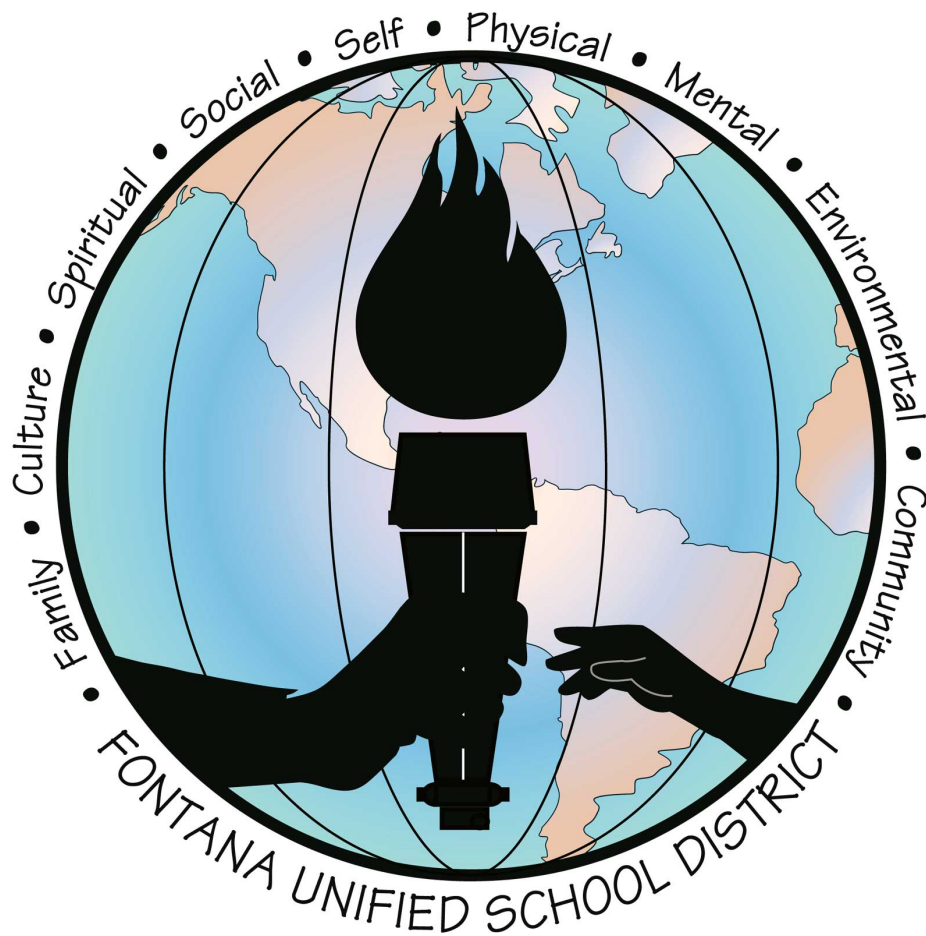


Fontana Unified School District Teacher Induction Program Preconditions Submission

March 2022



Submitted by: Audry Wiens, Induction Coordinator
wienaa@fusd.net

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Matrix of Approved FUSD Programs

<u>Credential Program</u>	<u>Delivery Model</u>	<u>Location</u>	<u>Current Enrollment</u>	<u>Completers 2020/2021</u>
General Education	Traditional	Board of Education	112	53
Special Education	Traditional	Board of Education	28	9

FONTANA UNIFIED SCHOOL DISTRICT
INDUCTION PROGRAM #606

General Preconditions-Assurances

Precondition (1) (b) Accreditation and Academic Credit: School districts and other non-regionally accredited entities; the Superintendent or CEO of the district or entity shall submit verification of the governing board's approval of sponsorship of the program.

FUSD Verification:

FUSD's Board of Education fully approves the sponsorship of this Induction Program.

Precondition (2) Enrollment and Completion:

Once a candidate is accepted and enrolls in an educator preparation program, the approved program sponsor (FUSD) will offer the approved program, meeting the adopted standards, until the candidate:

- i. completes the program;
- ii. withdraws from the program;
- iii. is dropped from the program based on established criteria; or
- iv. is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization.

In the event this program closes, a teach out plan, which includes individual transition plans for each candidate as well as a plan for candidates and graduates to access their student records, is included in the Preconditions Report.

Precondition (3) Responsibility and Authority:

To be granted continuing accreditation by the Committee on Accreditation, FUSD provides the following information:

- a) The position within the organizational structure (Monica Makiewicz, Associate Superintendent) is responsible for ongoing oversight of the educator preparation programs offered by the entity
(General Education and Education Specialist).
- b) A description is provided of the reporting relationship between the position described in (a) and the individual who coordinates each educator preparation program offered by the entity (Audry Wiens, Induction Coordinator). Please refer to the organizational chart on page 15 in the Preconditions Report.

Precondition (3) Responsibility and Authority (continued):

- (c) This LEA provides an assurance that no one other than employees of the approved institution will submit credential recommendations. This assurance is accompanied with copies to policies that indicate who is responsible for all credential recommendations to the Commission and that the individual who is recommending will always be a current employee of this approved LEA.

Precondition (4) Lawful Practices

FUSD provides an assurance that this institution is operated by an entity that makes all personnel decisions without unlawful discrimination. These decisions include decisions regarding the employment, retention, or promotion of employees. Documents in the Preconditions Report include non-discrimination language related to candidates in the program- admissions, retention, graduation and so forth.

Precondition (5) Commission Assurances

Fontana Unified School District a) assures that this approved program sponsor will:

- a) fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission
- b) cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member, and
- c) participate fully in the Commission's accreditation system, including the timely submission of documents required for accreditation.

Precondition (6) Requests for Data

FUSD has identified a qualified officer (Audry Wiens, Induction Coordinator) responsible for reporting and responding to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, including performance assessments, and state and federal reporting within the time limits specified by the Commission. The institution understands that it is responsible to check the contact information listed on the Commission's approved program page and make any necessary updates at least on an annual basis.

Precondition (7) Veracity in all Claims and Documentation Submitted

FUSD positively affirms the veracity of all statements and documentation submitted to the Commission. All statements, documents, and information provided to the Commission by the institution is accurate and truthful.

Precondition (8) Grievance Process

Fontana Unified School District's Induction Program has a grievance process for candidates and applicants that is presented to candidates at the Induction Kickoff Orientation. Candidates are informed of the existence of the grievance process when the Induction Handbook is reviewed. The Induction Handbook housing the Grievance Process and the Induction Kickoff Orientation agenda serves as evidence within the Preconditions Report.

Precondition (9) Faculty and Instructional Personnel Participation

*This precondition applies **only to colleges and universities**. Local Education Agencies do not need to address this precondition.*

Precondition (10) Communication and Information

The Fontana Unified School District Induction Program provides easily accessible and accurate information to the public, prospective educators, and enrolled candidates about the requirements for admission and successful completion for all its educator preparation programs. The URL to the website does not require individuals to provide information to the entity, having to create a log in and password, or any other barrier to accessing information about the institution and the program. The website includes information about admissions requirements, course and fieldwork requirements, and completion requirements.

Precondition (11) Student Records Management, Access, and Security

The FUSD Induction Program assures that student records are maintained and retained in accordance with the institution's record retention policy:

- (a) The program provides candidates with access to their transcripts and other student records, and candidates have access to their records after they graduate or transfer. Candidates will be notified if records are scheduled for destruction.
- (b) Student records are maintained in the Induction Office.
- (c) The Induction Office is located at the district office complex located at 9680 Citrus Ave., Fontana, CA 92335, Building 26.

Precondition (12) Disclosure

The FUSD Induction Program assures that the institution does not use any outside entity to provide direct educational services to candidates.

Per the General Institutional Preconditions and the Preconditions for Teacher Education Induction Programs, Fontana Unified School District submits verification, via this letter of Precondition assurances, of our agreement to the following:

Fontana Unified School District fully approves the sponsorship of the FUSD Induction Program.

Monica Makiewicz, Associate Superintendent

Date

General Precondition 1b – Accreditation and Academic Credit

The Superintendent of the district shall submit verification of the governing board's approval of sponsorship of the program.

The Submittal-Verification Form accompanying this document (image below) is verification of the Fontana Unified School District governing board's approval of sponsorship of the program. The Associate Superintendent, Monica Makiewicz, who represents the Superintendent, Randall Bassett, has signed the form.

Precondition (1)(b) Accreditation and Academic Credit: School districts and other non-regionally accredited entities; the Superintendent or CEO of the district or entity shall submit verification of the governing board's approval of sponsorship of the program.

FUSD Verification:

FUSD's Board of Education fully approves the sponsorship of this Induction Program as evidenced by the signature of Monica Makiewicz, Associate Superintendent.

General Precondition (1)(b) Signed Assurances- **Pages 4-6**

General Precondition 2 – Enrollment and Completion

Once a candidate is accepted and enrolls in an educator preparation program, the approved program sponsor must offer the approved program, meeting the adopted standards, until the candidate:

1. completes the program;
2. withdraws from the program;
3. is dropped from the program based on established criteria or
4. is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization.

In the event the program closes, a teach out plan, which includes individual transition plans for each candidate as well as a plan for candidates and graduates to access their student records would need to be developed.

The FUSD Induction Program offers the program to enrolled candidates until all requirements listed on the Memorandum of Understanding and Completion Requirements are completed (1). Completion Requirement records are kept in the candidate's portfolio on Candidates who leave the employ of the district and would also be withdrawing from the program. Candidates may also withdraw from the program by requesting, in writing, their withdrawal (2). Candidates will be dropped from the program if they fail to meet the requirements on the Memorandum of Understanding and Completion Requirements (3). Candidates who are admitted to another approved program in a new district will receive a Transportability Document to show which portions of the FUSD program were completed. Additional records of completion can be found in the candidates' portfolio that belongs to the candidate. Both of these sources of evidence should provide minimum disruption to the candidate's program completion (4)

In the event the program closes, it would do so only after all currently enrolled candidates have completed the program. The portfolio and transportability documents mentioned above would give them access to their records.

Evidence Submitted:

FUSD Candidate Memorandum of Understanding- **Page 9**

Completion Requirements/Transportability Document- **Pages 10**

Teach Out Plan- **Page 11**

General Precondition (2) Signed Assurances- **Pages 4-6**



Fontana Unified School District

Every Student Successful | Engaging Schools | Empowered Communities

9680 Citrus Avenue • P. O. Box 5090 • Fontana • California 92334-5090 • (909) 357-5000 • www.fusd.net

Fontana Unified School District Induction Program

Memorandum of Understanding- Candidates/Participating Teachers

Participating Teacher (Candidate) Expectations 2021-2022

- Attend the Induction Kickoff Orientation in August 2021
- Choose Professional Development Sessions of my choice that relate to my goal (s) (Total = 10 hours/year)
- Abide by all norms of the facilitator(s) and professional conduct expectations (which includes being fully present during Professional Development Sessions)
- Meet with the assigned Mentor for a minimum of one hour per week
- Participate in purposeful reflections based on my individual CSTP goals
- Collect evidence of growth that aligns with the Individual Learning Plan(s)-ILP
- Observe highly qualified teachers with similar grade levels/subject matter 1 full day per year
- Register for PD on Kickup and "unregister" if unable to attend to allow space for another attendee
- Complete the FUSD Induction Program in two years; participation beyond two years will be at the expense of the Induction Candidate
- Participate in program evaluation and provide feedback on program effectiveness, including the completion of an end-of-year survey and completer/CSTP growth survey
- Report ANY problems or concerns to the Induction Coordinator

I have been given information about the procedures for requesting the Early Completion Option and requesting a change in Mentor. I understand that Induction is a confidential process and is not used in FUSD's teacher employee evaluation. The formative assessment materials and documents/work samples collected will be kept by me and will be used as evidence to verify completion of credentialing requirements and the FUSD Induction Program.

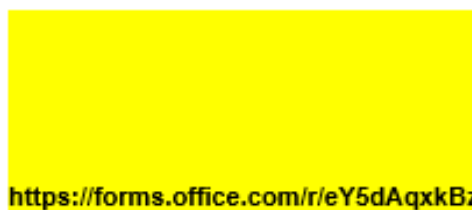
Failure to meet any of the above stated responsibilities will result in possible program extension in the Fontana Unified School District Induction Program.

As a candidate in the FUSD Induction Program, I agree to fulfill the above responsibilities.

Completion of the Forms survey indicates my signature and acceptance of this MOU.



OR



BOARD OF EDUCATION

Joe Armendarez
Adam Perez
Jennifer Quezada, Ed.D.
Mary B. Sandoval
Marcelino "Mars" Serna

SUPERINTENDENT

Randal S. Bassett

Telecommunications Device for the Deaf (909) 357-5018

**FONTANA UNIFIED SCHOOL DISTRICT INDUCTION PROGRAM
COMPLETION REQUIREMENTS 2021-2022**



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

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

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

Mentor Observations of Candidates	Date
Initial Observation	
ILP Observation	

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

Portfolio Completion	Date
University Transition Plan or Transition Guidance Document for Yr. 1	
Diversity & Equity Mentoring Session During Weekly Meeting	
Pre-Inquiry	
Individualized Learning Plan (ILP)	
Summative Reflection	

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

_____ Electronic Signature of Candidate	_____ Date
_____ Signature of Mentor	_____ Date
_____ Signature of Coordinator	_____ Date

Induction Program Teach Out Plan

The Fontana Unified School District is committed to serving its Induction candidates enrolled in the educator preparation program to clear a general education (multiple and single subject) credential and/or an education specialist credential. This program sponsor offers an approved program and meets the adopted standards while the candidate is enrolled in the program until the candidate:

- i. completes the program
- ii. withdraws from the program
- iii. is dropped from the program based on established criteria in the MOU
- iv. is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization

In the event the FUSD Induction Program closes, a teach out plan, which includes individual transition plans for each candidate as well as a plan for candidates and graduates to access their student records has been developed. The Fontana Unified School District assures that candidates enrolled in the Induction program will be able to complete the program unless the candidate withdraws, is dropped, or is admitted to another program. Should the Fontana Unified School District Induction Program close, all year two candidates will be able to complete the program and year one candidates will be enrolled in another approved program to complete the requirements, with minimal disruption, for the authorization. Candidates who are enrolled in another approved induction program will be provided a completion document outlining the requirements and ILP progress to date. This information will be included in the 2022-23 (and future) Memorandum of Understanding.

General Precondition 3 – Responsibility and Authority

To be granted continuing accreditation by the Committee on Accreditation, the entity shall provide the following information:

- a) Identify the position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by the entity (including educator preparation programs offered by an extension division, if any).
- b) Provide a description of the reporting relationship between the position described in (a) and the individual(s) who coordinate each educator preparation program offered by the entity. If a reporting relationship is indirect, describe levels of authority and responsibility for each educator preparation program. Include an organization chart for the institution as well as the division(s) within the institution responsible for the oversight of educator preparation programs; include any parent organization, outside organization(s), or partner(s) who will be involved in the oversight of the education preparation unit and/or responsible for any aspect of program delivery.
- c) Provide policies to ensure that solely persons who are current employees of the Commission approved institution provide duties regarding credential recommendations.

FUSD's Induction Program is a part of the FUSD Teaching and Learning Division. Within the Teaching and Learning Division is the Induction and Credentialing Program that is responsible for supporting and developing all newly hired/preliminary credentialed teachers in the district. The FUSD Induction Program's purpose is to support and develop new teachers who need to clear a preliminary general education or education specialist credential. The Induction Coordinator is responsible for the ongoing oversight of the Induction Program (a). The FUSD Induction Program mentor team consists of 6 full-time release mentors and 22 part-time release mentors. The Induction Coordinator is under the direct supervision of the Director of Professional Development and Teacher Support, who reports to the Associate Superintendent of Teaching and Learning. The Induction Coordinator reports to the Director every week during weekly meetings (b).

The Induction Coordinator is a full-time certificated employee whose duties regarding credential recommendations are provided as a current employee of the Commission-approved institution of the Fontana Unified School District Induction Program (c).

In addition to the oversight from the Director of Professional Development & Teacher Support, the program also receives oversight from the FUSD Induction Advisory board. The board meets twice a year to provide oversight on the Induction budget, program processes and policies and to analyze and provide feedback about program data. The Advisory board consists of university partners as well as employees who represent multiple departments in the district (English Learners, Secondary Education, Elementary Instruction, Special Education, Candidates, Mentors, and Administrators).

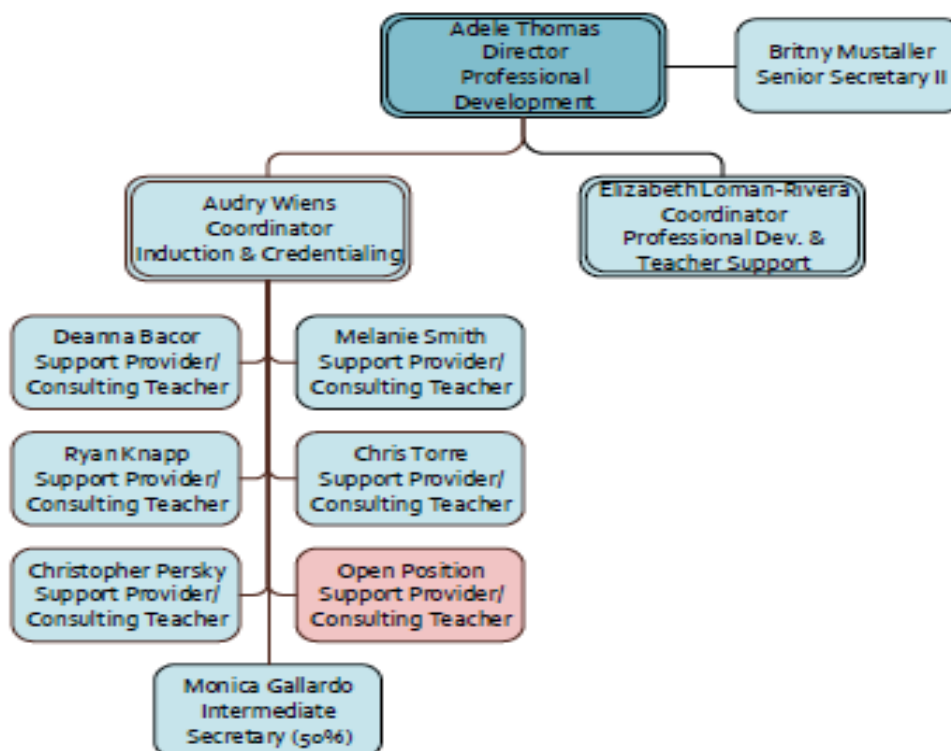
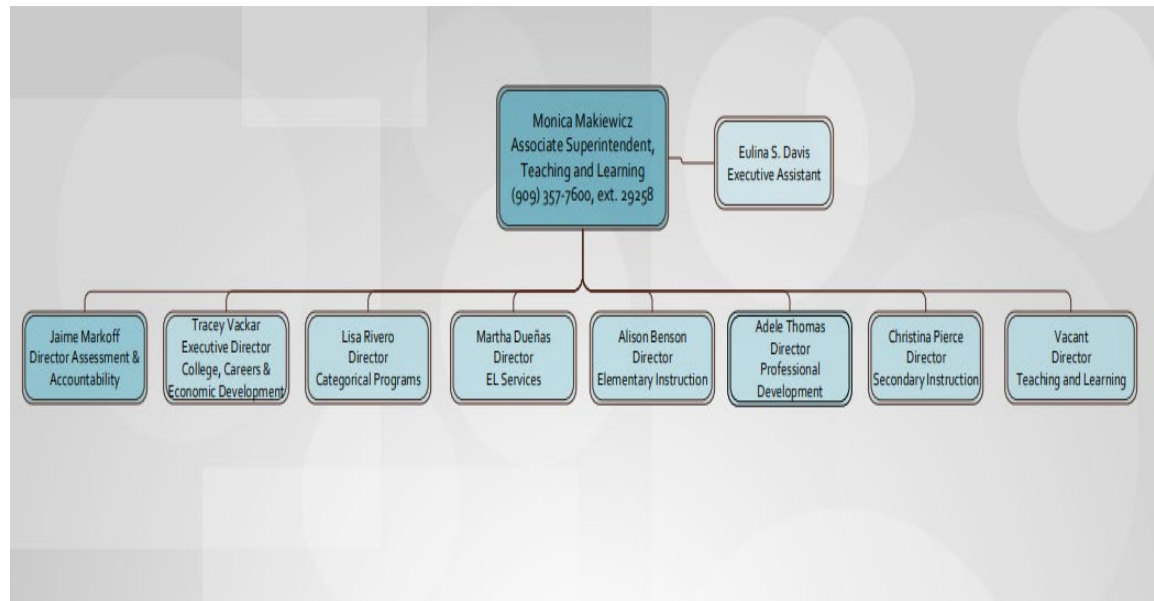
Evidence Submitted:

Organization Chart- [Page 14](#)

Advisory Board Members- [Page 15](#)

General Precondition (3) Signed Assurances- [Pages 4-6](#)

ORGANIZATIONAL CHARTS



Advisory Board Meetings	<p>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, schools, and local universities.</p>	<p>The FUSD Induction Program Leadership Team attends along with:</p> <p>Joel Avina, Principal</p> <p>Deanna Bacor, Full-time Mentor</p> <p>Rita Bayne, Principal & IHE Rep</p> <p>Monica Gallardo, Secretary/Classified</p> <p>Ryan Knapp, Full-time Mentor</p> <p>Claudia Mason, Library Coordinator</p> <p>Amanda Nava, Coordinator of Global Studies</p> <p>Chris Persky, Full-time Mentor</p> <p>Catherine Propp, Part-time Mentor</p> <p>Cassandra Spears, Full-time SpEd Mentor</p> <p>Hugo Sierra, High School Induction Completer</p> <p>Adele Thomas, Director of Professional Development & Teacher Support</p> <p>Chris Torre, Full-time Mentor</p> <p>Audry Wiens, Induction Coordinator</p>	<p>2x per year</p>
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General Precondition 4 – Lawful Practices

To be granted continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an entity that makes all personnel decisions without unlawful discrimination. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention, or promotion of employees.

The FUSD Induction Program offers a program of professional preparation within an LEA that abides by lawful practices as relates to decisions regarding admission, retention or graduation of students, and decisions regarding employment, retention, and promotion of employees (as stated in the non-discrimination policy below). The additional evidence below shows that all decisions (induction completion and teacher retention) are made based on standards-based criteria that follow lawful procedures.

Evidence Submitted:

Non-discrimination Policy- [Page 17-18](#)

Induction HR-41 letter- [Page 20](#)

Teacher Evaluation- [Pages 21-22](#)

General Precondition (4) Signed Assurances- [Pages 4-6](#)

Fontana USD Nondiscrimination Policy:

NONDISCRIMINATION

The Fontana Unified School District

Policy Statement for Title VI, Title VII, Title IX, Section 504, and the Americans with Disability Act

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school. (Education Code 234.1)

The Board also prohibits discrimination against any employee or job applicant in compensation, terms, conditions, and other privileges of employment and the taking of any adverse employment action, including, but not limited to, termination or the denial of employment, promotion, job assignment, or training, against an employee or job applicant based on any of the categories listed above.

Prohibited discrimination based on religious creed includes discrimination based on an employee's or job applicant's religious belief or observance, including his/her religious dress or grooming practices. In accordance with Government Code 12940, prohibited discrimination based on religious creed also includes the district's failure or refusal to use reasonable means to accommodate an employee's or job applicant's religious belief, observance, or practice which conflicts with an employment requirement. However, the district shall not accommodate an employee's religious dress practice or religious grooming practice if it requires segregation of the individual from other employees or the public or if it would result in a violation of this policy or any law prohibiting discrimination.

Prohibited sex discrimination includes discrimination based on an employee's or job applicant's pregnancy, childbirth, breastfeeding, or any related medical condition.

- (a) Promulgation of rules and regulations No otherwise qualified individual with a disability in the United States, as defined in section 705(20) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service. The head of each such agency shall promulgate such regulations as may be necessary to conduct the amendments to this section made by the Rehabilitation,

- (b) Comprehensive Services, and Developmental Disabilities Act of 1978. Copies of any proposed regulation shall be submitted to appropriate authorizing committees
- (c) of the Congress, and such regulation may take effect no earlier than the thirtieth day after the date on which such regulation is so submitted to such committees.

(b) "Program or activity" defined for the purposes of this section, the term "program or activity" means all of the operations of -

(1)(A) a department, agency, special purpose district, or other instrumentality of a State or of a local government; or (B) the entity of such State or local government that distributes such assistance and each such department or agency (and each other State or local government entity) to which the assistance is extended, in the case of assistance to a State or local government; (2)(A) a college, university, or other postsecondary institution, or a public system of higher education; or (B) a local educational agency (as defined in section 8801 of title 20), system of vocational education, or other school system; (3)(A) an entire corporation, partnership, or other private organization, or an entire sole proprietorship -

(i) if assistance is extended to such corporation, partnership, private organization, or sole proprietorship as a whole; or (ii) which is principally engaged in the business of providing education, health care, housing, social services, or parks and recreation; or (B) the entire plant or other comparable, geographically separate facility to which Federal financial assistance is extended, in the case of any other corporation, partnership, private organization, or sole proprietorship; or (4) any other entity which is established by two or more of the entities described in paragraph (1), (2), or (3); any part of which is extended Federal financial assistance.

(c) Significant structural alterations by small providers. Small providers are not required by subsection (a) of this section to make significant structural alterations to their existing facilities for assuring program accessibility, if alternative means of providing the services are available. The terms used in this subsection shall be construed with reference to the regulations existing on March 22, 1988.

(d) Standards used in determining violation of section The standards used to determine whether this section has been violated in a complaint alleging employment discrimination under this section shall be the standards applied under title I of the Americans with Disabilities Act of 1990 (42 USC 12111 et seq.) and the provisions of sections 501 through 504, and 510, of the Americans with Disabilities Act of 1990 (42 USC 12201-12204 and 12210), as such sections relate to employment.

(Pub. L. 93-112, title V, Sec. 504, Sept. 26, 1973, 87 Stat. 394; Pub. L. 95-602, title I, Sec. 119, 122(d)(2), Nov. 6, 1978, 92 Stat. 2982, 2987; Pub. L. 99-506, title I, Sec. 103(d)(2)(B), title X, Sec. 1002(e)(4), Oct. 21, 1986, 100 Stat. 1810, 1844; Pub. L. 100-259, Sec. 4, Mar. 22, 1988, 102 Stat. 29; Pub. L. 100-630, title II, Sec. 206(d), Nov. 7, 1988, 102 Stat. 3312; Pub. L. 102-569, title I, Sec. 102(p)(32), title V, Sec. 506, Oct. 29, 1992, 106 Stat. 4360, 4428; Pub. L. 103



Fontana Unified School District

(909) 357-5000, Ext. 29035 - Fax (909) 357-7620

Monday, January 31, 2022

Transfer Opportunities for Certificated Bargaining Unit Vacancies for the 2021/2022 School Year

Closing Date for Transfer Requests: Tuesday, February 1, 2022 @ 4:00pm

(Open to current FUSD certificated contract bargaining unit employees only)

****NOTE: Grade levels subject to change based on school site needs.**

Teaching Vacancies (must be a current classroom Teacher)

Kaiser HS

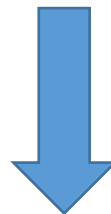
Teacher, College and Career Readiness Site Coordinator

OPEN UNTIL FILLED Vacancies (no transfer deadline)

Special Services

SpEd: Deaf/Hard of Hearing (DHH)

SpEd: Visually Impaired (VI)



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 identity 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.

ANY APPLICANT WHO ATTEMPTS TO DIRECTLY OR INDIRECTLY CONTACT INDIVIDUAL BOARD MEMBERS WITH THE INTENT OF INFLUENCING THE DECISION OF THE BOARD WILL BE CONSIDERED DISQUALIFIED FROM CANDIDACY FOR THIS POSITION.

Please check our website for the most current vacancy information: www.fusd.net



VERIFICATION OF COMPLETION FORM (41-Induction)

This form is to be completed by a Commission-approved Professional Teacher Induction Program Sponsor and submitted to the CTC with the application form [\(41-4\)](#) and appropriate fees. **If verifying completion of more than one credential type, 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) _____

☐

Education Specialist

Specialty Area(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 credential indicated above.

Signature: _____ Date: _____

Name _____

Title: _____

Contact Phone Number: _____

Email Address: _____

CERTIFICATED PERSONNEL EVALUATION

PERMANENT

Name: <input type="text"/>		School: <input type="text"/>		School Year: <u>2017-2018</u>	Evaluator: <input type="text"/>
Contract Status: Permanent			Assignment: <input type="text"/>		
Standard selected by the teacher: <input type="text"/> Teacher's Initials: <input type="text"/>		Goal: SEE ATTACHED STANDARDS AND KEY ELEMENTS CONFERENCE FORM			
Standard selected by the evaluator: <input type="text"/> Evaluator's Initials: <input type="text"/>		Goal: SEE ATTACHED STANDARDS AND KEY ELEMENTS CONFERENCE FORM			
Standard selected jointly by teacher and evaluator: <input type="text"/> Teacher's Initials: <input type="text"/> Evaluator's Initials: <input type="text"/>		Goal: SEE ATTACHED STANDARDS AND KEY ELEMENTS CONFERENCE FORM (Attach separate page, if necessary)			
The goals written to Standards have been reviewed and agreed upon as of this date but may be modified per Article 9 of the Contract.					
Evaluator Signature: _____ Date: <input type="text"/> Employee Signature: _____ Date: <input type="text"/>					
RATINGS: D-Distinguished: Exceeds California Standards for the Teaching Profession P-Proficient: Meets California Standards for the Teaching Profession N-Needs Improvement: Needs improvement to meet California Standards for the Teaching Profession U-Unsatisfactory: Does not meet California Standards for the Teaching Profession					
This evaluation document is based on the California Standards for the Teaching Profession (CSTP). • Giving a Distinguished rating requires the evaluator to provide written justification and evidence as to how the employee exceeds the Key Element or Standard. • Rating of Unsatisfactory or Needs Improvement requires the evaluator to provide written evidence to support the rating.					
<input type="checkbox"/> OVERALL RATING: <input type="text"/> Recommendation: <input type="text"/>					
Evaluator Signature: _____ Date: <input type="text"/> Employee's Comments: Attach Separate Page			Employee Signature: _____ Date: <input type="text"/> My signature acknowledges that I have seen and discussed this evaluation but does not necessarily imply agreement with the conclusions of the evaluator.		

Distribution: Original: Personnel File
Copies: Evaluator and Employee

Revised: July 1, 2016
Page 1 of 8

CERTIFICATED PERSONNEL EVALUATION

PERMANENT

Name: <input type="text"/>		School: <input type="text"/>		School Year: <u>2017-2018</u>	Evaluator: <input type="text"/>
Contract Status: Permanent			Assignment: <input type="text"/>		
Standard selected by the teacher: <input type="text"/> Teacher's Initials: <input type="text"/>		Goal: SEE ATTACHED STANDARDS AND KEY ELEMENTS CONFERENCE FORM			
Standard selected by the evaluator: <input type="text"/> Evaluator's Initials: <input type="text"/>		Goal: SEE ATTACHED STANDARDS AND KEY ELEMENTS CONFERENCE FORM			
Standard selected jointly by teacher and evaluator: <input type="text"/> Teacher's Initials: <input type="text"/> Evaluator's Initials: <input type="text"/>		Goal: SEE ATTACHED STANDARDS AND KEY ELEMENTS CONFERENCE FORM (Attach separate page, if necessary)			
The goals written to Standards have been reviewed and agreed upon as of this date but may be modified per Article 9 of the Contract.					
Evaluator Signature: _____ Date: <input type="text"/> Employee Signature: _____ Date: <input type="text"/>					
RATINGS: D-Distinguished: Exceeds California Standards for the Teaching Profession P-Proficient: Meets California Standards for the Teaching Profession N-Needs Improvement: Needs improvement to meet California Standards for the Teaching Profession U-Unsatisfactory: Does not meet California Standards for the Teaching Profession					
This evaluation document is based on the California Standards for the Teaching Profession (CSTP). • Giving a Distinguished rating requires the evaluator to provide written justification and evidence as to how the employee exceeds the Key Element or Standard. • Rating of Unsatisfactory or Needs Improvement requires the evaluator to provide written evidence to support the rating.					
<input type="checkbox"/> OVERALL RATING: <input type="text"/> Recommendation: <input type="text"/>					
Evaluator Signature: _____ Date: <input type="text"/> Employee's Comments: Attach Separate Page			Employee Signature: _____ Date: <input type="text"/> My signature acknowledges that I have seen and discussed this evaluation but does not necessarily imply agreement with the conclusions of the evaluator.		

Distribution: Original: Personnel File
Copies: Evaluator and Employee

Revised: July 1, 2016
Page 1 of 8

CERTIFICATED PERSONNEL EVALUATION
PERMANENT

Name: _____	School: _____	School Year: <u>2017-2018</u>	Evaluator: _____
Contract Status: Permanent		Assignment: _____	
Standard selected by the teacher: _____ Teacher's Initials: _____	Goal: SEE ATTACHED STANDARDS AND KEY ELEMENTS CONFERENCE FORM		
Standard selected by the evaluator: _____ Evaluator's Initials: _____	Goal: SEE ATTACHED STANDARDS AND KEY ELEMENTS CONFERENCE FORM		
Standard selected jointly by teacher and evaluator: _____ Teacher's Initials: _____ Evaluator's Initials: _____	Goal: SEE ATTACHED STANDARDS AND KEY ELEMENTS CONFERENCE FORM (Attach separate page, if necessary)		
The goals written to Standards have been reviewed and agreed upon as of this date but may be modified per Article 9 of the Contract.			
Evaluator Signature: _____ Date: _____		Employee Signature: _____ Date: _____	

RATINGS: **D-Distinguished:** Exceeds California Standards for the Teaching Profession **P-Proficient:** Meets California Standards for the Teaching Profession
N-Needs Improvement: Needs improvement to meet California Standards for the Teaching Profession **U-Unsatisfactory:** Does not meet California Standards for the Teaching Profession

This evaluation document is based on the California Standards for the Teaching Profession (CSTP).

- Giving a Distinguished rating requires the evaluator to provide written justification and evidence as to how the employee exceeds the Key Element or Standard.
- Rating of Unsatisfactory or Needs Improvement requires the evaluator to provide written evidence to support the rating.

<input type="checkbox"/> OVERALL RATING: _____ Recommendation: _____	
Evaluator Signature: _____ Date: _____ Employee's Comments: Attach Separate Page	Employee Signature: _____ Date: _____ My signature acknowledges that I have seen and discussed this evaluation but does not necessarily imply agreement with the conclusions of the evaluator.

Distribution: Original: Personnel File
 Copies: Evaluator and Employee

Revised: July 1, 2016
 Page 1 of 8

Top of Form

General Precondition 5 – Commission Assurances

To be granted continuing accreditation by the Committee on Accreditation, the program sponsor must: a) assure that the sponsor will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission, b) assure that the approved program sponsor will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member, and c) assure that the approved program sponsor will participate fully in the Commission's accreditation system, including timely submission of documents required for accreditation.

The Submittal-Verification Form accompanying this document is verification of the Fontana Unified School District Induction Program assurance that the district will fulfill all standards adopted by the Commission, that it will cooperate in an evaluation of the program and that it will participate fully in the Commission's accreditation system.

Evidence that this Induction Program has fulfilled all of the commission assurances can be found through previous accreditation approvals including initial program review, site visits, program assessment submissions and biennial report submissions. In addition, the program has 3 trained Board of Institutional Review members who are regularly involved in accreditation activities in order to increase in knowledge of the accreditation process and support this program's ability to meet the Commission Assurances.

Evidence Submitted:

General Precondition (5) Signed Assurances- **Pages 4-6**

Fontana USD Accreditation Letter 2020- **Page 24**



Commission on Teacher Credentialing

1900 Capitol Ave Sacramento, CA 95811 (916) 322-6253 Fax (916) 445-0800 www.ctc.ca.gov

Office of the Executive Director

May 14, 2020

Randal S. Bassett, Superintendent
Fontana Unified School District
9680 Citrus Avenue
Fontana, CA 92335

Dear Superintendent Bassett:

I am writing to inform you that on May 7, 2020, the Committee on Accreditation, on behalf of the Commission on Teacher Credentialing, assigned the status of *Accreditation* to Fontana Unified School District and its credential program. On the basis of this decision, the institution is authorized to offer the following program:

Teacher Induction

In addition:

- The institution's response to the preconditions is accepted.
- Fontana Unified School District is permitted to propose new credential programs for approval by the Committee on Accreditation.
- Fontana Unified School District continues in its assigned cohort on the schedule of accreditation activities as determined by the Commission on Teacher Credentialing.

Should you or your staff have any questions relating to this action, you may address them to Cheryl Hickey, Administrator of Accreditation, at chickey@ctc.ca.gov.

Sincerely,

Mary Vixie Sandy, Ed. D.
Executive Director

cc: Audry Wiens - Coordinator, Induction and Credential Services
Adele Thomas - Director of Professional Development & Teacher Support

MVS/TC/CH/mb

General Precondition 6 – Requests for data

To be granted continuing accreditation by the Committee on Accreditation, the entity must identify a qualified officer responsible for reporting and responding to all requests from the Commission for data including, but not limited to, program enrollments, program completers, and examination of results, including performance assessments and state and federal reporting within the time limits specified by the Commission. Institutional contact information must be updated annually.

The FUSD Induction Program identifies the Induction Coordinator as the qualified officer responsible for reporting and responding to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, including performance assessments, and state and federal reporting within the time limits specified by the Commission. The FUSD Induction Program agrees to update Institutional contact information annually.

Evidence available from CTC:

Biennial Reports Submitted

Names of BIR members: Audry Wiens, Chris Persky, Melanie Smith

Evidence:

PSA- How to Update Your Contact Information- **Page 26**

Updated Institutional Contact Information (screenshot)- **Page 27**

General Precondition (6) Signed Assurances- **Pages 4-6**

PSA- How to Update Your Contact Information:

Appendix A

Updating Contact Information for the Commission:

All approved institutions are responsible for updating institutional leadership contact information. The following webpage is available to the public. Some of the information entered into the database will be displayed on this web page: <https://info.ctc.ca.gov/fmp/program-sponsors-contact/all.php>

Steps to follow to enter and update the CTC Program Sponsor database.

- 1) Please send an email to LRobinson@ctc.ca.gov to receive the 3-digit code and password required to update the contact information for your specific institution. Passwords are case sensitive. There are NO spaces in the password.
- 2) Once you have received your 3-digit code and password, click on this link: <https://info.ctc.ca.gov/fmp/program-sponsors/summary.php>

Please note that the link to update contact information from previous Program Sponsor Alerts is no longer active; bookmark this new page: <https://info.ctc.ca.gov/fmp/program-sponsors/summary.php>

Enter the 3-digit code in the **Account** section and the password in the **Password** section and select **Log In**

Screenshot of CTC Program Sponsor Contact Information Webpage:

Contact Information For: Fontana Unified School District	
Address	9680 Citrus Avenue Fontana, CA 92335
Website	https://www.fusd.net/site/Default.aspx?PageID=602
President	
Superintendent	Mr. Randal Bassett
Chief Academic / Provost	
Director	Ms. Adele M. Thomas Teaching and Learning- Professional Development Adele.Thomas@fusd.net Phone: (909) 357-7600 Ext. 29272 Secretary phone: (909) 357-7600 Ext. 29272
Dean	
Coordinator	Ms. Audry Ann Wiens Induction & Credential Services wienaa@fusd.net phone: (909) 357-7600
Associate Dean	
Director of Teacher Education	
Credential Analyst	Ms. Luz Gutierrez GutiLE@fusd.net phone: (909) 357-5000 Ext. 29041

Note: Approved Programs are responsible for keeping the contact information updated.
[How to update your contact information for the Commission](#) [PDF]

General Precondition 7 – Veracity in all Claims and Documentation Submitted

To be granted continuing accreditation by the Committee on Accreditation, the entity must positively affirm the veracity of all statements and documentation submitted to the Commission.

The Submittal-Verification Form accompanying this document is verification that the FUSD Induction Program positively affirms the veracity of all statements and documentation submitted to the Commission.

Evidence:

General Precondition (7) Signed Assurances- **Pages 4-6**

General Precondition 8 – Grievance Process

To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must have a clearly delineated grievance process for candidates and applicants. The grievance process information must be accessible to all candidates and applications and the institution must be prepared to provide documentation that the candidate has been informed of the grievance process and the process has been followed.

The grievance (defensible) process for candidates in the FUSD Induction Program is explained during the Induction Orientation (Kick-Off) Meeting. The grievance (defensible) process includes 1) notifying the Induction Coordinator that they intend to grieve, 2) meeting with the Induction Coordinator to provide evidence that refutes their removal from the program, 3) agreement on a plan of completion if they are re-enrolled in the program. The grievance process is accessible to all candidates in their induction portfolio. The Induction Program's documentation that the candidate has been informed and the process has been followed is the candidate's signature on the Memorandum of Understanding where they verify that they have been informed of the process and know where it is located.

Evidence:

Induction Orientation (Kickoff) Meeting PPT Slide- **Page 30**

Memorandum of Understanding/Candidate- **Page 31**

Grievance (Defensible) Process- **Pages 32-33**

General Precondition (8) Signed Assurances- **Pages 4-6**



Induction Handbook

**Under Quick Links on FUSD Website*

(Table of Contents on Page 2)

• Contact Information	Page 4
• Vision Statement	Page 5
• Induction Assumptions	Page 6
• Roles & Responsibilities	Page 7
* Assignments & Reassignments	Page 9
• FAQs	Pages 10-13
• USD Units- 5 per year=10 units for \$750	Page 12
• Transportability Process	Page 14-15
• Early Completion Consideration	Page 16
• Collaboration Logs due 1 st week of each <u>mo</u> =evidence	Page 17
• Completion Requirements	Page 18
• Candidate (PT)/Mentor (SP) Concern Form	Page 19
• PD Options-cross out "beyond 4 sessions"	Page 20
• Grievance Process	Pages 24-27
• Induction Program Sequence	Pages 28-29

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WEBSITE: FUSD.NET

Quick Links

- › Public Hearing for FUSD Trustee Area Input
- VIEW ALL LINKS
 - + Complaints, Policies and Procedures
 - › 2021-2022 School Lunch Menus
 - › 2021-22 Induction Handbook ↓A



Fontana Unified School District

Every Student Successful | Engaging Schools | Empowered Communities

9680 Citrus Avenue • P. O. Box 5090 • Fontana • California 92334-5090 • (909) 357-5000 • www.fusd.net

Fontana Unified School District Induction Program

Memorandum of Understanding- Candidates/Participating Teachers

Participating Teacher (Candidate) Expectations 2021-2022

- Attend the Induction Kickoff Orientation in August 2021
- Choose Professional Development Sessions *of my choice* that relate to my goal (s) (**Total = 10 hours/year**)
- Abide by all norms of the facilitator(s) and professional conduct expectations (which includes being fully present during Professional Development Sessions)
- Meet with the assigned Mentor for a **minimum of one hour per week**
- Participate in purposeful reflections based on my individual CSTP goals
- Collect evidence of growth that aligns with the Individual Learning Plan(s)-ILP
- Observe highly qualified teachers with similar grade levels/subject matter 1 full day per year
- Register for PD on Kickup and "unregister" if unable to attend to allow space for another attendee
- Complete the FUSD Induction Program in two years; participation beyond two years will be at the expense of the Induction Candidate
- Participate in program evaluation and provide feedback on program effectiveness, including the completion of an end-of-year survey and completer/CSTP growth survey
- Report ANY problems or concerns to the Induction Coordinator

I have been given information about the procedures for requesting the Early Completion Option and requesting a change in Mentor. I understand that Induction is a confidential process and is not used in FUSD's teacher employee evaluation. The formative assessment materials and documents/work samples collected will be kept by me and will be used as evidence to verify completion of credentialing requirements and the FUSD Induction Program.

Failure to meet any of the above stated responsibilities will result in possible program extension in the Fontana Unified School District Induction Program.

As a candidate in the FUSD Induction Program, I agree to fulfill the above responsibilities.

Completion of the Forms survey indicates my signature and acceptance of this MOU.



OR



BOARD OF EDUCATION

Joe Armendarez
Adam Perez
Jennifer Quezada, Ed.D.
Mary B. Sandoval
Marcelino "Mars" Serna

SUPERINTENDENT

Randal S. Bassett

Telecommunications Device for the Deaf (909) 357-5018

FONTANA USD DEFENSIBLE (GRIEVANCE) PROCESS

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

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

- The criteria for obtaining the clear credential are communicated during induction orientation meetings and routinely during subsequent induction meetings. The criteria are also outlined in the program handbook, and the memorandum of understanding between the teacher and district.
- The induction process begins with the participating teacher's Individual Learning Plan (ILP). Creating the ILP provides the teacher with the opportunity to collaborate with the mentor and site administrator on annual professional goals that are aligned with the *California Standards for the Teaching Profession* (CSTP). The objectives to meet these goals are individualized to what the teacher deems necessary to accomplish them with the support of the mentor.
- The candidate, during a number of benchmark checkpoints, assesses his or her performance on the *Continuum of Teaching Practice*, using a scale that ranges from emerging to innovating. The teacher cites evidence at each checkpoint and offers a rationale for the determined rating.
- During the mid-year review (end of the first semester), mentors and the program coordinator review participating teachers' ILPs to track their progress with individualized goals. If the participating teachers are not progressing toward their goals, areas of improvement will be noted and remedies offered.
- At the end of each year, formal ILP reviews are administered by mentors and the program coordinator. Upon verification that the participant has completed all induction program requirements for the applicable induction year, the Completion Requirements Document is signed as evidence of completion. The Completion Requirements Document is uploaded to Module D in the portfolio and the hard copy is kept in the Induction files.
- Year 2 candidates who successfully complete all requirements are recommended for the Clear Credential.
- The Coordinator then submits the Verification of Completion Form (41-Induction) to the credentialing analyst who assists the candidate with his or her application for the clear credential. The credentialing analyst does a subsequent follow-up to ensure that the credential is officially issued by the CTC.
- Candidates who were not successful in completing all program requirements are given a month to provide the evidence to the program coordinator and are recommended for the credential at that time.

- Candidates who do not meet the deadline for completing the extension process are offered two months of the new school year to do a mini-inquiry to demonstrate professional growth in their new setting. Once this occurs, they are recommended for the clear credential.
- Candidates who neglect to complete all extended offers for demonstrating professional growth can opt to participate in the Early Completion Option at a cost to them.
- Candidates who object to the non-recommendation decision at any level can appeal their case to the Induction Program Coordinator by submitting the appropriate evidence and documentation. If the appeal is rejected, the candidate will become responsible to clear her or his preliminary credential with another Induction program.

General Precondition 9 – Faculty and Instructional Personnel Participation

All faculty and instructional personnel, who regularly teach one or more courses in an educator preparation program leading to a credential, shall actively participate in the public school system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School or College of Education are exempt from this requirement. *Reference: Education Code Section 44227.5 (a) and (b).*

Not applicable to a district teacher induction program as they are not in the Department, School or College of Education and are active participants in the public school system.

General Precondition 10 – Communication and Information

To be granted continuing accreditation by the Committee on Accreditation, the approved program sponsor must provide easily accessible and accurate information to the public, prospective educators, and enrolled candidates about the requirements for admission and successful completion for all its educator preparation programs.

The FUSD Induction Program provides its requirements for admission and successful completion of its program to the public and prospective educators through the FUSD Induction Program Brochure. The Human Resources Department distributes brochures at job fairs and through individual employee meetings. Enrolled candidates receive information about successful completion of the program at the Induction Orientation (Kickoff) Meeting and through frequent emails while enrolled in the program.

Evidence:

FUSD Induction Program Brochure- **Pages 36-37**

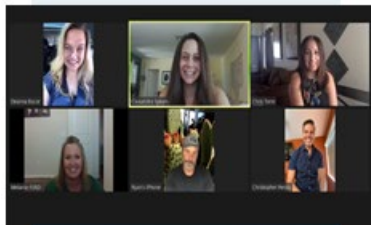
Induction Orientation (Kick-Off) Meeting PPT Slide/Flyer- **Pages 38-39**

Sample Email to Candidates- **Page 40**

General Precondition (10) Signed Assurances- **Pages 4-6**

Fontana Unified School District Induction

The journey of the Induction teacher requires a vigorous commitment to life-long learning. During the Induction program, candidates build habits of mind, receive just in time support, and develop an Individualized Learning Plan to continue growth within their own instructional practices and goals. Demonstration of growth in the California Standards for the Teaching Profession is a key characteristic of the Induction years.



"I have learned and gained multiple skills, procedures, and best practices that have affected the way I teach and manage my classroom. These things have made a huge impact on my career."
~First Year Teacher

"I would not be as successful and effective if it were not for my time spent in FUSD Induction with the support of my Mentor."
~Program Completer

FONTANA USD INDUCTION

9680 Citrus Avenue
Building 26
Fontana, CA 92335



FONTANA UNIFIED SCHOOL DISTRICT INDUCTION PROGRAM



Colloquium Celebration

Induction Program



Completers Luau Celebration

"My Mentor made one thing clear to me; the purpose of this program was to build me into the best teacher I could be, not give me more work to do."

-Current Candidate

**For additional
information contact:**

**Audry Wiens
Induction Coordinator
(909) 357-5000 Ext. 29350**

The FUSD Induction Program supports teachers with a Preliminary California Teaching Credential to earn a Clear Credential. The two-year program is at no cost to the candidate, and focuses on growth in the California Standards for the Teaching Profession. FUSD Induction Candidates are provided the opportunity to examine their practice, seek support and resources for continuous improvement. Teachers will affirm their talents and accomplishments in support of California's children and our nation's future.


Fontana USD Induction:

- ♦ **FREE!**
- ♦ **Individualized support**
- ♦ **Personalized Learning Plan**
- ♦ **Mentorship from highly qualified teachers**
- ♦ **Professional growth opportunities**

"I attribute my success as a teacher to FUSD's Induction Program. I experienced a program that was engaging, coherent, meaningful and above all, supportive of my development as an educator."


-Program Completer

Induction Kickoff Orientation Meeting PPT Slide:



Induction Handbook

(Table of Contents on Page 2)



- Contact Information Page 4
- Mission Statement Page 5
- Induction, FACT, Assumptions Page 6
- Roles & Responsibilities Page 7
- * **SP/PT Assignments & Reassignments** Pages 8-9
- FAQs Pages 11-13
- **USD Units- 5 per year=10 units for \$750** Page 14
- Transportability Process Page 13-14
- **Early Completion Option** **Pages 9-10**
- Collaboration Logs due 1st week of each mo=evidence Page 17
- Completion Requirements Pages 18-19
- **Candidate (PT)/Mentor (SP) Concern Form** **Page 20**
- IRIS Alternative Assignments Pages 21-27
- **Defensible Process** Pages 32-33

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Fontana Unified School District



FUSD Induction



Thursday, Aug. 26, 2021

4:00-6:00 p.m.

OR

Thursday, Sept. 2, 2021

(Make-Up)

4:00-6:00 p.m.

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

For more information call (909) 357-5000, extension 29350

Sample Email to Candidates:


Welcome to Induction!



Audry A. Wiens

To: ○ Heliodoro Q. Muniz

Cc: ● Yvette Hinojosa; ● Melissa M. Weber; ● Kenneth G. Bencomo

 This message was sent with High importance.



Handbook-Induction 2021-2022.pdf
1 MB

 Reply

 Reply All

 Forward



Wed 11/17/2021 2:30 PM

Action Items

+ Get more add-ins

Hello Heliodoro,

Welcome to the FUSD Induction program! I'm Audry Wiens and I am the Induction Coordinator for the district. I know that you have been busy getting settled into your role and getting to know your students. Your Mentor will be Yvette Hinojosa who is a SpEd teacher at Fontana MS. Because you both have different content areas, your content contact will be Amanda Nava who will be coordinating K-12 social studies for FUSD. You can reach her at NavaAG@fUSD.net. Also, I am attaching the Induction Handbook to this email which is also on the FUSD homepage under Quick Links. Yvette will be able to review the handbook with you when you meet.

Also, we have many teachers who still need to pass TPA Cycle 1, TPA Cycle 2 and/or RICA. Please take this very short Forms survey so that I can know who needs to do what. Here is the link: <https://forms.office.com/r/zu6dqF0Kji>

Have a great rest of your week! 😊



Audry Wiens

Coordinator
Induction & Credential Services
Fontana Unified School District
(909) 357-5000, ext. 29350



Follow us on Twitter and Facebook to stay up-to-date on all the latest news and events at the Fontana Unified School District!

General Precondition 11 – Student Records Management, Access, and Security

To be granted continuing accreditation by the Committee on Accreditation, the sponsor must demonstrate that it will maintain and retain student records in accordance with the institution's record retention policy.

Institutions will provide verification that:

- a) Candidates and graduates will have access to and be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion.
- b) All Candidate records will be maintained at the main institutional site or central location (paper or digital copies).
- c) Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public.

The Fontana USD Induction Program maintains and retains student records according to the institution's record retention policy of five years. Candidates have access to and are provided with a FUSD Induction completion document, which is signed, by the candidate, mentor, and Induction Coordinator. This completion document serves to verify program completion and a recommend for a California Clear Teaching Credential (a). The program has access to the candidate's portfolio which is housed on Microsoft Office 365 in a digital format, which is located on a secure server and is password protected (b). Paper copies of meeting logs, observation records, signed MOUs, completion documents, and 41-Induction forms are kept in the Induction file cabinet in the induction office and locked for security. These records are not accessible to the public (c).

Evidence:

District Record Retention Policy- [Page 42](#)

Evidence of Completion Database Records- [Pages 43-45](#)

Transportability Document- [Page 10](#)

General Precondition (11) Signed Assurances- [Pages 4-6](#)

Student Records

[◀ Previous](#) | [Next ▶](#)

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall ensure that the district's administrative regulation and school site procedures for maintaining the confidentiality of student records are consistent with state and federal law.

The Superintendent or designee shall establish administrative regulations governing the identification, retention, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records and shall protect students and their families from invasion of privacy.

(cf. [3580](#) - District Records)

(cf. [4040](#) - Employee Use of Technology)

(cf. [5125.1](#) - Release of Directory Information)

(cf. [5125.3](#) - Challenging Student Records)

The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated designee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR [431](#))

Legal Reference:

EDUCATION CODE

48201 Student records for transfer students who have been suspended/expelled

48853.5 Foster youth; placement, immunizations

48902 Notification of law enforcement of specified violations

48904-48904.3 Withholding grades, diplomas, or transcripts

48918 Rules governing expulsion procedures

48980 Parental notifications

48985 Notices in parent/guardian's primary language

49060-49079 Student records

49091.14 Parental review of curriculum

51747 Independent study

56041.5 Rights of students with disabilities

56050 Surrogate parents

56055 Foster parents

	Southridge					YEAR
Aguilera, Cristina	MS	AguCL	7th	Math/Science	MULTIPLE SUBJECT	
Arevalo, Jennifer	Porter	ArevJe	3rd	Gen Ed.	MULTIPLE SUBJECT ELA1	YEAR
Bear, Diana	Oleander ES	BearDi	4th	Regular Ed.	MULTIPLE SUBJECT/ELA1	YEAR
Becerra, Daisy	Fontana HS	BeceDA	9th-12th	Science: Biological Science	SINGLE SUBJECT/ELAS	YEAR
Brooks, Mayra	Chaparral	BrooML	5th	Regular Ed.	MULTIPLE SUBJECT/ELA	YEAR
Capella, Jose M.	Fontana HS	CapeJM		Mathematics	SINGLE SUBJECT/ELA1	YEAR
Casillo Arce, Mayra	Oleander ES	CastMY	3rd	Regular Ed.	MULTIPLE SUBJECT/ELA1	YEAR
Casillo, Jessica N.	Oleander ES	CastJN	1st	Regular Ed.	MULTIPLE SUBJECT/ELA1	YEAR
Chamberlain, Jonathan	Sequoia MS	ChamJP	7th-8th	Foundational Level Math	SINGLE SUBJECT/ELAS	YEAR
Davis, Robert	AB Miller HS	DaviJA	9th-12th	Choir & Piano	SINGLE SUBJECT/ELAS	YEAR
Deserio, Francisco	Date ES	DeseFI	K-5th	RSP	ED SPECIALIST ELAE: M/M	YEAR
Dominguez, Valerie	Live Oak ES	DomiVE	5th	Regular Ed.	MULTIPLE SUBJECT/ELAM	YEAR
Ervin-Gardner, Ebonee	AB Miller HS	ErviEL	9th-12th	RSP/SDC	ED SPECIALIST ELA1: M/M	YEAR
Escobar, Karla	Fontana HS	EscoKK		Social Studies	SINGLE SUBJECT BASP & MS	YEAR
Fernandez, Spencer	Almeria MS	FernSF	6th-8th	Physical Education	SINGLE SUBJECT ELAS	YEAR
Garcia, Maritza	DHIA	GarcMI	Kinder	Regular Ed.	MULTIPLE SUBJCT BASP	YEAR
Gonzalez, Claudia	Sequoia MS	ClaudiaG	7th-8th	ELA/SEI	SINGLE SUBJECT: English	YEAR
Granados, Rosa	Primrose ES	GranRM	1st	Regular Ed.	MULTIPLE SUBJECT ELA1	YEAR
Hernandez, Debbie	N. Tamarind	HernDL	1st	Gen Ed.	MULTIPLE SUBJECT ELA1	YEAR
Hernandez, Reyna	Sequoia MS	HernRD	7th	Mathematics	SINGLE SUBJECT ELAS	YEAR
Hills, Brandy	Fontana HS	HillBL	9th-12th	SpEd/IM 1	ED SPECIALIST ELAE: M/M	YEAR
Huffman, Nastassja R.	Poplar	HuffNR	5th	Regular Ed.	MULTIPLE SUBJECT ELAM	YEAR
Hust, Robert	Kaiser HS	HustRD	9th-12th	Social Studies	SINGLE SUBJECT ELAS	YEAR
Jackson-Candor, Kitzia G.	Almeria MS	CandKG	6th-8th	Special Day Class	ED SPECIALIST ELA1: M/S	YEAR
Knight, Amber N.	Almeria MS	KnigAN	6th-8th	Language Arts Appl.	ED SPECIALIST ELA1 & Multi.Subj	YEAR
Lee, Debra S.	Fontana MS	LeeDeS	6th	SDC: LA/SS	MULTIPLE SUBJECT ELAM	YEAR
Lomeli, Suzette M.	Almond ES	LomeSM	K-1st	Regular Ed.	MULTIPLE SUBJECT ELAM	YEAR

					MULTIPLE SUBJECT	YEAR
Lopez, Marisol	Mango	LopeMS	4th	Regular Ed.	ELA1	
Lopez, Trevor K.	AB Miller HS	LopeTK	9th-12th	RSP - Math	ED SPECIALIST ELAE	YEAR
Lopez, Yadira	DHIA	LopeYA	2nd	Regular Ed.	MULTIPLE SUBJECT ELA1	YEAR
Marshall, April	AB Miller HS	MarsAM	9th-12th	Physical Education	SINGLE SUBJECT ELAS	YEAR
Martin, Timothy P.	Fontana HS	MartTP	9th-12th	Mod/Sev ELA	ED SPECIALIST ELA1:Mod/Sev	YEAR
Medina, David	Kaiser HS	MediDS	9th-12th	English	SINGLE SUBJECT ELA1	YEAR
Miller, Sherril	Alder MS	MillSH	6th-8th	SDC: Language Arts	ED SPECIALIST ELA1:Mild/Mod	YEAR
Morano, Amelia	Kaiser HS	MoraAK	10th-12	10th WH - 11&12 AP Psych	SINGLE SUBJECT ELA1:SS	YEAR
Ooft, Jordan (Bryant)	Jurupa Hills HS	OoftJE	9th-12th	English	SINGLE SUBJECT ELA1	YEAR
Parr, Angelica	AB Miller HS	ParrAN	9th-12th	Math	SINGLE SUBJECT ELAS: Math	YEAR
Perez, Peter	Fontana HS	PerePA	9th-12th	SpED English	SINGLE SUBJECT ELA1	YEAR
Pizano, Celia	Sequoia MS	PizaCE	8th	English/ALD	SINGLE SUBJECT ELA1	YEAR
Polopolus, Jason J.	Summit HS	PoloJJ	9th-12th	French	SINGLE SUBJECT ELAS	YEAR
Praisuwan, Leslie D.	Hemlock ES	PraiLD	3rd-5th	Autism Mod/Sev	ED SPECIALIST ELA1:Mod/Sev	YEAR
Quintero, Delia	Live Oak ES	QuinDe	1st	Regular Ed.	MULTIPLE SUBJECT ELA1	YEAR
Razi, Zahra	Ruble MS	RaziZA	8th	Foundational Level Math	SINGLE SUBJECT ELAS	YEAR
Rogers, Lindsey E.	Grant	RogeLe	5th	Regular Ed.	MULTIPLE SUBJECT ELAM	YEAR
Salas, Breanna	Fontana MS	SalaBM	8th	IM1/Science	MULTIPLE SUBJECT ELA1	YEAR
Sanchez, Cinthia L.	Fontana HS	SancCL	9th-12th	Spanish	SINGLE SUBJECT ELAS	YEAR
Schwandt, Jennifer	Southridge MS	SchwJL	8th	Science/Math	MULTIPLE SUBJECT ELA1	YEAR
Schweizer, Belinda	AB Miller HS	SchwBL	9th-12th	Resource/SDC	ED SPECIALIST ELAE-M/M	YEAR
Stall, Alexandria	Sierra Lakes	StahAM	K-5th	RSP	ED SPECIALIST ELAE-M/M	YEAR
Taylor, Kristen M.	S. Tamarind	TaylKM	6th	Regular Ed.	MULTIPLE SUBJECT ELA1	YEAR
Torres, Brittany L.	Fontana MS	TorrBL	6th	ELA/SS	MULTIPLE SUBJECT ELA1	YEAR
Torres, Robert	Jurupa Hills HS	TorrRM	9th-12th	Special Ed.-Mod/Sev	ED SPECIALIST ELA1:Mod/Sev	YEAR
Twogood, Marisa M.	Chaparral	TwogMM	TK	Regular Ed.	MULTIPLE SUBJECT ELA1	YEAR

	Southridge					YEAR
Valdez, Natalie	MS	ValaNA	6th - 8th	Math 180/FAST T	SINGLE SUBJECT ELAS	
Valenzuela, Priscilla	Ruble MS	ValePR	6th - 8th	SpEd-Math/Science	ED SPECIALIST ELA1: M/M	YEAR
Veis, Skylar A.	Palmetto ES	VeisSA	2nd	Regular Ed.	MULTIPLE SUBJECT ELAM	YEAR
Weller, Andrew	Kaiser HS	WellAJ	9th-12th	Adult Transition Mod/Sev	ED SPECIALIST ELAE:Mod/Sev	YEAR
Yeates, Amanda	Maple ES	YeatAL	5th	Regular Ed.	MULTIPLE SUBJECT ELAM	YEAR

General Precondition 12 – Disclosure

Institutions must disclose information regarding any outside organizations that will be providing any direct educational services as all or part of the proposed programs sponsored by the institution and identify the type of services the outside organization will provide.

The FUSD Induction Program is the sole provider of direct educational services for completion of the Multiple Subject, Single Subject, and Education Specialist Instruction Clear Credential programs. All program staff are employees of the district and all professional development sessions are provided by program staff.

Evidence:

Professional Development Providers List- **Page 47**

Induction Professional Development Options - **Page 48-49**

General Precondition (12) Signed Assurances- **Pages 4-6**

FUSD Induction Professional Development Providers:

Audry Wiens, Induction Coordinator

Deanna Bacor, Full-Time Mentor

Ryan Knapp, Full-Time Mentor

Christopher Persky, Full-Time Mentor

Melanie Smith, Full-Time Mentor

Cassandra Spears, Full-Time Mentor

Chris Torre, Full-Time SpEd Mentor



2021-2022



INDUCTION PROFESSIONAL DEVELOPMENT MENU

Date	Professional Development Session	Time	Breakout Sessions
August 26, 2021 JDP (In person at JDP)	Induction Kickoff Orientation-	4:00-6:00	Candidates attend (Unless teachers have B2SN)
September 2, 2021 (Virtual on Teams)	Induction Kickoff Orientation Make-Up	4:00-6:00	Candidates who missed 8/26 will attend
September 23, 2021 (Virtual on Teams)	CSTP 2 Creating and Maintaining Effective Environments <ol style="list-style-type: none"> 1. Dealing w/Difficult/Defiant Students 2. Meeting the Unique Needs of your students through Differentiation and Universal Design for Learning (UDL) 3. Student Participation Routines 	4:00-6:00	Level Up 10/7 (Virtual on Teams) Level Up 10/7 (Virtual on Teams)
October 14, 2021 (Virtual on Teams)	CSTP 1 Engaging & Supporting All Students in Learning <ol style="list-style-type: none"> 1. Building Classroom Community 2. Depth of Knowledge 	4:00-6:00	Level Up 10/28 (Virtual on Teams) Level Up 11/18 (Virtual on Teams)
November 4, 2021 (Virtual on Teams)	CSTP 3 Understanding and Organizing Subject Matter	4:00-6:00	See if TOAs can cover this on their own PD or recruit TOAs for 11/4.
January 27, 2022 (Virtual on Teams)	CSTP 4 Planning Instruction and Designing Learning Experiences for All Students <ol style="list-style-type: none"> 1. Lesson Planning Tips and Tricks 	4:00-6:00	Level Up 2/10 (Virtual on Teams) Additional breakout sessions will be added
February 17, 2022 (Virtual on Teams)	CSTP 5 Assessing Students for Learning <ol style="list-style-type: none"> 1. Non-Traditional Assessments 2. Student Self-Assessment 	4:00-6:00	Level Up 3/10 (Virtual on Teams) Level Up 3/3 (Virtual on Teams)



2021-2022 INDUCTION PROFESSIONAL DEVELOPMENT MENU



March 31, 2022 (Virtual on Teams)	CSTP 6 Developing as a Professional Educator 1. Avoiding Teacher Burnout 2. Advocating for yourself, students and families	4:00- 6:00	Level Up 4/14 (Virtual on Teams)
May 12, 2022 JDP	INDUCTION JOURNEY CELEBRATION (For Year 2 Induction teachers and their Mentors)	4:00- 6:00	May or may not be virtual depending on the COVID situation in May 2022

Each Induction Candidate will choose **10 hours total** of either Induction PD, District PD, or Activate Online PD. Each PD session counts as 2 hours (Saturday 6-hour PD/outside trainings as well). All PD attended after your normal work hours will be either paid or salary credit. The ILP Action Plan should be varied AND **all PD should relate to the ILP goal(s)**. Please consult with your Mentor for guidance on action plan ideas and activities.

All Induction Candidates will sign-up for PD sessions on Class Link/Kickup (via the staff portal). *If you sign up for a session and cannot attend, PLEASE "withdraw from course" on Kickup to make your spot available.* If you would prefer to engage in PD that is not a training, feel free to collaborate with your mentor to discuss alternatives. You can read a book and write a summary, attend PD offered by the PD department, complete an IRIS module, or Activate online PD. Please discuss your PD plan with your mentor and sign-up early via Classlink/Kickup to ensure that you have reserved a spot. All registrants will be sent a link to join the Teams virtual PD session prior to the event.

(AW.8.19.21)

Induction Precondition 1 - Program Design

Each Induction Program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.

The two-year FUSD Induction Program provides a smooth transition to a teaching position and a firm foundation for a career in education. In addition, the program helps candidates to **apply** the knowledge and skills gained in the teacher preparation program. The hallmark of the program is mentorship support via a trained support provider and individualized, job-embedded professional learning. With inquiry and an individualized learning plan (ILP) as its focus, the expectation is that the Induction Program will enhance one's ability to become a highly qualified and effective practitioner. Current research findings indicate that the knowledge of teaching practices, student learning outcomes, standards-based subject matter content, and ultimately, the ability to reflect on one's own practice are the strongest predictors of student success and teacher professional growth.

Evidence:

Completion Document- **Page 10**

Professional Development Calendar- **Pages 48-49**

Individualized Learning Plan (ILP)- **Page 54**

Induction Precondition 2 - Mentor Assignment

The Induction Program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to *credentials held*, grade level and/or subject area, as appropriate to the participant's employment.

The Human Resources staff informs the Induction Coordinator about newly hired teachers who are eligible for induction by sending a weekly newly hired preliminary credential candidate list. When candidates fulfill all employment requirements and are assigned to a site, the Induction Coordinator is included on the email that is sent from Human Resources staff. Every week a new hire report is generated and sent to the Induction Coordinator. These multiple communications between the Induction Coordinator and the Human Resources staff ensure that candidates are identified and assigned to a mentor within 30 days of their employment with the district. Whenever possible, the Induction Coordinator will match teachers with a mentor who has experience in the same subject and content area. Education specialists are always matched with a mentor who holds a like credential.

Evidence:

New Hire List Email- [Page 52](#)

Preliminary Credential List of New Hires (highlighted)- [Page 52](#)

Support Provider/Mentor Caseload List- [Pages 53-57](#)

Preliminary and Level 1 Credentials (Keep updated for Audrey add new as hired update report date in header) [Read-Only] - Excel										
Audry A. Wiens										
D147 (NEW HIRE 2016/17)										
	A	B	C	D	E	F	G	H	I	J
1	El	NAME	HIRE DAT	SITE	TER	CREDENTIAL	SUBJECT	EFFECTIV	EXPIRES	
131	19630	STAGGS-CLARK, KIMBERLY	E 8/6/2013	ADULT EDUCATION CENTER	P5	ED SPECIALIST ELA1	MODERATE/SEVERE	5/20/2015	6/1/2020	
132	12870	SUNAMOTO, ERIKA	M 8/21/2006	BINKS ELEM	L1	ED SPECIALIST ELA1	MILD/MODERATE	7/27/2011	8/1/2016	
133	21220	TAYLOR, NETTIE	G 11/2/2015	ALDER MS	L1	ED SPECIALIST ELA1	MILD/MODERATE	9/6/2011	10/1/2016	
134	19227	THOMAS JR, REGINALD	A 11/15/2012	FONTANA HS	P5	ED SPECIALIST ELA1	MILD/MODERATE	6/14/2014	7/1/2019	
135	19085	THOUNSKANE, JULIE	7/31/2015	A B MILLER HS	P5	SINGLE SUBJECT ELA1	FOUND-LEVEL MATH (EXAM)	6/9/2015	7/1/2020	
136	19694	TORRE, MARIA	G 8/6/2013	JUNIPER ELEM	P5	ED SPECIALIST ELA1	EARLY CHILDHOOD SPEC-ED	6/20/2015	7/1/2020	
137	21791	TORRES, BRITTANY	L (NEW HIRE 2016/17)	FONTANA MS	P5	MULTIPLE SUBJECT ELA1	GEN SUBJ (EXAM)	6/16/2016	7/1/2021	
138	8436	TORRES, ELIZABETH	2/17/2015	REDWOOD ELEM	P3	MULTIPLE SUBJECT ELA1	GEN SUBJ (EXAM)	4/1/2015	4/1/2018	
139	14250	TORRES, MATTHEW	10/1/2012	HARRY S TRUMAN MS	L1	ED SPECIALIST ELA1	MODERATE/SEVERE	1/1/2016	1/1/2017	
140	14970	TORRES, ROBERT	M 12/15/2015	JURUPA HILLS HS	P5	ED SPECIALIST ELA1	MODERATE/SEVERE	10/8/2015	11/1/2020	
141	21062	TORRES, SONIA	7/31/2015	BEECH ELEM	P5	MULTIPLE SUBJECT ELAM	GEN SUBJ (EXAM)	5/27/2015	6/1/2020	
142	21594	TREJO MAYA, TRINIDAD	M 3/28/2016	SUMMIT HS	P2	SINGLE SUBJECT	MATHEMATICS	6/1/2016	6/1/2018	

RE: Any New Teachers?



Luz E. Gutierrez

To: Audry A. Wiens; Kathy A. Pierce
Cc: Elizabeth K. Burgon; Lance M. Perez

You replied to this message on 12/2/2021 9:11 AM.



Preliminary and Level 1 Credentials (Keep updated for Audrey & add new as hired).xlsx
30 KB

Hi Audry,

Attached is the current list of teachers with Preliminary or Level 1 teaching credentials. The new additions (since last sent) are highlighted in yellow.

Let us know if you have any questions.

Thank you.

Luz E. Gutierrez

Technician (Certificated Dr-K)

People Services (formerly Human Resources)

Fontana Unified School District

(909) 357-5000 Ext. 29041

2021-22 Induction Mentor Caseload List

Program	Candidate	Worksite	Grade/Sub ject	Y R	Notes	
	Deanna Bacor (Middle School English)					17
1 IND	Aschoff, Erin	Almeria MS	Science	1		
2 IND	Badillo, Lidia	Alder MS	6th	2		
3 IND	Benitez, Betsy	Fontana HS	Art	1		
4 IND	Blake, Lindsey	Locust ES	IST	1		
5 IND	Caudillo-Gallo, Griselda	Redwood ES	K	1		
6 IND	Chavez, Gricelda	Fontana HS	Soc. Science	1		
7 IND	Escobar, Yesenia	Fontana MS	Math	2		
8 IND	Flores, Allyssa	Citrus ES	3 rd	1		
9 IND	Kakuska, Jessica	AB Miller	P.E.	2	Was Garcia	
10 IND	Gonzalez, Guillermo	T & L	Math Itinerant	2		
11 IND	Ortega, Lizeth	Fontana MS	P.E.	2		
12 IND	Silva, Ashley	DHIA ES	6 th	2		
13 IND	Van Buskirk, Kristine	AB Miller HS	Math	1		
14 IND	Zesati, Mayra	Sequoia MS	Math Int.	2		
15 PAR						
16 INF				n/a		
17 INF				n/a		
	Ryan Knapp (4th, 5th, 6th, Middle School P.E.)					16
1 IND	Ahmu, Elizabeth	Kaiser HS	English	2		
2 IND	Alcaraz, Carlos	Redwood ES	3 rd	1		
3 IND	Banuelos, Angelica	Kaiser HS	Spanish	1		
4 IND	Cartwright, Lee	Alder MS	P.E.	1		
5 IND	Chavez Lepe, Jaslyn	Chapparal ES	1 st	2		
6 IND	Chi, Henry	T & L	Science Itin.	2		
7 IND	Daskas, Hayley	Sierra Lakes ES	4 th	2		
8 IND	Emick, Thomas	Summit HS	English	1		
9 IND	Perez-Garcia, Jocelynn	Shadow Hills	2/3	1		
10 IND	Guadarrama, Elizabeth	Summit HS	Soc. Sci.	2		
11 IND	Jara Castillo, Gilberto	Jurupa Hills HS	Chemistry	2		
12 IND	Kibler, Samantha	Citrus ES	1 st	2		
13 IND	Martinez, Daniel	Kaiser HS	Chemistry	2		
14 IND	Peacock, Donn	Canyon Crest ES	4 th	2		
15 IND	Ramirez, Nancy	Maple ES	1 st	2		
16 IND	Sharp, James	Summit HS	Music	EC 0		

Program	Candidate	Worksite	Grade/Sub ject	Y R	Notes	
	Christopher Persky (Middle School Math)					17
1 IND	Arzate, Victoria	Summit HS	Math	2		
2 IND	Ayoub, Mary	Grant ES	5 th	1		
3 IND	Carlson, Mary	Poplar ES	4/5	2	Val Verde/CTI	
4 IND	Castro, Janet	Truman MS	P.E.	1		
5 IND	Dodge, Jordan	Ruble MS	7-8	2		
6 IND	Franklin, Maisie	Alder MS	6 th Math/Science	1		
7 IND	Garcia, Sarai	Fontana MS	ELA/SS	1		
8 IND	Hardin, Allison	Sierra Lakes ES	4 th	1		
9 IND	Hernandez, Jose	Citrus HS	Math	1		
10 IND	Lantz, Justin	AB Miller HS	Math	2		
11 IND	Lopez, Gabriela	Fontana HS	Chemistry	1		
12 ND	Machado, Breanne	Grant ES	4 th	2		
13 IND	Marchan, Justin	Fontana HS	Social Science	1		
14 IND	Mendoza, Jacqueline	Kaiser HS	Math	2		
15 IND	Montoya, Victoria	Shadow Hills	4/5	1		
16 IND	Perez, Valerie	Jurupa Hill HS	Spanish	1		
17 IND	Priest, Brittanie	Alder MS	7 th Math/Science	1		
	Melanie Smith (1st, 3rd, 4th)					17
1 IND	Armendariz, Nicole	Fontana HS	English	1		
2 IND	Baldwin, Taylor Scudder	Sierra Lakes ES	3 rd	2		
3 IND	Batta, Julio	Almeria MS	Music	2		
4 IND	Bracamonte, Monica	Porter ES	1 st	2	Needs EL Authorization	
5 IND	Decker, Jana	T & L	Elem. Itinerant	2	Clearing SS Eng./Dec.	
6 IND	Lamberth, Penny	Sierra Lakes	3 rd	1		
7 IND	McClellan, Anne	S. Tamarind ES	3 rd	1		
8 IND	Navarrete, Marsha					
9 IND	Quintero, Nancy	Redwood ES	DI 1 st	2		
10 IND	Rivera, Anissa	S. Tamarind ES	4 th	2		
11 IND	Robles, Carolina	Poplar ES	3 rd	1		
12 IND	Roman Nieto, Rubi	Citrus ES	4 th	2		
13 IND	Sarti, Kenneth	Maple ES	2 nd	1		
14 IND	Waddell, Lailani	T & L	Music Itinerant	1		
15 IND	Weiner, Stacey	Almeria MS	8 th ELA/SS	1		
16 IND	Zelaya, Shannon	Grant ES	Kinder	2		
17 PAR						
	Cassandra Spears (Resource)					17
1 IND	Carrera, Cristal	Fontana MS	Mild/Mod	1		
2 IND	Carpio, Randy	Oleander ES	TK	2		
3 IND	Carter, Jordan	Maple ES	5 th	2		
4 IND	Cerda, Eduardo	Hemlock ES	2 nd	2		

Program	Candidate	Worksite	Grade/Sub ject	Y R	Notes	
5 IND	Garcia, Elizabeth	Randall Pepper ES	Mild/Mod	1		
6 IND	Gonzalez, Cynthia	S. Tamarind ES	K	2		
7 IND	Gutierrez, Samuel	Southridge MS	P.E.	1		
8 IND	Martinez, Karen	Maple ES	RSP	2	Yr1 Redlands	
9 IND	Morales, Kiara	Summit HS	Mild/Mod	1		
10 IND	Peterson, David	Jurupa Hills HS	P.E.	2	Needs EL Authorization	
11 IND	Rodriguez, Esther	Oleander ES	Mild/Mod	2		
12 IND	Schrock, Tayler	FoHi	English	2		
13 IND	Soto, Sabrina	Beech ES	SDC- Mod/Sev	2		
14 IND	Sok, Khunary	VLP/SELPA	K-12	1	Reassigned 11.17.'21	
15 IND	Thompson, Rachel	Fontana HS	English	1		
16 IND	Turner, Christal	Citrus HS	Mild/Mod	1		
17 IND	Watson, Alexander	Almeria MS	Access	1		
	Maria "Chris" Torre (SpEd Early Childhood)					18
1 IND	Amado, Alma	Primrose ES	Mild/Mod	1		
2 IND	Avila, Arian	Kaiser HS	Mild/Mod	1		
3 IND	Bloomer, Melissa	Jurupa Hills HS	Mild/Mod	1		
4 IND	Carlos, Kimberly	DHIA ES	2 nd	2		
5 IND	Chavez, Yael	DHIA ES	2 nd	2		
6 IND	Estep, Kelsey	Porter ES	TK	2		
7 IND	Ferro, Edith	Binks ES	Mild/Mod	2		
8 IND	Fudge, Carl	Jurupa Hills HS	Mild/Mod	1		
9 IND	Gonzales-Weber, Jessica	Chaparral ES	Access	1		
10 IND	Jager, Matthew	Alder MS	Mild/Mod	1		
11 IND	Luna, Jon	Jurupa Hills HS	Mild/Mod	1		
12 IND	Martinez, Esmeralda	Juniper ES	Mild/Mod	2		
13 IND	McTarsney, William	Mango ES	Mild/Mod	1		
14 IND	Moore, Simone	Primrose ES	Mod/Sev	1		
15 IND	Perdomo, Ana	Poplar ES	Mild/Mod	2		
16 IND	Sanders, Lamonte	Sequoia MS	Mild/Mod	2		
17 IND	Silva-Valdivia, Bianca	DHIA	Mild Mod	n/a	1 Semester	
18 IND	Trejo, Tirzah	Date ES	1 st	1		
	Rosalinda (Rosie) Avalos– Jurupa HHS (Spanish) – Part-Time					3
1 IND	Guzman, Kimberly	FoHi	Spanish	2		
2 IND	Kochsiek, Carolina	Kaiser HS	Spanish	2		
3 IND	Torres, Veronica	Sequoia MS	Spanish	1		
	Cynthia Bernal – Beech Ave. ES (1st) – Part-Time					1
1 IND	Biley, Katelyn	Randall Pepper ES	1 st	1		
	Forest Blackwelder- Jurupa Hills HS (English, Drama, Yearbook) – Part-Time					1
1 IND	Trotter, Megan	Truman MS	English	2		
	Kitzia Candor – Almeria MS- (SpEd SDC) – Part-Time					2

Program	Candidate	Worksite	Grade/Sub ject	Y R	Notes	
1 IND	Aird, Kimberley	AB Miller	SpEd Mild/Mod	1		
2 IND	Lacuesta, Alvin	Kaiser HS	SpEd Math MM	2	From Tony T.	
Christine Clark- Sequoia MS (Phys. Science/AVID, 4th, 5th, 6th)- Part-Time						1
1 IND	Valencia, Brett	Alder MS	Science	1		
Susan Curtis-Flores – Truman MS- (Science) – Part-Time						2
1 IND	Smith Jr., Marvin	Southridge MS	English 6 th	1		
2 IND	Villegas, Marcos	AB Miller HS	Chemistry	1		
Melanie Delgado-Oramas –Almeria MS-TOA MTSS (pre-k, 1,2,3,4,5) –Part-Time						2
1 IND	Espinoza, Victoria	Beech ES	6 th	1		
2 IND	Griggs, Jeanette	N. Tamarind ES	6 th	2		
Sharon Frasher – Beech Ave. ES (K) – Part-Time						1
1 IND	Pitcher, Sarah	Citrus ES	1 st	1		
Colleen Gerke – Hemlock ES (SpEd-SDC 2/3) – Part-Time						3
1 IND	Colon, Kyle	Citrus ES	Mild/Mod- ELA	1	Dual Credentials- SpEd/SS	
2 IND	Urena, Jessica	S. Tamarind ES	Mild/Mod	1		
3 IND	Zarate, Daniel	Sierra Lakes ES	5 th	1		
Michael Giardina- Kaiser HS (Mod/Severe)- Part-Time						1
1 IND	Amos, Doris	AB Miller HS	Mod/Severe	1		
Yvette Hinojosa – Fontana MS (SpEd) – Part-Time						2
1 IND	Macfarlane, Matthew	Alder MS	Mild/Mod	1		
2 IND	Muniz, Heliodoro	Alder MS	Social Science	1		
Redwood Jordan – (4/5 Science Enrichment)– Part-Time						3
1 IND	Kole, Alana	Citrus ES	4 th	1		
2 IND	Lopez, Flor	Redwood ES	4/5 combo	1		
3 IND	Mousseau, Jessica	Poplar ES	5 th	1		
Shayna Lopez – TOA ES – Part-Time						4
1 IND	Kang, Peter	Ruble MS	Art	2		
2 IND	Salas, Mayra	Binks ES	K	2		
3 IND	Vargas, Yessenia (Morelos)	Cypress ES	3 rd	2		
4 IND	Whitney, Michael	Southridge MS	8 th ELA	2		
Michelle Malensek – Grant ES (3rd and 1st, 2nd, 4th) – Part-Time						2
1 IND	Garrido-Mendez, Cristina	DHIA	3 rd	1		
2 IND	Long, Andrew	Maple ES	2 nd	2		
Dawn Millias – Juniper ES- (K-2 SDC) – Part-Time						1

Program	Candidate	Worksite	Grade/Sub ject	Y R	Notes	
1 IND	Garcia-Rolon, Lisandra	Mango ES	Mod/Severe	1		
	Felecia Moore – Grant ES (1st, 2nd, 3rd) – Part-Time					2
1 IND	Bohlen, Helene (Helen)	N. Tamarind ES	K	2		
2 IND	Romero, Sabrina	Live Oak ES	3 rd	2		
	Brenda Muro – Maple ES (2nd also RSP HS) – Part-Time					2
1 IND	Garcia, Gerardo	Southridge MS	RSP	1		
2 IND	Overbey, Brittney	Grant ES	2 nd	1		
	Cathy Propp – Oak Park ES (3rd) – Part-Time					2
1 IND	Parker, Ashlyn	Date ES	3 rd	2		
2 IND	Taylor, Evelyn	Locust ES	3 rd	1		
	Renee Potter—Juniper ES- (Preschool SDC)					1
	Araya, Cynthia	Sierra Lakes ES	3 rd	1		
	Josie Ramos-Leyva- Jurupa Hills HS (Math)- Part-Time					2
1 IND	Perales, Yadira	Fontana MS	Math 7/8	1		
1 IND	Cortez, Jorge	Summit HS	Art	1		
	Hugo Sierra – Jurupa Hills HS (Math) – Part-Time					3
1 IND	Echeverria, Mario	Birch HS	Math	1		
2 IND	Garcia, Frank	Jurupa Hills HS	Math	1		
3 IND	Moreno-Alba, Alma	Citrus HS	Math	1		
	Antonella Spadaro – D.O.- Bldg. 14- (2nd) – Part-Time					3
1 IND	Martinez, Iliana	Shadow Hills ES	2/3 Combo	2		
2 IND	Munoz, Isabelle	Grant ES	4 th	1		
3 IND	Ruiz, Rebekah	Porter ES		1	Late Hire 12/6/'21	

Total Induction Teachers	140
SpEd Induction Teachers	28
Early Completion Option	1
PAR	2
Informal Support	2
Year 1	78
Year 2	61

Total Mentors	29
Full-Time Mentors	6
Part-Time Mentors	23
As of 12.7.'21	

Induction Precondition 3 - One hour per week of mentoring

Each Induction Program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.

The FUSD Induction Program clearly communicates the expectation that all teachers in the program will receive an average of not less than one hour per week of mentoring. This expectation is in the Memorandum of Understanding that the teacher and mentor sign at the Kickoff Orientation Meeting in August. Mentors turn in logs each month that reflect the time spent with their teachers. Both the mentor and the candidate initial the logs, and this information is kept in the candidate's file in the Induction office for review and tracking by the Coordinator. Lastly, the program also includes a survey question in the End-of-Year Survey that asks both teachers and mentors how much time they are spending with each other. All of the data above has been reviewed and proves that teachers in the FUSD Induction Program receive an average of not less than one hour per week of mentoring.

Evidence:

Mentor Memorandum of Understanding- **Page 59**

End-of-Year Survey Hours Spent Item (Teachers and Mentors)- **Page 60**

Mentor Meeting Log sample (showing record of hours spent)- **Page 61**



Fontana Unified School District

Every Student Successful | Engaging Schools | Empowered Communities

9680 Citrus Avenue • P. O. Box 5090 • Fontana • California 92334-5090 • (909) 357-5000 • www.fusd.net

Fontana Unified School District Approved Induction Program Memorandum of Understanding-Mentor/Support Provider

Role of the Induction Program Mentor (Support Provider):

- Commit to providing mentoring and support to candidate(s) for the 2021-22 school year
- Provide support to assigned candidate(s) a minimum of one hour per week
- Observe candidate(s) a minimum of 2 times per year
- Coordinate observations of experienced teachers for the candidate(s)
- Adhere to the norms that are established for all trainings/meetings
- Assist candidate with lesson design and delivery
- Assist candidate to refine/establish classroom management procedures
- Model demo-lessons for the candidate, if applicable
- Assist candidate to develop the yearly Individual Learning Plans (ILP's)
- Build on the candidate's preliminary program learning to grow in the CSTPs
- Co-develop the ILP goals within the first 60 days of the candidate's enrollment in the program
- Guide reflective conversations based on the candidate's CSTP goals on the ILP (Individualized Learning Plan)
- Coach/collaborate/consult with each candidate to develop a growth mindset
- Turn in completed mileage AND meeting logs to the Induction Office by the end of the first week of each month for the month before

NOTE: Mileage forms will not be processed for reimbursement without the accompanying meeting logs

- Maintain confidentiality regarding the work with candidate(s)
- Refrain from conversations with administrators/district leaders regarding the Induction Candidate's progress
- Report ANY problems or concerns to the Induction Coordinator

I understand that Induction is a confidential process and is not used in FUSD's teacher employee evaluation.

Failure to meet any of the above stated responsibilities will result in possible dismissal from the Fontana Unified School District Induction Program.

Print Name: _____ Position: _____

Work Site: _____ Grade/Subject: _____

As a Mentor for the FUSD Induction Program, I agree to fulfill the above responsibilities.

Induction Mentor Signature

BOARD OF EDUCATION

Joe Armendarez
Adam Perez
Jennifer Quezada, Ed.D.
Mary B. Sandoval
Marcelino "Mars" Serna

SUPERINTENDENT

Randal S. Bassett

Telecommunications Device for the Deaf (909) 357-5018

7. On average, how frequently did you and your Support Provider have meaningful communication about issues related to your teaching practice? This includes all face-to-face or virtual interactions via technology.

	Program		Statewide	
	22	91.7%	9597	94.5%
1 = Daily	0	0.0%	873	9.1%
2 = Two or three times per week	7	31.8%	2194	22.9%
3 = Weekly	15	68.2%	4840	50.4%
4 = Twice per month	0	0.0%	1324	13.8%
5 = Less than twice per month	0	0.0%	366	3.8%
Mean : SD	2.68	0.48	2.80	0.92

2. I met with my teacher candidate(s) a minimum of an hour per week in order to provide support.

[More Details](#)



Induction Precondition 4 - ILP Goal Development

Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.

Candidates begin developing their Individual Learning Plan (ILP) with their mentor by the second month of the school year. The Pre-Inquiry Steps help mentors to ensure that the activity of goal setting occurs between 4-6 weeks after teachers enroll in the program. Since probationary teachers are required to write goals for their formal employee evaluation within the first four weeks of school, mentors assist them in aligning their evaluation goals to their ILP goals, so they are working toward procuring tenure and their clear credential at the same time. According to the evaluation timeline outlined in the Collective Bargaining Agreement, evaluation goals must be set within 30 workdays of their start date. This deadline also supports the teaching induction process of setting ILP goals within the first 60 days.

Evidence:

Evaluation Timeline- [Page 63](#)

FUSD Collective Bargaining Agreement/Employee Evaluation-[Pages 64-65](#)

Individual Learning Plan- [Page 66-67](#)

2021-2022 EVALUATION TIMELINE

TASKS	PROBATIONARY/ TEMPORARY (All Unit Members)	PERMANENT	TOA	POTENTIAL NON-RELECT
Notify Employee of evaluation year via memo or email (within first 2 weeks of employee's work year)	8/12/21 (P1/Temp) 8/13/21 (P2)	8/13/21	8/6/21	8/12/21 or 8/13/21
Standards & Key Elements Conference [within 10 working days of S&KE conference, provide written summary of conference to BU member]	8/30/21-9/3/21 (Week 4)	9/3/21 (By the end of Week 4)	9/3/21 (By the end of Week 4)	8/30/21-9/3/21
Originals Due in PS: 9/17/21				
Observation #1 (announced) [within 10 working days of each observation, hold obs conf.; within 10 working days of obs conf., provide written summary of obs. conf. to BU member]	10/11/21-10/15/21 (Week 10) Originals Due in PS: 1/21/22	2/18/22 (By the end of Week 24)	2/18/22 (By the end of Week 24)	10/11/21- 10/15/21 Originals Due in PS: 1/11/21
Originals Due in PS: 4/22/22				
Observation #2 (unannounced OK) [within 10 working days of each observation, hold obs conf.; within 10 working days of obs conf., provide written summary of obs. conf. to BU member]	11/8/21-12/3/21 (Week 14-Week 16) Originals Due in PS: 1/21/22	-	-	11/8/21-12/3/21 Originals Due in PS: 1/11/21
Evaluation Conference #1 [within 10 working days of evaluation conf., provide printed evaluation to BU member]	12/13/21-12/17/21 (Week 18) Originals Due in PS: 1/21/22	4/8/22 (By the end of Week 30)	4/8/22 (By the end of Week 30)	12/13/21- 12/17/21 Originals Due in PS: 1/11/21
Originals Due in PS: 4/22/22				
Observation #3 (unannounced OK) [within 10 working days of each observation, hold obs conf.; within 10 working days of obs conf., provide written summary of obs. conf. to BU member]	1/31/22-2/18/22 (Week 22-Week 24) Originals Due in PS: 4/22/22	-	-	1/31/22-2/18/22 Originals Due in PS: 2/22/22
Evaluation Conference #2 [within 10 working days of evaluation conf., provide printed eval to BU member]	3/14/22-4/8/22 (Week 28-Week 30) Originals Due in PS: 4/22/22	-	-	2/18/22 Names Due in PS: 2/22/22

People Services (2 pgs.)

May 2021

2021-2022 EVALUATION TIMELINE

IMPORTANT INFORMATION			
PROBATIONARY/TEMPORARY	PERMANENT	NON-RELECT	OTHER
<p>A complete 1st evaluation packet includes:</p> <ul style="list-style-type: none"> Standard & Key Elements - Due in PS by September 17, 2021 Observation #1 Observation #2 Evaluation Conference #1 - Due in PS by January 11, 2022 <p>A complete 2nd evaluation packet includes:</p> <ul style="list-style-type: none"> Observation #3 Evaluation Conference #2 - Due in PS by April 22, 2022 	<p>A complete evaluation packet includes:</p> <ul style="list-style-type: none"> Standard & Key Elements - Due in PS by September 17, 2021 Observation #1 Evaluation Conference #1 - Due in PS by April 22, 2022 	<p>A complete 1st evaluation packet includes:</p> <ul style="list-style-type: none"> Standard & Key Elements - Due in PS by September 17, 2021 Observation #1 Observation #2 Evaluation Conference #1 - Due in PS by January 11, 2022 <p>A complete 2nd evaluation packet includes:</p> <ul style="list-style-type: none"> Observation #3 Evaluation Conference #2 - Due in PS by February 22, 2022 <p>Non-Reelect names: - Due in PS by February 22, 2022</p> <p>• NOTE: If an employee may be a Non-Reelect, calendar evaluation conference #1 before 12/13/21 to allow sufficient time before evaluation conference #2 AND notify PS of concerns.</p>	<p>• Late hires/transfers must have their Standards & Key Elements completed within 4 weeks of the day they start at your site</p> <p>• NOTE: For hires after the start of the school year, there must be at least 30 working days between evaluation conference #1 and evaluation conference #2</p>

- ✓ All original typed documents are to be sent to People Services, Bldg. #4.
- ✓ Please do not send one document at a time (except for the Standards and Key Elements).
- ✓ As soon as you have a complete set for an employee, send it in. Please do not wait until the deadline.
- ✓ Please do NOT staple documents.
- ✓ Don't jeopardize the evaluation process by missing deadlines.
- ✓ If you have any questions, please call People Services at Ext. 29045.

People Services (2 pgs.)

May 2021

Article 9: EVALUATIONS

- 9.1 The basic purpose of the evaluation process is to establish the premise of continuous improvement, to promote personal accountability, to encourage professional development, and to provide for due process. Within this context, evaluation is a cooperative and continuous process aimed at improving and maintaining quality educational programs, while serving as an essential component in the professional development of certificated personnel.
- 9.2 Members of the bargaining unit shall not be required to evaluate other members of the bargaining unit.
- 9.3 No member of the unit shall be held accountable for any aspect of the educational program over which the bargaining unit member has no authority to correct deficiencies.
- 9.4 Standards and Key Elements
 - 9.4.1 Bargaining unit members being evaluated are to be notified in writing within the first two weeks of their evaluation year. Notification may be given through either written memo or e-mail.
 - 9.4.2 For each year in which the bargaining unit member is to be evaluated, and not later than the end of the 4th school week, each administrator will meet individually with the bargaining unit members being evaluated that year to choose standards and key elements for the bargaining unit member's evaluation for the school year.
 - 9.4.3 The administrator and bargaining unit member shall select three (3) standards upon which the evaluation will be based. The standards shall be selected as follows:
 - 9.4.3.1 One standard selected by the bargaining unit member
 - 9.4.3.2 One standard selected by the evaluator
 - 9.4.3.3 One standard selected jointly by the bargaining unit member and the evaluator.
 - 9.4.4 A total of three (3) key elements from each standard shall be the focus of the evaluation.
 - 9.4.4.1 Two (2) key elements from each standard shall be selected by the bargaining unit member being evaluated.

Article 10

- 10.1.1 One (1) key element from each standard shall be selected by the evaluator.

Article 11

- 11.1.1 During the Standards and Key Elements conference, the bargaining unit member being evaluated shall discuss with the administrator specific teaching strategies and evidence that will be used to measure success within the key elements selected.
- 11.1.2 Within ten (10) working days following the Standards and Key Elements conference, the administrator shall provide a written summary of the conference to the bargaining unit member being evaluated for the bargaining unit member's signature. The summary will consist of but is not limited to the specific teaching strategies discussed and the evidence that will be used to measure success within the key elements.



FUSD Induction Program #606

Individual Learning Plan (ILP)

Candidate		Year	1 or 2	Goal Plan Development/Updates		Collaborative Development Team	
Credential Type		Dual Credential		Fall		Content Contact	
Mentor		Grade Level		Winter		Site Administrator	
Mentor Match Date (within 30 days of enrollment)		Site		Spring		Induction Coordinator	Audry Wiens
Portfolio Checks Goal implementation and Growth		Introduction to Site Administrator/Evaluator		Observations of Veteran Teachers			
Fall	October 3, 2019			Name:	Date:		
Winter	January 30, 2020			Name:	Date:		
PROFESSIONAL GOAL(S): Please indicate goals based on YOUR professional interests such as, advanced education, certifications or authorizations, additional content area literacy, and/or early childhood education. Considerations for district, site, classroom/student, and/or personal educator goals may be included in this section.							
Goal(s):		Rationale for goal:					
CSTP GOAL(S): Based on your individual self-assessment of the CSTP, collaboratively develop your individual growth goals. These goals will guide your Induction Program.							
GOAL # 1 *Developed within the context of the ILP within the first 60 days of the candidate's enrollment in the FUSD Induction Program							
CSTP Growth Goal(s): Based on your self-assessment on the Continuum of Teaching Practice, select specific elements/goals as your focus.		Determining Outcomes: Use these questions to determine how you will meet these goals. What achievement will your students attain?					
CSTP Standard and Key Element(s):		1. What growth or instructional habits will be implemented on your part? <i>(Considerations: overall, related to approaches, interactions, effectiveness w/ planning, instruction, or assessments, etc.)</i>					
GOAL 1:		2. What are the indicators of success/achievement? <i>(Considerations: target/ideal outcome, mindsets, interactions with learning, achievement, etc.)</i>					
Goal Modifications (as needed):		3. What evidence do I want to collect to measure effectiveness? <i>(Considerations: General thinking on how or what evidence will support measuring teacher or student growth)</i>					

ACTION PLAN

PLAN	TEACH	REFLECT	APPLY
Consider the actions that will support you in reaching your growth goal (List/describe the growth target, action, professional development, reading, etc.) What did you do? Provide EVIDENCE (link, picture of book, conference agenda...)	Show evidence of application What did you teach, create, implement or use?	Implementation Reflection What was the effectiveness or impact? (successes, challenges)	Next steps/now what? What will you keep, discard, modify?)

REFLECTION ON GROWTH GOAL AND ACTION PLAN

As a result of this individual learning plan, what was the impact on instructional practices and student learning?
Describe your next steps.

With your Mentor, discuss evidence and mark relevant CSTPs on the Continuum of Teaching Practice.
*See continuum for marking

Candidates, mentors and administrators may determine if more than one goal is appropriate or if an additional goal will be added during the year. Please copy and paste the above Goal #1 tables to add additional goals.

Signatures:

Person	Signature	Date
Candidate:		
Support Mentor:		

NOTES:

Induction Precondition 5 - ILP for Professional Growth

The ILP must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

Teachers and mentors in the FUSD Induction Program are informed that the purpose of the ILP is for the growth and development of the participating teacher and not for evaluative purposes. At the Induction Orientation Meeting teachers sign the Memorandum of Understanding that clearly states that the induction process is a confidential one and will not be used for evaluation purposes. Mentors are trained in their initial and ongoing Mentor Meetings that their work with their teachers is confidential and they are not to share opinions or judgments about their teacher with anyone except the program leadership. They sign a Memorandum of Understanding that states that they understand this. Site Administrators receive training annually so that they are aware that Induction is solely for professional growth and development and not for evaluation for employment purposes.

Evidence:

Candidate/Mentor Memorandum of Understanding- [Page 69-70](#)

Mentor Meeting PPT Slide- [Page 71](#)

Site Administrator Training PPT Slide- [Page 71](#)



Fontana Unified School District

Every Student Successful | Engaging Schools | Empowered Communities

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Fontana Unified School District Approved Induction Program Memorandum of Understanding-Mentor/Support Provider

Role of the Induction Program Mentor (Support Provider):

- Commit to providing mentoring and support to candidate(s) for the 2021-22 school year
 - Provide support to assigned candidate(s) a minimum of one hour per week
 - Observe candidate(s) a minimum of 2 times per year
 - Coordinate observations of experienced teachers for the candidate(s)
 - Adhere to the norms that are established for all trainings/meetings
 - Assist candidate with lesson design and delivery
 - Assist candidate to refine/establish classroom management procedures
 - Model demo-lessons for the candidate, if applicable
 - Assist candidate to develop the yearly Individual Learning Plans (ILP's)
 - Build on the candidate's preliminary program learning to grow in the CSTPs
 - Co-develop the ILP goals within the first 60 days of the candidate's enrollment in the program
 - Guide reflective conversations based on the candidate's CSTP goals on the ILP (Individualized Learning Plan)
 - Coach/collaborate/consult with each candidate to develop a growth mindset
 - Turn in completed mileage AND meeting logs to the Induction Office by the end of the first week of each month for the month before
- NOTE: Mileage forms will not be processed for reimbursement without the accompanying meeting logs
- Maintain confidentiality regarding the work with candidate(s)
 - Refrain from conversations with administrators/district leaders regarding the Induction Candidate's progress
 - Report ANY problems or concerns to the Induction Coordinator

I understand that Induction is a confidential process and is not used in FUSD's teacher employee evaluation.

Failure to meet any of the above stated responsibilities will result in possible dismissal from the Fontana Unified School District Induction Program.

Print Name: _____ Position: _____

Work Site: _____ Grade/Subject: _____

As a Mentor for the FUSD Induction Program, I agree to fulfill the above responsibilities.

Induction Mentor Signature

BOARD OF EDUCATION

Joe Armendarez
Adam Perez
Jennifer Quezada, Ed.D.
Mary B. Sandoval
Marcelino "Mars" Serna

SUPERINTENDENT

Randal S. Bassett

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Fontana Unified School District Induction Program

Memorandum of Understanding- Candidates/Participating Teachers

Participating Teacher (Candidate) Expectations 2021-2022

- Attend the Induction Kickoff Orientation in August 2021
- Choose Professional Development Sessions of my choice that relate to my goal (s) (Total = 10 hours/year)
- Abide by all norms of the facilitator(s) and professional conduct expectations (which includes being fully present during Professional Development Sessions)
- Meet with the assigned Mentor for a minimum of one hour per week
- Participate in purposeful reflections based on my individual CSTP goals
- Collect evidence of growth that aligns with the Individual Learning Plan(s)-ILP
- Observe highly qualified teachers with similar grade levels/subject matter 1 full day per year
- Register for PD on Kickup and "unregister" if unable to attend to allow space for another attendee
- Complete the FUSD Induction Program in two years; participation beyond two years will be at the expense of the Induction Candidate
- Participate in program evaluation and provide feedback on program effectiveness, including the completion of an end-of-year survey and completion of CSTP growth survey
- Report ANY problems or concerns to the Induction Coordinator

I have been given information about the procedures for requesting the Early Completion Option and requesting a change in Mentor. I understand that Induction is a confidential process and is not used in FUSD's teacher employee evaluation. The formative assessment materials and documents/work samples collected will be kept by me and will be used as evidence to verify completion of credentialing requirements and the FUSD Induction Program.

Failure to meet any of the above stated responsibilities will result in possible program extension in the Fontana Unified School District Induction Program.

As a candidate in the FUSD Induction Program, I agree to fulfill the above responsibilities.

Completion of the Forms survey indicates my signature and acceptance of this MOU.



OR



BOARD OF EDUCATION

Joe Armendarez
Adam Perez
Jennifer Quezada, Ed.D.
Mary B. Sandoval
Marcelino "Mars" Serna

SUPERINTENDENT

Randal S. Bassett

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Mentor Meeting PPT Slide- Confidentiality:

Nuts & Bolts

- SP Responsibilities/ MOU
- Organization
- Arranging Meeting Times
- A “Typical” Meeting
- Communication Preferences
- Confidentiality

FACT

44

Site Administrator Induction Training PPT Slide:



WHAT IT IS AND WHAT IT'S NOT

Induction IS

- Required by CTC to clear a credential
- Aligned to Commission requirements & Induction Program Stds.
- A confidential relationship between SP and PT

Induction IS NOT

- Something we do “to” teachers, but “for” teachers
- Evaluative/only support
- Off limits in terms of expressing PT concerns w/the Induction Coordinator
- Optional PD- it is required to earn a California Clear Credential

6

Induction Precondition 6 - Early Completion Option

An Induction Program sponsor must make available and must advise participants of an Early Completion option for “experienced and exceptional” candidates who meet the program’s established criteria.

It is the goal of the FUSD Induction Program to provide support and mentoring to each new teacher to help them procure their clear credential and to help them earn tenure. For this reason, the Early Completion option is adjusted dependent on their pathway in Induction. The Early Completion Option is reviewed with teachers during the Induction Kickoff Orientation Meeting when the Induction Handbook is reviewed.

Teachers who qualify for the Early Completion must email their request and relevant documents to the Induction Coordinator who conducts an observation and then approves or denies the request based on the criteria outlined in the Early Completion Option. Teachers who are approved complete one year of the FUSD Induction Program.

Evidence:

Early Completion Option document from the Induction Handbook- [Page 73](#)

Consideration for Early Completion Option

The Induction Program allows Candidates to clear their California Teaching Credential by meeting standards and requirements during a two-year period of professional growth and reflection. However, candidates who are “**experienced and exceptional**” may be eligible to complete the program in one year. Candidates for the Early Completion Option must provide copies of satisfactory teaching evaluations for the prior two years, and submit a current letter of recommendation from their evaluating supervisor/administrator. Candidates who qualify for **consideration** include one of the following:

- First year candidates who have completed a two-year Intern Program within California;
- First year out-of-state candidates with extensive teaching experience;
- First year out-of-country candidates with extensive teaching experience;
- First year candidates with extensive experience under a credential in a private school setting

If you meet the above criteria, please contact the Induction Coordinator, Audry Wiens (wienaa@fUSD.net or 909-357-5000 x29350). After the Induction Program Coordinator has determined eligibility for an Early Completion Option, you will be provided with an application to complete and return, at which point an observation will be scheduled. Based on evidence of your lesson planning and lesson observation, the Induction Coordinator will then decide whether or not you qualify for the Early Completion Option. The Induction Program would rather provide the Candidate with ongoing support and will err on the side of caution in granting an Early Completion Option to experienced and exceptional candidates.

The deadline to be considered for Early Completion Option is October 1, 2021. For FUSD preliminary credentialed candidates who are hired after August, you must contact the Induction Coordinator to request ECO consideration within one month of enrollment in the FUSD Induction Program.

Fontana Unified School District



Induction Handbook **School Year 2021-2022**

Induction & Credential Services

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Dear Induction Candidate,

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

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

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

We are here to support and assist you in any way needed as you "Teach to Learn".

Have a wonderful
year!

Sincerely,

Audry Wiens

Audry Wiens

Induction & Credential Services Coordinator



Contact Information

**Audry Wiens
Coordinator**

**Induction and Credential Services
357-5000 Extension 29350**

WienAA@fusd.net



Monica Gallardo, Secretary, Extension 29350

Mentors/Consulting Teachers:

Deanna Bacor MccaDR@fusd.net 29353

Ryan Knapp KnapRK@fusd.net 29354

Christopher Persky PersCJ@fusd.net 29355

Melanie Smith SmitMA@fusd.net 29296

Cassandra Spears SpeaCM@fusd.net 29422

Chris Torre Torrmc@fusd.net 29422

FUSD Induction Research-Based Vision

Beginning educators in the Fontana Unified School District's Induction Program continually grow in the knowledge and skills necessary to effectively implement California's adopted standards and curricular frameworks. Teaching quality is recognized as the most powerful school-based factor in student achievement: teachers have an accumulating influence that can overcome learning challenges among students and increase effective teaching and learning. A research-based vision of teaching and learning guides the efforts of the FUSD Induction Program personnel and is based primarily on research from the 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.

What is an Induction Program?

- Structured, yet flexible teacher support integrated with intensive, job-embedded professional development and formative assessment during the first two years a teacher is employed to teach on a preliminary credential.
 - Support provided by experienced teachers (mentors) trained to coach colleagues as they deepen their understanding of content standards, assessment, and performance levels for students.
 - Recommends participants for a California Clear Credential based on evidence of successful completion of the program.
 - Provides continuity between teacher preparation and ongoing professional growth and learning.
-
- A structured set of activities designed to support and guide teachers in a cycle of inquiry focused on the California Standards for the Teaching Profession, content standards and reflective sessions with a Mentor.
 - A process designed to promote teacher autonomy through an ongoing process of self-assessment, action research, examination of student work, reflection, and professional goalsetting. gram?
 - Learning to teach is a lifelong, developmental process that involves confronting challenges and taking risks.
 - The teacher is the key agent of educational change; effective teaching is the cornerstone of educational reform.
 - A common language and professional standards promote the improvement of teaching practice and the development of a professional community.
 - The professional norms of self and peer assessment, reflection, and collaboration are central to the success of schools and the improvement of teaching and learning.
 - Teacher learning must focus on classroom practice and student achievement.
 - Formative assessment information best guides the refinement of teaching practice and the design of professional growth activities.
 - Teachers are professionals who are capable of critically examining their practice to improve teaching and learning.

ROLES & RESPONSIBILITIES

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

Overview of the FUSD Induction Program

The Fontana Induction Program is:

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

Who can be a participant in the Induction Program?

To qualify you must meet the following criteria:

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

What are the benefits of the Induction Program?

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

Determining Eligibility for the FUSD Induction Program

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

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

Mentor/Candidate Assignments

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

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

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

Requesting a Mentor Reassignment

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

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

Frequently Asked Questions

How is Induction different from my university preliminary credential work?

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

What about the paperwork?

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

How should I organize my evidence?

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

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

This is an incredible time to be a teacher because of the complexity of the job. Induction is about planning lessons, examining, and analyzing student work, reflecting on lessons, and collaborating with colleagues. Focusing on the Individualized Learning Plan IS a focus on teaching. The work you do with your Mentor/Mentor allows you to have support in your quest for excellence. Former Induction teachers often say ALL teachers could benefit from reflective conversations with a Mentor! Think of your experience in Induction as an opportunity to pursue truly individualized and job-embedded professional growth, while clearing your credential for free.

(FUSD does not charge their new teachers to participate, unlike some districts in California).

What happens if my Mentor and I do not get along?

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

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

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

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

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

What is the ILP?

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

Per Induction Program Standard

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

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

Can I complete Induction early?

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

Can I get college credits for completing Induction?

Yes! The Fontana Unified School District partners with the University of San Diego. The details are on the next page.



Partnering with Fontana Unified School District

Teacher Induction Program Offers 5 Semester Units of Graduate Level Extension Credit for 2021-2022:

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

REGISTRATION

Registration is open between November 2021 and May 2022. Please note that you **MUST** register within these dates in order to participate in this partnership*. **THE UNIVERSITY DOES NOT ACCEPT LATE REGISTRATIONS. IF YOU WANT THE UNITS, PLEASE REGISTER BEFORE JUNE 1, 2022.**

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

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

INSTRUCTIONS

Detailed instructions will be mailed to all Induction Candidates and Mentors during the fall of 2021.

Each unit is -
\$75.00. **Total cost is \$375.00 per 5-unit class.**

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

THESE COURSES ARE FOR FONTANA UNIFIED SCHOOL DISTRICT PERSONNEL ONLY. Registration closes June 1, 2022.

Your transcript will be sent to you by mail from the University during the summer.

Who makes decisions for the Induction Program?

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

What happens if I am not finished in two years?

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

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

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



Induction Transportability Process for Candidates

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

Responsibilities of the Transferring Candidate

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

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

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

Responsibilities of the Transferring Induction Candidates include:

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

Responsibilities of the Sending Induction Program

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

Responsibilities of the Receiving Induction Program

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

Responsibilities of the Receiving Induction Program include:

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

Early Completion Option (ECO) Consideration

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

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

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

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

Once the documents are received at the District Office, Building 26, the Induction Coordinator, Audry Wiens (wienaa@fUSD.net or 909-357-5000 x29350), will contact

you. The Induction Coordinator will decide whether or not you *may be eligible* for the Early Completion Option based on submitted documentation. Finally, the Induction Coordinator will schedule a time to observe a lesson and email you with a decision regarding the Early Completion Option.

The deadline to be considered for Early Completion Option is

October 1, 2021 OR within 60 days of late hire

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



Fontana Unified School District Meeting Log

Candidate _____ Mentor _____

MONTH _____ YEAR _____

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

Activities Key:

A. ILP Development

D. CANDIDATE Classroom observation

G. Curriculum/Lesson planning

J. Staff Meeting/Training

B. SP observation of CANDIDATE
C. Routines/Procedures/Class Mgmt.

E. SP demonstration for CANDIDATE
F. Data Analysis

H. Reflection
I. Diff. Instruction

K. Prep/Paperwork
L. Other-Describe

INDUCTION COMPLETION REQUIREMENTS

(Also serves as Transportability Document)

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

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

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

Mentor Observations of Candidates	Date
Initial Observation	
ILP Observation	

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

Portfolio Completion	Date
University Transition Plan or Transition Guidance Document for Yr. 1	
Diversity & Equity Mentoring Session During Weekly Meeting	
Pre-Inquiry	
Individualized Learning Plan (ILP)	
Summative Reflection	

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

Signature of Candidate

Date

Signature of Mentor

Date

Signature of Coordinator

Date



Candidate/Mentor Concern Information

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

FUSD Induction Professional Learning

Professional Development Options

May include but are not limited to:

To access the IRIS Center, go to the following website address

<http://iris.peabody.vanderbilt.edu/index.html>

- **TEDTalks**
- **TeacherTube**
- **District-wide PD offerings**
- **Induction PDs; beyond 4 sessions**
- **Examples of Books: Teach Like a Champion, Rick Morris, Michael Linsin, Robert Marzano**



Education Specialists' Internet Resources

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

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

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

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

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

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

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

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

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

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

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP) 2009

STANDARD ONE:

ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

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

STANDARD TWO:

CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

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

STANDARD THREE:

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

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

STANDARD FOUR:

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

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

STANDARD FIVE:

ASSESSING STUDENTS FOR LEARNING

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

STANDARD SIX:

DEVELOPING AS A PROFESSIONAL EDUCATOR

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



Commonly Used Acronyms

Induction

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

GRIEVANCE PROCESS

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

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

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

- At the end of each year, formal ILP reviews are administered by mentors and the program Coordinator. Upon verification that the participant has completed all Induction Program requirements for the applicable induction year, the Completion Requirements Document is signed as evidence of completion. The Completion Requirements Document is uploaded to the Summary of Teaching and Learning folder in the portfolio and the hard copy is kept in the Induction files.
- Year 2 and ECO candidates who successfully complete all requirements are recommended for the clear credential.
- The Coordinator then submits the Verification of Completion Form (41-Induction) to the credentialing analyst in the Human Resources department who assists the candidate with his or her application for the clear credential. The credentialing analyst does a subsequent follow-up to ensure that the credential is officially issued by the CTC.

- Candidates who were not successful in completing all program requirements are given a month to provide the evidence to the program Coordinator and are recommended for the clear credential at that time.
- Candidates who do not meet the deadline for completing the extension process are offered two months of the new school year to do a mini-inquiry to demonstrate professional growth in their new setting. Once this occurs, they are recommended for the clear credential.
- Candidates who neglect to complete all extended offers for demonstrating professional growth can opt to participate in the Early Completion Option at a cost to them.
- Candidates who object to the non-recommendation decision at any level can appeal their case to the Induction Program Coordinator by submitting the appropriate evidence and documentation. The Induction Program Coordinator will submit all information regarding the appeal to the Director of Professional Development for a decision regarding completion of the

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

Induction Program Request for Extension/Suspension

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

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

Plans for Support

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

Suspension for Lack of Program Completion

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

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

Removal from Program for Lack of Program Completion

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

FUSD Induction Program Sequence

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

FUSD Induction Program Sequence

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

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