SD
Sell Hall	Coordinator /OSA	Munieta
ERICKA ROSS	TOA-SPEP	OMSD
Raul Antunes	Teacher Mentor	RUSD
Hans Kaefhold	TOA-Induction	Piversa USD



FONTANA UNIFIED SCHOOL DISTRICT
 Induction & Credential Services
 Division of Teaching and Learning

Mentor Network Meeting

Induction

Monday, March 12, 2018

Location: Fontana, CA - Jesse Turner Community Center

	Employee Name	District	Participant Signature
1	Bacor, Deanna	Fontana Unified School District	
2	Hughey-Bailey, Charmaine	Rialto Unified School District	
3	Brown, Teresa	Rialto Unified School District	
4	Burns, Jennifer	Corona-Norco Unified School District	
5	Campbell, Kimberly	San Bernardino City Unified School District	
6	Clobes, Sarah	San Bernardino City Unified School District	
7	Contreras, Raul	Rialto Unified School District	
8	Cronin, Catherine	Chaffey Joint Union High School District	
9	Dakwa, Loy	Antelope Valley Union High School District	
10	Dyer, Rowdy	Westside Union Elementary School District	
11	Flores, Lizzy	Ontario Montclair School District	
12	Goldovsky, Felicia	Westside Union Elementary School District	
13	Hall, Sue	Murrieta Valley Unified School District	
14	Hicken, Neil	San Bernardino City Unified School District	
15	Ibrahim, Thuwabah	Corona-Norco Unified School District	
16	Jefferson, Ben	Antelope Valley Union High School District	
17	Kaufhold, William	Riverside Unified School District	
18	Knapp, Ryan	Fontana Unified School District	
19	Mazo, Andrea	Corona-Norco Unified School District	
20	Miller, Deanne	San Bernardino City Unified School District	
21	Mora, Sergio	Chaffey Joint Union High School District	
22	Paluba, Wanda	Rialto Unified School District	
23	Persky, Christopher	Fontana Unified School District	
24	Petriccione, Christina	San Bernardino City Unified School District	

Induction Network Meeting Notes

- 1) Professional Development
 - a) New Teacher Channel
 - i) On-Line Digital Library
 - b) Alludo-Gamification
 - c) PD Implementation –Follow Up
 - d) New Teacher Conferences (CTA Sponsored)
 - e) IRIS Modules
 - f) All Resources on Padlet
 - g) FIRM Modules
 - h) Laura Lipton: Mentoring Matters
 - i) NTC
 - j) Trainer of Trainers
 - k) Choice (12 a Semester repeats/24 yr.) (4 a Year)
 - l) After School (2 hours)
 - m) Planned PD using Teacher Needs Assessment (Google Form)
 - n) Collaborate w/other specialists
 - o) Demonstration teachers
 - p) Swivl
 - q) New Teacher Academy(3 days)
 - r) New Teacher Orientation
 - s) Induction Orientation (Expectations)
- 2) Individual Learning Plans
 - a) Data-Driven conversation using 3rd point(evidence)
 - b) Align evaluation goals w/student outcome goals on ILP
 - c) CSTP reflection for goals
- 3) New Mentor Training
 - a) Summer Training-1 full day
 - b) October Training
 - i) All attend
 - ii) Only New Attend
 - c) June end of school year-Full day
 - d) Attend with induction – 1st day
 - e) Follow Up – November
 - f) First 3 months before (10 Mtgs./year-2 hours) = New Mentor Meeting
 - g) How to train to mentor for individual?
 - i) Small Group selective/rotation
 - ii) Buddy mentor
 - iii) Workshop based on goals
 - h) Capacity of Mentor?
 - i) Organize materials/how to find
 - ii) New Teacher Symposium
 - iii) PD Induction-Fresno
 - iv) Teaching Channel
 - v) System of Delivery
 - (1) Crash Course

Induction Network Meeting Notes

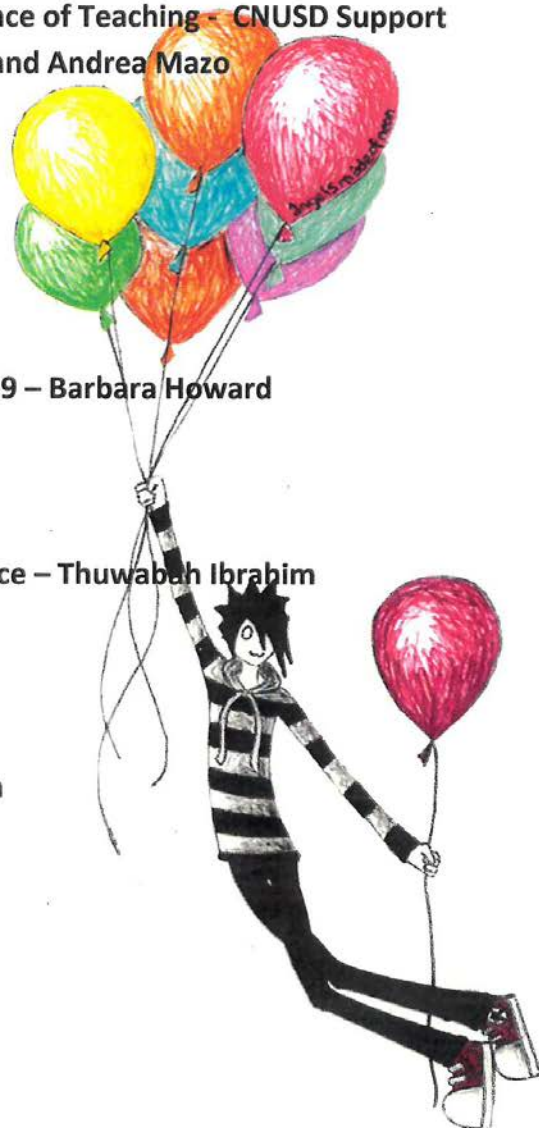
- (2) Online Docs/Videos
- i) Mentoring Matters Training
- j) Coaching 101(include experiences and new mentors)
- k) 8 Days of Cognitive Coaching
 - i) Practice with paraphrasing
- l) Tina Bougran
 - i) Beginning Teacher Mentoring
 - ii) Multiplier Effects
 - (1) Book Studies
 - (2) Power Points for accountability
 - (3) Build in time
- m) Focus on shifts and processes, support
- n) Focus: Coaches need, coaches, Buddy Mentors
- 4) Action Plan Resources
 - a) HAVE:
 - i) IRIS Module
 - ii) TLAC
 - iii) Embedded in Lesson
 - iv) Seminars offer Action Research options
 - v) Action research from additional sources
 - (1) Observations
 - (2) PD
 - (3) Literature
 - vi) Personnel
 - vii) Peer/Demo
 - viii) Observation
 - ix) Curriculum Resources
 - b) WANT:
 - i) In have on-demand PD
 - ii) Follow-up application for IRIS
 - iii) Choice board for PD
 - iv) Make this a greater emphasis of mentoring experience
 - v) Quality over Quantity
- 5) Triad Meetings w/SAs
 - a) What is appropriate to share and not?
 - b) 1 SA with all PTs at site
 - i) Individualized as needed
 - c) Mentor meets w/PT prior to meeting w/SA
 - d) Connect ILP goal w/SA evaluation goals
 - e) Email about supports available to PT
 - f) SA explains site goals: we share our goals
 - g) Mentor w/PT develop ILP-Then meet w/SA
 - h) End of the year share w/SA (ILP)
 - i) Full Time Mentor facilitates meeting
 - i) Start of school year:

**Corona-Norco Unified School District Presents
Teacher Induction Fall Meeting – Cluster Six**


October 23, 2018

A G E N D A

1. **Welcome – Carry Tillery**
2. **Discovering the Art and Science of Teaching - CNUSD Support Providers - Esther Summers and Andrea Mazo**
3. **Accreditation – Audry Wiens**
Preconditions
Program Standards
Common Standards
4. **State Induction Meeting, 2019 – Barbara Howard**
5. **Lunch**
6. **PD Passport – Providing Choice – Thuwabah Ibrahim**
7. **CTC Updates – Carol Clauss**
8. **Web Design for Accreditation**
Lancaster – Carol Clauss
CNUSD – Jennifer Burns
9. **Survey**



Cluster 6 Induction Program Leaders' Meeting
 Hosted by CNUSD
 October 23, 2018
 9:00 am, Learning Center South

Your Name (Please print)	Your District (Please print)
1. Carol Clauss	Lancaster SD
2. Jennifer Burns	CNUSD
3. Mary Rees	Palmdale SD
4. Wynne May	Palmdale SD
5. Melissa Meetze-Hall	RCOE/SBCSS
6. Felicia Goldovsky	Westside Union
7. David Rivas	AVUHSD
8. Barbara Howard	Barbara Howard
9. Deanne Miller	 SBCUSD
10. Jessa Yachaneh	CVUHSD
11. Carry Tillery	CNUSD
12.	
13.	
14.	

Cluster 6 Induction Program Leaders' Meeting

Hosted by CNUSD

October 23, 2018

9:00 am, Learning Center South

Your Name (Please print)	Your District (Please print)
1. Talisa Sullivan	Riverside County office of Education
2. Teresa Brown	Rialto USD Induction
3. Andrea Mazo	CNUSD
4. Melanie Oliver	RCOE
5. Dianne Johns	Palm Dale SD Dist.
6. Vicky Frey	Palm Dale SD
7. Thuwabah Ibrahim	CNUSD CNUSD
8. Rob Sinclair	Keppel USD
9. Ana Penaloza	Westside USD
10. Lauri Massari	" "
11. Log Dakwa	Antelope Valley UHSD
12. Ben Jefferson	AVU HSD
13. Audry Wiens	FUSD
14. Esther Summers	CNUSD

Mentor Meeting Agenda

October 25, 2018

Agenda:

- *Puzzling Cohort Competition**
- *Puzzle Partners**
- *Burning Questions- Q & A Forum**
- *Portfolio Cohort "Check"-- Review**
- *Coaching Resources**
- *Triad Practice**

[FUSD INDUCTION HANDBOOK 2018-19](#)

Standard 1: Institutional Infrastructure to Support Educator Preparation

Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall structure:

1D: The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field-based supervision and clinical experiences.

No additional information is required during the Common Standards submission.

Information is available through **Program Review** submission.

1E: The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.

No additional information is required during the Common Standards submission.

Information is available through **Program Review** submission.

1F: Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity.

FONTANA UNIFIED SCHOOL DISTRICT IS AN EQUAL OPPORTUNITY EMPLOYER. The Fontana Unified School District's programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identify or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these perceived characteristics.

Evidence Submitted:

[FUSD Job Description for Dual Immersion/IB School](#)
[FUSD ACSA Valuing Diversity Award Recipient](#)

FONTANA UNIFIED SCHOOL DISTRICT

**JOB
DESCRIPTION**

TITLE: Teacher,
Dual Immersion
&

Pre-International Baccalaureate School

CATEGORY: Educational

REPORTS TO (BY TITLE): Site Principal or Designee

SALARY RANGE: Placement on Certificated Salary Schedule

WORK YEAR: 186 days

DESCRIPTION:

The Teacher, Dual Immersion & Pre-International Baccalaureate School provides standards-based, culturally embedded instruction in the elementary classroom that meets district standards and benchmarks and leads to oral language proficiency and bi-literacy in Spanish and English. International Baccalaureate teachers develop curriculum and provide instructional practices that deepen students' understanding and knowledge based on inquiry, innovation, critical thinking, open-mindedness, collaboration and guide students through global transdisciplinary units of study.

PERFORMANCE RESPONSIBILITIES (Essential Functions):

- Plan and deliver lessons that are aligned to the Common Core State Standards, Dual Immersion and International Baccalaureate curriculum.
- Assist in planning and development of curriculum through a Professional Learning Community model.
- Provide educational experiences that reflect the philosophy of both Dual Immersion and International Baccalaureate expectations.
- Provide lessons based on a Transdisciplinary Units of Inquiry model.
- Provide research based instructional strategies that facilitate the learning of a second language through cooperative learning, visuals, manipulatives, context clues and any other student-center strategy to facilitate comprehension without the use of direct translation.
- Use differentiation for both content and language outcomes.
- Provide on-going monitoring, both formative and summative assessments in both language.
- Use of variety of strategies to maintain frequent contact with parents.

FUSD's Dr. Shelley Holt Receives ACSA Valuing Diversity Award

Dr. Shelley Holt and ACSA Vice-President for Legislative Action Linda Kaminski

At this year's Association of California School Administrators State Leadership Summit, Fontana Unified's Executive Director of Student Services, Dr. Shelley Holt, was presented ACSA's Valuing Diversity Award.

ACSA recognized Dr. Holt for her leadership and record of success in helping people understand that equity work can be difficult and often unpopular but is essential in creating a sustainable change for students.

Leading for equity is a group and community effort and Dr. Holt works diligently with partners, staff and students to address controversial, personal topics that relate to the root causes for all students not achieving at high levels.

"The greatest challenge has been disassociating the work of equity for all students from just being focused on issues of race," she said. "While race, bias and racial tensions are indeed part of our current reality in education and in the nation, it is not the only equity issue that needs to be a focus for our work. There are equity concerns that arise due to socio-economics, gender, sexual orientation, foster youth, LGBTQ, human trafficking, homelessness and many others that are just as dire and important."

"Dialogue about controversial, personal or unpopular topics that relate to the root causes for all students not achieving at high levels is what I am most ambitious about achieving," she continued. "I firmly believe that people have the ability and resourcefulness to solve their own problems, but we first need to get educated about them and get comfortable talking about the real root causes before that can happen."

Standard 1: Institutional Infrastructure to Support Educator Preparation

Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall structure:

1G: The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability

systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.

**FONTANA UNIFIED SCHOOL DISTRICT
CERTIFICATED (NON-TEACHING) EVALUATION**

NAME OF EMPLOYEE: _____ LOCATION: _____
ASSIGNMENT: _____ CONTRACT STATUS: _____
EVALUATOR: _____ TITLE: _____
DATE OF EVALUATION: _____ (PROBATIONARY STATUS: EVALUATION 1 ☐ OR EVALUATION 2 ☐)

RATINGS: N/A=NOT APPLICABLE D=DISTINGUISHED P=PROFICIENT N=NEEDS IMPROVEMENT
DE=DEVELOPING (PROBATIONARY ONLY) U=UNSATISFACTORY

STANDARD: ADHERENCE TO ESTABLISHED PROCEDURES

- ☐ Implements established program
- ☐ Implements established services
- ☐ Maintains required records in an accurate, timely manner
- ☐ Complies with adopted guidelines and school procedures
- ☐ Supports District and school goals and objectives as they apply to the assignment

☐ **OVERALL RATING**

COMMENTS: _____

STANDARD: FULFILLMENT OF RESPONSIBILITIES AND DUTIES TO STUDENTS, PARENTS, AND STAFF

- ☐ Is accessible to students, staff, and parents
- ☐ Communicates effectively with students
- ☐ Communicates effectively with parents
- ☐ Communicates effectively with staff
- ☐ Works cooperatively with staff members
- ☐ Completes District, site, and assigned adjunct duties effectively
- ☐ Serves as a resource and assists other staff in meeting students' needs
- ☐ Serves students as appropriate
- ☐ Complies with State, Federal and District rules regarding confidential information
- ☐ Maintains ethical standards of professionalism

☐ **OVERALL RATING**

COMMENTS: _____

STANDARD: DEMONSTRATED KNOWLEDGE AND SKILLS OF THE ASSIGNMENT

- ☐ Maintains current knowledge related to the assignment
- ☐ Models reflective practice and continuous professional growth
- ☐ Demonstrates and applies current knowledge related to the assignment in the best interest of students
- ☐ Uses standard English in written and oral communication
- ☐ Systematically plans and completes duties and responsibilities

☐ **OVERALL RATING**

COMMENTS: _____

OVERALL EVALUATION RATING: _____ **RECOMMENDATION:** _____

ASSISTANCE PLAN NEEDED FOR ONE OR MORE STANDARDS RATED NEEDS IMPROVEMENT OR UNSATISFACTORY.

EVALUATOR'S SIGNATURE _____

DATE _____

EMPLOYEE'S SIGNATURE _____

DATE _____

RATINGS: N/A=NOT APPLICABLE D=DISTINGUISHED P=PROFICIENT N=NEEDS IMPROVEMENT
DE=DEVELOPING (PROBATIONARY ONLY) U=UNSATISFACTORY

STANDARD: ADHERENCE TO ESTABLISHED PROCEDURES

- ☐ Implements established program
- ☐ Implements established services
- ☐ Maintains required records in an accurate, timely manner
- ☐ Complies with adopted guidelines and school procedures
- ☐ Supports District and school goals and objectives as they apply to the assignment

☐ **OVERALL RATING**

COMMENTS:

STANDARD: FULFILLMENT OF RESPONSIBILITIES AND DUTIES TO STUDENTS, PARENTS, AND STAFF

- ☐ Is accessible to students, staff, and parents
- ☐ Communicates effectively with students
- ☐ Communicates effectively with parents
- ☐ Communicates effectively with staff
- ☐ Works cooperatively with staff members
- ☐ Completes District, site, and assigned adjunct duties effectively
- ☐ Serves as a resource and assists other staff in meeting students' needs
- ☐ Serves students as appropriate
- ☐ Complies with State, Federal and District rules regarding confidential information
- ☐ Maintains ethical standards of professionalism

☐ **OVERALL RATING**

COMMENTS:

STANDARD: DEMONSTRATED KNOWLEDGE AND SKILLS OF THE ASSIGNMENT

- ☐ Maintains current knowledge related to the assignment
- ☐ Models reflective practice and continuous professional growth
- ☐ Demonstrates and applies current knowledge related to the assignment in the best interest of students
- ☐ Uses standard English in written and oral communication
- ☐ Systematically plans and completes duties and responsibilities

☐ **OVERALL RATING**

COMMENTS:

OVERALL EVALUATION RATING:

RECOMMENDATION:

ASSISTANCE PLAN NEEDED FOR ONE OR MORE STANDARDS RATED NEEDS IMPROVEMENT OR UNSATISFACTORY.

EVALUATOR'S SIGNATURE

DATE

EMPLOYEE'S SIGNATURE

DATE

Appendix E-3
Revised 8/9/2016

My signature acknowledges that I have seen and discussed this evaluation but does not necessarily imply agreement with the conclusions of the evaluator.

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.

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
- Special Education teaching experience and 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.
- 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.

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)

Revised: 8/23/17

(Did not send to Board-Minor changes only)

Standard 1: Institutional Infrastructure to Support Educator Preparation
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall structure:
1H: The education unit monitors a credential recommendation process that ensures that Candidates recommended for a credential meet all requirements.
<u>Description of Process Ensuring Appropriate Recommendation</u>
In order to receive a recommendation for the clear credential, each Candidate's progress towards mastery of the Standards for the Teaching

Profession is assessed throughout their program. The Induction Program Leader, along with the assigned mentor, monitor and track a Candidate's satisfactory completion and overall effectiveness related to all program requirements with a completion requirement checklist. The Candidate and mentor base verification of completion upon Candidate growth, participation, and a portfolio that includes documented evidence gathered collaboratively. Part-time Mentors work in Cohorts with a Full-Time Mentor during portfolio check sessions to ensure that all Candidates are on track for completion. This allows a Candidate to see their completion status throughout the process. When the completion of Year 2 or ECO timeframe occurs, the FUSD Induction Program Leader reviews all completion artifacts and evidence. Once the final portfolio is reviewed for completion along with the completion checklist and the colloquium presentation are complete, the program leader completes a CTC 41-Induction Clear Credential Recommendation form to present to the Human Resources Department and the Candidate's credential analyst. Once the credential analyst officially recommends the Candidate for the clear credential, an email is generated from the Commission to the Candidate. The email requires completion of the application and payment. A Candidate completion survey is sent to the Candidate.

GRIEVANCE PROCESS

If a Candidate does not meet the completion requirements and is asked to resubmit any portion of their work but disagrees with the request, he/she has the right to a written appeal and to participate in a process for repeating portions of the program, as needed.

Candidate Progress Monitoring Documents

[6.2 FUSD Induction Program Checklist or Completion Requirements \(General Education and Education Specialist\)](#) (Page 18)

[6.3 41-Induction Recommendation Form](#)

Standard 2: Candidate Recruitment and Support

2A: The education accepts applicants for its educator preparation program based on clear criteria that include multiple measures of Candidate qualifications.

The Fontana Unified School District is an equal opportunity employer who establishes clear criteria that include multiple measures for hiring and retaining high quality applicants for teaching positions. The Commission on Teacher Credentialing also establishes clear criteria with multiple measures in order to earn a preliminary multiple and single subject teaching credential.

Evidence Submitted:

[FUSD Job Description from EDJoin](#)

<https://www.ctc.ca.gov/docs/default-source/leaflets/cl667.pdf?sfvrsn=34>

<https://www.ctc.ca.gov/docs/default-source/leaflets/cl560c.pdf?sfvrsn=10>

[FUSD Preliminary to Clear Credential Program Sequence](#)

FUSD Support Provider (Mentor) Job Description from EDJoin

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

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
- Special Education teaching experience and 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.
- 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.

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)

Revised: 8/23/17

send to Board-Minor changes only)

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	Induction Kickoff	Induction Kickoff
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=12 hours	Choice of PD Sessions Total=12 hours	Choice of PD Sessions Total=12 hours
1 Hour Weekly Meeting w/Mentor (ILP, Action Plan,	1 Hour Weekly Meeting w/Mentor (ILP, Action Plan,	1 Hour Weekly Meeting w/Mentor (ILP, Action Plan,
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
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 &	Colloquium- Celebration of Induction Journey &
	Mentor & Induction Coordinator Verify Candidate Completion	Mentor & Induction Coordinator Verify Candidate Completion
	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
--	--	--	--

Who can be a participant in the Induction Program?

To qualify you must meet the following CTC 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 \$ave 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

Standard 2: Candidate Recruitment and Support

2B: The education unit purposefully recruits and admits Candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.

The Fontana Unified School District adheres to best practices in hiring and retention of teacher and faculty who represent and support diversity. The Governing Board is determined to provide district employees and job applicants a safe, positive work environment where they are assured of full and equal employment access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. The Board prohibits district employees from discriminating against or harassing any other district employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics.

Newly hired teachers who hold a preliminary credential are advised by the Human Resources Specialist and Credential Technicians in the Human Resources Department. A flyer for the New Teacher Orientation, Induction Kickoff Orientation and an Induction brochure are given to the teachers when they sign their employment contract. In addition, a preliminary credential list of newly hired teachers is emailed to the Induction Coordinator on a weekly basis at the beginning of school. The Induction Coordinator facilitates 2 different Kickoff Orientations when Candidates receive an Induction Handbook, MOU and detailed information about the program. Candidates are encouraged to contact the Induction Coordinator for support, questions, or credential information.

Both general education (multiple subject and single subject) and special education Candidates (mild/moderate, moderate/severe, and Early Childhood Specialist) possessing a preliminary credential in their area of authorization will be enrolled in the program and assigned a Mentor within the first 30 days of enrollment in the program (attendance at the Kickoff Orientation is considered “enrollment”.) Mentor-Candidate assignments are made according to credentials held, grade level and/or subject area, and experience as appropriate to the Candidate’s employment. Mentors contact Candidates within a week via personal email, district email, and/or cell or home phone to set up a time to meet. A weekly one-hour meeting time is established at this first meeting between the Mentor and Candidate.

Once the teacher has completed their Induction program, the Induction Coordinator sends a 41-Induction verification letter to the Human Resources Technician who then has the teacher complete an application form for their clear credential. The Human Resources Technician then processes an online recommendation for the clear credential. After the teacher completes the online application and pays the CTC application fee, their new clear credential is approved within 10 working days.

Evidence Submitted:

Induction Handbook

<https://www.fusd.net/departments/teaching/documents/Handbook2018-2019.pdf> (Page 9)

[CDE DataQuest Staffing Report 2017-18](#)

[Induction Kickoff Orientation Flyer](#)

[Induction Kickoff Orientation PowerPoint](#)

[Sample Email to Candidates](#)

[List of Personnel Positions](#)

[Recruitment Materials](#)

CDE DataQuest Staffing Report 2017-18

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: 11/15/2018 11:53 AM

[Web Policy](#)

Candidate Race & Ethnicity Report 2014-15 to 2018-19:



Copy of Teachers
Hired 14-15 to 18-19

Fontana Unified School District

**Thursday, Aug. 16,
2017**

4:00-5:30 p.m.

FUSD Induction



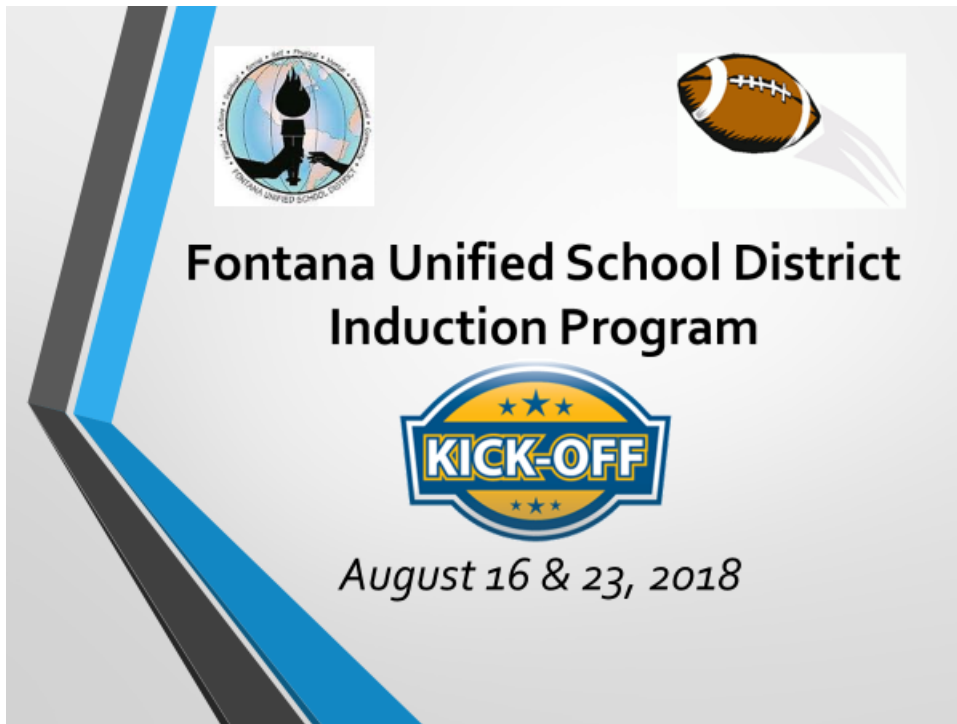
OR

**Thursday, Aug. 23,
2017**

3:45-5:15 p.m.

Location: District Office~ John D. Piazza Center

All preliminary credentialed teachers in the Fontana Unified School District are **REQUIRED** to attend ONE Orientation



Kickoff Orientation PPT:



Kickoff-Orientation
- 8.16-23.2018.pptx

Hi Allison,

Welcome to FUSD and congratulations on your new position! I just received your name from HR yesterday...so I am reaching out so that we can get you started in Induction. If you'd like to attend the PD session today at the district office JDP on Teach Like a Champion (you also get the book) it will be from 3:45-5:45. No need to sign up on Performance Matters- we will just add you to the sign-in sheet.

Your Mentor is going to be Nicole Lopez- she is an RSP teacher at Locust ES.

I am sending through district mail: an Induction Handbook, PD schedule, MOU and information sheet. I am also attaching some documents to this email. Nicole, will you pretty please review the orientation PPT and handbook with Allison? If she can send the signed MOU and information sheet back to me through district mail (send to District Office- Building 26) that would be great.

THANK YOU!

Audry

List of Personnel Positions assigned to Support, Advise and Place Candidates

Human Resources

Director, Linda Young

Human Resources Specialist, Laura Mendez

Credential Technicians: Mary Como, Danielle Duran, Luz Gutierrez, Kathy Pierce

Induction

Coordinator, Audry Wiens

Secretary, Monica Gallardo

A Quick Reference to Fontana Unified School District

FUSD Flash Facts

Fontana Unified School District | 9560 Citrus Avenue | Fontana, CA 92335 | (909) 357-5000 | www.fusd.net



HIGHLIGHTS

In August 2016, FUSD's newest school, the Dolores Huerta International Academy opened its doors. DHIA offers a K-5 International Program/Dual Language Immersion magnet program that provides a world class education to all students.

Three FUSD schools have been recognized by the state for successful efforts in boosting student excellence and shrinking behavior issues. Truman Middle School was awarded silver certification and Date Elementary and Jurupa Hills High Schools received bronze certification from the California PBIS (Positive Behavior Interventions and Supports) Coalition.

In May 2016, 277 FUSD graduating seniors from our five comprehensive high schools earned state Seals of Biliteracy for proficiency in speaking, reading, and writing one or more foreign language.

Jurupa Hills High School offers a two-year International Baccalaureate (IB) program. Those who successfully complete the program receive an additional IB diploma recognized, and respected internationally. There are currently over 50 juniors and seniors in the program. In May of 2016, the Jurupa Hills High School senior class received 318 diplomas and 14 certificates (course candidates).

Enrollment

Student Population (Sept. 2016)	
Early Ed./Preschools	1,793
Elementary Schools	17,327
Middle Schools	8,554
High Schools	11,505
Continuation Schools	648
Adult School	1,315
Total	41,142
Graduation Rate (2014-15)	87.3%
Dropout Rate (2014-15)	8.7%
English Learners (2015-17)	32%
Foster Youth (2016-17)	< 1%

Socioeconomic Status (2014-17)
Approximately 83% of all students received free/reduced price meals.

Average Daily Attendance (2015-16)	
Elementary Schools	96.18%
Middle Schools	96.07%
High Schools	95.76%
Continuation Schools	83.23%
District	96.3%

Student Ethnicity (2016-17)	
Hispanic/Latino	87%
African-American	6%
White	4%
Filipino	1%
Asian	1%
Hawaiian/Pac. Islander	<1%
American Indian/Alaska	<1%
Multi-Race/Unknown	<1%

Personnel

The district is the second largest employer in Fontana with over 3,790 employees: 1,980 certificated, 1,537 support staff, and 273 administrators.

School Information

Number of Facilities	
29 Elementary Schools	
1 Elementary Magnet School	
7 Middle Schools	
5 High Schools	
2 Continuation High Schools	
1 Adult School	
28 Preschools	
1 Head Start site	
2 Infant/Toddler sites	

Geographic Area

Our district is located in Southern California in what is known as the Inland Empire, a fast-growing community 50 miles east of Los Angeles. Our schools serve students from preschool through adult education in a diverse urban/suburban environment.

School-Year Stability Rate

Students who attended the same local school for the entire 2015-16 school year:	
Elementary Schools	82%
Middle Schools	87%
High Schools	86%
District	84%

Meals and Buses

The district serves over 11,000 breakfasts, 29,000 lunches, and 4,100 suppers daily.

FUSD buses travel approximately 3,145 miles daily to transport an average of 7,360 students.

Transforming Together Strategic Framework

Shared Vision: Fontana Unified is a community united to ensure that every student is prepared for success in college, career, and life.

Three Cornerstones of Success:

- Every Student Successful
- Engaging Schools
- Empowered Communities



Fontana Unified School District

Anticipated Openings

For future posting, please visit www.edjoin.org
and search for "Fontana Unified"

- Elementary Teacher
- Middle School Core Teacher
- English Teacher
- Music
- Administration

\$1,000-\$5,000 HIRING INCENTIVES:

- Bilingual Elementary Teacher
- Speech/Language Pathologist (SLP)
- Science Teacher
(General, Biology, Chemistry, Geosciences,
Physics)
- Mathematics Teacher



**Thank you for your interest in
working for Fontana Unified
School District. We look forward to
hearing from you.**

**If you have any questions, contact
Certificated Human Resources at
(909) 357-5000
Ext. 29035.**

2C: Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of *program* requirements.

No additional information is required during the Common Standards submission.

Information is available through **Program Review** submission.

Standard 2: Candidate Recruitment and Support

2D: Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.

No additional information is required during the Common Standards submission.

Information is available through **Program Review** submission.

Standard 3: Course of Study, Fieldwork and Clinical Practice

The *unit* designs and implements a planned sequence of coursework and *clinical experiences* for candidates to develop and demonstrate the knowledge and skills to educate and support *P-12 students* in meeting state-adopted content standards. The *unit* and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in *current research on effective practice*. Coursework is integrated closely with *field experiences* to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and *demonstrate competencies* required of the credential they seek. The *unit* and all programs collaborate with their *partners* regarding the criteria and selection of *clinical personnel*, *site-based supervisors* and school sites, as appropriate to the *program*.

3A: Through site-based work and *clinical experiences*, programs offered by the *unit* provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and *student* learning.

No additional information is required during the Common Standards submission.

Information is available through **Program Review** submission.

Standard 3: Course of Study, Fieldwork and Clinical Practice

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3B: *Site-based supervisors* must be *certified* and experienced in teaching the specified content or performing the services authorized by the credential.

No additional information is required during the Common Standards submission.

Information is available through **Program Review** submission.

Standard 3: Course of Study, Fieldwork and Clinical Practice

The *unit* designs and implements a planned sequence of coursework and *clinical experiences* for candidates to develop and demonstrate the knowledge and skills to educate and support *P-12 students* in meeting state-adopted content standards. The *unit* and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in *current research on effective practice*. Coursework is integrated closely with *field experiences* to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and *demonstrate competencies* required of the credential they seek. The *unit* and all programs collaborate with their *partners* regarding the criteria and selection of *clinical personnel, site-based supervisors* and school sites, as appropriate to the *program*.

3C: The process and criteria result in the selection of *site-based supervisors* who provide effective and knowledgeable *support* for candidates.

No additional information is required during the Common Standards submission.

Information is available through **Program Review** submission.

Standard 3: Course of Study, Fieldwork and Clinical Practice

The *unit* designs and implements a planned sequence of coursework and *clinical experiences* for candidates to develop and demonstrate the knowledge and skills to educate and support *P-12 students* in meeting state-adopted content standards. The *unit* and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in *current research on effective*

practice. Coursework is integrated closely with *field experiences* to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and *demonstrate competencies* required of the credential they seek. The *unit* and all programs collaborate with their *partners* regarding the criteria and selection of *clinical personnel*, *site-based supervisors* and school sites, as appropriate to the *program*.

3D: *Site-based supervisors* are trained in supervision, oriented to the supervisory role, *evaluated* and recognized in a systematic manner.

No additional information is required during the Common Standards submission.

Information is available through **Program Review** submission.

Standard 3: Course of Study, Fieldwork and Clinical Practice

The *unit* designs and implements a planned sequence of coursework and *clinical experiences* for candidates to develop and demonstrate the knowledge and skills to educate and support *P-12 students* in meeting state-adopted content standards. The *unit* and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in *current research on effective practice*. Coursework is integrated closely with *field experiences* to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and *demonstrate competencies* required of the credential they seek. The *unit* and all programs collaborate with their *partners* regarding the criteria and selection of *clinical personnel*, *site-based supervisors* and school sites, as appropriate to the *program*.

3E: All *programs* effectively implement and *evaluate* fieldwork and clinical practice.

No additional information is required during the Common Standards submission.

Information is available through **Program Review** submission.

Standard 3: Course of Study, Fieldwork and Clinical Practice

The *unit* designs and implements a planned sequence of coursework and *clinical experiences* for candidates to develop and demonstrate the knowledge and skills to educate and support *P-12 students* in meeting state-adopted content standards. The *unit* and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in *current research on effective practice*. Coursework is integrated closely with *field experiences* to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and *demonstrate competencies* required of the credential they seek. The *unit* and all programs collaborate with their *partners* regarding the criteria and selection of *clinical personnel, site-based supervisors* and school sites, as appropriate to the *program*.

3F: For each *program* the *unit* offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's student and the opportunity to work with the range of *students* identified in the *program* standards

No additional information is required during the Common Standards submission.

Information is available through **Program Review** submission.

Standard 4: Continuous Improvement

The education *unit* develops and implements a comprehensive continuous improvement process at both the *unit* level and within each of its *programs* that identifies program and *unit* effectiveness and makes appropriate modifications based on findings. The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice;

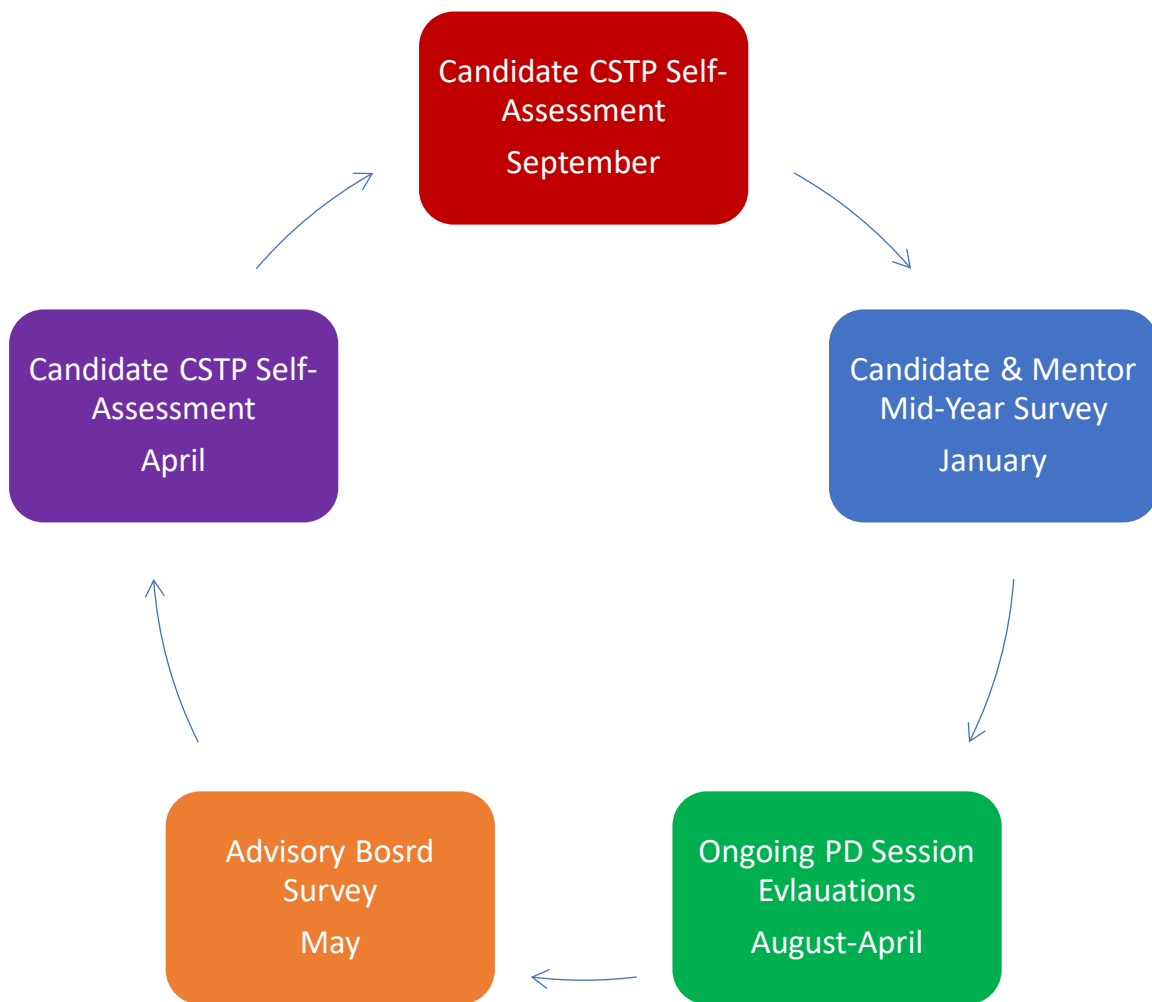
and 2) feedback from *key stakeholders* such as employers and community *partners* about the quality of the preparation.

4A: The education *unit* and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and *support services* for candidates.

Multi-Year Unit Assessment (Continuous Improvement) Cycle
schedule specifying the unit assessment activities, when they occur, and who is responsible for collecting, analyzing and determining modifications.

Below is the Unit Assessment Cycle (Continuous Improvement Cycle) that occurs each year and when they occur. Sinclair Research Group is responsible for collecting, analyzing, and reporting the results of the annual data. The Induction Program Coordinator uses Office 365 Forms to administer surveys. The Induction Program Coordinator, Induction Team and Advisory Board are responsible for determining modifications.

4A FUSD Induction Continuous Improvement Cycle Graphic



Data Sources Included in Assessment Cycle

The following table shows all the Data Sources that are included in the program assessment cycle:

CSTP Pre Self-Assessment at Holistic Level	All Induction Candidates (August-September)
Mid-Year Candidate Survey	December-January
Mid-Year Mentor Survey	December-January
Year End Candidate Survey	April-May
Year End Mentor Survey	April-May
CSTP Post Self-Assessment at Holistic Level Year 1	April-May
CSTP Post Self-Assessment at Holistic Level Year 2	
CSTP Inquiry Element Post Self-Assessment Yr 2 & ECO (Examines Candidate growth over two years in overall CSTP)	April-May
Professional Development Evaluations	August-April
CTC Completer Survey	June-July

Standard 4: Continuous Improvement

The education *unit* develops and implements a comprehensive continuous improvement process at both the *unit* level and within each of its *programs* that identifies program and *unit* effectiveness and makes appropriate modifications based on findings. The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from *key stakeholders* such as employers and community *partners* about the quality of the preparation.

4B: Both the *unit* and its *programs* regularly and systematically collect, analyze, and use candidate and *program completer* data as well as data reflecting the effectiveness of *unit* operations to improve *programs* and their *services*.

Candidate CSTP Self-Assessment in August-September

The process of assessing on the CTP is completed collaboratively making the process more authentic. Teacher candidates begin by reading the Element and together, with their mentor, examine evidence of practice related to that Element. They record evidence for each Element, and then, use that evidence to determine the level of practice. This data collection simply requires the recording of previous thoughtful work. When data flows from a highly reflective and evidence-based context, analysis results have a far greater chance of being highly reliable and reflecting the true level of teacher candidate practice. To ascertain the validity of this process, all candidates were asked to state the degree to which their mentor worked with them to consider evidence of classroom practice and assist them in responding to the *CSTP Self-Assessment* (thereby ensuring authentic responses).

Candidates & Mentor Mid-Year Survey in December-January

2018-19 FUSD Induction Mid-Year Survey

1. Thus far, the FUSD Induction Program built on the knowledge and skills I gained during the preliminary preparation program (university).

2. The development of the Individualized Learning Plan (ILP) has been guided by the preliminary program Transition Plan from the university and

was developed within 60 DAYS of the candidate's enrollment in the Induction Program.

3. I have been provided multiple opportunities to demonstrate growth in the California Standards for the Teaching Profession.

4. The support I have received from my Mentor has included "just in time" support to address my immediate needs.

5. My Mentor facilitated my growth and development through modeling, guided reflection on my practice, and feedback on classroom instruction.

6. The program has assisted me with the following available resources necessary to accomplish my ILP goals. (please check all that apply)

- ☐ Dedicated time with my Mentor
- ☐ Observation(s) of colleagues and peers
- ☐ Reflection on the effectiveness of instruction
- ☐ Analysis of student work and/or data to inform instruction
- ☐ Connections with professional learning communities
- ☐ None

7. What are you learning in this Induction program that is having the most positive impact on your work with your students?

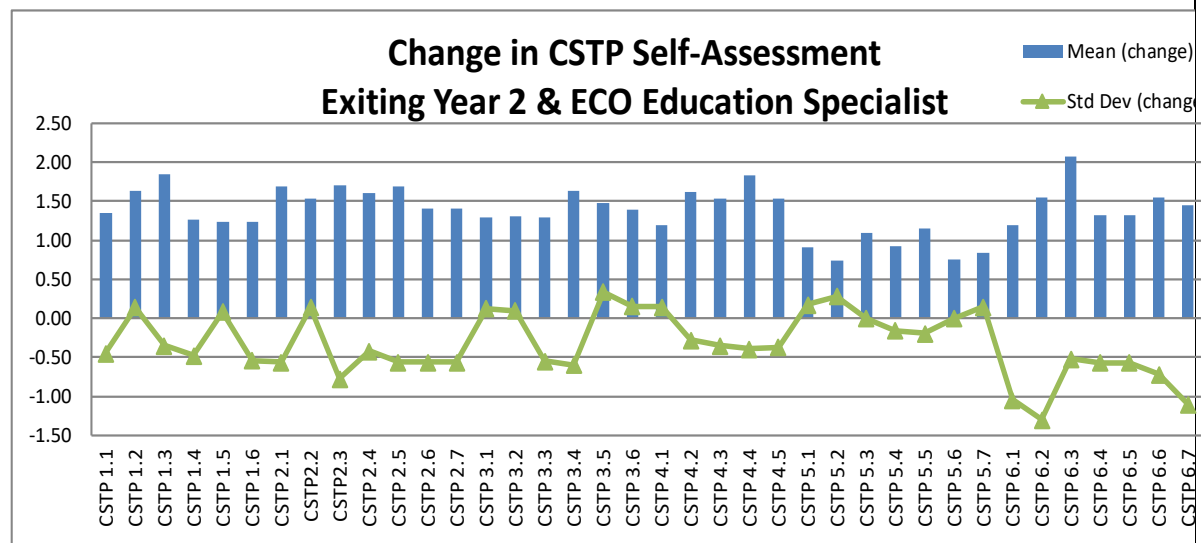
8. In what areas do you need more support or professional development?

9. Question

10. What could this Induction program do to help you be more effective with your students?

11. FOR SPECIAL EDUCATION TEACHERS ONLY I would like to participate in the following professional development opportunities this year (please mark all that apply):

- ☐ SEIS
- ☐ IEP Forms
- ☐ Goalbook
- ☐ BIP
- ☐ Woodcock Johnson
- ☐ SANDI
- ☐ UNIQUE
- ☐ Co-Teaching
- ☐



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 at least a full level in all CSTP. The highest growth levels were report in *CSTP 2: Creating and Maintaining Effective Environments for Student Learning* and *CSTP 6: Developing as a Professional Educator* (1.13). Standard deviations showed that respondents marked themselves more similarly than they did in their current competence ratings.

Ongoing PD Session Evaluations (Likert scale of 5)

1. The design of the session reflected careful planning and organization.
2. I had opportunity to actively participate in the PD session.

3. Adequate time and structure were provided for participants to learn the new material or concept.

4. The facilitator(s) were skilled in their role(s).

5. I understand the purpose of the session.

6. I learned new content and/or teaching strategies from the PD session.

7. I will integrate the content and/or teaching strategies into my practice.

8. Is there something that you would add, modify or omit fro this session?

9. COMMENTS OR SUGGESTIONS?

Advisory Board Survey

FUSD Induction Advisory Board Mid-Year Survey 2018-19

1.The FUSD Induction Program provides a coherent overall system of support through collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system.

☐ True

☐ False

2.The FUSD Induction Program ensures that faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for the educator preparation program.

☐ True

☐ False

3.The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.

- ☐ True
- ☐ False

4.The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

- ☐ True
- ☐ False

5.The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.

- ☐ True
- ☐ False

6.Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.

- ☐ True
- ☐ False

7.The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.

- ☐ True
- ☐ False

8.Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.

☐ Option 1

☐ Option 2

9. The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.

☐ True

☐ False

10.

Saved

CTC Completer Survey Data

General Education (MS/SS) Program Completer Survey – 2017

FONTANA UNIFIED SCHOOL DISTRICT

Your program and Support Provider

1. How long after you were hired into an assignment that requires a California preliminary teaching credential were you enrolled in a Commission-approved induction or clear credential program?

	Program		Statewide	
	24	100.0%	10113	99.6%
1 = At the time of hire or before beginning work with students	12	50.0%	4228	41.8%
2 = Within one to two months of beginning my assignment	7	29.2%	2455	24.3%
3 = Within three to five months of beginning my assignment	0	0.0%	308	3.0%
4 = More than five months after beginning my assignment	3	12.5%	468	4.6%
5 = One year or more after beginning my assignment	2	8.3%	2654	26.2%
Mean : SD	2.00	1.35	2.49	1.66

2. How long after you were enrolled in your induction/clear credential program did you begin working with a Support Provider (SP) or receive support from Clear Credential Personnel?

	Program		Statewide	
	24	100.0%	10091	99.4%
1 = Within one month of enrolling in the program	23	95.8%	8786	87.1%
2 = Within two months of enrolling in the program	1	4.2%	826	8.2%
3 = More than three months after enrolling in the program	0	0.0%	205	2.0%
4 = I was assigned a Support Provider but never worked with him/her	0	0.0%	33	0.3%
5 = I was never assigned a Support Provider	0	0.0%	241	2.4%
Mean : SD	1.04	0.20	1.23	0.72

3. What was the length of your induction/clear credential program?

	Program		Statewide	
	24	100.0%	10096	99.5%
1 = Less than 1 school year	0	0.0%	319	3.2%
2 = 1 school year	1	4.2%	1632	16.2%
3 = More than 1 school year but less than 2 school years	0	0.0%	340	3.4%
4 = 2 school years	22	91.7%	7604	75.3%
5 = More than 2 school years	1	4.2%	201	2.0%
Mean : SD	3.96	0.46	3.57	0.89

How helpful was your Support Provider/Mentor/System of Support in helping you impact students in learning regarding the following:

	4a. Modeling Instruction while I observed				4b. Identifying Resources				4c. Providing feedback from observations to improve my instruction				4d. Teaching Practices			
	Program		Statewide		Program		Statewide		Program		Statewide		Program		Statewide	
	24	100.0%	10067	99.2%	24	100.0%	10066	99.2%	24	100.0%	10060	99.1%	24	100.0%	10043	98.9%
1 = Very Helpful	19	79.2%	5582	55.4%	20	83.3%	6352	63.1%	21	87.5%	6934	68.9%	18	75.0%	6348	63.2%
2 = Helpful	4	16.7%	2615	26.0%	4	16.7%	2721	27.0%	3	12.5%	2323	23.1%	5	20.8%	2777	27.7%
3 = Somewhat helpful	1	4.2%	1171	11.6%	0	0.0%	831	8.3%	0	0.0%	646	6.4%	1	4.2%	775	7.7%
4 = Not at all helpful	0	0.0%	699	6.9%	0	0.0%	162	1.6%	0	0.0%	157	1.6%	0	0.0%	143	1.4%
Mean : SD	1.25	0.53	1.70	0.93	1.17	0.38	1.48	0.72	1.13	0.34	1.41	0.68	1.29	0.55	1.47	0.70

General Education (MS/SS) Program Completer Survey – 2017

FONTANA UNIFIED SCHOOL DISTRICT

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	4a. Modeling instruction while I observed		4b. Identifying Resources		4c. Providing feedback from observations to improve my instruction		4d. Teaching Practices	
	Program	Statewide	Program	Statewide	Program	Statewide	Program	Statewide
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Mean : SD	1.25	0.53	1.70	0.93	1.17	0.38	1.48	0.72

Page 1

** Responses of "Don't Know" or variations on "N/A" are excluded from the percentage calculations.

Date: 11/3/2017

Standard 5: Program Impact

5A: The *institution* ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all *students* in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.

No additional information is required during the Common Standards submission.

Information is available through **Program Review** submission.

Standard 5: Program Impact

5B: The *unit* and its *programs* evaluate and demonstrate that they are having a *positive impact* on candidate learning and competence and on *teaching and learning* in schools that serve California's *students*.

The FUSD Induction Program uses the Individual Learning Plan (ILP) and the Continuum of Teaching Practice (CTP) to gauge its impact on the teacher's growth and development and the subsequent impact on students' learning. The ILP documents the teacher's goals, their sources of action research, the effectiveness of their action research and whether or not they met their goals.

When portfolio reviews are completed at the end of the ILP process, the candidate will complete an anonymous survey and one of the questions collects data around whether or not goals are met. Teachers set goals at the beginning of the year and may set new goals in the middle of the year or choose to revise and refine their initial goals. The goals are measured with student assessment data. They reflect about this process with their mentor and record insights in their ILP that is reviewed by the Induction Cohort Teams at Mentor Meetings. The program leadership knows the program is having a positive impact if most of its teachers are meeting their goals because the data reflects that student learning is occurring.

The CTP is a document created by the California Commission on Teacher Credentialing that describes each element of the California Standards for the Teaching Profession in increasing levels of proficiency. At the beginning of the year, teachers assess their practice using evidence on all six standards at the holistic level. At the end of the year the standards are re-visited and re-assessed.

After teachers assess themselves at the holistic level, they choose a focus standard. The focus standard is assessed at the beginning and end of the year with multiple ILP entries on the element that matches their goal. The CTP data is gathered by and submitted to the Sinclair Research Group that compiles and analyzes it. The program leadership knows it is having a positive impact when the data shows that teachers are increasing their skills and knowledge as indicated by them marking higher levels of practice each time they self-assess.

Lastly, teachers and mentors in the FUSD Induction Program complete a mid-year and end-of-year survey that asks the question: ***What are you learning in this Induction program that is having the most positive impact on your work with your students/candidates?*** Candidates (teachers) and mentors (support providers) responses to this question is additional evidence that shows the positive impact this program has had on teaching and learning in their classrooms.

**Fontana USD BTSA Program
General Education and Education Specialist
2017-2018**

**California Standards for the Teaching Profession (CSTP)
Self-Assessment**

Current Competency Levels and Growth Over Time

prepared for the

Fontana Unified School District

by the



June 2018

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<u>1.4.3.3</u>	<u>Holistic – Current Competence</u>	105
<u>1.4.3.4</u>	<u>Holistic – Growth over Time</u>	60
<u>1.4.3.5</u>	<u>Extent All Teachers Completed Ratings Considering Evidence and with Mentor....</u>	105

INTRODUCTION

Overview

At the end of the 2017-2018 academic year, Sinclair Research Group collected data in the *California Standards for the Teaching Profession* (CSTP) from the Fontana USD BTSA Program teacher candidates. Data for first and second year (and ECO) teachers candidates included their current level of competency in the Elements and their “holistic” competency. In addition, data was collected from second year and ECO teachers regarding their growth over their two years in Induction. This data was collected from both General Education teacher candidates and Education Specialist teacher candidates and used, as the data source, the reflectively marked levels in the *Continuum of Teaching Practice* (CTP). This tool is used as a reference point throughout the induction period and reflective conversations around all activities end with a shared discussion (mentor and candidate) regarding where the candidate places themselves at that moment in time. Hence, it is a very authentic data set.

The CTP is a tool for self-reflection, goal setting, and inquiry into practice. It provides common language about teaching and learning, and results are used to promote professional growth within an environment of collegial support. Self-assessment, using authentic classroom practice and evidence, supports teacher candidates in making informed decisions about their ongoing development as professionals. Program leaders use teacher candidate assessment data to guide, support and accelerate professional growth focused on student achievement.

The CTP is organized to describe five levels of development (Emerging, Exploring, Applying, Integrating and Innovating). Each level addresses what a teacher should know and be able to do in all the Elements (38) of the six CSTP. The levels do not represent a chronological sequence in a teacher’s growth but describe developmental levels of performance. The levels become increasingly complex and sophisticated and integrate the skills of previous levels. Teacher candidates reflect and describe practice in terms of evidence prior to self-assessing in order to make valid, authentic and accurate assessments.

The process of assessing on the CTP is completed collaboratively making the process more authentic. Teacher candidates begin by reading the Element and together, with their mentor, examine evidence of practice related to that Element. They record evidence for each Element, and then, use that evidence to determine the level of practice. This data collection simply requires the recording of previous thoughtful work. When data flows from a highly reflective and evidence-based context, analysis results have a far greater chance of being highly reliable and reflecting the true level of teacher candidate practice. To ascertain the validity of this process, all candidates were asked to state the degree to which their mentor worked with them to consider evidence of classroom practice and assist them in responding to the *CSTP Self-Assessment* (thereby ensuring authentic responses).

Methodology

The researchers sought, through the analysis of the data, to identify in which of the six standards encompassed within the *California Standards for the Teaching Profession* (and the *Elements* within each standard) there is more or less knowledge and skill. The five levels become a “Likert type” scale (Emerging, Exploring, Applying, Integrating, and Innovating) with descriptions of what that level of practice looks like. This methodology lends itself to the development of frequencies, mean, median, mode, standard deviation and rank ordering. It should be noted that respondents did not have to mark every Element; only the Elements that they addressed with their mentor and work together toward improving. Therefore, the “N” changes from Element to Element. No results are shown where there are not at least four respondents.

First presented in this study are the results for the perceptions of the current competence of first year teachers (both by Element and holistically). Then results are shown for exiting second year teacher candidates (and Early Completion Option teacher candidates) regarding their current levels of competence as they leave the program and their perceived growth over time. This was done by comparing where they first marked themselves in any Element of the CSTP and where they last marked their exiting competence.

It is important when completing a perceptual survey that, as much as possible, results are based on authentic evidence. In this case, the researchers asked teacher candidates to work with their mentor using their CTP and other evidence of teaching practice to respond to this survey. The report ends with an examination of the likelihood that this type of authentic examination of evidence and shared reflection took place. The researchers hope that this gives some indication of the reliability and validity of the results.

DEMOGRAPHICS

The following table shows the total number of stakeholder responses from both General Education and Education Specialists. In collecting the data, this program has made every attempt to ascertain that the data entered in the response is reliable and valid (based on evidence and shared reflection). The final test is the rate of response in this population study. The closer the response rate is to 100% response of program participants, the more reliable the results (minimum 80%).

GENERAL EDUCATION	
Year 1	39
Year 2	37
ECO	1
Both Gen Ed and Ed Spec	3
EDUCATION SPECIALIST	
Year 1	9
Year 2	15
ECO	0
Both Gen Ed and Ed Spec	3
OVERALL RESONSES	

Table 1

GENERAL EDUCATION

Year One

In the following section, the same analysis is shown for all Year One General Education teacher candidates.

Current Level of Competence in Elements – Year One

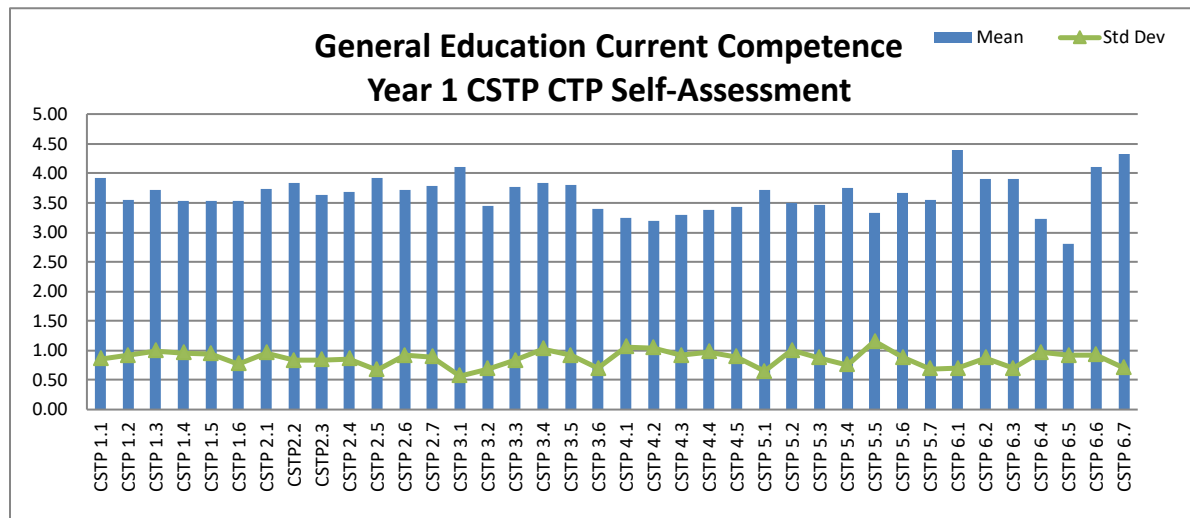


Figure 1

Rank Order of Perceived Level of Current Competence in Elements – Year 1

General Education Current Competence		
Elements	Mean	Std Dev
CSTP 6.1	4.40	0.70
CSTP 6.7	4.33	0.71
CSTP 6.6	4.11	0.93
CSTP 3.1	4.10	0.57
CSTP 1.1	3.92	0.86
CSTP 2.5	3.92	0.67
CSTP 6.3	3.91	0.70
CSTP 6.2	3.90	0.88
CSTP 2.2	3.83	0.83
CSTP 3.4	3.83	1.03
CSTP 3.5	3.80	0.92
CSTP 2.7	3.79	0.89
CSTP 3.3	3.78	0.83
CSTP 5.4	3.75	0.75
CSTP 2.1	3.73	0.96
CSTP 5.1	3.73	0.65
CSTP 1.3	3.71	0.99
CSTP 2.6	3.71	0.91
CSTP 2.4	3.69	0.85
CSTP 5.6	3.67	0.89
CSTP2.3	3.64	0.84
CSTP 1.2	3.56	0.92
CSTP 5.7	3.55	0.69
CSTP 1.5	3.53	0.94
CSTP 1.4	3.53	0.96
CSTP 1.6	3.53	0.77
CSTP 5.2	3.50	1.00
CSTP 5.3	3.46	0.88
CSTP 3.2	3.45	0.69
CSTP 4.5	3.44	0.89
CSTP 3.6	3.40	0.70
CSTP 4.4	3.38	0.97
CSTP 5.5	3.33	1.15
CSTP 4.3	3.29	0.92
CSTP 4.1	3.25	1.06

CSTP 6.4	3.22	0.97
CSTP 4.2	3.19	1.05
CSTP 6.5	2.80	0.92

Table 2

Holistic CSTP Current Competence – Year 1

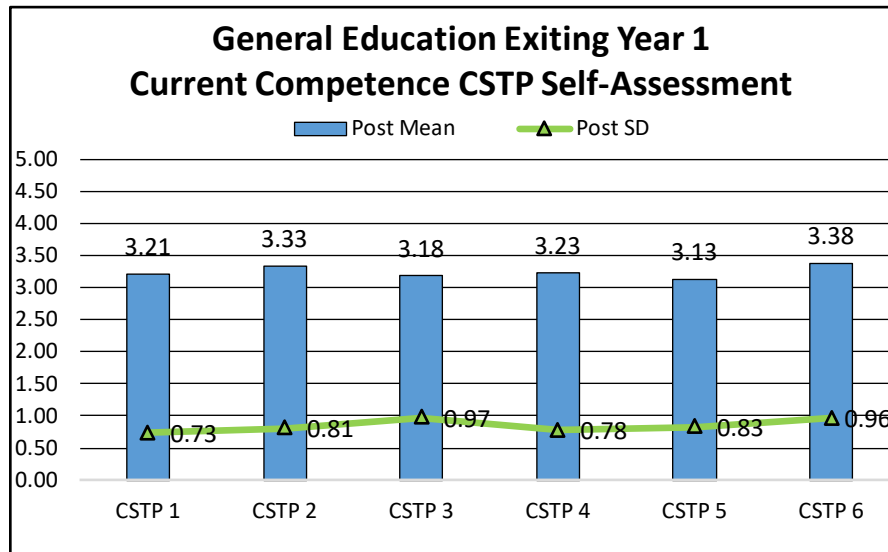


Figure 2

Year Two & ECO

Current Level of Competence in Elements – Year 2 & ECO

BTSA program evaluation is a valuable research tool that enables administrators to formulate the means by which they are more efficiently able to target and serve the needs of teacher candidates. Figure 1 represents an analysis of the level at which General Education teacher candidates exiting this induction program placed their competence in each CSTP Element (in the sequence in which the elements are presented). It should be noted that these competence ratings are based on evidence of classroom practice and shared conversations with the support provider over the *Continuum of Teaching Practice*.

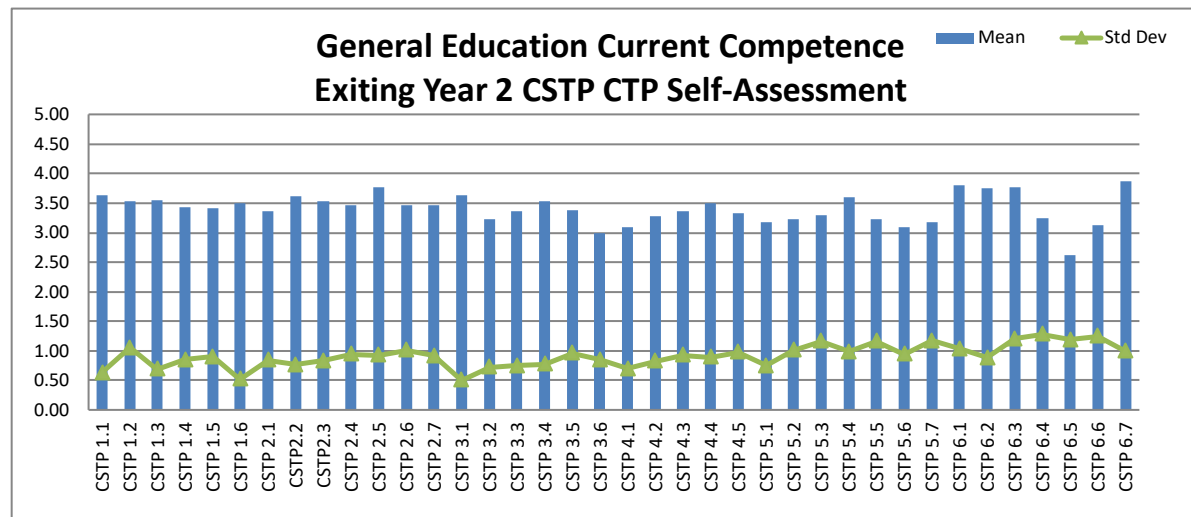


Figure 3

Rank Order of Perceived Level of Current Competence in Elements – Year 2 & ECO

The following table shows the level of current competence at which these teachers believe they are as they exit the program (from highest to lowest rating).

General Education Current Competence	Mean	Std Dev
CSTP 6.7	3.88	0.99
CSTP 6.1	3.80	1.03
CSTP 6.3	3.78	1.20
CSTP 2.5	3.77	0.93
CSTP 6.2	3.75	0.89
CSTP 1.1	3.64	0.63
CSTP 3.1	3.64	0.50
CSTP 2.2	3.62	0.77
CSTP 5.4	3.60	0.99
CSTP 1.3	3.55	0.69
CSTP 1.2	3.54	1.05
CSTP 2.3	3.53	0.83
CSTP 3.4	3.53	0.77
CSTP 1.6	3.50	0.52
CSTP 4.4	3.50	0.89
CSTP 2.4	3.47	0.94
CSTP 2.6	3.47	1.01
CSTP 2.7	3.47	0.92
CSTP 1.4	3.43	0.85
CSTP 1.5	3.42	0.90
CSTP 3.5	3.38	0.96
CSTP 2.1	3.36	0.84
CSTP 3.3	3.36	0.74
CSTP 4.3	3.36	0.93
CSTP 4.5	3.33	0.98
CSTP 5.3	3.29	1.16
CSTP 4.2	3.29	0.83
CSTP 6.4	3.25	1.28
CSTP 3.2	3.23	0.73
CSTP 5.2	3.23	1.01
CSTP 5.5	3.23	1.17
CSTP 5.1	3.18	0.75
CSTP 5.7	3.18	1.17
CSTP 6.6	3.13	1.25

CSTP 4.1	3.09	0.70
CSTP 5.6	3.09	0.94
CSTP 3.6	3.00	0.85
CSTP 6.5	2.63	1.19

Table 3

Comparisons of Growth over Induction Period in Elements – Year 2 & ECO

This section discusses the level of growth during the Induction period for these exiting second year and ECO General Education teachers. The results reflect the first time they marked themselves in any Element to the last time they marked themselves in any Element. The time frame for this varies over the two years but confirms change during the Induction period. It should be noted that these levels of assessed results were not developed in a vacuum but based on evidence of classroom practice collected by the support provider and the participating teacher and conversations around the *Continuum of Teaching Practice*, thus better ensuring reliable results.

Also charted is the change in the standard deviation; whether the standard deviation was larger or smaller when compared with the baseline survey. A standard deviation above 0 indicates less agreement among teachers in their ratings; a standard deviation below 0 indicates increased agreement among respondents.

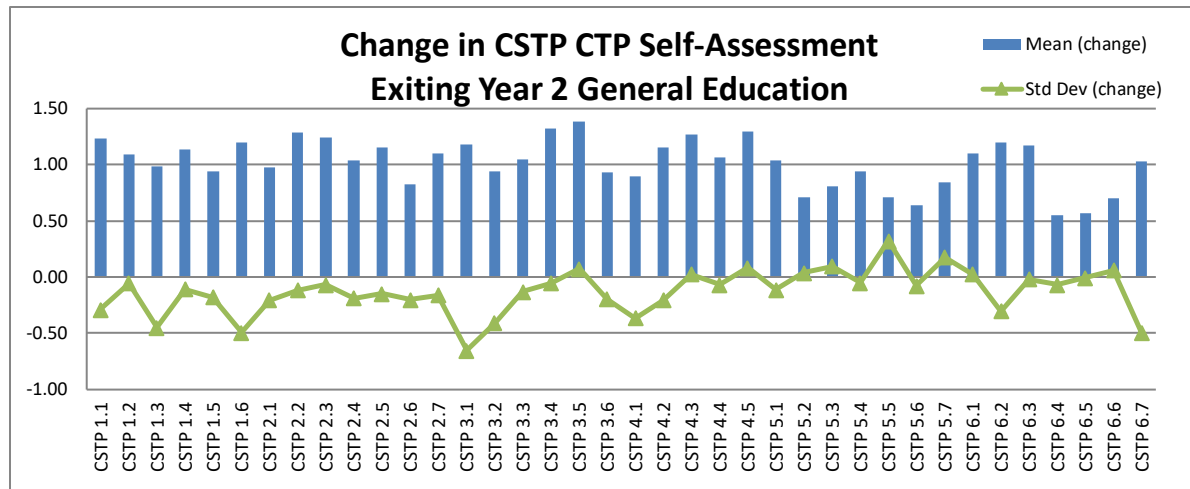


Figure 4

Rank Order of Perceived Level of Growth over Time in Elements – Year 2 & ECO

The table that begins below shows the levels that these exiting teachers believe that they have changed over their time in Induction (from most change to least change).

General Education Change Over Time	Mean (change)	Std Dev (change)
CSTP 3.5	1.39	0.07
CSTP 3.4	1.32	-0.06
CSTP 4.5	1.29	0.08
CSTP 2.2	1.29	-0.12
CSTP 4.3	1.27	0.02
CSTP 2.3	1.24	-0.07
CSTP 1.1	1.23	-0.29
CSTP 1.6	1.20	-0.49
CSTP 6.2	1.20	-0.30
CSTP 3.1	1.18	-0.65
CSTP 6.3	1.17	-0.02
CSTP 2.5	1.16	-0.15
CSTP 4.2	1.15	-0.21
CSTP 1.4	1.13	-0.11
CSTP 2.7	1.10	-0.16
CSTP 6.1	1.10	0.03
CSTP 1.2	1.09	-0.06
CSTP 4.4	1.07	-0.07
CSTP 3.3	1.05	-0.13
CSTP 2.4	1.04	-0.19
CSTP 5.1	1.04	-0.11
CSTP 6.7	1.03	-0.49
CSTP 1.3	0.99	-0.45
CSTP 2.1	0.97	-0.21
CSTP 5.4	0.94	-0.05
CSTP 3.2	0.94	-0.41
CSTP 1.5	0.94	-0.18
CSTP 3.6	0.93	-0.20
CSTP 4.1	0.89	-0.37
CSTP 5.7	0.85	0.18
CSTP 2.6	0.82	-0.20
CSTP 5.3	0.81	0.10
CSTP 5.5	0.71	0.32
CSTP 5.2	0.71	0.04

CSTP 6.6	0.70	0.06
CSTP 5.6	0.64	-0.08
CSTP 6.5	0.57	-0.01
CSTP 6.4	0.55	-0.07

Table 4

Holistic CSTP Current Competence – Year 2 & ECO

This group of exiting second year teachers was also asked to examine their competence (and growth over time). The following two figures show those results.

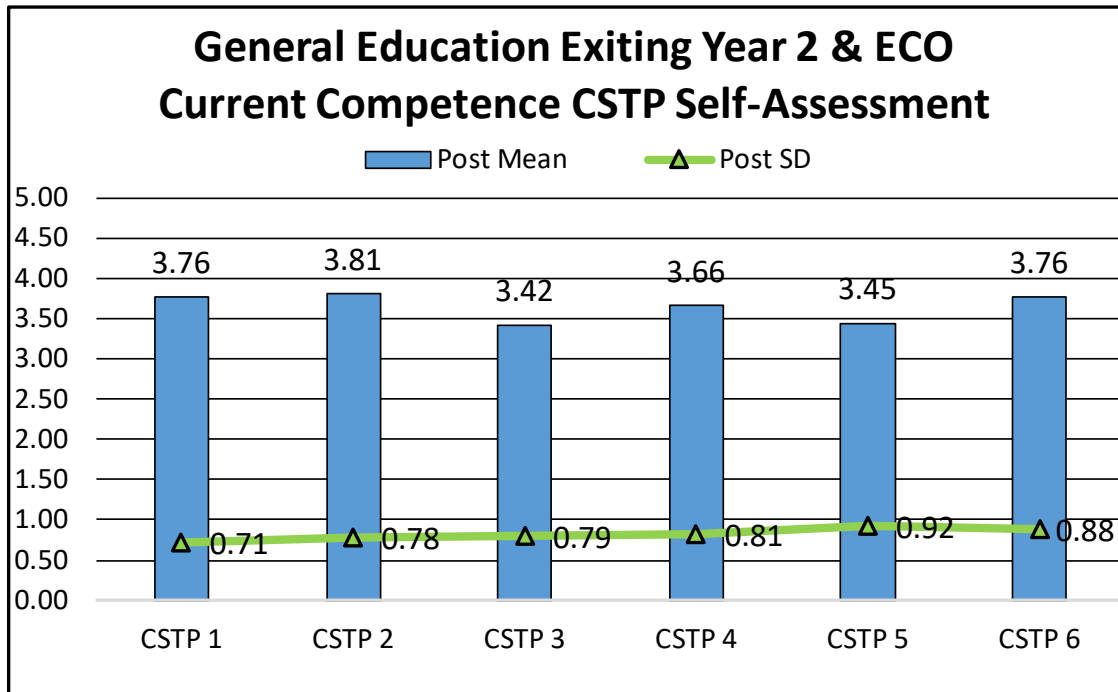


Figure 5

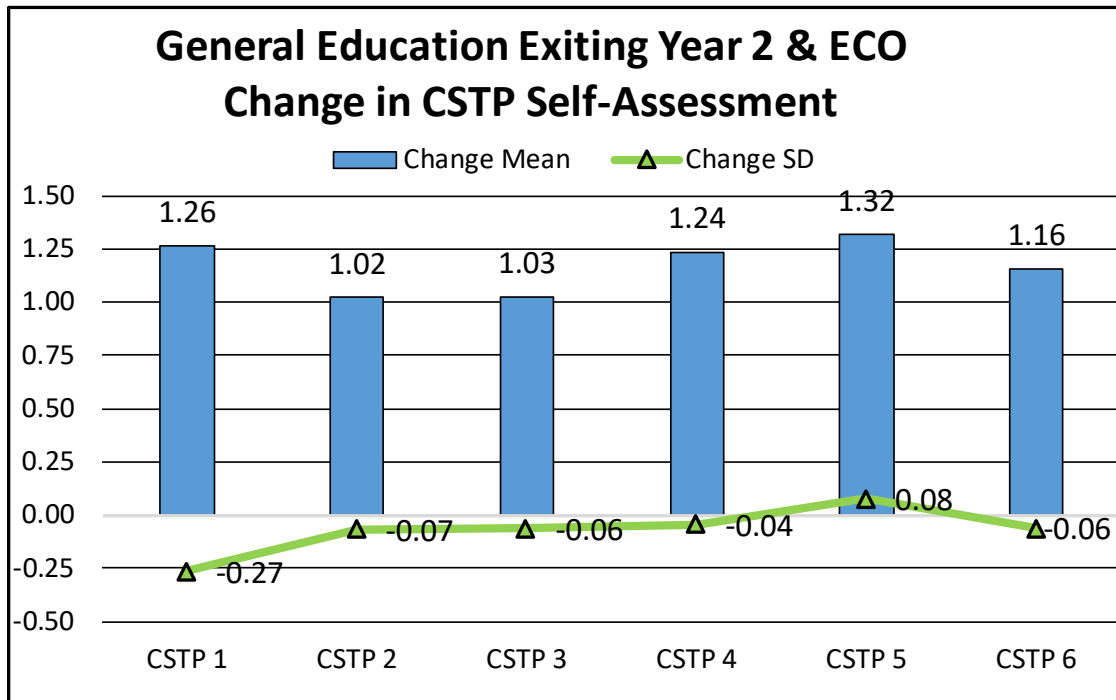


Figure 6

Extent analysis was completed considering evidence and with mentor

In order to assess the level of depth of reliability of the results and the level of reflection to which teacher candidates and their mentors are sharing in examining evidence together and responding to this self-assessment, teacher candidates were asked to state the degree to which they to which their mentor worked with them and together they took into consideration evidence of their classroom practice to come up with the CSTP Self-Assessment placements? Responses were: 4- Looked at recorded evidence of where I first placed myself and then worked with my mentor to examine evidence and agree on final placement; 3-Didn't use recorded evidence of where I first place myself, but examined classroom practice and then worked with my mentor to agree on pre/post placement; 2-Talked to my mentor, thought about it, and together agreed on pre/post levels; 1- Did not work with my mentor to fill this out, but completed this on my own based on my own instincts. Results are shown in the chart that follows.

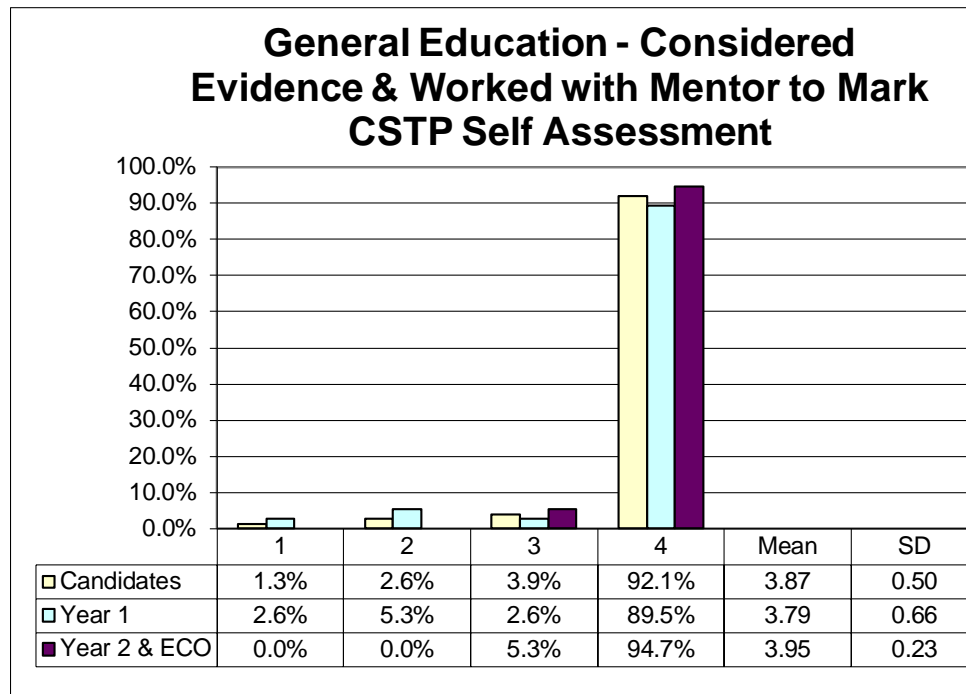


Figure 7

General Education Conclusions

Elements – Current Competence

Year One: At the end of this academic year, first year teacher candidates generally believed they were at the “Applying” level in most Elements. Four Elements moved into the “Integrating” level (4) and just one was at the “Exploring” level (2). The highest rated Elements were:

- *CSTP 6.1 Reflecting on teaching practice in support of student learning*
- *CSTP 6.7 Demonstrating professional responsibility, integrity, and ethical conduct*
- *CSTP 6.6 Managing professional responsibilities to maintain motivation and commitment to all students*
- *CSTP 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks*

The one lowest Element was *CSTP 6.5 Engaging local communities in support of the instructional program*.

They marked themselves somewhat similarly in the Elements of the CSTP, as indicated by generally normal standard deviations; just five questions were slightly above 1.0. However, this is not surprising for a small group (N=39).

Year Two and ECO: As they exited the program, Year 2 General Education teacher candidates in their second year (and ECO) generally, they believed they were at the “Applying” (3) level (in all Elements but one). The areas where they believed they were most competent were:

- *CSTP 6.7 Demonstrating professional responsibility, integrity, and ethical conduct*
- *CSTP 6.1 Reflecting on teaching practice in support of student learning*
- *CSTP 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning*
- *CSTP 2.5 Developing, communicating, and maintaining high standards for individual and group behavior*

The one Element that fell into the “Emerging” level was 6.5

They marked themselves somewhat similarly in the Elements of the CSTP, though the spread was slightly wider than for first year candidates (eight of the 38 standard deviations were above 1.0).

Elements – Growth over Time

Year Two and ECO: When change over the induction period is examined, these exiting second year and ECO teachers believed they had grown an average of one full level with

a range of .55-1.39) The Elements where evidence points to the most growth (above 1.25) were:

- *CSTP 3.5 Using instructional materials, resources, and technologies to make subject matter accessible to all students*
- *CSTP 3.4 Utilizing instructional strategies that are appropriate to the subject matter*
- *CSTP 4.5 Modifying and adapting instructional plans to meet the diverse learning needs of all students*
- *CSTP 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students*
- *CSTP 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning*

Holistic – Current Competence

Year One: When examined from the Holistic level, these first-year teacher candidates affirm that they are in the “Applying” level (3) in all areas. Their highest area is *CSTP 6: Developing as a Professional Educator* (3.38). This is closely followed by *CSTP 2: Creating and Maintaining Effective Environments for Student Learning* (3.33). All standard deviations were within the normal range.

Year Two and ECO: These exiting second year and ECO teachers rate themselves in the “Applying” level, but higher than Year 1 candidates. *CSTP 2: Creating and Maintaining Effective Environments for Student Learning* was rated highest at 3.81, nearly half a level higher than Year 1 candidates. This was closely followed by *CSTP 1: Engaging and Supporting All Students in Learning* and *CSTP 6: Developing as a Professional Educator* (both at 3.76). The lowest growth was in *CSTP 2: Creating and Maintaining Effective Environments for Student Learning* (1.27). Standard deviations were within the normal range.

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 well over a full level in all six CSTP. The most change over time came in *CSTP 5: Assessing Students for Learning* and (1.32). Standard deviations were normal.

Extent All Teachers Completed Ratings Considering Evidence and with Mentor

There was strong agreement (3.87 out of 4) 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. 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.

EDUCATION SPECIALIST

Year One

In the following section, the same analysis is shown for all Year One General Education teacher candidates.

Current Level of Competence in Elements – Year One

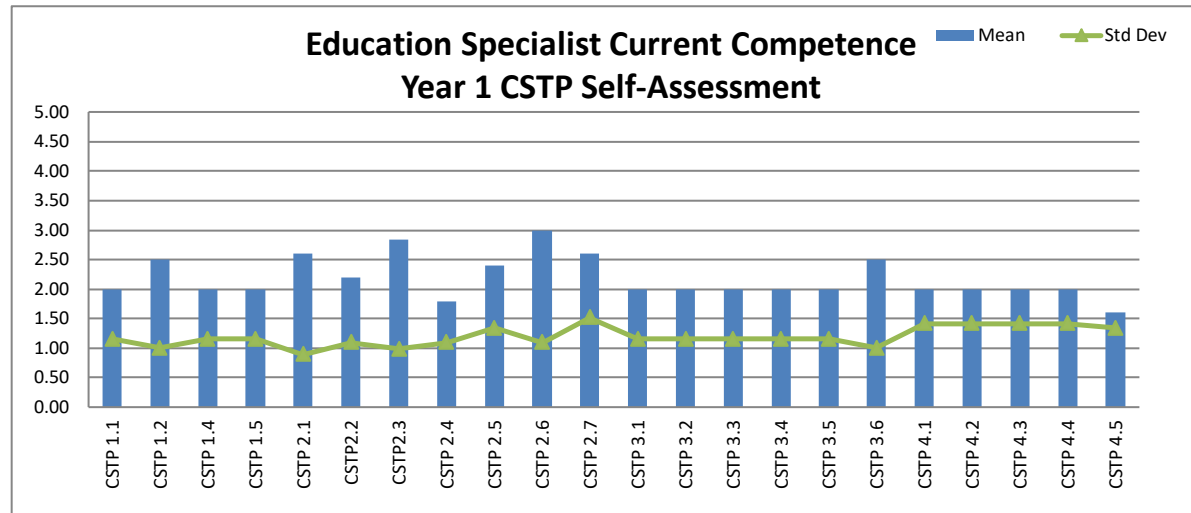


Figure 8

Note that while there were nine responding candidates in their first year, they did not have to address each element; only the Elements on which they had worked during this first year. Therefore, there are some Elements that are missing as they did not have the minimum of four respondents.

Rank Order of Perceived Level of Current Competence in Elements – Year 1

Education Specialist Yr 1 Current Competence	Mean	Std Dev
CSTP 2.6	3.00	1.10
CSTP 2.3	2.83	0.98
CSTP 2.1	2.60	0.89
CSTP 2.7	2.60	1.52
CSTP 1.2	2.50	1.00
CSTP 3.6	2.50	1.00
CSTP 2.5	2.40	1.34
CSTP 2.2	2.20	1.10
CSTP 1.1	2.00	1.15
CSTP 1.4	2.00	1.15
CSTP 1.5	2.00	1.15
CSTP 3.1	2.00	1.15
CSTP 3.2	2.00	1.15
CSTP 3.3	2.00	1.15
CSTP 3.4	2.00	1.15
CSTP 3.5	2.00	1.15
CSTP 4.1	2.00	1.41
CSTP 4.2	2.00	1.41
CSTP 4.3	2.00	1.41
CSTP 4.4	2.00	1.41
CSTP 2.4	1.80	1.10
CSTP 4.5	1.60	1.34

Table 5

Holistic CSTP Current Competence – Year 1

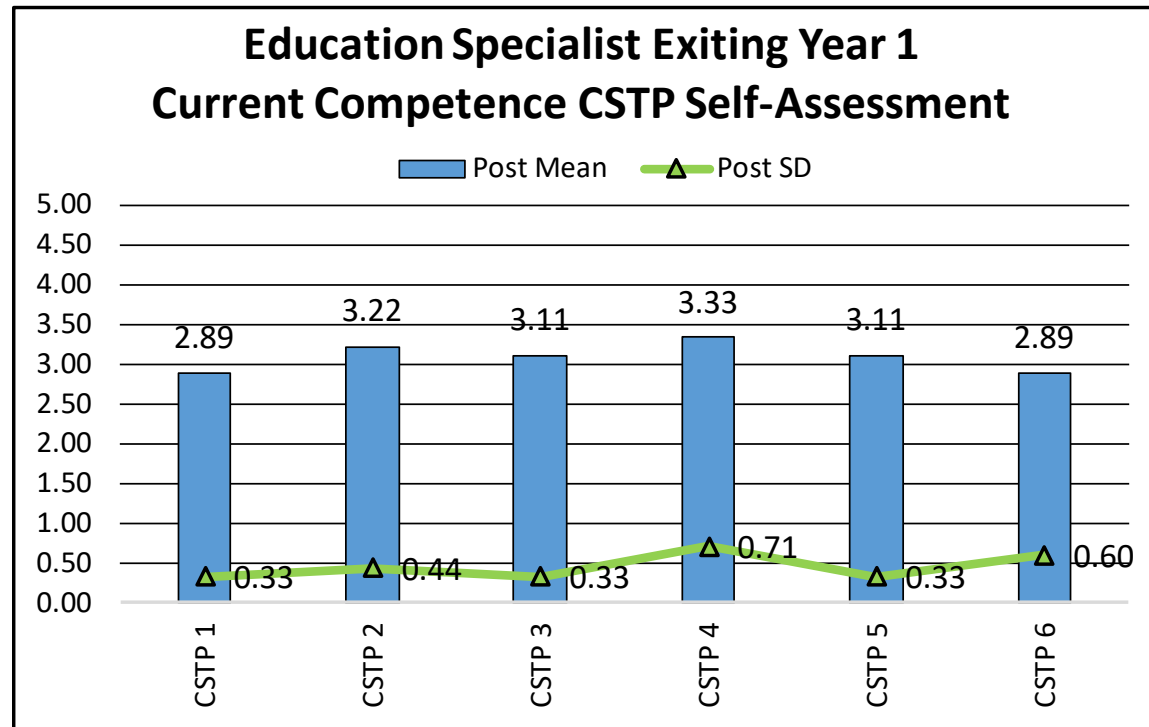


Figure 9

Year Two & ECO

Current Level of Competence in Elements – Year 2 & ECO

The following section completes the same analysis as was completed for General Education teacher candidates. All charts and tables are labeled.

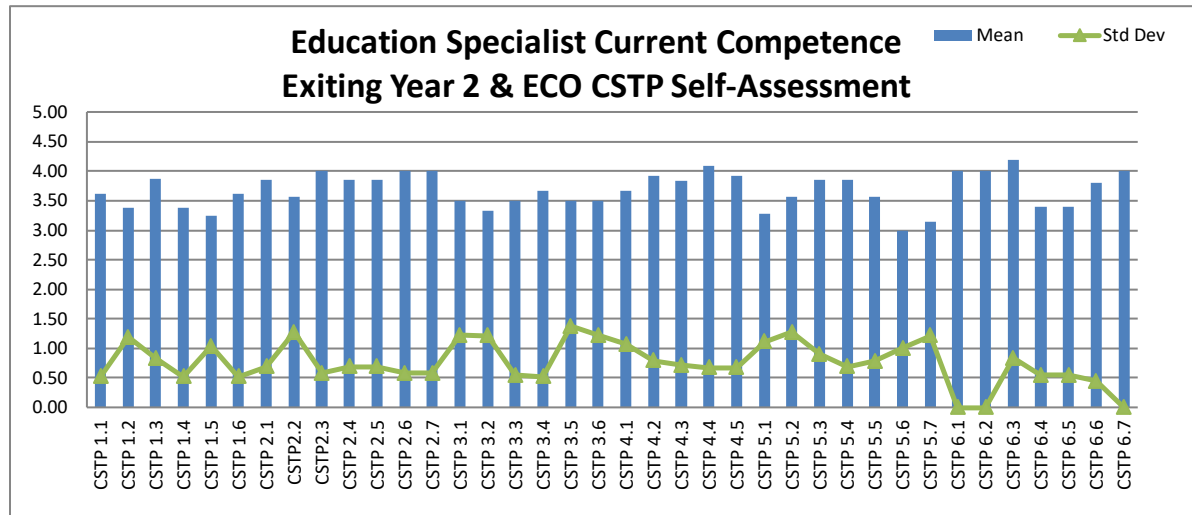


Figure 10

Rank Order of Perceived Level of Current Competence in Elements – Year 2 & ECO

Education Specialist Yr 2 & ECO Current Competence	Mean	Std Dev
CSTP 6.3	4.20	0.84
CSTP 4.4	4.08	0.67
CSTP 2.3	4.00	0.58
CSTP 2.6	4.00	0.58
CSTP 2.7	4.00	0.58
CSTP 6.1	4.00	0.00
CSTP 6.2	4.00	0.00
CSTP 6.7	4.00	0.00
CSTP 4.2	3.92	0.79
CSTP 4.5	3.92	0.67
CSTP 1.3	3.88	0.83
CSTP 2.1	3.86	0.69
CSTP 2.4	3.86	0.69
CSTP 2.5	3.86	0.69
CSTP 5.3	3.86	0.90
CSTP 5.4	3.86	0.69
CSTP 4.3	3.83	0.72
CSTP 6.6	3.80	0.45
CSTP 3.4	3.67	0.52
CSTP 4.1	3.67	1.07
CSTP 1.1	3.63	0.52
CSTP 1.6	3.63	0.52
CSTP 2.2	3.57	1.27
CSTP 5.2	3.57	1.27
CSTP 5.5	3.57	0.79
CSTP 3.1	3.50	1.22
CSTP 3.3	3.50	0.55
CSTP 3.5	3.50	1.38
CSTP 3.6	3.50	1.22
CSTP 6.4	3.40	0.55
CSTP 6.5	3.40	0.55
CSTP 1.2	3.38	1.19
CSTP 1.4	3.38	0.52
CSTP 3.2	3.33	1.21
CSTP 5.1	3.29	1.11
CSTP 1.5	3.25	1.04

CSTP 5.7	3.14	1.21
CSTP 5.6	3.00	1.00

Table 6

Comparisons of Growth over Induction Period in Elements – Year 2 & ECO

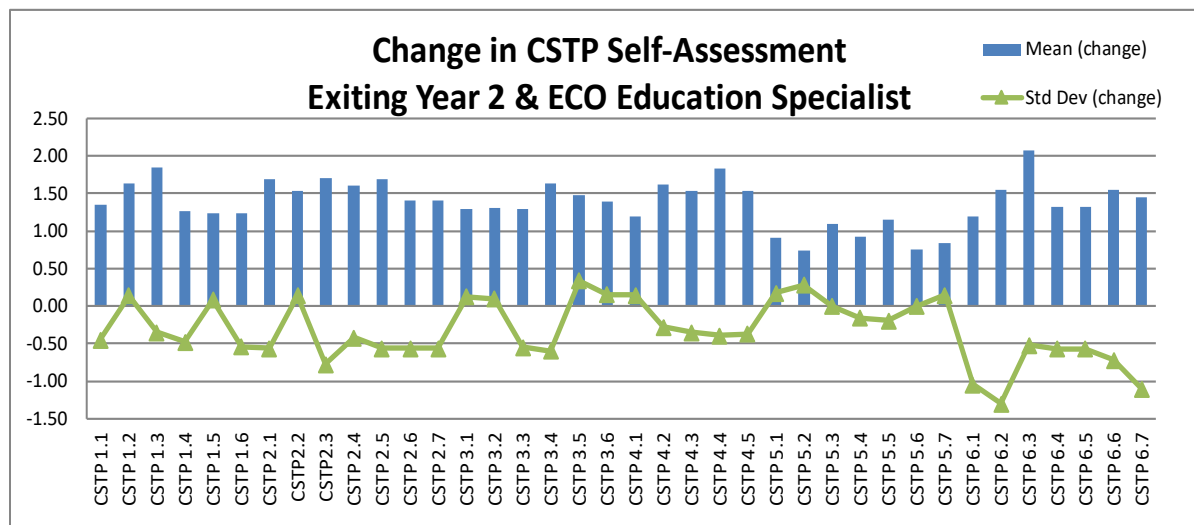


Figure 11

Rank Order of Perceived Level of Growth over Time in Elements – Year 2 & ECO

Education Specialist Year 2 & ECO Change over Time	Mean (change)	Std Dev (change)
CSTP 6.3	2.08	-0.52
CSTP 1.3	1.84	-0.35
CSTP 4.4	1.84	-0.39
CSTP 2.3	1.71	-0.78
CSTP 2.1	1.69	-0.56
CSTP 2.5	1.69	-0.56
CSTP 3.4	1.64	-0.60
CSTP 1.2	1.63	0.14
CSTP 4.2	1.62	-0.28
CSTP 2.4	1.60	-0.42
CSTP 6.2	1.55	-1.30
CSTP 6.6	1.55	-0.72
CSTP 4.3	1.54	-0.35
CSTP 2.2	1.53	0.14
CSTP 4.5	1.53	-0.37
CSTP 3.5	1.48	0.34
CSTP 6.7	1.44	-1.10
CSTP 2.6	1.41	-0.57
CSTP 2.7	1.41	-0.57
CSTP 3.6	1.39	0.15
CSTP 1.1	1.34	-0.45
CSTP 6.4	1.33	-0.57
CSTP 6.5	1.33	-0.57
CSTP 3.2	1.31	0.10
CSTP 3.1	1.30	0.13
CSTP 3.3	1.30	-0.55
CSTP 1.4	1.27	-0.48
CSTP 1.6	1.24	-0.54
CSTP 1.5	1.24	0.08
CSTP 4.1	1.20	0.15
CSTP 6.1	1.19	-1.05
CSTP 5.5	1.16	-0.19
CSTP 5.3	1.10	0.00
CSTP 5.4	0.93	-0.16
CSTP 5.1	0.91	0.18
CSTP 5.7	0.84	0.15
CSTP 5.6	0.76	0.00

CSTP 5.2	0.75	0.28
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Table 7

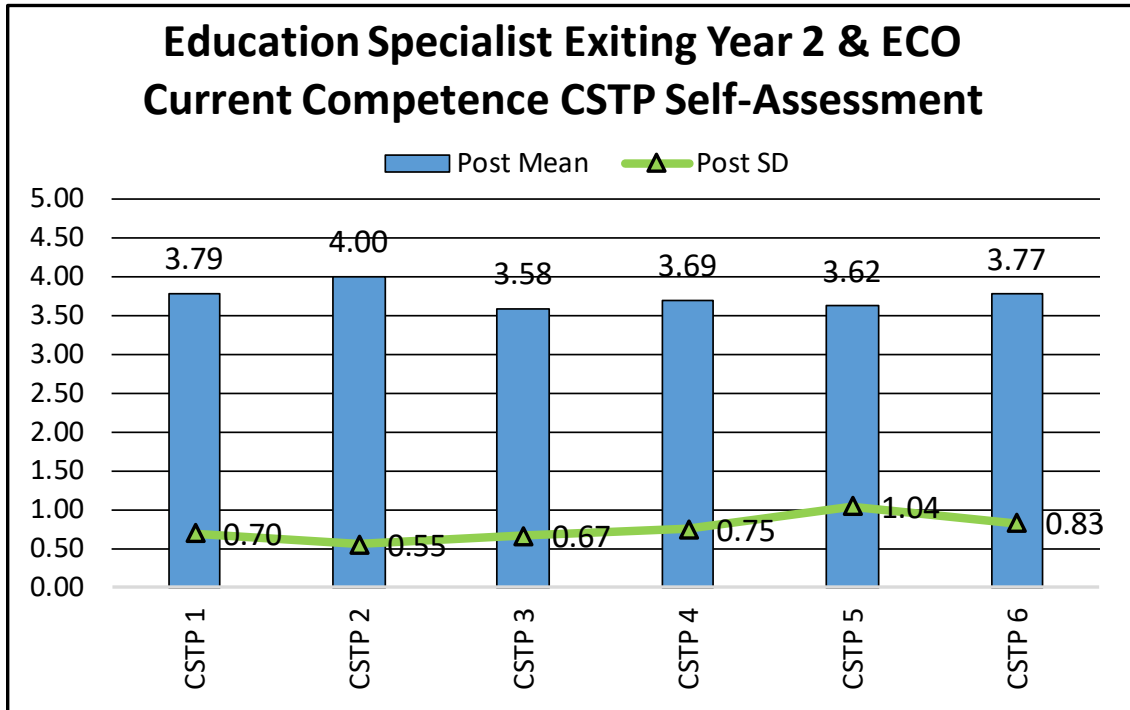


Figure 12

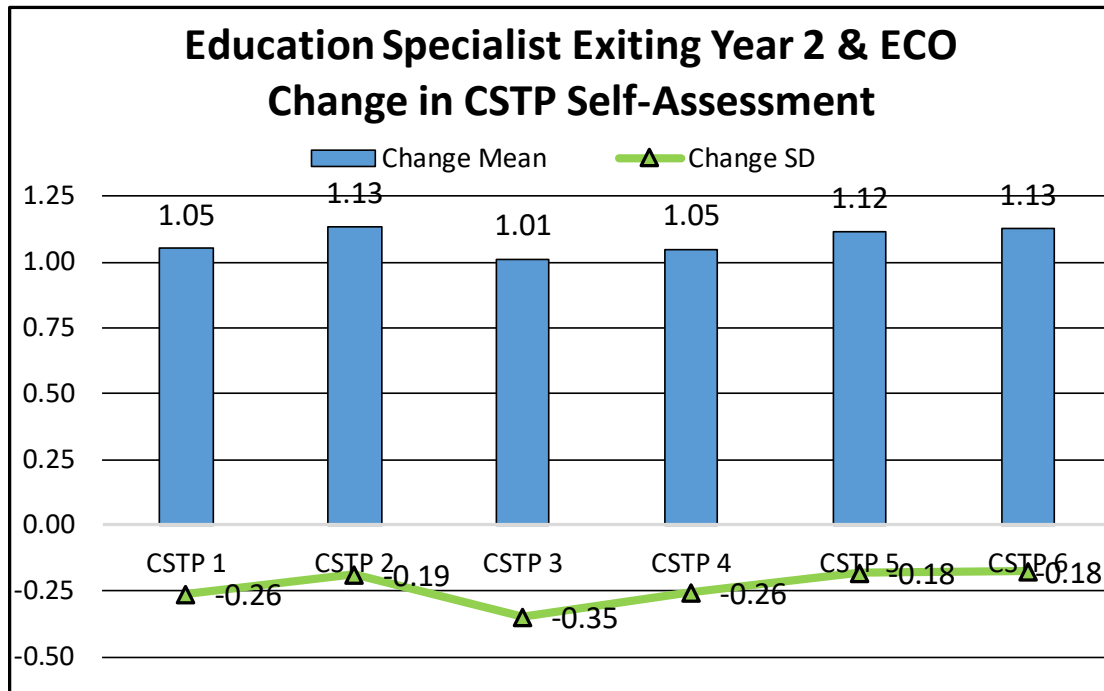


Figure 13

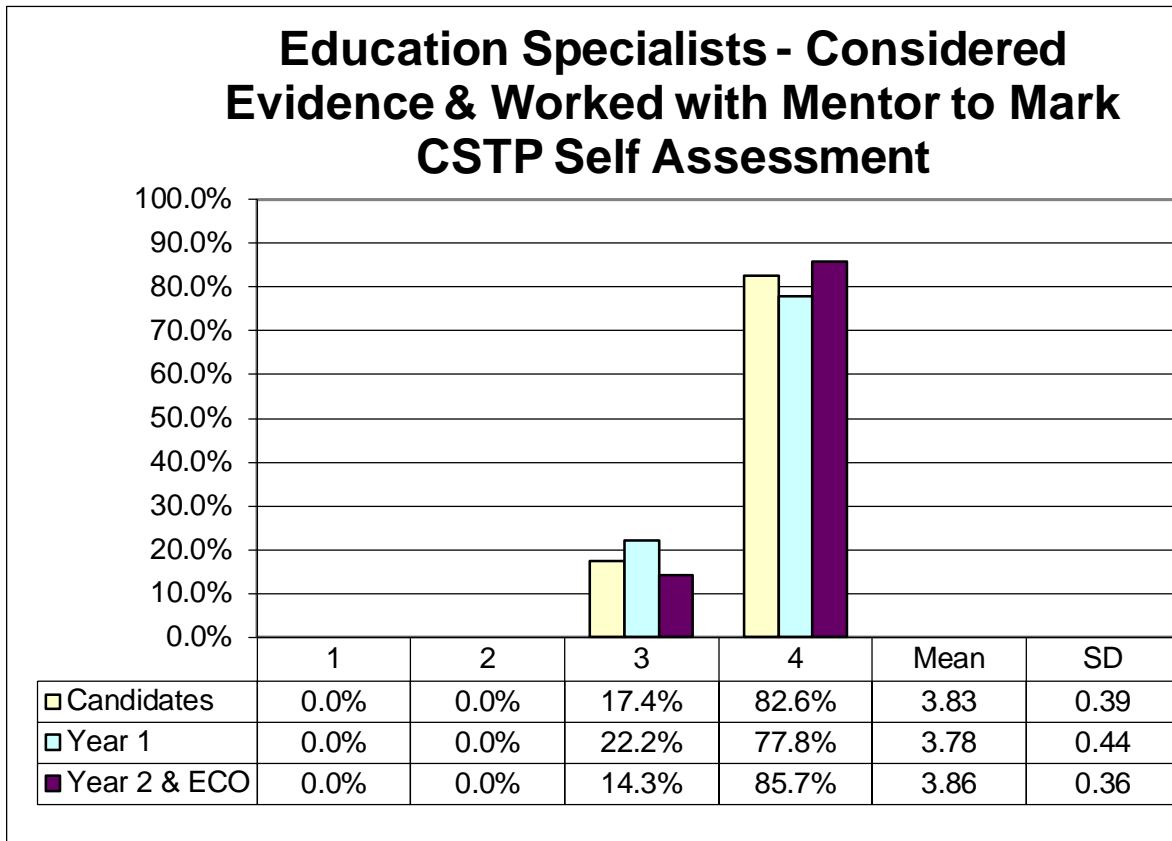


Figure 14

Education Specialist Conclusions

Elements – Current Competence

Year One: At the end of this academic year, Education Specialist first year teacher candidates generally believed they were at the “Emerging” (2) level. The one Element that reached the “Applying” (3) level was *CSTP 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn*.

Two Elements moved into the “Emerging” level (1):

- *CSTP 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students*
- *CSTP 4.5 Modifying and adapting instructional plans to meet the diverse learning needs of all students*

They marked themselves somewhat similarly in the Elements of the CSTP, as indicated by generally normal standard deviations; just five questions were slightly above 1.0. However, this is not surprising for a small group (N=39).

Year Two and ECO: As they exited the program, Education Specialist teacher candidates in their second year (and ECO) generally, they believed they were at least in the “Applying” (3) with approximately half of these ratings at the high end. There were eight Elements that reached the “Integrating” (4) level. They were (from highest to lowest):

- *CSTP 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning*
- *CSTP 4.4 Planning instruction that incorporates appropriate strategies to meet the diverse learning needs of all students*
- *CSTP 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe*
- *CSTP 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn*
- *CSTP 2.7 Using instructional time to optimize learning*
- *CSTP 6.1 Reflecting on teaching practice in support of student learning*
- *CSTP 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development*
- *CSTP 6.7 Demonstrating professional responsibility, integrity, and ethical conduct*

There were no Elements that showed ratings below 3.0. Eleven standard deviations were slightly above the normal range. However, this is not unexpected with this small a group of respondents (N=15).

Elements – Growth over Time

Year Two and ECO: When change over the induction period is examined, these exiting second year and ECO Education Specialist teacher candidates believed they had grown an average of one full level in all but three of the Elements (range .84-2.08). Sixteen Elements showed growth of at least 1 ½ levels. The one Element which showed a full two levels of growth was *CSTP 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning*.

Holistic – Current Competence

Year One: When examined from the Holistic level, these first-year teacher Education Specialist teacher candidates mark themselves somewhat higher than when results were broken down by Element. They report being between the “Emerging” (2.89) and the “Applying” level (3). The highest area was *CSTP 4: Planning Instruction and Designing Learning Experiences for All Students* (3.33), closely followed by *CSTP 2: Creating and Maintaining Effective Environments for Student Learning* (3.33). All standard deviations were within the normal range.

Year Two and ECO: These exiting second year and ECO Education Specialist teacher candidates rate generally themselves in the high “Applying” level. One rating was at the “Integrating” (4) level: *CSTP 2: Creating and Maintaining Effective Environments for Student Learning*. Standard deviations were generally within the normal range.

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 at least a full level in all CSTP. The highest growth levels were report in *CSTP 2: Creating and Maintaining Effective Environments for Student Learning* and *CSTP 6: Developing as a Professional Educator* (1.13). Standard deviations showed that respondents marked themselves more similarly than they did in their current competence ratings.

Extent All Teachers Completed Ratings Considering Evidence and with Mentor

There was strong agreement (3.83 out of 4) among these Education Specialist 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. This leads the researcher to believe that, from the responding population, there was sufficient reflection on shared evidence. It is likely that results are reliable and valid.

Date & Location	Professional Development Session	Time	Notes
August 16, 2018 John D. Piazza Ctr.	Induction Kickoff Orientation (Not for PD- one Orientation required)	4:00-5:30	JDP not available until 3:30 Pre-K Orientation
August 23, 2018 Enrollment Center	Induction Kickoff Orientation Make-Up (Not for PD-one Orientation required)	3:45-5:15	NGSS in Enrollment Center u 3:00
September 6, 2018 John D. Piazza Ctr.	Classroom Management (Elementary & Sec.) Growth Mindset	3:45-5:45	Repeat on Sept. 20 th
September 13, 2018 John D. Piazza Ctr.	Bryan Harris- Supporting Students of Poverty	3:45-5:45	Induction Candidates
September 15, 2018 Enrollment Center	Bryan Harris- Teaching w/Poverty & Equity in Mind (May count as 4 additional PD hours)	8:00-3:00	ALL District Teachers *You may get 4 additional PD hours OR pay, but not both
September 20, 2018 John D. Piazza Ctr.	Classroom Management (Elementary & Sec.) Growth Mindset	3:45-5:45	Repeat of September 6 th
October 4, 2018 John D. Piazza Ctr.	Home/School Communication -Parent/Teacher Conferences/Role Play -Student Led Conferences	3:45-5:45	
October 18, 2018 John D. Piazza Ctr.	Teach Like a Champion/Student Engagement	3:45-5:45	JDP not available until 3:00p Principal's Meeting
November 8, 2018 John D. Piazza Ctr.	Meeting the Needs of SpEd Students in ALL Classrooms - Inclusion - Severe/Profound SpEd Students - Managing Paraprofessionals	3:45-5:45	Repeat on March 28 th Gen. Ed & SpEd candidates welcome
November 29, 2018 John D. Piazza Ctr.	Stress Management Mindfulness Avoiding Teacher Burnout	3:45-5:45	
		3:45-5:45	

Date & Location	Professional Development Session	Time	Notes
January 17, 2019 John D. Piazza Ctr.	Hitting the Reset Button- Michael Linsen book: <i>The Classroom Management Secret</i>		
January 31, 2019 John D. Piazza Ctr.	PD Survey Needs TBD *Will survey candidates in the fall for topics	3:45-5:45	
February 28, 2019 John D. Piazza Ctr.	Lesson Design/Gradual Release -Checking for Understanding -Open & Close of Lesson -Active Participation -Assessment to Guide Instruction	3:45-5:45	
March 7, 2019 John D. Piazza Ctr.	Advanced Learner Prompts for Yr. 1 Teachers Socratic Method SpEd Classroom Differentiation	3:45-5:45	Year 1 or new candidates
March 28, 2019 John D. Piazza Ctr.	Meeting the Needs of SpEd Students in ALL Classrooms -Inclusion -Severe/Profound SpEd Students -Managing Paraprofessionals	3:45-5:45	Repeat from Nov. 8 th Gen. Ed & SpEd candidates welcome
April 11, 2019 John D. Piazza Ctr.	Colloquium Journey Presentations- Q & A Information Session on What to Expect (Not for PD Hours- informational session only)	3:45-5:45	Anyone may attend Yr. 1 or 2
May 9, 2019 John D. Piazza Ctr.	2019 Colloquium Celebration (Not for PD Hours-required for Yr. 2 candidates)	3:45-5:45	Year 2 Candidates who have completed the program

Induction Professional Development Menu Guidelines:

- Each candidate will CHOOSE any 4 PD sessions (8 hours) that will contribute to professional learning goals on the Individual Learning Plan (ILP).**
- Induction program requirements will be a total of 12 hours of PD. 8 hours from the 4 chosen two-hour sessions and 4 additional hours (may use 9/15 Bryan Harris) decided upon with the Mentor.**

(i.e. TED Talks, book study, IRIS modules, 2nd day of observations, additional PD)

- 3. Professional Development being offered by the district is also an option for Induction PD.**
- 4. Professional Development chosen is part of the ILP and content/strategies learned should be documented in the “Plan-Teach-Reflect-Apply” section.**
- 5. Mentors will assist with the ILP goal development (1st goal determined within 60 days of enrollment in the Induction program) and relevant professional development that will assist in meeting the goal(s).**



Fontana Unified School District

Induction Completion Requirements

Name: _____ Date: _____
 Year: _____
 School: _____
 Mentor: _____

Transition Plan	Pre-Inquiry	ILP	Reflection (name?)

Survey	Date
Mid-Year	
Year-End	
MENTOR OBSERVATIONS	
CANDIDATE OBSERVATIONS	

Professional Development	Date	Attended	Notes
District New Teacher Orientation	7/31/18		
Induction Kick Off – Option 1	8/16/18		
Induction Kick Off – Option 2	8/23/18		
PD #1			
PD #2			
PD #3			
PD #4			
Additional 4 Hours			
Colloquium	5/9/19		

****Upload this completed document AND keep a copy for your records.**

 Signature of Candidate

 Date

 Signature of Mentor

 Date

 Signature of Coordinator

 Date

Verification of Completion Form (41-Induction)

Multiple and Single Subject Only

This form is to be completed by a Commission-approved Professional Teacher Induction Program Sponsor and submitted to the CCTC with the application form [\(41-4\)](#) and appropriate fees. **If verifying completion for both a Multiple and Single Subject Credential, please use a separate form for each.**

Approved Induction Program Sponsor: _____

Name of Applicant: _____
First Middle Last

Social Security Number: _____

Type of Credential:

☐ Multiple Subject

☐ Single Subject Subject(s) _____

Completion Date of Induction Program: _____

As the authorized representative of a Commission-approved Professional Teacher Induction Program, I have reviewed the applicant's application and preparation, and certify that the applicant has completed the Commission-approved Induction Program requirements for the Multiple or Single Subject Teaching Credential.

Signature: _____ Date: _____

Name _____

Title: _____

Contact Phone Number: _____

E-mail Address: _____

This information may be computer generated. Please send a draft of the computer format to the Certification, Assignment and Waivers Division (attn: Donna Nakamura) for approval before implementing a new format.

41-Induction (3/06)