Fontana Unified School District Teacher Induction Program Preconditions Submission

With Feedback Response- August 10, 2018

With Feedback Response- September 7, 2018

March 2018

Family • Culture • Spiritual • Social • Self • Physical • Mental • Environmental • Community •
FONTANA UNIFIED SCHOOL DISTRICT

Submitted by: Audry Wiens, Induction Coordinator

wienaa@fusd.net

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Matrix of Approved FUSD Programs

Credential Program	Delivery Model	Location	Current Enrollment	Completers 2016/2017
General Education	Traditional	Board of Education	91	94
Special Education	Traditional	Board of Education	25	36

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 (Miki Inbody, Assistant 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 coordinate 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.

2/23/18

Miki Inbody,
Associate Superintendent, Fontana Unified School District **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, Miki Inbody, 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 Miki Inbody, Associate Superintendent.

General Precondition (1)(b) Signed Assurance- Page 1

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 30

Completion Requirements/Transportability Document- Pages 9

Teach Out Plan- Page 10

General Precondition (2) Signed Assurance- Page 1

PLEASE
SEE
MOUs ON
PAGES
30-31

(REVISED FOR 2018-19- NO LONGER USED)

Fontana Unified School District
Induction Completion Requirements YEAR 1

Name: ______________________________ Date: ____________________

School: ____

Support Provider: ____

The Modules checked indicate completion of that requirement.
Any unchecked Modules must still be completed.

Module A		**Pre-Inquiry**		**Module C**		**Module D**	
	A-1		# 1		C-1 (IIP#1)		D-1
	A-2				C-2	Reflection	
	A-3				C-3		
	A-4				C-4		
	A-5				C-5		
	A-6				C-6		
					C-7		
					C-8		
							Alt. Assignment (if applicable)

Survey	**Date**
Year End	
CSTP	
SP OBSERVATIONS	
PT OBSERVATIONS	

Topic	**Date**	**Attended**	**Notes**
District New Teacher Orientation	7/31/17		
Induction Kick Off – Option 1	8/17/17		
Induction Kick Off – Option 2	8/24/17		
Begin w/the Brain/Martha Kaufeldt	8/28/17		
Eff. Environments/Bryan Harris	9/7/17		
Collaboration	10/19/17		
Growth Mindset	11/30/17		
Collaboration	1/18/18		
Und/Org Subject Matter-Grad. Release	2/8/18		
Collaboration	3/8/18		
Portfolio Session	4/12/18		

**Upload this completed document to the Summary of Teaching & Learning tab AND keep a copy for your records.

______________________________________ ______________________

Signature of Participating Teacher DATE

______________________________________ ______________________

(REVISED FOR 2018-19- NO LONGER USED)

Fontana Unified School District
Induction Completion Requirements YEAR 2

Name: ______________________ Date: ________________
School: ______________________
Support Provider: ______________________

The Modules checked indicate completion of that requirement.
Any unchecked Modules must still be completed.

Module A		**Module C**		**Module C**		**Module D**	
	A-1		Pre-Inq. # 2		Pre-Inq. # 3		D-2
	A-2		C-1(IIP#2)		C-1(IIP#3)	Reflection	
	A-3		C-2		C-2		
	A-4		C-3		C-3		
	A-5		C-4		C-4		
	A-6		C-5		C-5		
			C-6		C-6		
			C-7		C-7		
			C-8		C-8		Colloquium Presentation

Survey		**Date**
	Year End	
	CSTP	
SP OBSERVATIONS		
PT OBSERVATIONS		

Topic	**Date**	**Attended**	**Notes**
New Teacher Orientation (only once)	7/31/17		
Induction Orientation – Option 1	8/17/17		
Induction Orientation – Option 2	8/24/17		
Begin w/the Brain- M. Kaufeldt	8/28/17		
Eff. Environments- Bryan Harris	9/7/17		
Collaboration	10/12/17		
Designing Instruction/DOK Prompts	11/16/17		
Collaboration	1/25/18		
Drawing Out the Best- Jon Pearson	2/15/18		
Induction Journey Work Session	4/19/18		
Colloquium	5/7/18		

**Upload this completed document to the Summary of Teaching & Learning tab AND keep a copy for your records

______________________________ ________________
Signature of Participating Teacher DATE

______________________________ ________________
Signature of Support Provider DATE

______________________________ ________________

Fontana Unified School District
Induction Completion Requirements Form
2018-19

Name: ______________________ Date: ______________

Year: ______________________

____

School: ______________________

Mentor: ______________________

Transition Plan		Pre-Inquiry		ILP		Reflection	

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

Professional Development	Date	Attended	Notes
District New Teacher Orientation	7/31/18		
Induction Kick Off – Option 1	8/16/18		
Induction Kick Off – Option 2	8/23/18		
PD #1			
PD #2			
PD #3			
PD #4			
Additional 4 Hours			**TOTAL HOURS = 12**
Colloquium	5/9/19		

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

______________________ ______________

Signature of Candidate Date

______________________ ______________

Signature of Mentor Date

______________________ ______________

Signature of Coordinator Date

FONTANA UNIFIED SCHOOL DISTRICT

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 2018-19 (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.

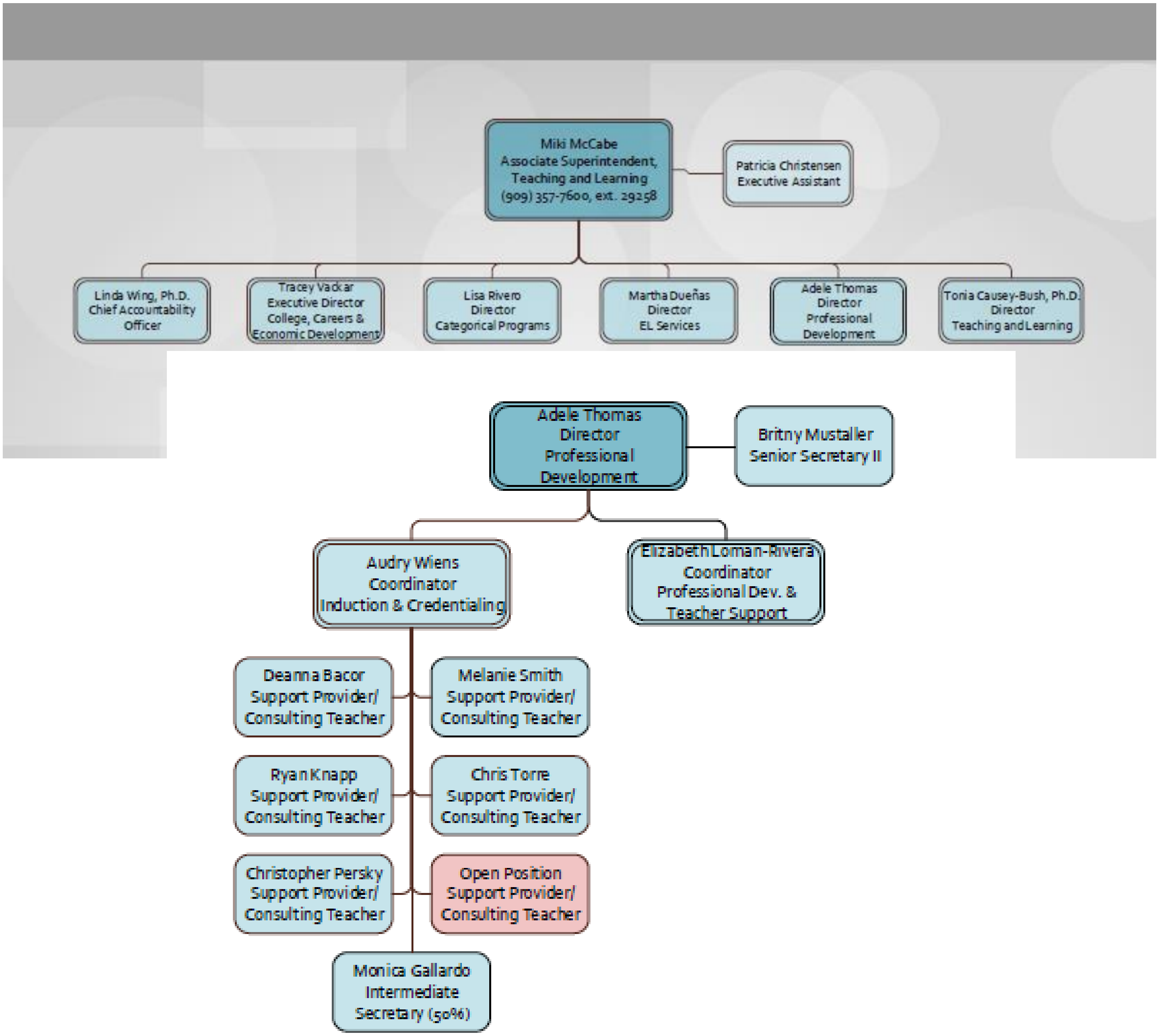
FUSD's Induction Program is a part of the FUSD Teaching and Learning Division. Within the Teaching and Learning Division is the Induction and Credentialing Program that is responsible for supporting and developing all newly hired/preliminary credentialed teachers in the district. The FUSD Induction Program's 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 24 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 three times each 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 13
Advisory Board Members- Page 14
General Precondition (3) Signed Assurance- Page 1

ORGANIZATIONAL CHARTS



Advisory Board Meetings	The advisory board reviews program data and processes and provides advice to the program for improvements. The advisory board members represent stakeholders from district departments and local universities.	**The FUSD Induction Program Leadership Team attends along with:** Adriane Alcantar, SpEd Full-Time Mentor Deanna Bacor, Full-time Mentor Khristine Brunk, Professor, Cal State San Bernardino Tonia Causey-Bush, Director Teaching & Learning Cindi Chandler, Elementary Coordinator Sergio Chavez, Principal Monica Gallardo, Secretary/Classified Ryan Knapp, Full-time Mentor Liz Lohman-Rivera, Coordinator of PD Claudia Mason, Library Coordinator Garth Masik, Director, Linked Learning Chris Persky, Full-time Mentor Catherine Propp, Part-time Mentor Cassandra Spears, Part-time SpEd Mentor Hugo Sierra, High School Induction Completer Adele Thomas, Director of Professional Development & Teacher Support	**3x per year**

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 16-17
Induction HR-41 letter- Page 19
Teacher Evaluation- Pages 20-22
General Precondition (4) Signed Assurance- Page 1

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 anydistrict 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 onreligious 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 carry out the amendments to this section made by the Rehabilitation, Comprehensive Services, and Developmental Disabilities Act of 1978. Copies of any proposed regulation shall be submitted to appropriate authorizing committees 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 -

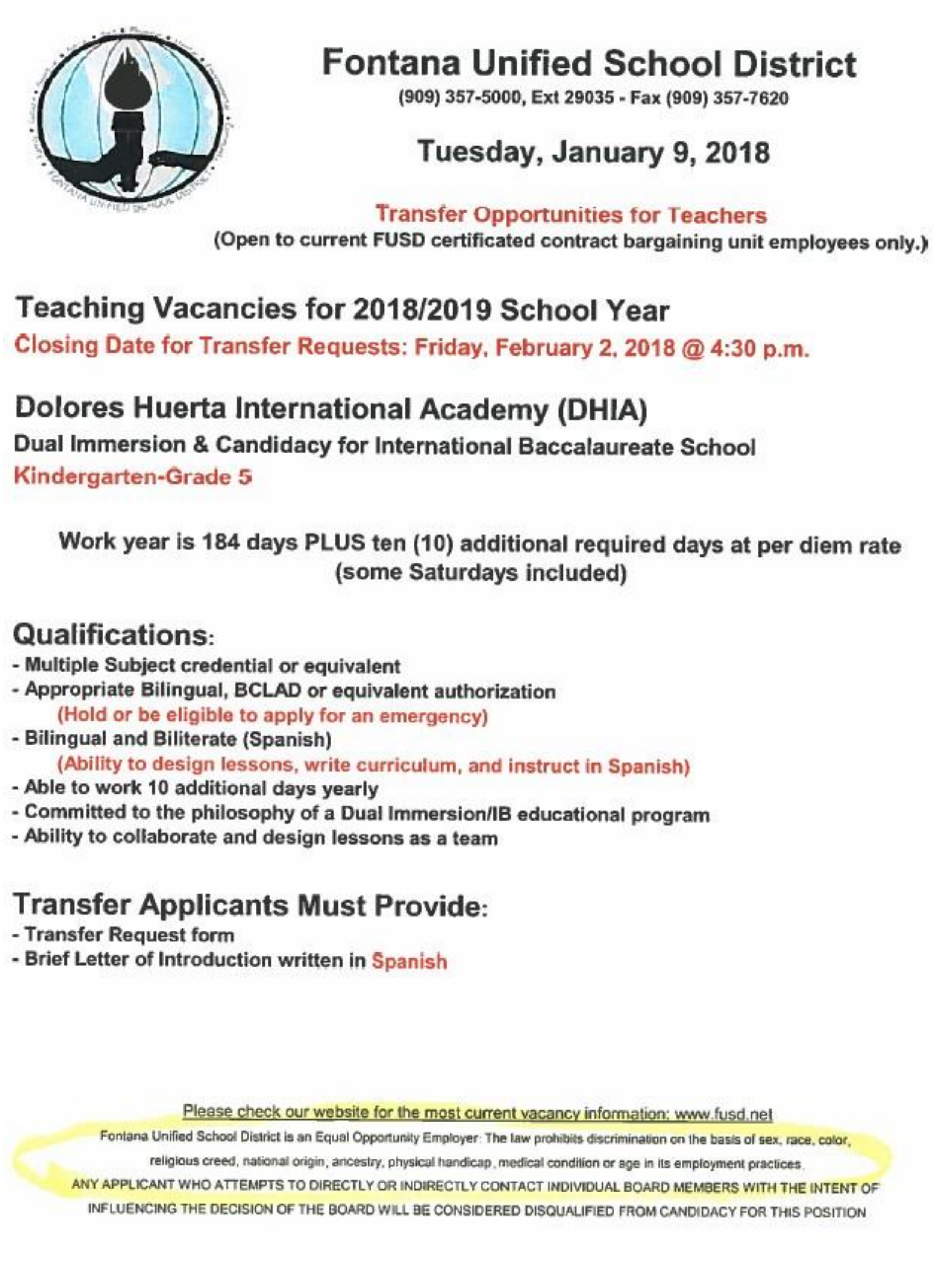
(1)(A) a department, agency, special purpose district, or other instrumentality of a State or of a local government; or (B) the entity of such State or local government that distributes such assistance and each such department or agency (and each other State or local government entity) to which the assistance 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

Tuesday, January 9, 2018

Transfer Opportunities for Teachers

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

Teaching Vacancies for 2018/2019 School Year

Closing Date for Transfer Requests: Friday, February 2, 2018 @ 4:30 p.m.

Dolores Huerta International Academy (DHIA)

Dual Immersion & Candidacy for International Baccalaureate School

Kindergarten-Grade 5

Work year is 184 days PLUS ten (10) additional required days at per diem rate (some Saturdays included)

Qualifications:

- Multiple Subject credential or equivalent
- Appropriate Bilingual, BCLAD or equivalent authorization
  (Hold or be eligible to apply for an emergency)
- Bilingual and Biliterate (Spanish)
  (Ability to design lessons, write curriculum, and instruct in Spanish)
- Able to work 10 additional days yearly
- Committed to the philosophy of a Dual Immersion/IB educational program
- Ability to collaborate and design lessons as a team

Transfer Applicants Must Provide:

- Transfer Request form
- Brief Letter of Introduction written in Spanish

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

Fontana Unified School District is an Equal Opportunity Employer. The law prohibits discrimination on the basis of sex, race, color, religious creed, national origin, ancestry, physical handicap, medical condition or age in its employment practices.

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

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

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 PERMA.t"'\IENT

Name: --	School: _	School Year : 2017-2018	Evaluator: --
Contract Status: Permanent		Assignment : _	

Standard selected by the teacher: -- Teacher's Initials: _ _ _ _	Goal: SEE ATTACHED STAl'•'DARDS AND KEY ELEMENTS CONFERENCE FORM
Standard selected by the evaluator: -- Evaluator's Initials: ---	Goal: SEE ATTACHED STANDARDS AND KEY ELEJMENTS CONFERENCE FORM
Standard selected jointly by teacher and evaluator: -- Teacher's Initials: -- Evaluator's Initials: --	Goal: SEE ATTACHED STANDARDS AND KEY ELEJMENTS CONFERENCE FORM (Attach separate page, ifn ecessary)

The goals written to Standards have been re, ewed and agreed upon as of this date but may be modified per Article 9 of the Contract.

Evaluator Signature: __________ Date: c::J Employee Signature: __________ Date: c::J

RA.Tll,,GS: D-Distinguished: Exceeds California Standards for the Teaching Profession P-Proficient: Meets California Standards for the Teaching Profession N-Needs Impro, ;ement: Needs improvement to meet California Standards for the Teaching Profession U-Unsatisfactory: Does not meet California Standards for the Teachine Profession

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

- Giving a Distinguished rating requires the evaluator to provide wTitten 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 w itten evidence to support the rating.

D OVER,\LL RATING: J Recommendation: J	
Evaluator Signature: Date: __________ Employee.'s Comments: Attach Separate Page	Emplo -ee Signature: __________ Date: My signature aclcnon·Iedgesthat I have seen and discussed thisevaluation but does not necessarily imply agreement with the conclmions of the evaluator.

CERTIFICATED PERSONNEL EVALUATION — PERMANENT

Name: --	School: _	School Year : 2017-2018	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.

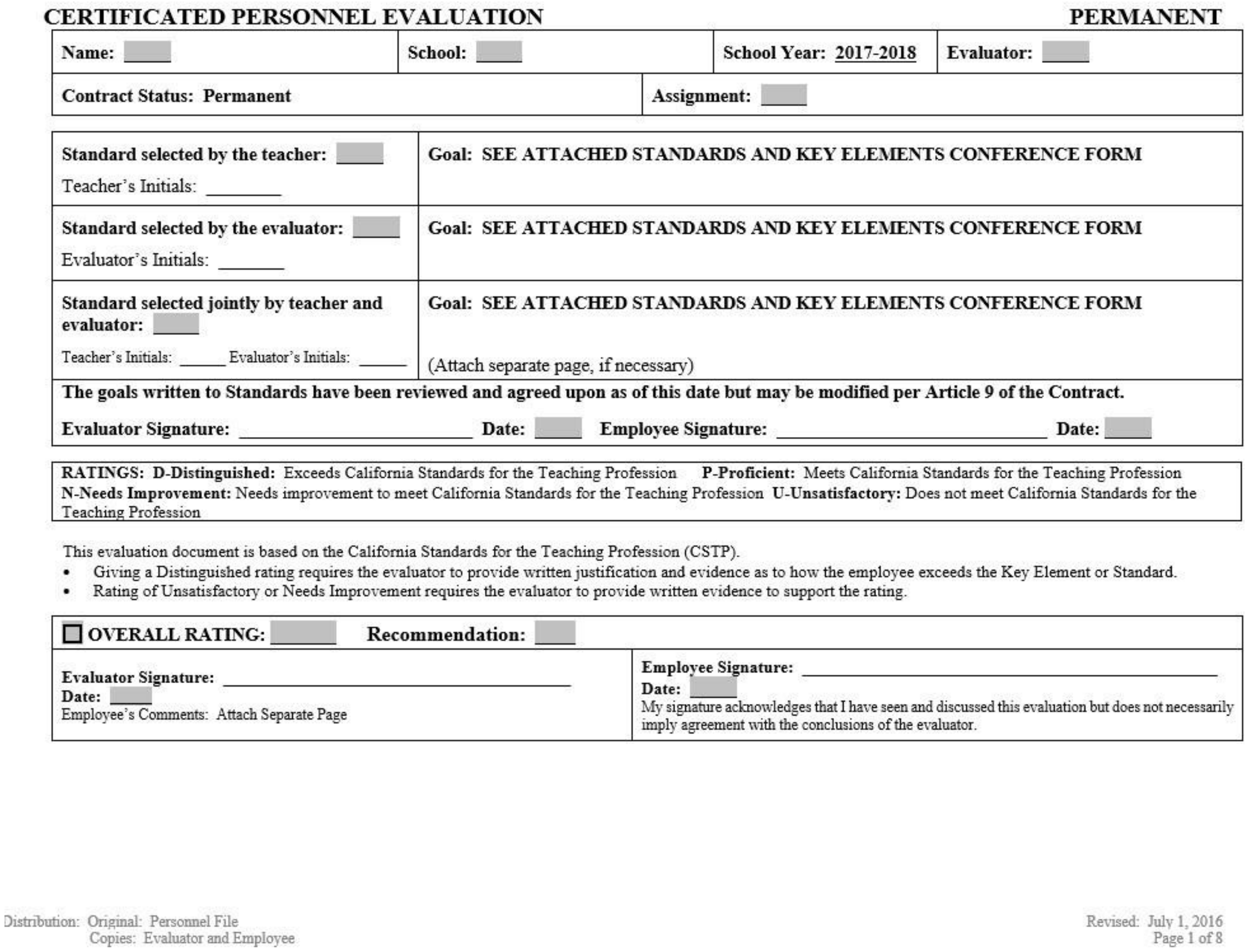
Evaluator Signature: ____________ Date: ____ Employee Signature: ____________ Date: ____

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.

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.



CERTIFICATED PERSONNEL EVALUATION **PERMANENT**

Name:	**School:**	**School Year:** 2017-2018	**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.

☐ **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

41-Induction (4/13)

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 a trained Board of Institutional Review member who is regularly involved in accreditation activities in order to increase her knowledge of the accreditation process and support this program's ability to meet the Commission Assurances.

Evidence Submitted:
General Precondition (5) Signed Assurance- Page 1

General Precondition 6 – Requests for data

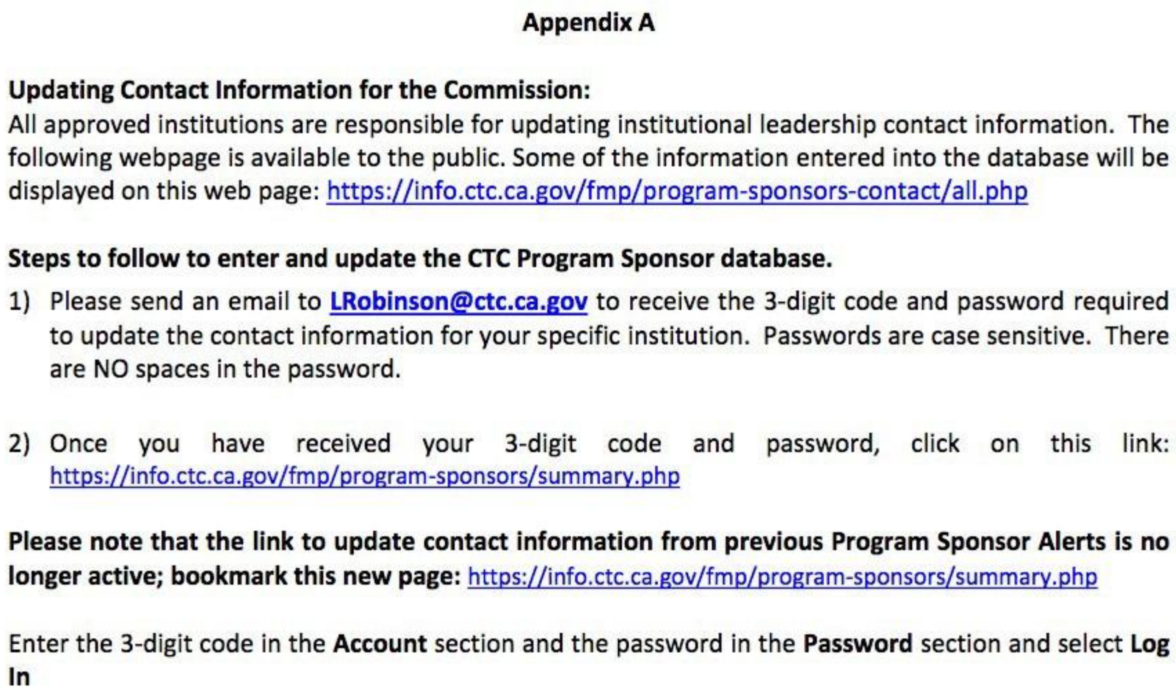
To be granted continuing accreditation by the Committee on Accreditation, the entity must identify a qualified officer responsible for reporting and responding to all requests from the Commission for data including, but not limited to, program enrollments, program completers, and examination of results, 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 Programagrees to update Institutional contact information annually.

Evidence available from CTC:
Biennial Reports Submitted
Names of BIR members: Audry Wiens

Evidence:
PSA- How to Update Your Contact Information- Page 25
Updated Institutional Contact Information (screenshot)- Page 26
General Precondition (6) Signed Assurance- Page 1

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.

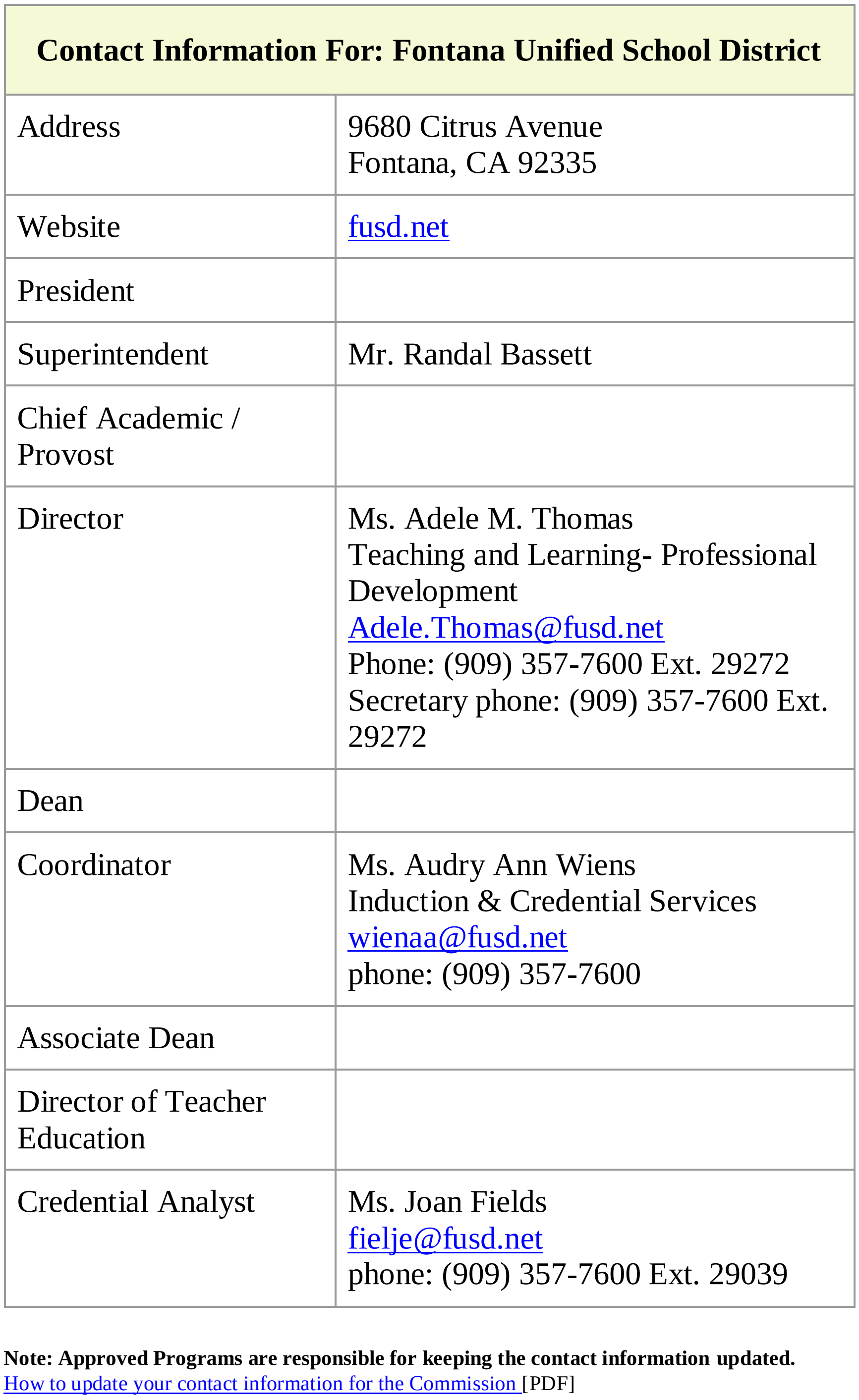
1) Please send an email to **LRobinson@ctc.ca.gov** to receive the 3-digit code and password required to update the contact information for your specific institution. Passwords are case sensitive. There are NO spaces in the password.

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	fusd.net
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. Joan Fields fielje@fusd.net phone: (909) 357-7600 Ext. 29039

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.

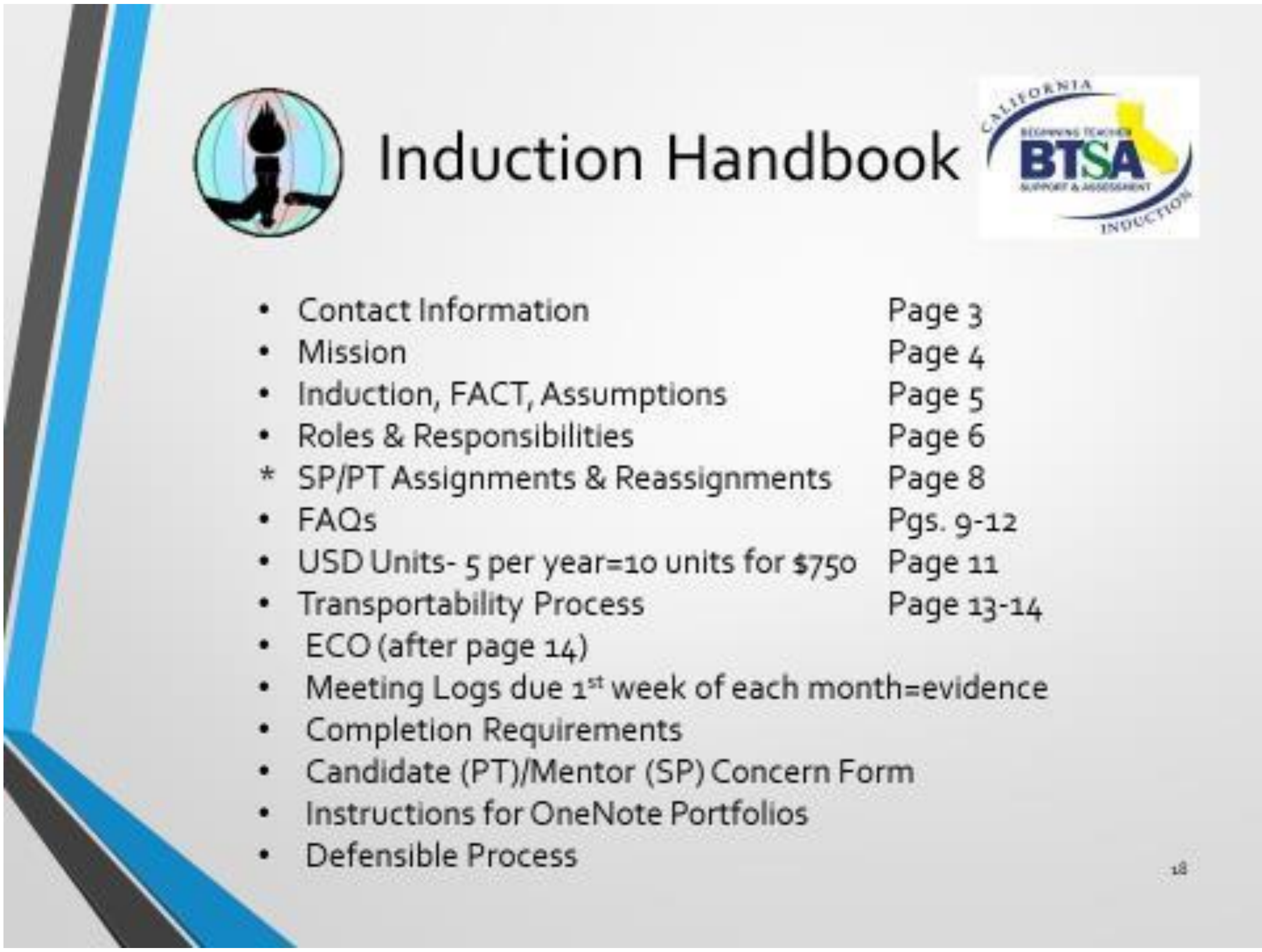
Evidence:
General Precondition (7) Signed Assurance- Page 1

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 29
Memorandum of Understanding- Page 30
Grievance (Defensible) Process- Pages 32-33
General Precondition (8) Signed Assurance- Page 1


CALIFORNIA
BEGINNING TEACHER
BTSA
SUPPORT & ASSESSMENT
INDUCTION

Induction Handbook

Fontana Unified School District Approved Induction Program

Memorandum of Understanding-Participating Teachers/Candidates

Participating Teacher (Candidate) Expectations:

- Attend the Induction Kickoff (Orientation) on either August 16 or 23, 2018
- Attend 4 Professional Development Sessions *of my choice* (8 hours)
- Engage in 4 additional hours of professional development *of my choice* that aligns to my ILP goals (Total= 12 Hours)
- 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
- 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

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 evaluation process. 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 induction program. I have received the Induction Handbook & Grievance Process. **Failure to meet any of the above stated responsibilities will result in possible program extension in the Fontana Unified School District Induction Program.**

Credential(s) to Clear:____ ☐ I am clearing more than 1 credential

School Site:__________________________________ Grade/Subject: __________________________

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

__________________________________ __________________________

Candidate PRINTED Name **Candidate Signature**

■ I am entering this program as a year 2 candidate and my adjusted responsibilities have been explained to me.

Fontana Unified School District Approved Induction Program

Memorandum of Understanding- Mentors

Mentor Expectations:

- Attend one Kickoff Orientation and all monthly Mentor Meetings to improve mentoring skills
- Serve as an Induction Mentor for the entire 2018-19 school year
- Meet with my assigned candidate for a **minimum of one hour per week** during a mutually agreed upon time
- Arrange observations of 2-3 experienced teachers for a minimum of one full day prior to March 2019
- Provide mentoring support that is both "just in time" and longer-term analysis of teaching practice
- Develop goals with the candidate within the first 60 days of the candidate's enrollment in the program
- Assist candidate with the development of the Individual Learning Plan (ILP)
- Guide reflective conversations based on the candidate's CSTP goals and ILP
- Connect candidate with available resources to support accomplishment of the ILP and professional growth
- Assist candidate to refine/establish/improve classroom management procedures
- Facilitate candidate growth/development through modeling, guided reflection and feedback on instruction
- Observe candidate a **minimum** of 2 times per year to gather evidence for goal setting and ILP development
- Coach/collaborate/consult with 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 will not be processed for reimbursement without the accompanying meeting logs as verification
- Maintain confidentiality regarding the work with candidate(s)
- Participate in program evaluation and provide feedback on program effectiveness through mentor surveys
- Verify candidate program completion through portfolio reviews and monitoring of completion requirements
- Report ANY problems, concerns or conflicts to the Induction Coordinator

I understand that the Induction process and the ILP goals are confidential and not used in FUSD's teacher evaluation process for employment purposes.

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

Print Name:______________________________ Position: ______________________________

Work Site:______________________________ Grade/Subject: ________________________

____

Mentor/Support Provider Signature

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 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.

- 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 thattime.

- 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 tothem.

- Candidates who object to the non-recommendation decision at any level can appeal their case to the Induction Program Coordinator bysubmitting 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.

The Fontana Unified School District (FUSD) has hired a new Web Content Specialist who is currently completing the employment process to start in the position. The FUSD website will be revamped to be ADA compliant in 2018:

What is an ADA compliant website?
"Title III of the Americans with Disabilities Act (ADA) requires that businesses and nonprofit services providers make accessibility accommodations to enable the disabled public to access the same services as clients who are not disabled. This includes electronic media and web sites."
The FUSD Induction website will be included in the ADA compliance project and will be available by 2019.

The current FUSD Induction Handbook for 2018-19 is housed on the front webpage for the FUSD website. The Induction Handbook provides easily accessible and accurate information to the public, prospective educators, and enrolled candidates about the requirements for admission and successful completion of the Fontana Unified School District Induction Program.

Evidence:
FUSD Induction Program Brochure- Pages 36-37
Induction Orientation (Kick-Off) Meeting PPT Slide/Flyer- Page 38-39 Sample Email to Candidates- Page 40
General Precondition (10) Signed Assurance- Page 1
Link to Induction Handbook on FUSD Website

Fontana Unified School District Induction

The journey of the professional educator requires a vigorous commitment to life-long learning about teaching practice and student achievement. During the Induction period, participating teachers build habits of mind, as they examine and reflect on activities within their classroom. Demonstration and application of knowledge acquired during teacher preparation is a key characteristic of the Induction years.

Formative Assessment

for California Teachers

The FACT System guides teachers in their growth as professionals, focuses on meeting the learning needs of all students , and promotes reflective practitioners. Participating teachers engage in an ongoing learning process that follows a cycle of plan, teach, reflect, and apply.

FONTANA UNIFIED SCHOOL DISTRICT INDUCTION PROGRAM

FONTANA UNIFIED SD INDUCTION

9680 **Citrus Avenue**
Building 14
Fontana, CA 92335

For additional information contact:

Audry Wiens
Induction Coordinator

(909) 357-7600
Ext 29350

The FUSD Induction program is 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. Completion of the program will allow the candidate to receive a CTC Commission-approved California Clear Teaching Credential.

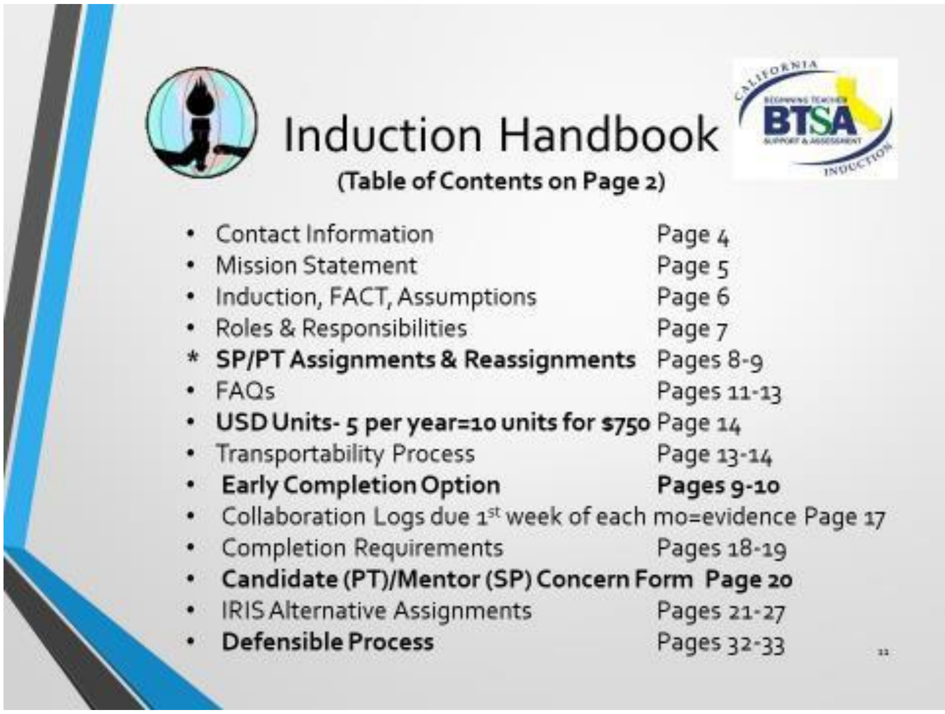
FONTANA USD INDUCTION

9680 Citrus Avenue
Building 14
Fontana, CA 92335

Phone: (909) 357-7600
Ext .; 29350

«Success is peace of mind, which is a direct result of self-satisfaction in knowing you made the effort to become the best of which you are capable."

Induction Kickoff Orientation Meeting PPT Slide:



Induction Handbook

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• 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

Fontana Unified School District

FUSD Induction

Thursday,Aug.17,2017

OR

Thursday,Aug.24,2017

3:45-5:45 p.m.

Location: District Office.. John D. Piazza Center

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

Sample Email to Candidates:

Hi Cecilia,

I would like to introduce myself- I am Audry Wiens, and I coordinate the FUSD Induction Program. Attached you will find the PD calendar for our year 1 participating teachers. Your Support Provider is Andrea Chavez, and she will be in contact with you soon. Monica, my secretary, said that you have B2SN on the 17th and so you will be attending the Kickoff Orientation on Aug. 24th. Let us know if there is anything that you need until then.

Have a great week!

Audry Wiens
Coordinator
Induction & Credential Services
Fontana Unified School District
(909) 357-7600, 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 ina 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 96-97
General Precondition (11) Signed Assurance- Page 1

;;: ntanaUSD | BP 5125 Students

Student Records

P__revious | _Next

The Goverrung Board recogruzes the 1D1portance of keeping accurate, comprehensive student records as requned by law. The Supenntendent or designee shall ensure that the district's administrative regulation and schoo site procedures for maintaining the confidentiality of student records are cousistent 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 -se of Technology)

(cf 5125.1 - Release of Directory Information)

(cf 5125.3 - Challengmg 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 CC ill)

Legal Reference:

EDUCATION CODE

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

48853.5 Foster youth; placem ent; immunizations

48902 Notification oflaw enforcement of specified , olations

48904-48904.3 Withholding grades, diplomas, or transcnpts

48918 Rules goverrung expulsion procedures

48980 Parental notifications

48985 Notices in parent/guardian's primary language

49060-49079 Student records

49091.14 Parental reviewof cumculum

51747 Independent study

560415 Rights of students 11ith disabilities

56050 Surrogate parents

56055 Foster parents

Aguilera, Cristina	Southridge MS	AguiCL	7th	Math/Science	MULTIPLE SUBJECT	YEA 1
Arevalo, Jennifer	Porter	ArevJe	3rd	Gen Ed.	MULTIPLE SUBJECT ELA1	YEA 1
Bear, Diana	Oleander ES	BearDi	4th	Regular Ed.	MULTIPLE SUBJECT/ELA1	YEA 1
Becerra, Daisy	Fontana HS	BeceDA	9th-12th	Science: Bilogical Science	SINGLE SUBJECT/ELAS	YEA 1
Brooks, Mayra	Chaparral	BrooML	5th	Regular Ed.	MULTIPLE SUBJECT/ELA	YEA 1
Capella, Jose M.	Fontana HS	CapeJM		Mathematics	SINGLE SUBJECT/ELA1	YEA 1
Castillo Arce, Mayra	Oleander ES	CastMY	3rd	Regular Ed.	MULTIPLE SUBJECT/ELA1	YEA 1
Castillo, Jessica N.	Oleander ES	CastJN	1st	Regular Ed.	MULTIPLE SUBJECT/ELA1	YEA 1
Chamberlain, Jonathan	Sequoia MS	ChamJP	7th-8th	Foundational Level Math	SINGLE SUBJECT/ELAS	YEA 1
Davis, Robert	AB Miller HS	DaviJA	9th-12th	Choir & Piano	SINGLE SUBJECT/ELAS	YEA 1
Deserio, Francisco	Date ES	DeseFI	K-5th	RSP	ED SPECIALIST ELAE: M/M	YEA 1
Dominguez, Valerie	Live Oak ES	DomiVE	5th	Regular Ed.	MULTIPLE SUBJECT/ELAM	YEA 1
Ervin-Gardner, Ebonee	AB Miller HS	ErviEL	9th-12th	RSP/SDC	ED SPECIALIST ELA1: M/M	YEA 1
Escobar, Karla	Fontana HS	EscoKK		Social Studies	SINGLE SUBJECT BASP & MS	YEA 1
Fernandez, Spencer	Almeria MS	FernSF	6th-8th	Physical Education	SINGLE SUBJECT ELAS	YEA 1
Garcia, Maritza	DHIA	GarcMI	Kinder	Regular Ed.	MULTIPLE SUBJCT BASP	YEA 1
Gonzalez, Claudia	Sequoia MS	ClaudiaG	7th-8th	ELA/SEI	SINGLE SUBJECT: English	YEA 1
Granados, Rosa	Primrose ES	GranRM	1st	Regular Ed.	MULTIPLE SUBJECT ELA1	YEA 1
Hernandez, Debbie	N. Tamarind	HernDL	1st	Gen Ed.	MULTIPLE SUBJECT ELA1	YEA 1
Hernandez, Reyna	Sequoia MS	HernRD	7th	Mathematics	SINGLE SUBJECT ELAS	YEA 1
Hills, Brandy	Fontana HS	HillBL	9th-12th	SpEd/IM 1	ED SPECIALIST ELAE:	YEA

					ED SPECIALIST ELA1& Multi.Subj	YEA 1
Knight, Amber N.	Almeria MS	KnigAN	6th-8th	Language Arts Appl.	MULTIPLE SUBJECT ELAM	YEA 1
Lee, Debra S.	Fontana MS	LeeDeS	6th	SDC: LA/SS	MULTIPLE SUBJECT ELAM	YEA 1
Lomeli, Suzette M.	Almond ES	LomeSM	K-1st	Regular Ed.	MULTIPLE SUBJECT ELA1	YEA 1
Lopez, Marisol	Mango AB Miller	LopeMS	4th	Regular Ed.		YEA
Lopez, Trevor K.	HS	LopeTK	9th-12th	RSP - Math	ED SPECIALIST ELAE MULTIPLE SUBJECT	1 YEA
Lopez, Yadira	DHIA AB Miller	LopeYA	2nd	Regular Ed.	ELA1	1 YEA
Marshall, April	HS	MarsAM	9th-12th	Physical Education	SINGLE SUBJECT ELAS ED SPECIALIST	1 YEA
Martin, Timothy P.	Fontana HS	MartTP	9th-12th	Mod/Sev ELA	ELA1:Mod/Sev	1 YEA
Medina, David	Kaiser HS	MediDS	9th-12th	English	SINGLE SUBJECT ELA1 ED SPECIALIST	1 YEA
Miller, Sherril	Alder MS	MillSH	6th-8th	SDC: Language Arts 10th WH - 11&12 AP	ELA1:Mild/Mod SINGLE SUBJECT ELA1:	1 YEA
Morano, Amelia	Kaiser HS Jurupa Hills	MoraAK	10th-12	Psych	SS	1 YEA
Ooft, Jordan (Bryant)	HS AB Miller	OoftJE	9th-12th	English	SINGLE SUBJECT ELA1 SINGLE SUBJECT ELAS:	1 YEA
Parra, Angelica	HS	ParrAN	9th-12th	Math	Math	1 YEA
Perez, Peter	Fontana HS	PerePA	9th-12th	SpED English	SINGLE SUBJECT ELA1	1 YEA
Pizano, Celia	Sequoia MS	PizaCE	8th	English/ALD	SINGLE SUBJECT ELA1 SINGLE SUBJECT	1 YEA
Polopolus, Jason J.	Summit HS	PoloJJ	9th-12th	French		
Praisuwan, Leslie D.	Hemlock ES	PraiLD	3rd-5th	Autism Mod/Sev		
Quintero, Delia	Live Oak ES	QuinDe	1st	Regular Ed.		
Razi, Zahra	Ruble MS	RaziZA	8th	Foundational Level Math		
Rogers, Lindsey E.	Grant	RogeLe	5th	Regular Ed.		
Salas, Breanna	Fontana MS	SalaBM	8th			
Sanchez, Cinthia L.	Fontana HS	SancCL	9th-12th	Spanish		
	Southridge					

Stahl, Alexandria	Sierra Lakes	StahAM	K-5th	RSP	ED SPECIALIST ELAE-M/M	YEA 1
Taylor, Kristen M.	S. Tamarind	TaylKM	6th	Regular Ed.	MULTIPLE SUBJECT ELA1	YEA 1
Torres, Brittany L.	Fontana MS	TorrBL	6th	ELA/SS	MULTIPLE SUBJECT ELA1	YEA 1
Torres, Robert	Jurupa Hills HS	TorrRM	9th-12th	Special Ed.-Mod/Sev	ED SPECIALIST ELA1:Mod/Sev	YEA 1
Twogood, Marisa M.	Chaparral	TwogMM	TK	Regular Ed.	MULTIPLE SUBJECT ELA1	YEA 1
Valadez, Natalie	Southridge MS	ValaNA	6th - 8th	Math 180/FAST T	SINGLE SUBJECT ELAS	YEA 1
Valenzuela, Priscilla	Ruble MS	ValePR	6th - 8th	SpEd-Math/Science	ED SPECIALIST ELA1: M/M	YEA 1
Veis, Skylar A.	Palmetto ES	VeisSA	2nd	Regular Ed.	MULTIPLE SUBJECT ELAM	YEA 1
Weller, Andrew	Kaiser HS	WellAJ	9th-12th	Adult Transition Mod/Sev	ED SPECIALIST ELAE:Mod/Sev	YEA 1
Yeates, Amanda	Maple ES	YeatAL	5th	Regular Ed.	MULTIPLE SUBJECT ELAM	YEA 1

(REVISED FOR 2018-19- NO LONGER USED)

Fontana Unified School District
Induction Completion Requirements YEAR 1

Name: ______________________ Date: ______________
School: ______________________________________
Support Provider: ______________________________

Module A		Pre-Inquiry		Module C		Module D	
	A-1		# 1		C-1 (IIP#1)		D-1
	A-2				C-2	Reflection	
	A-3				C-3		
	A-4				C-4		
	A-5				C-5		
	A-6				C-6		
					C-7		
					C-8		
							Alt. Assignment (if applicable)

Survey		Date
	Year End	
	CSTP	
SP OBSERVATIONS		
PT OBSERVATIONS		

Topic	Date	Attended	Notes
District New Teacher Orientation	7/31/17		
Induction Kick Off – Option 1	8/17/17		
Induction Kick Off – Option 2	8/24/17		
Begin w/the Brain/Martha Kaufeldt	8/28/17		
Eff. Environments/Bryan Harris	9/7/17		
Collaboration	10/19/17		
Growth Mindset	11/30/17		
Collaboration	1/18/18		
Und/Org Subject Matter-Grad. Release	2/8/18		
Collaboration	3/8/18		
Portfolio Session	4/12/18		

**Upload this completed document to the Summary of Teaching & Learning tab AND keep a copy for your records

______________________________ ________________
Signature of Participating Teacher DATE

______________________________ ________________
Signature of Mentor & Coordinator DAT

Induction Completion Requirements Form
2018-19- REVISED

Name: ______________________ Date: ____________
Year: ______________________________
____
School: ______________________________
Mentor: ______________________________

Transition Plan		Pre-Inquiry		ILP		Reflection	

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

Professional Development	Date	Attended	Notes
District New Teacher Orientation	7/31/18		
Induction Kick Off – Option 1	8/16/18		
Induction Kick Off – Option 2	8/23/18		
PD #1			
PD #2			
PD #3			
PD #4			
Additional 4 Hours			**TOTAL HOURS = 12**
Colloquium	5/9/19		

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

______________________________ ______________
Signature of Candidate Date

______________________________ ______________
Signature of Mentor Date

______________________________ ______________
Signature of Coordinator Date

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 49
Induction Professional Development Options Year 1- Page 46 (no longer used)
Revised Professional Development Menu for 2018-19- Page 50-51
General Precondition (12) Signed Assurance- Page 1

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

Date & Location	Professional Development Session	Time	Notes
August 16, 2018 John D. Piazza Ctr.	**Induction Kickoff Orientation** **(Not for PD- one Orientation required)**	4:00-5:30	JDP not available until 3:30 Pre-K Orientation
August 23, 2018 Enrollment Center	**Induction Kickoff Orientation Make-Up** **(Not for PD-one Orientation required)**	3:45-5:15	NGSS in Enrollment Center until 3:00
September 6, 2018 John D. Piazza Ctr.	**Classroom Management (Elementary & Sec.)** **Growth Mindset**	3:45-5:45	Repeat on Sept. 20th
September 13, 2018 John D. Piazza Ctr.	**Bryan Harris-** **Supporting Students of Poverty**	3:45-5:45	Induction Candidates
September 15, 2018 Enrollment Center	**Bryan Harris-** **Teaching w/Poverty & Equity in Mind**	8:00-3:00	ALL District Teachers
September 20, 2018 John D. Piazza Ctr.	**Classroom Management (Elementary & Sec.)** **Growth Mindset**	3:45-5:45	Repeat of September 6th
October 4, 2018 John D. Piazza Ctr.	**Home/School Communication** -Parent/Teacher Conferences/Role Play -Student Led Conferences	3:45-5:45	
October 18, 2018 John D. Piazza Ctr.	**Teach Like a Champion/Student Engagement**	3:45-5:45	JDP not available until 3:00pm Principal's Meeting
November 8, 2018 John D. Piazza Ctr.	**Meeting the Needs of SpEd Students in ALL Classrooms** - Inclusion - Severe/Profound SpEd Students - Managing Paraprofessionals	3:45-5:45	Repeat on March 28th Gen. Ed & SpEd candidates welcome
November 29,2018 John D. Piazza Ctr.	**Stress Management** **Mindfulness**	3:45-5:45	
January 17, 2019 John D. Piazza Ctr.	**Hitting the Reset Button- Michael Linsen book:** ***The Classroom Management Secret***	3:45-5:45	
January 31, 2019 John D. Piazza Ctr.	**PD Survey Needs TBD** *Will survey candidates in the fall for topics	3:45-5:45	

February 28, 2019 John D. Piazza Ctr.	**Lesson Design/Gradual Release** -Checking for Understanding -Open & Close of Lesson -Active Participation -Assessment to Guide Instruction	3:45-5:45	
March 7, 2019 John D. Piazza Ctr.	**Advanced Learner Prompts for Yr. 1 Candidates**	3:45-5:45	Year 1 or new candidates
March 28, 2019 John D. Piazza Ctr.	**Meeting the Needs of SpEd Students in ALL Classrooms** -Inclusion -Severe/Profound SpEd Students -Managing Paraprofessionals	3:45-5:45	Repeat from Nov. 8th Gen. Ed & SpEd candidates welcome
April 11, 2019 John D. Piazza Ctr.	**Colloquium Journey Presentations- Q & A Information Session on What to Expect (Not for PD- informational session only)**	3:45-5:45	Anyone may attend Yr. 1 or 2
May 9, 2019 John D. Piazza Ctr.	2019 Colloquium Celebration (Not for PD required for Yr. 2 candidates)	3:45-5:45	**Year 2 Candidates who have completed the program**

Induction Professional Development Menu Guidelines:

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

   (i.e. TED Talks, book study, IRIS modules, 2nd day of observations, additional PD)
3. **Professional Development being offered by the district is also an option for Induction PD.**
4. **Professional Development chosen is part of the ILP and content/strategies learned should be documented in the "Plan-Teach-Reflect-Apply" section.**
5. **Mentors will assist with the ILP goal development (1st goal determined within 60 days of enrollment in the Induction program) and relevant professional development that will assist in meeting the goal(s).**

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.

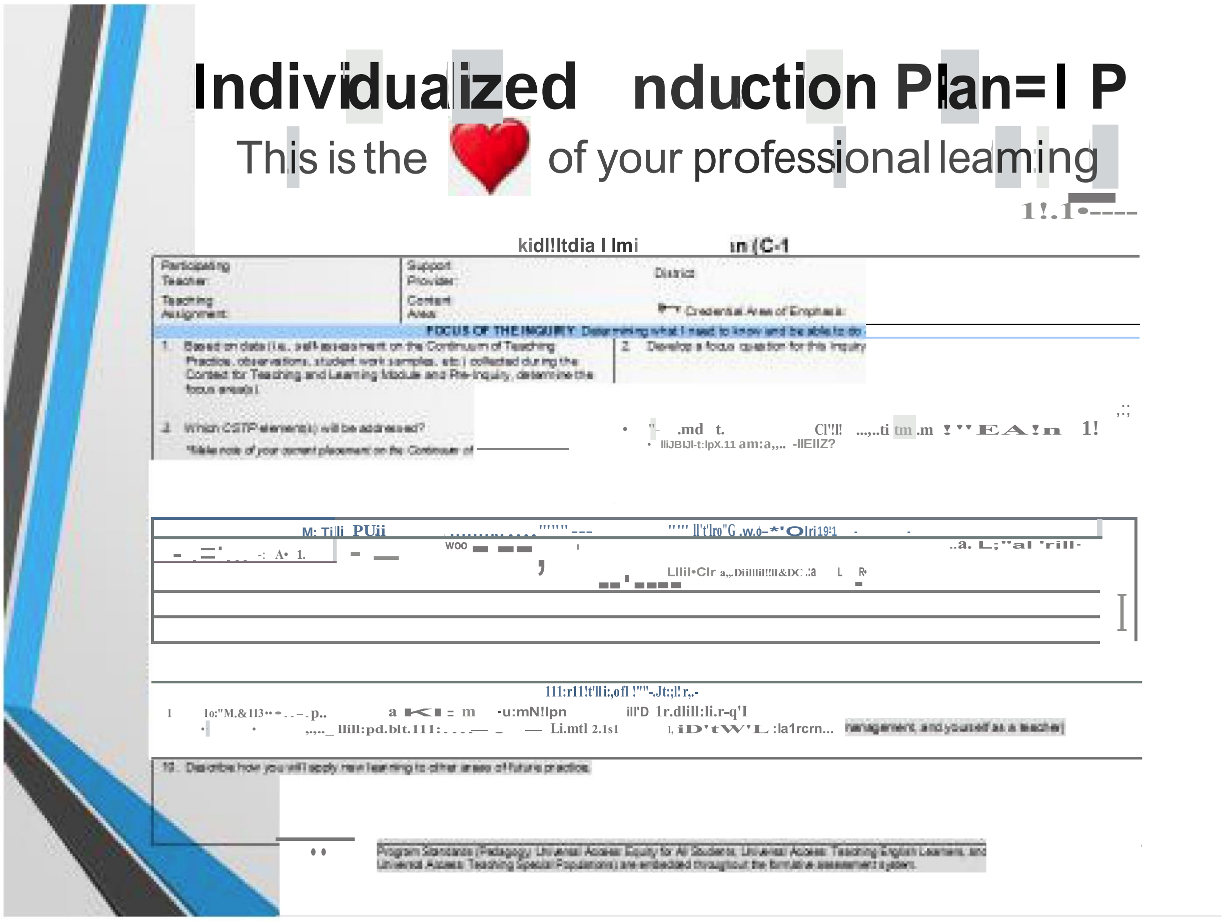
The FUSD Induction Program has recently made modifications to the program to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.

The following steps outline the candidate's path for an individualized induction experience:

1. Candidate is hired by HR and completes the employment process.
2. The Board approves the employment of the candidate and HR sends a list to the Induction Coordinator of all preliminary credentialed new teachers who will enter the FUSD Induction Program that month. A new list is generated/sent each month throughout the year.
3. The Induction Coordinator contacts the candidates to welcome them to the program. Candidates hired at the beginning of the year attend a Kickoff Orientation when the Induction Handbook is reviewed and the MOU outlining responsibilities and completion requirements is signed.
4. All candidates hired before August 1st/beginning of school are matched with a mentor before the beginning of school. Mentors are asked to make contact with their beginning teachers via email or phone call before the first day of school to set up an initial meeting time.

5. Candidates hired after the Kickoff Orientation meet 1:1 with the Program Coordinator and are matched with a mentor within one week.
6. In order to individualize professional development for candidates, beginning teachers will work through the Individualized Learning Plan with the guidance of their mentor. (Please refer to pages 74-77 to see the revised Individualized Learning Plan/ILP). The revised ILP shows that candidates will develop a goal #1 within 60 days of enrolling in the Induction Program.
7. Induction candidates will work with a trained mentor to use the Continuum of Teaching Practice to engage in a self-assessment and select CSTP element(s) that will be the focus of the ILP (Individualized Learning Plan).
8. As part of the ILP Action Plan, candidates will choose 4 professional development sessions from the PD Menu of Options. Candidates will work with their mentors to determine an additional 4 hours of PD of their choosing. Choices include (but are not limited to) site-based PD, Ted Talks, IRIS modules, Brokers of Expertise, observations, etc.
9. Candidates will complete an implementation plan/reflection for professional development sessions and will engage in conversations with their mentor regarding the "Teach, Reflect, Apply" portions of the ILP on page 2.

Evidence:
Induction Handbook- Pages 83-110
Completion Documents- Page 47
Professional Development Calendar- Page 46
Individualized Learning Plan (ILP)- Page 54
Revised Individualized Learning Plan (ILP)- Pages 74-77
Induction PD Menu of Options- Pages 50-51



Individualized nduction Plan=I P

This is the of your professional leaming

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Participating Teacher:	Support Provider:	District:
Teaching Assignment:	Content Area:	Credential Area of Emphasis:

FOCUS OF THE INQUIRY: Determining what I need to know and be able to do

1. Based on data (i.e., self-assessment on the Continuum of Teaching Practice, observations, student work samples, etc.) collected during the Context for Teaching and Learning Module and Pre-Inquiry, determine the focus area(s).

2. Develop a focus question for this inquiry

3. Which CSTP element(s) will be addressed?

*Make note of your current placement on the Continuum of

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10. Describe how you will apply new learning to other areas of future practice.

Program Standards (Pedagogy, Universal Access: Equity for All Students, Universal Access: Teaching English Learners, and Universal Access: Teaching Special Populations) are embedded throughout the formative assessment system.

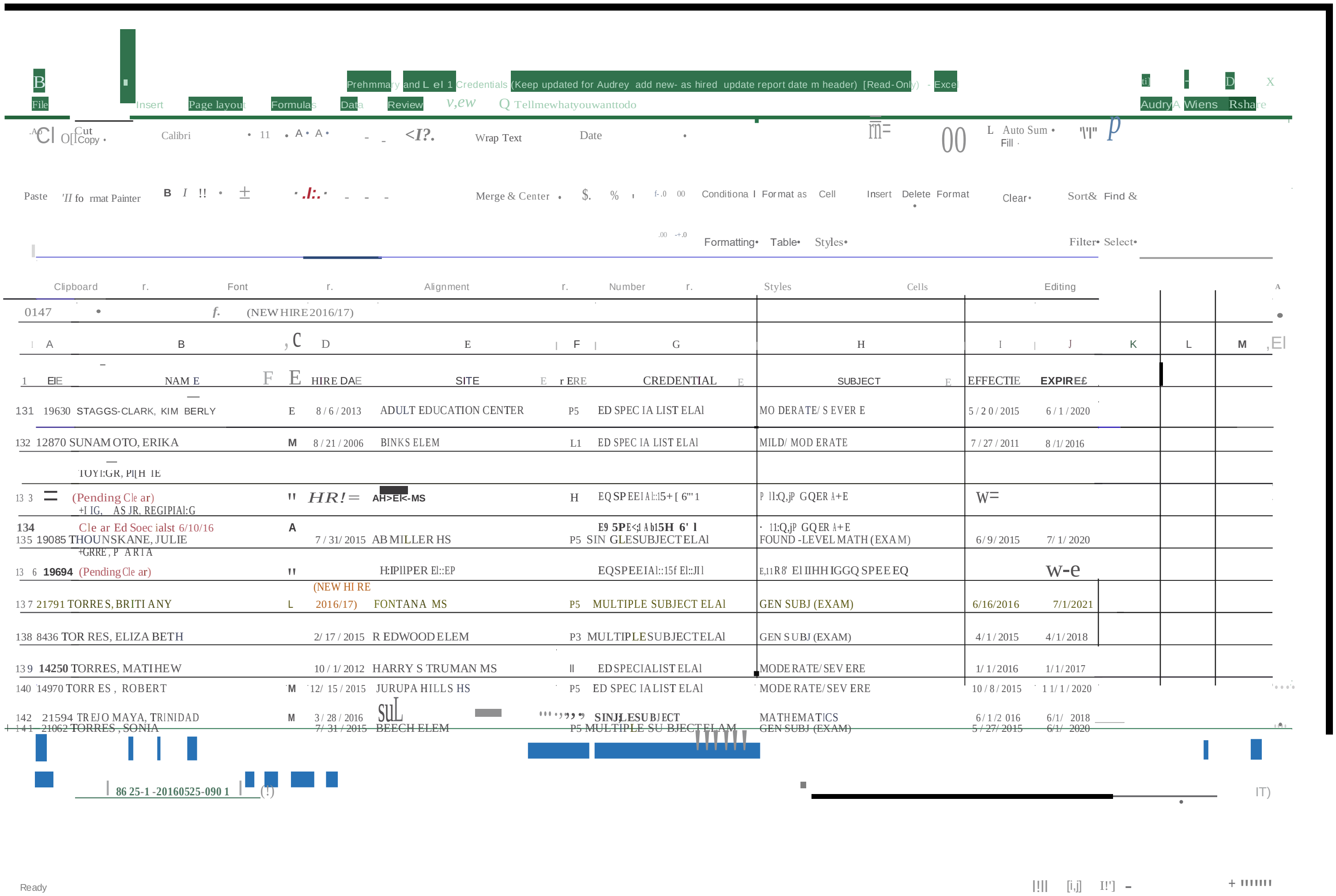
Induction Precondition 2 - Mentor Assignment

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. Mentors attend the Induction Kickoff Orientation in August and meet many of the new teachers at this meeting. In addition, Mentors are required to meet with their assigned candidates during the first month of school/30 days of enrollment to set up a weekly meeting time. The Mentor Logs were used to determine the Mentor/Candidate match date. 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 56
Preliminary Credential List of New Hires (highlighted)- Page 56
Support Provider/Mentor Caseload List w/Enrollment Dates- Pages 57-61
AND MENTOR/CANDIDATE MATCH DATES- Pages 62-64



0147 f. (NEW HIRE 2016/17)

	A	B	C	D	E	F	G	H	I	J
1	EIE	NAME		HIRE DAE	SITE	r ERE	CREDENTIAL	SUBJECT	EFFECTIE	EXPIRE£
131	19630	STAGGS-CLARK, KIMBERLY	E	8/6/2013	ADULT EDUCATION CENTER	P5	ED SPECIALIST ELAl	MODERATE/SEVERE	5/20/2015	6/1/2020
132	12870	SUNAMOTO, ERIKA	M	8/21/2006	BINKS ELEM	L1	ED SPECIALIST ELAl	MILD/MODERATE	7/27/2011	8/1/2016
133		TOYI:GR, PI[H IE (Pending Clear) +I IG, AS JR. REGIPIAl:G	"	HR!=	AH>EI<-MS	H	EQ SP EEIAl::15+[6"'1	P ll:Q,jP GQER A+E	W=	
134		Clear Ed Specialst 6/10/16	A				E9 5PE<;lAbl5H 6' l	· 11:Q,jP GQER A+E		
135	19085	THOUNSKANE, JULIE		7/31/2015	AB MILLER HS	P5	SINGLE SUBJECT ELAl	FOUND-LEVEL MATH (EXAM)	6/9/2015	7/1/2020
136	19694	+GRRE, P ARTA (Pending Clear)	"		H:IPllPER El::EP		EQSPEEIAl::15f El::JIl	E,11R8' El IIHH IGGQ SPEE EQ		w-e
137	21791	TORRES, BRITIANY	L	(NEW HIRE 2016/17)	FONTANA MS	P5	MULTIPLE SUBJECT ELAl	GEN SUBJ (EXAM)	6/16/2016	7/1/2021
138	8436	TORRES, ELIZABETH		2/17/2015	REDWOOD ELEM	P3	MULTIPLE SUBJECT ELAl	GEN SUBJ (EXAM)	4/1/2015	4/1/2018
139	14250	TORRES, MATIHEW		10/1/2012	HARRY S TRUMAN MS	ll	ED SPECIALIST ELAl	MODERATE/SEVERE	1/1/2016	1/1/2017
140	14970	TORRES, ROBERT	M	12/15/2015	JURUPA HILLS HS	P5	ED SPECIALIST ELAl	MODERATE/SEVERE	10/8/2015	11/1/2020
142	21594	TREJO MAYA, TRINIDAD	M	3/28/2016	SuL		SINGLE SUBJECT	MATHEMATICS	6/1/2016	6/1/2018
141	21062	TORRES, SONIA		7/31/2015	BEECH ELEM	P5	MULTIPLE SUBJECT ELAM	GEN SUBJ (EXAM)	5/27/2015	6/1/2020

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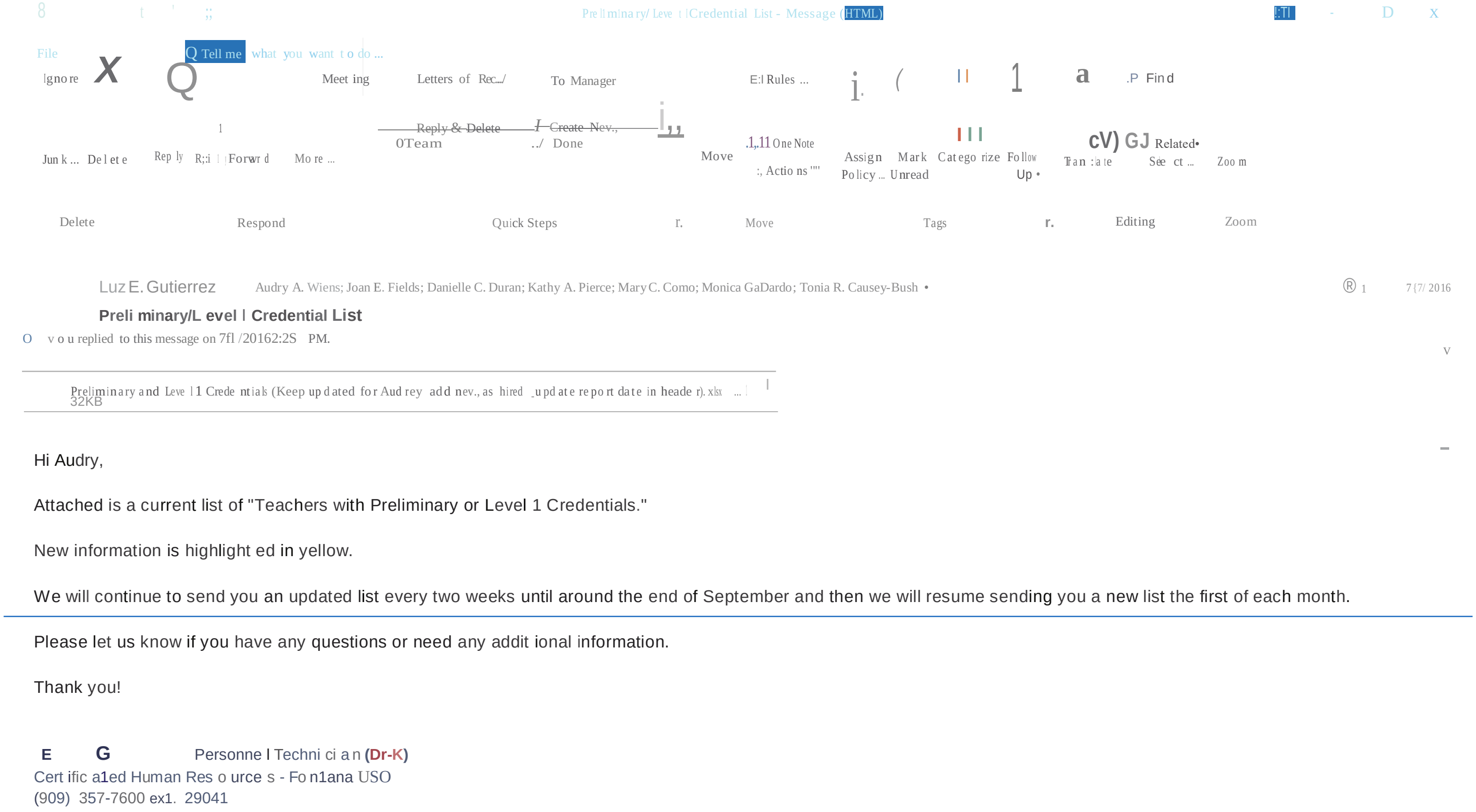


Luz E. Gutierrez   Audry A. Wiens; Joan E. Fields; Danielle C. Duran; Kathy A. Pierce; Mary C. Como; Monica GaDardo; Tonia R. Causey-Bush   7/7/2016

Preliminary/Level l Credential List

You replied to this message on 7/l /2016 2:2S PM.

Preliminary and Level 1 Credentials (Keep updated for Audrey add new., as hired update report date in header).xlsx
32KB

Hi Audry,

Attached is a current list of "Teachers with Preliminary or Level 1 Credentials."

New information is highlighted in yellow.

We will continue to send you an updated list every two weeks until around the end of September and then we will resume sending you a new list the first of each month.

Please let us know if you have any questions or need any additional information.

Thank you!

E G Personnel Technician **(Dr-K)**
Certificated Human Resources - Fontana USD
(909) 357-7600 ext. 29041

DISCLAIMER:

2017-2018 Induction Support Provider Caseload

Enrolled	Participating Teacher	School	Grade/Subject	YR	Notes
Adriane Alcantar – (High School- RSP, Special Ed.)					
7/31/17	Acosta, Rosa	Ruble MS	SpEd SS: ELA	1	
11/7/16	Fernandes, Spencer	Almeria MS	SS: P.E. 6th – 8th	2	Late Hire
7/29/16	Jackson (Candor), Kitzia	Almeria MS	Mod/Sev ELA	2	
7/29/16	Knight, Amber	Fontana MS	Inclusion/RSP	2	Clearing MS and SpE
8/18/17	Koenig, Scott	D.O. C-205	SpEd: Alt. Ed.	1	Was w/Fressy/Has SS
7/29/16	Lee, Debra	Fontana MS	6th ELA/Soc. Stds.	2	
7/29/16	Lopez, Trevor	AB Miller HS	SDC: Math	2	
7/29/16	Miller, Sherril	Alder MS	EDSpec/ELA -MM	2	
7/31/17	Orosco, Jeannette	AB Miller HS	Mild/Mod ELA	1	
7/31/17	Reyes, Nicole	Canyon Crest ES	Early Childhood	2	Maternity/ 1 inquiry
9/12/16	Salas, Breanna	Fontana MS	8th IM1/Science	2	
8/1/16	Schweizer, Belinda	AB Miller HS	SDC/RSP-Bio/ELA	2	
7/29/16	Soria, Lorraine	AB Miller HS	Mild/Mod SS: ELA	1	
8/31/16	Stahl, Alexandria	Sierra Lakes ES	RSP	2	Maternity until 9/1
7/29/16	Torres, Robert	Jurupa Hills HS	Mod/Severe ELA	2	
7/29/16	Weller, Andrew	Kaiser HS	Sev/Profound	2	
Deanna Bacor (Middle School English)					
7/29/16	Becerra, Daisy	Fontana HS	SS: Soc. Science	2	
7/31/17	Bianchessi, Adam	Southridge MS	7th Self-Contained	1	
7/29/16	Castillo, Jessica	Oleander ES	3rd	2	
7/29/16	Dominguez, Valerie	Live Oak ES	5th	2	
7/29/16	Garcia, Maritza	Oleander ES	1st	2	
7/31/17	Garcia-Ramos, Alicia	Ruble MS	7th/8th Math	1	
7/31/17	Keller, Jordan	Ruble MS	SS: P.E.	1	
7/31/17	Perez, Irene	DHIA ES	4th	1	
7/29/16	Perez, Peter	Fontana HS	SS: Soc. Science	2	(SS & SpEd)
7/29/16	Schwandt, Jennifer	Southridge MS	Multi. Sub. Sci/Math	2	
7/29/16	Torres, Brittany	Fontana MS	Mult. Sub. 6th ELA/SS	2	
7/29/16	Twogood, Marisa	Chaparral ES	TK	2	
7/29/16	Valadez, Natalie	Southridge MS	SS: IST Found Math	2	
7/29/16	Bailey, Gwen	Redwood ES	Kindergarten	M	

Ryan Knapp (Middle School Social Science)

7/29/16	Arevalo, Jennifer	Porter ES	3rd	2	
7/29/16	Brooks, Mayra	Chaparral ES	5th	2	
7/29/16	Bryant (Ooft), Jordan	Jurupa Hills HS	SS: English	2	
7/29/16	Hust, Robert	Kaiser HS	SS: Soc. St.	2	
7/29/16	Lopez, Marisol	Mango ES	4th	2	
7/31/17	Marshall, April	AB Miller HS	SS: P.E.	2	
7/29/16	Pizano, Celia	Sequoia MS	SS: English	2	
7/29/16	Polopolus, Jason	Summit HS	SS: French	2	
7/29/16	Rogers, Lindsey	Grant ES	5th	2	
7/29/16	Medina, David	Kaiser HS	ELA 9th-10th	2	
7/31/17	Avalos, Rosalinda	Jurupa Hills HS	SS: Spanish	1	
8/18/17	Javier, Emmanuel	Jurupa Hills HS	SS: Soc. Science	1	
8/18/17	Vaughn, Brian	Almeria MS	SS: 7th ELA	1	
7/31/17	Byrd, John	Itinerant HS	SS: P.E.	1	
7/29/16	Haston, Christine	Date ES	1st	V	

Program	Teacher	School	Grade/Subject	YR	Notes
Christopher Persky – (Middle School Math)					
7/29/16	Aguilera, Cristina	Southridge MS	SS: 7th Math/Sci	2	
8/18/17	Brito, Kimberly	Southridge MS	SS: 7th ELA	1	
7/31/17	Delgado, Lydia	Sequoia MS	SS: 8th Math	1	
7/31/17	Delk, Ashley	Hemlock ES	4th	1	
7/31/17	Guadarrama, Jacqueline	Fontana HS	SS: Math	1	
7/29/16	Lopez, Yadira	Juniper ES	5th	2	
7/31/17	Marquez, Daniel	Fontana HS	SS: Soc. Science	1	
7/29/16	Morano, Amelia	Kaiser HS	SS: Soc.St./Science	2	
7/31/17	Paolino, Inez	W. Randall ES	5th	2	
7/29/16	Parra, Angelica	AB Miller HS	SS: Math	2	
7/29/16	Razi, Zahra	Ruble MS	SS: Math	2	
7/29/16	Sanchez, Cinthia	Fontana HS	SS: Spanish	2	
7/31/17	Sanchez, Katrina	Jurupa Hills HS	SS: Soc. Science	1	
7/31/17	Villegas, Yuribel	Ruble MS	SS: ELA	1	
7/29/16	Juarez, Rogelio	Sequoia MS	SS: 7th Math/Sci	V	

	Melanie Smith- (1st, 3rd, 4th)				
7/31/17	Annunziato, Diana	Poplar ES	3rd	1	
8/18/17	Garcia, Christopher	Jurupa Hills HS	SS: ELA	1	
8/18/17	Torres-Gomm, Daisy	Jurupa Hills HS	Math- IM1	1	
8/23/16	Granados, Rosa	Cypress ES	1st	2	
7/31/17	Long, Pamela	Redwood ES	3rd	1	
7/31/17	Taylor-Martin, Delana	AB Miller	Art	1	
7/31/17	Montminy, James	Fontana MS	SS: Music	1	
7/31/17	Moulton, Brianna	Sequoia MS	SS: 8th ELA	1	
7/31/17	Olivar, Celena	Canyon Crest ES	5th	1	
7/31/17	Rubalcaba, Julian	Fontana MS	SS: Art	1	
7/31/17	Sepulveda, Juan	Fontana HS	SS: ELA	1	
8/18/17	Sifuentes, Anna	Oleander ES	Kindergarten	1	
9/11/17	Stewart, Heather	Science Itinerant	4th-5th	1	
9/6/16	Taylor, Kristen	S. Tamarind ES	5th	2	Late Hire
7/29/16	Fredrick, Louise	Live Oak ES	2nd	V	
GenED	Rana Ahmed –Jurupa Hills HS (10-12 Math) – Part-Time				
7/31/17	Costantino, Jacob	Citrus HS	SS: Biology	1	
7/31/17	Milsap, Samantha	Fontana MS	SS: Math/Science	1	
GenED	Allison Angelo –Locust ES (5th, 6th Math, ELA, Soc. Stds.) – Part-Time				
7/31/17	Garcia, Michelle	Beech ES	6th	1	
	Forest Blackwelder –Jurupa Hills HS (English) – Part-Time				
7/29/17	Gonzales, Claudia	Sequoia MS	SS: ELA	2	
7/31/17	Green, Wendy	Fontana HS	SS: ELA	1	
GenED	Andrea Chavez –Live Oak ES 2nd (Exp.=ELA 7th 8th, SDC 6th) – Part-Tim				
8/18/17	Balladares, Cecilia	Alder MS	7th ELA/SS	1	
7/31/17	Richards, David	Summit HS	SS: ELA	1	
GenED	Lorinda Curti – Grant ES (4th and 2nd)– Part-Time				
11/7/16	Bear, Diana	Oleander ES	4th	2	Late Hire
7/31/17	Martin, Brittany	Maple ES	2nd	1	
SPED	Karah Fraise – Kaiser (SpEd) – Part-Time				
8/18/17	Gates, Jody	Southridge MS	Mild/Mod ELA	1	
7/29/16	Hills, Brandy	Fontana HS	Mild/Mod ELA	2	
GenEd	Sharon Frasher –Beech Ave. ES (K-3rd) – Part-Time				
7/31/17	King, Lateefah	Locust ES	Kindergarten	1	
7/31/17	Miletta, Michelle	Live Oak ES	Kindergarten	1	

SPED	Colleen Gerke – Hemlock (SpEd-SDC 2/3) – Part-Time				
8/18/17	Camacho, Ivonne	Oleander ES	MM SDC K	1	
SPED	Michael Giardina – Kaiser (SpEd-Mod/Severe) – Part-Time				
7/29/16	Martin, Timothy	Fontana	Mod/Severe	2	
8/18/17	Vargas-Cioli, Alex	Ruble MS	Mod/Severe	1	
SPED	Fressy Gutierrez – Mango IST (SpEd) – Part-Time				
GenED	Robert Gutierrez –Jurupa Hills HS (Math HS & IST) – Part-Time				
7/31/17	Bhutiani, Pooja	Almeria MS	6th Math/Science	1	
7/31/17	Fernandez, Anthony	Fontana HS	SS: Math Int.	1	
SPED	Yvette Hinojosa – Fontana MS (SpEd)– Part-Time				
8/18/17	Morkos, Nely	Ruble MS	Mild/Mod	1	
7/29/16	Valenzuela, Priscilla	Ruble MS	Mild/Mod ELA	2	
SPED	Nicole Lopez – (SpEd RSP K-6th) Locust ES – Part-Time				
7/31/17	Alvarado, Prescilla	Locust ES	SH	---	
7/31/17	McGhee, Norma	Maple ES	Mild/Mod RSP	1	
GenED	Michelle Malensek – Grant (3rd and 1st, 2nd, 4th) – Part-Time				
7/29/16	Castillo Arce, Mayra	Oleander ES	3rd	2	
7/29/16	Hernandez, Debbie	N. Tamarind ES	1st	2	Late Hire
GenED	Felecia Moore – Grant (3rd)– Part-Time				
9/6/16	Huffman, Nastassja	Poplar ES	5th	2	
7/29/16	Veis, Skylar	Palmetto ES	2nd	2	
SPED	Brenda Muro – Maple (3rd also RSP HS)– Part-Time				
7/29/16	Ervin-Gardner, Ebonee	AB Miller HS	Mild/Mod ELA	2	
7/31/17	Rojas, Marlon	Porter ES	5th	1	
GenED	Danielle Nafius – (K, 1st, 3rd) Grant ES – Part-Time				
7/31/17	Anaya, Lizet	S. Tamarind ES	3rd	2	
7/31/17	Salazar, Jennifer	S. Tamarind ES	2nd	1	
GenED	Lena Patel – (1st Grade & 2,4,5,6) Grant ES – Part-Time				
7/31/17	Barcenas, Vanessa	Oleander ES	1st	1	
7/31/17	Salas, Joseph	Tokay ES	1st	1	

GenED	Catherine Propp – (Combo 2nd/3rd) Oak Park – Part-Time				
7/31/17	Moreno, Angela	Juniper ES	1st	1	
7/29/16	Quintero, Delia	Live Oak ES	1st	2	
GenED	Lanelita Quirante – AB Miller (Math IM2) – Part-Time				
7/29/16	Armendarez, Mary Delene	Summit HS	SS: Math	1	Also clearing S
7/31/17	Sanchez, Guadalupe	Fontana HS	SS: Math	2	
GenED	Hugo Sierra – Jurupa Hills HS (Math)– Part-Time				
7/29/16	Hernandez, Reyna	Sequoia MS	SS: Math	2	
7/31/17	Uetz, Jacqueline	Southridge MS	SS: Math/Science	1	
SPED	Cassandra Spears – N. Tamarind (SpEd RSP) – Part-Time				
7/29/16	Deserio, Francisco	Date ES	Mild/Mod RSP	2	
9/21/16	Yeates, Amanda	Maple ES	5th	2	Late Hire 10.1
SPED	Chris (Maria) Torre – Juniper (SpEd Early Childhood)– Part-Time				
11/28/16	Escobar, Karla	Fontana HS	SS: Social Science	2	Yr 2- one inquiry
10/3/16	Lomeli, Suzette	Almond ES	K/1 Combo	2	Late Hire
7/31/17	Silva-Valdivia, Bianca	Hemlock ES	Mod/Sev K-2 Autsm	1	
SPED	Melina Yamarone – West Randall (SpEd RSP K-6th)– Part-Time				
7/29/16	Praisuwan, Leslie	Hemlock ES	Mild/Mod 3-5 Aut.	2	

<u>As of 10/12/’17</u>

Total Induction Teachers (Mult. Subject and SpEd)= 116

SpEd Induction Teachers= 25

PAR= 4

Total Support

Providers= 29

Full-Time SPs= 6

Part-Time SPs= 23

INDUCTION MENTOR MATCH DATES 2016-2018

Name	**Worksite**	**Year 17-18**	**Match Date**	**Mentor**	**Notes**
Acosta, Rosa	Ruble MS	Year 1	8/8/2017	Alcantar, Adriane	
Aguilera, Cristina	Southridge MS	Year 2	8/8/2016	Persky, Chris	
Anaya, Lizet	S. TamarindES	Year 2	8/8/2017	Nafius, Danielle	
Annunziato, Diana	Poplar	Year 1	8/14/2017	Smith, Melanie	
Arevalo, Jennifer	Porter ES	Year 2	8/11/2016	Knapp, Ryan	
Armendarez, Mary Delene	Summit	Year 1	9/7/2017	Quirante, Lanelita	late hire
Avalos, Rosalinda	Jurupa Hills	Year 1	8/10/2017	Knapp, Ryan	
Balladares, Cecilia	Alder MS	Year 1	8/16/2017	Chavez, Nicole	
Barcenas Fuentes, Vanessa	Oleander	Year 1	8/22/2017	Patel, Lena	
Bear, Diana	Oleander ES	Year 2	12/1/2016	Clark, Julia	late hire
Becerra, Daisy	Fontana HS	Year 2	8/8/2016	Bacor, Deanna	
Bhutiani, Pooja	Almeria	Year 1	8/31/2017	Gutierrez, Robert	
Bianchessi, Adam	Southridge	Year 1	8/25/2017	Bacor, Deanna	
Brito, Kimberly	Southridge	Year 1	8/7/2017	Persky, Chris	
Brooks, Mayra	Chaparral ES	Year 2	8/11/2016	Knapp, Ryan	
Bryant, Jordan (Ooft)	Jurupa Hills HS	Year 2	8/15/2016	Knapp, Ryan	
Byrd, John	DO-Bldg. 14	Year 1	8/15/2017	Knapp, Ryan	
Camacho, Ivonne	Oleander	Year 1	8/15/2017	Gerke, Colleen	
Candor-Jackson, Kitzia G.	Almeria MS	Year 2	8/8/2016	Harbour, Stefanie	
Castillo Arce, Mayra	Oleander ES	Year 2	8/11/2016	Malensek, Michelle	
Castillo, Jessica N.	Oleander ES	Year 2	8/11/2016	Bacor, Deanna	
Costantino, Jacob	Citrus HS	Year 1	8/21/2017	Ahmed, Rana	
Delgado, Lydia	Sequoia	Year 1	8/7/2017	Persky, Chris	
Delk, Ashley	Hemlock	Year 1	8/4/2017	Persky, Chris	
Deserio, Francisco	Date ES	Year 2	8/15/2016	Clark, Julia	
Dominguez, Valerie	Live Oak ES	Year 2	8/12/2016	Bacor, Deanna	
Ervin-Gardner, Ebonee	AB Miller HS	Year 2	8/8/2016	Clark, Julia	
Escobar, Karla	Fontana HS	Year 2	12/6/2016	Gutierrez, Fressy	late hire
Fernandes, Spencer	Almeria MS	Year 2	12/1/2016	Alcantar, Adriane	late hire
Fernandez, Anthony	Fontana HS	Year 1	8/29/2017	Gutierrez, Robert	
Garcia, Christopher	Jurupa Hills	Year 1	8/16/2017	Smith, Melanie	
Garcia, Maritza	Oleander ES	Year 2	8/3/2016	Bacor, Deanna	
Garcia, Michele	Beech Ave.	Year 1	8/8/2017	Angelo, Allison	
Garcia-Ramos, Alicia	Ruble MS	Year 1	8/14/2017	Bacor, Deanna	
Gates, Jody	Southridge	Year 1	8/21/2017	Fraise, Karah	
Gonzalez, Claudia	Sequoia MS	Year 2	8/18/2016	Blackwelder, Forest	
Granados, Rosa	Primrose ES	Year 2	8/24/2016	Lance, Heidi	
Green, Wendy(Villalobos)	Fontana HS	Year 1	8/21/2017	Blackwelder, Forest	
Guadarrama, Jacqueline	Fontana HS	Year 1	8/11/2017	Persky, Chris	
Hernandez, Debbie	Cypress ES	Year 2	10/3/2016	Malensek, Michelle	late hire
Hernandez, Reyna	Sequoia MS	Year 2	8/3/2016	Pollard, Monysa	
Hills, Brandy	Fontana HS	Year 2	8/9/2016	Hills, Brandy	
Huffman, Nastassja R.	Poplar ES	Year 2	9/29/2016	Moore, Felecia	late hire
Hust, Robert	Kaiser HS	Year 2	8/10/2016	Knapp, Ryan	

Name	**Worksite**	**Year 17-18**	**Match Date**	**Mentor**	**Notes**
Javier, Emmanuel	Jurupa Hills	Year 1	8/8/2017	Knapp, Ryan	
Keller, Jordan	Ruble MS	Year 1	8/16/2017	Knapp, Ryan	
King, Lateefah	Locust	Year 1	9/5/2017	Frasher, Sharon	late hire
Knight, Amber N.	Fontana MS	Year 2	8/9/2016	Alcantar, Adriane	
Koenig, Scott	DO C206	Year 1	8/3/2018	Torre, Maria Chris	
Lee, Debra S.	Fontana MS	Year 2	8/11/2016	Alcantar, Adriane	
Lomeli, Suzette M.	Almond ES	Year 2	10/26/2016	Torre, Maria Chris	late hire
Long, Pamela	Redwood ES	Year 2	8/19/2015	Childress, Cyndi	
Lopez, Marisol	Mango ES	Year 2	9/2/2016	Knapp, Ryan	
Lopez, Trevor K.	AB Miller HS	Year 2	8/8/2016	Alcantar, Adriane	
Lopez, Yadira	Juniper ES	Year 2	8/11/2016	Persky, Chris	
Marquez, Daniel	Fontana HS	Year 1	8/8/2017	Persky, Chris	
Marshall, April	AB Miller HS	Year 2	8/9/2016	Knapp, Ryan	
Martin, Brittany	Maple	Year 1	8/29/2017	Curti, Lorinda	
Martin, Timothy P.	Fontana HS	Year 2	8/31/2016	Mitchell, Cassandra	
McGhee, Norma	Maple	Year 1	8/9/2017	lopez, Nicole	
Medina, David	Kaiser HS	Year 2	8/18/2016	Knapp, Ryan	
Miletta, Michelle	Live Oak	Year 1	8/16/2017	Frasher, Sharon	
Miller, Sherril	Alder MS	Year 2	8/8/2016	Alcantar, Adriane	
Millsap, Samantha	Fontana MS	Year 1	8/30/2017	Ahmed, Rana	
Montminy, James	Fontana MS	Year 2	8/15/2017	Smith, Melanie	
Morano, Amelia	Kaiser HS	Year 2	8/8/2016	Persky, Chris	
Moreno, Angela	Juniper	Year 1	8/14/2017	Propp, Catherine	
Morkos, Nely	Ruble MS	Year 1	8/14/2017	Hinojosa, Yvette	
Moulton, Brianna	Sequoia	Year 1	8/3/2017	Smith, Melanie	
Olivar, Celena	Canyon Crest	Year 1	8/18/2017	Smith, Melanie	
Orosco, Jeanette	AB Miller	Year 1	8/22/2017	Alcantar, Adriane	
Orozco, Lorraine (Soria)	AB Miller	Year 1	8/10/2017	Alcantar, Adriane	
Paolino, Inez	W. Randall ES	Year 2	8/8/2017	Persky, Chris	
Parra, Angelica	AB Miller HS	Year 2	8/11/2016	Persky, Chris	
Perez, Irene	DHIA	Year 1	8/14/2017	Bacor, Deanna	
Perez, Peter	Fontana HS	Year 2	8/8/2016	Bacor, Deanna	
Pizano, Celia	Sequoia MS	Year 2	8/11/2016	Knapp, Ryan	
Polopolus, JasonJ.	Summit HS	Year 2	8/30/2016	Knapp, Ryan	
Praisuwan, Leslie D.	Hemlock ES	Year 2	8/11/2016	Clark, Julia	
Quintero, Delia	Live Oak ES	Year 2	8/10/2016	Propp, Catherine	
Razi, Zahra	Ruble MS	Year 2	8/11/2016	Persky, Chris	
Reyes, Nicole	Chaparral ES	Year 2	12/17/2015	Alcantar, Adriane	late hire
Richards, David	Summit	Year 1	8/17/2017	Chavez, Nicole	
Rogers, Lindsey E.	Grant ES	Year 2	9/6/2016	Knapp, Ryan	
Rojas Jr.,Marlon	Porter	Year 1	9/1/2017	Muro, Brenda	
Rubalcaba, Julian	Fontana MS	Year 1	8/15/2017	Smith, Melanie	
Salas, Breanna	Fontana MS	Year 2	9/22/2017	Harbour, Stefanie	late hire
Salas, Joseph	Tokay	Year 1	8/22/2017	Patel, Lena	

Name	Worksite	Year 17-18	Match Date	Mentor	Notes
Salazar, Jennifer	S. Tamarind	Year 1	8/18/2017	Nafius, Danielle	
Sanchez, Cinthia L.	Fontana HS	Year 2	8/9/2016	Persky, Chris	
Sanchez, Guadalupe	Fontana HS	Year 2	9/7/2017	Quirante, Lanelita	
Sanchez, Katrina	Jurupa Hills	Year 1	8/11/2017	Persky, Chris	
Schwandt, Jennifer	Southridge MS	Year 2	8/19/2016	Bacor, Deanna	
Schweizer, Belinda	AB Miller HS	Year 2	8/16/2016	Alcantar, Adriane	
Sepulveda, Juan	Fontana HS	Year 1	8/17/2017	Smith, Melanie	
Sifuentes, Anna	Oleander	Year 1	8/16/2017	Smith, Melanie	
Silva-Valdivia, Bianca	Hemlock	Year 1	8/14/2017	Spears, Cassandra	
Stahl, Alexandria	Sierra Lakes ES	Year 2	8/26/2016	Alcantar, Adriane	
Stewart, Heather	Science Enrich.	Year 2	10/12/2017	Smith, Melanie	late hire
Taylor Martin, Delana	AB Miller	Year 1	8/21/2017	Smith, Melanie	
Taylor, Kristen M.	S. TamarindES	Year 2	10/6/2016	Smith, Melanie	late hire
Torres, Brittany L.	Fontana MS	Year 2	8/9/2016	Bacor, Deanna	
Torres, Robert	Jurupa Hills HS	Year 2	8/9/2016	Clark, Julia	
Torres-Gomm, Daisy	Jurupa Hills	Year 1	8/25/2017	Smith, Melanie	
Twogood, Marisa M.	Chaparral ES	Year 2	8/15/2016	Bacor, Deanna	
Uetz, Jacqueline	Southridge	Year 1	8/23/2017	Sierra, Hugo	
Valadez, Natalie	Southridge MS	Year 2	8/9/2016	Bacor, Deanna	
Valenzuela, Priscilla	Ruble MS	Year 2	8/11/2016	Hinojosa, Yvette	
Vargas Cioli, Alex	Ruble MS	Year 1	8/15/2017	Giardina, Michael	
Vaughn, Brian	Almeria	Year 1	8/10/2017	Knapp, Ryan	
Veis, Skylar A.	Palmetto ES	Year 2	8/11/2016	Moore, Felecia	
Villegas, Yuribel	Ruble MS	Year 1	8/10/2017	Persky, Chris	
Weller, Andrew	Kaiser HS	Year 2	8/12/2016	Clark, Julia	
Yeates, Amanda	Maple ES	Year 2	11/14/2016	Spears, Cassandra	late hire

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:
Participating Teacher(Candidate)/Mentor Memorandum of UnderstandingPgs 62-63
Mentor Meeting Log sample (showing record of hours spent)- Page 68
16-17 End-of-Year Survey Hours Spent Item (Teachers and Mentors)- Page 111

Fontana Unified School District Approved Induction Program
Memorandum of Understanding-Participating Teachers/Candidates

Participating Teacher (Candidate) Expectations:

- Attend the Induction Kickoff (Orientation) on either August 16 or 23, 2018
- Attend 4 Professional Development Sessions *of my choice* (8 hours)
- Engage in 4 additional hours of professional development *of my choice* that aligns to my ILP goals (Total= 12 Hours)
- 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
- 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

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 evaluation process. 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 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.

Credential(s) to Clear: ____________________________________ ■ I am clearing more than 1 credential

School Site: ______________________________ Grade/Subject: ________________________

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

________________________________ ________________________________

Candidate PRINTED Name **Candidate Signature**

■ I am entering this program as a year 2 candidate and my adjusted responsibilities have been explained b me.

Fontana Unified School District Approved Induction Program

Memorandum of Understanding- Mentors

Mentor Expectations:

- Attend one Kickoff Orientation and all monthly Mentor Meetings to improve mentoring skills
- Serve as an Induction Mentor for the entire 2018-19 school year
- Meet with my assigned candidate for a **minimum of one hour per week** during a mutually agreed upon time
- Arrange observations of 2-3 experienced teachers for a minimum of one full day prior to March 2019
- Provide mentoring support that is both "just in time" and longer-term analysis of teaching practice
- Develop goals with the candidate within the first 60 days of the candidate's enrollment in the program
- Assist candidate with the development of the Individual Learning Plan (ILP)
- Guide reflective conversations based on the candidate's CSTP goals and ILP
- Connect candidate with available resources to support accomplishment of the ILP and professional growth
- Assist candidate to refine/establish/improve classroom management procedures
- Facilitate candidate growth/development through modeling, guided reflection and feedback on instruction
- Observe candidate a **minimum** of 2 times per year to gather evidence for goal setting and ILP development
- Coach/collaborate/consult with 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 will not be processed for reimbursement without the accompanying meeting logs as verification
- Maintain confidentiality regarding the work with candidate(s)
- Participate in program evaluation and provide feedback on program effectiveness through mentor surveys
- Verify candidate program completion through portfolio reviews and monitoring of completion requirements
- Report ANY problems, concerns or conflicts to the Induction Coordinator

I understand that the Induction process and the ILP goals are confidential and not used in FUSD's teacher evaluation process for employment purposes.

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

Print Name:____________________________ Position: ____________________________

Work Site:____________________________ Grade/Subject: ________________________

____

Mentor/Support Provider Signature

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

Piartitipating Teacher Vahf'SS /447et: **Support Provider/CT** /1- (:q,(,,:,*'

Location of Meeting	Date	Description of Activity	Cancel/Reason	Start Time	End Time	SP/CT & Teacher Initials
Southridge	10/28/	Content for tracking			2:30-330	ms VK
" "	11/4/15	KWO		1:00	2:00	ms VK
	11/[illegible]/15	Jury Duty			11-12	VK
	11/18/15	Jury Duty			11-12	VK
	12/2/15	Catchup/Continum/KWO			2:30-3:30	VK
	12/17/15	catchup			2:30-330	VK
	1/14/16	Action Plan			11:15-12:15	VK
	1/28/16	No Show	wy:ft6		1:30-230	VK
	1/21/16	C1 /C2				VK

Forgot to have P.T. signed

Activities Key:

A. FACT (Module and Form#)	D. PT Classroom observation	G. Curriculum/Lesson planning	J. Staff Meeting/Training
B. SP observation of PT	E. SP demonstration for PT	H. Reflection	K. Prep/Paperwork
Routines/Procedures/Class Mgmt	F. Data Analysis	I. Diff. Instruction	L Other-Describe

A . .S 26.'15

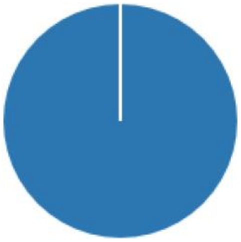
7.. On average, how frequently did y o u and y;ou.- Suppo1t Prnvide have meaningfu oom muniaation about iss eg !'elated to your te.ac hingpractice ? Thsi includes. all fa c to-face or vi tua inte1-actions via tec hnology.

	Progra1m		state wide	
	22	9].7%	'9597	94. 5%
1 = Daily	0	0.0%	873	9.]%
2 = Two m· th ree times pe,.- u ee k	7	3].8%	] 94	22.9%
3 = Weekly	15	68.2%	4840	50.4%
4 = Twice pa· mo nth	0	o.0°1o	]3 2 4	13.8%
S = Less t ha n twioe per month	0,	0.0%	366	3.8%
Hean : *.SD*	2.68	0.48	2.80	0.9 2

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

More Det ails

●	True	22
●	False	0



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.

The FUSD evaluation standards conference allows candidates to choose a standard to work on during the year. The administrator and teacher/candidate select three standards from the CSTPs. The standards are selected as follows:
one standard selected by the teacher
one standard selected by the administrator
one standard selected jointly by the teacher and administrator

Mentors engage in a conversation with the candidate to ask which CSTP was chosen by the beginning teacher for the evaluation. Candidates may choose to focus their ILP goal(s) on this standard, but it is not required. Candidates and Mentors determine the ILP goal based on multiple measures: self-assessment on the Continuum of Teaching Practice, observation evidence, collaborative conversations, and candidate interests and/or contextual challenges. The Mentor Logs which are kept in the candidate's file indicate the date (within 60 days) that the ILP goal is developed. Additionally, the ILP has a section for goal development where the date the goal was developed is recorded.

Evidence:
Evaluation Timeline- Page 71
FUSD Collective Bargaining Agreement/Employee Evaluation-Pages 72-73
Individual Learning Plan ***with 60-day timeline for determining ILP goal included***-Page 74-77

2017-2018 EVALUATION TIMELINE
(TOA's)

TASKS				
DUE DATE *(No later than)*	**PROBATIONARYLTEMPORARY**	**TENURED (PERMANENTI**	**NON-REELECT**	**DOCUMENTS DUE IN HR**
7/28/17 *(within the first 2 weeks of employee's work year)*	Notify **TOA's** of evaluation year via memo or email	Notify **TOA's** of evaluation year via memo or email	-	-
8/4/17 *(Week 4)* *{within 10 working days of standard conf, provide written summary of conference to BU member]*	**Standards Conference** (review and discuss standards & expectations)	**Standards Conference** (review and discuss standards & expectations)	**Standards Conference** (review and discuss standards & expectations)	**8/25/17**
9/22/17 *(Week 10)* *[within 10 working days of each observation, hold obsconf.; within 10 working days of obs. conf., provide written summary of obs. conf. to BU member}*	**Observation #1** (announced)	-	**Observation #1** (announced)	**10/27/17**
10/20/17-11/3/17 *{Between Week 14 -Week 16}* *{within 10 working days of each observation, hold obsconf.; within 10 working days of obs. conf., provide written summary of obs. conf. to BU member}*	**Observation** #2 (unannounced OK)	-	**Observation #2** (unannounced OK}	**12/15/17**
11/17/17 ***(Week** 18)* *[within 10 working days of evaluation conference, provide printed evaluation to BU member}*	**Evaluation Conference #1**	-	**Evaluation Conference #1**	**12/15/17**
1/26/18	-	-	**Evaluation Conference #2**	**2/2/18**
1/12/18-1/26/18 *{Between Week 22-Week 24}* *[within 10 working days of each observation, hold obsconf.; within 10 working days of obs. conf., provide written summary of obs. conf. to BU member}*	**Observation** #3 (unannounced OK)	**Observation #1** (announced) **Due: 1/26/18** (Week 24)	-	**3/2/18**
2/23/18-3/9/18 *{Week 28 -Week 30}* *[within 10 working days of evaluation conference, provide printed evaluation to BU member]*	**Evaluation Conference #2**	**Evaluation Conference #1** **Due: 3/9/18** (Week 30)	-	**4/6/18**

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.

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

9.4.5 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.

9.4.6 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

Individual Learning Plan

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 60 days of enrollment)**		**Site**		**Spring**		**Induction Program**	

Portfolio Checks Goal implementation and Growth		**Triad Meeting Date**	**Observations of Veteran Teachers**	
Fall	October 22, 2018		**Name:**	**Date:**
Winter	February 25, 2019		**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?*

GOAL 1: **Goal Modifications** *(as needed)*:	**1. What growth or instructional habits will be positively implemented on your part?** *(Considerations: overall, related to approaches, interactions, effectiveness w/ planning, instruction, or assessments, etc.)* *2.* **What are the indicators of success/achievement?** *(Considerations: target/ideal outcome, mindsets, interactions with learning, achievement, etc.)* *3.* **What formal or informal data/evidence will support your findings?** *(Considerations: General thinking on how or which assessments will support measuring teacher or student growth)*

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

REFLECTION ON GROWTH GOAL AND ACTION PLAN

As a result of this inquiry process, what was the impact on instructional practices and student learning?

With your Mentor, discuss evidence and mark relevant CSTPs on the Continuum of Teaching Practice.

Discuss your next steps with your Mentor:

1. Will you continue to explore your current goal? Why or why not?
2. Determine next steps in the revision of the goal or the creation of a new goal.

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:		
Induction Coordinator:		

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.

All teachers engage in evaluation during their Induction years. Induction Program Standard 2 states: “the development of an ILP for candidates based on needs determined by the teacher and program provider, in consultation with the site administrator...” All teachers in FUSD have a Standards and Key Elements Conference with their site administrator. Induction candidates are encouraged to use information from this conference to design a goal for the Individual Learning Plan. During this conference, the teacher chooses a CSTP goal to focus on, and if the teacher would like to choose the same CSTP for the ILP, then it is an option. While this information may be useful, ***it is not a requirement in the ILP goal development.*** It is communicated to all stakeholders that these two processes and activities are completely separate from one another. The ILP/goal development occurs between the Candidate and the Mentor in a private and confidential conversation using multiple measures and evidence to guide the CSTP goal that is chosen.

Evidence:

Candidate & Mentor Memorandum of Understanding- Page 66-67

Mentor Meeting PPT Slide- Page 80

Site Administrator Training PPT Slide- Page 80

Fontana Unified School District Approved Induction Program

Memorandum of Understanding- Mentors

Mentor Expectations:

- Attend one Kickoff Orientation and all monthly Mentor Meetings to improve mentoring skills
- Serve as an Induction Mentor for the entire 2018-19 school year
- Meet with my assigned candidate for a **minimum of one hour per week** during a mutually agreed upon time
- Arrange observations of 2-3 experienced teachers for a minimum of one full day prior to March 2019
- Provide mentoring support that is both "just in time" and longer-term analysis of teaching practice
- Develop goals with the candidate within the first 60 days of the candidate's enrollment in the program
- Assist candidate with the development of the Individual Learning Plan (ILP)
- Guide reflective conversations based on the candidate's CSTP goals and ILP
- Connect candidate with available resources to support accomplishment of the ILP and professional growth
- Assist candidate to refine/establish/improve classroom management procedures
- Facilitate candidate growth/development through modeling, guided reflection and feedback on instruction
- Observe candidate a **minimum** of 2 times per year to gather evidence for goal setting and ILP development
- Coach/collaborate/consult with 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 will not be processed for reimbursement without the accompanying meeting logs as verification
- Maintain confidentiality regarding the work with candidate(s)
- Participate in program evaluation and provide feedback on program effectiveness through mentor surveys
- Verify candidate program completion through portfolio reviews and monitoring of completion requirements
- Report ANY problems, concerns or conflicts to the Induction Coordinator

I understand that the Induction process and the ILP goals are confidential and not used in FUSD's teacher evaluation process for employment purposes.

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

Print Name:______________________________ Position:____________________________

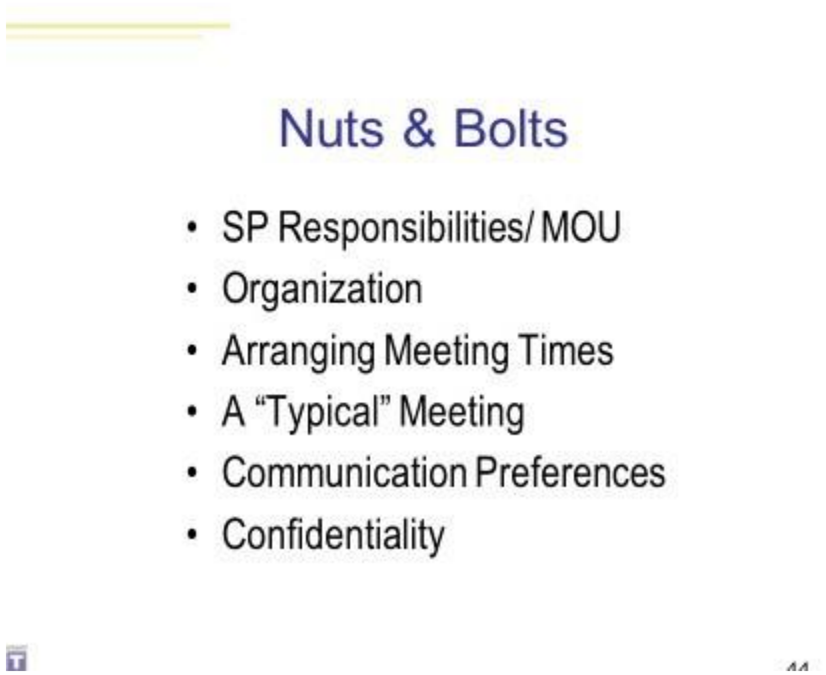
Work Site:_______________________________ Grade/Subject: _______________________

____

Mentor/Support Provider Signature

Mentor Meeting PPT

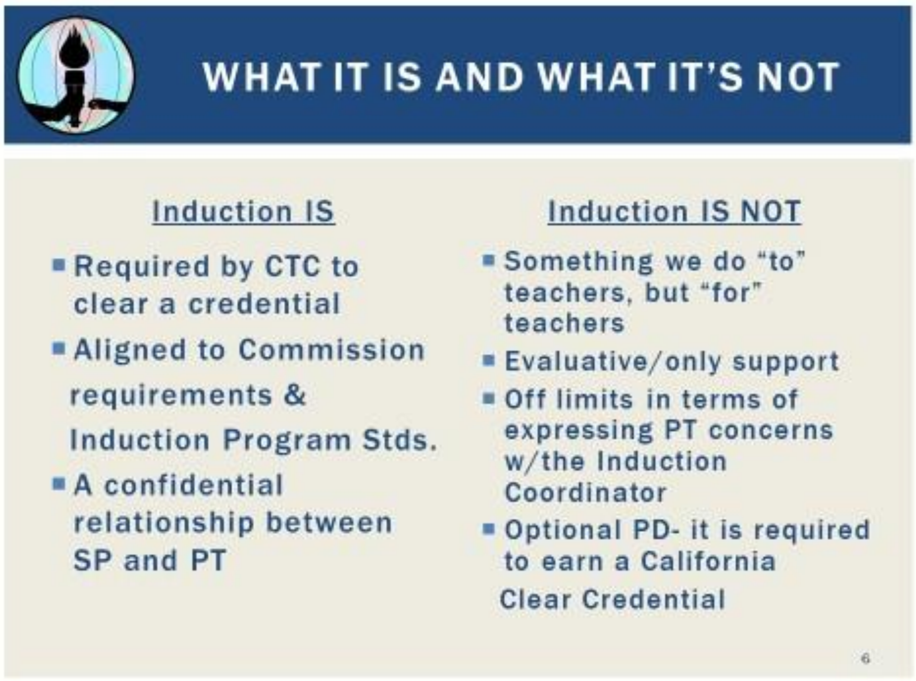
Slide- Confidentiality:



Nuts & Bolts

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

Site Administrator Induction Training PPT Slide:



WHAT IT IS AND WHAT IT'S NOT

Induction IS	Induction IS NOT
Required by CTC to clear a credential	Something we do "to" teachers, but "for" teachers
Aligned to Commission requirements & Induction Program Stds.	Evaluative/only support
A confidential relationship between SP and PT	Off limits in terms of expressing PT concerns w/the Induction Coordinator
	Optional PD- it is required to earn a California Clear Credential

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 in the Induction Handbook- Page 98

Consideration for Early Completion Option

FUSD's Induction Program is designed to be completed over the course of two years. A limited number of candidates, however, may qualify to be considered for the program's Early Completion Option. The Early Completion Option allows qualified candidates to complete the program in one year. Candidates who qualify for **consideration** include, but are not limited to:

☐ First year candidates who successfully completed a Calif. intern program
☐ First year out-of-state candidates with experience in another state
☐ *"Experienced and Exceptional" candidates*

Interested candidates who meet the requirements above must next:

☐ Notify the Induction Program Coordinator of their interest in the Early Completion Option
☐ Provide a copy of their previous year's satisfactory teaching evaluation
☐ Allow both the Induction Program director and their site administrator to complete an announced, focused observation of their teaching, based on the California Standards for the Teaching Profession

Admission to the Early Completion Option is based on a review of the requirements stated above. Candidates are notified of their acceptance or decline of acceptance via email. If accepted as an Early Completion Option candidate, participation in induction will be streamlined to a single year, but responsibilities to meet the requirements within the program's digital portfolio remain the same. Early Completion Option candidates will also complete two Individual Learning Plans and two Inquiry Cycles, as opposed to the three Individual Learning Plans and three Inquiry Cycles normally completed within the two year program.

If you meet the above criteria, please contact the Induction Coordinator, Audry Wiens (wienaa@fusd.net or 909-357-7600 x29350). We will arrange a time with your site administrator for a lesson observation. Based on evidence of your lesson planning, lesson observation, and other requirements, the Induction Coordinator will then decide whether or not you qualify for the Early Completion Option. .

The deadline to be considered for Early Completion Option

Oct. 2, 2017

Fontana Unified School District

Induction Handbook

School Year 2018-2019

Induction & Credential Services

TABLE OF CONTENTS

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 great 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

Mentoring Matters!

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**

Fontana Unified School District

Induction Program

Vision Statement

To ensure that the diverse learning needs of all students are met from caring, professional educators who make inquiry the focus of their professional development.

Fontana Unified School District
Induction Program

What is an Induction Program?

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

What is Formative Assessment?

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

What Assumptions Guide our Induction Program?

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

What are the Roles and Responsibilities?

Induction Teacher (Candidate)	**Mentor (Support Provider)**
❖ Meet for a ***minimum*** of one hour per week with the Mentor/Mentor ❖ Actively participate in the formative assessment process ❖ Create an Individualized Learning Plan (ILP) ❖ Attend a minimum of 4 professional development sessions (8 hours) and 4 additional PD hours for 12 total hours ❖ Fulfill specific program requirements in two years ❖ Create an Individualized Learning Plan containing evidence that meets the Induction Standards ❖ Attend the end of year Colloquium celebration	❖ 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 of contact per week*** through face-to-face meetings ❖ Maintain a meeting log to verify meeting times ❖ Arrange 2 observation days for candidates to observe other experienced teachers

What is the Fontana 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 $ave a lot of money)

Determining Eligibility for the FUSD Induction Program

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

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

Mentor/Candidate Assignments

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

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

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

Requesting a Mentor Reassignment

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

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

Induction- Frequently Asked Questions

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

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

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

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

What happens if my Mentor and I don't get along?
It's very important for the relationship between Mentor/Mentor and Induction Candidates be strong. If, for ANY reason, the relationship with your new Mentor is strained, please call Audry Wiens at 909-357-5000 Ext. 29350. You may also complete the hard copy concern form and send or email it to us. We will absolutely make any changes necessary to ensure that the support you want, and need is being provided.

How often do I attend professional development sessions and where are they held?
Induction professional development sessions are held at the Piazza/JDP Center at the district office. 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 4 professional development sessions OF YOUR CHOICE. You will be responsible for a total of 12 hours of PD this year. Eight of the 12 hours will be comprised of your choice of 4 two-hour sessions. The remaining 4 hours can be determined through consultation with your Mentor.

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.

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.

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 fit the criteria described in the policy (see ECO Eligibility Information handout), you may apply to complete the program in a shorter period of time, usually one year. You must be both “experienced and exceptional.”

Can I get college credits for completing Induction?
Yes! The Fontana Unified School District partners with the University of San Diego:

University of San Diego
PROFESSIONAL AND
CONTINUING EDUCATION

Partnering with Fontana Unified School District

Teacher Induction Program Offers 5 Semester Units of Graduate Level Extension Credit for 2018-2019

- 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 2018 and May 2019. Please note that you **MUST** register within these dates in order to participate in this partnership*.

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

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

INSTRUCTIONS

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

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

THESE COURSES ARE FOR FONTANA UNIFIED SCHOOL DISTRICT PERSONNEL ONLY. Registration closes June 1, 2019.

CONTACT

Audry Wiens
wienaa@fusd.net

Who makes decisions for the Induction Program?

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

What happens if I am not finished in two years?

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

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

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

Induction Transportability Process for Candidates

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

Responsibilities of the Transferring Candidate

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

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

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

Responsibilities of the Transferring Induction Candidates include:

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

Responsibilities of the Sending Induction Program

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

Responsibilities of the Receiving Induction Program

The receiving program is responsible for verifying that the transferring candidate has a transportability completion record supported by evidence from the sending program. As the LEA 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 classroomapplication.

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.

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. 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). We will arrange a time with your site administrator for a lesson observation. 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.

The deadline to be considered for Early Completion Option is October 1, 2018

Induction/PAR Collaboration Meeting LOG
Induction and Credential Services

Fontana Unified School District

Candidate_________________________ **Mentor**__________________________

MONTH_____________**YEAR**_____________

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

Activities Key:

A. ILP Development
B. SP observation of CANDIDATE
C. Routines/Procedures/Class Mgmt.
D. CANDIDATE Classroom observation
E. SP demonstration for CANDIDATE
F. Data Analysis
G. Curriculum/Lesson planning
H. Reflection
I. Diff. Instruction
J. Staff Meeting/Training
K. Prep/Paperwork
L. Other-Describe

Fontana Unified School District

Induction Completion Requirements Form

Name: ______________________ Date: __________
Year: ______________________
School: ______________________
Mentor: ______________________

Transition Plan		Pre-Inquiry		ILP		Reflection	

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

Professional Development	Date	Attended	Notes
District New Teacher Orientation	7/31/18		
Induction Kick Off – Option 1	8/16/18		
Induction Kick Off – Option 2	8/23/18		
PD #1			
PD #2			
PD #3			
PD #4			
Additional 4 Hours			**TOTAL HOURS = 12**
Colloquium	5/9/19		

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

______________________ ______________
Signature of Candidate Date

______________________ ______________
Signature of Mentor Date

______________________ ______________
Signature of Coordinator Date

Candidate/Mentor Concern Form

The relationship between the Induction Mentor and the Candidate is at the heart of the Induction process. At times, this relationship is not an optimal pairing. If you find yourself in this situation, please contact the FUSD Induction Coordinator; wienaa@fusd.net

909-357-5000 ext. 29350. The information provided is confidential: concerns expressed will not be shared unless permission is granted by you to release that information.

FUSD Induction Professional Learning

Professional Development Options

May include but not limited to:

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

Education Specialists' Internet Resources

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

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

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

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

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

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

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

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

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

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 oCandidateimize 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 adaCandidateing resources, technologies, and standards- aligned instructional materials, including adoCandidateed materials, to make subject matter accessible to all students
3.6 Addressing the needs of English learners and students with

STANDARD FOUR:

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

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

STANDARD FIVE:

ASSESSING STUDENTS FOR LEARNING

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

STANDARD SIX:

DEVELOPING AS A PROFESSIONAL EDUCATOR

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

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

Commonly Used Acronyms

Induction

BTSA = Beginning Teacher Support and Assessment (now called Induction)

CSTP = California Standards for the Teaching Profession

CCSS = Common Core State Standards

CTC = Commission on Teacher Credentialing

ILP = Individualized Learning Plan (same as IIP or Ind. Induction Plan)

FACT = Formative Assessment for California Teachers

CRT = Culturally Relevant/Responsive Teaching

CTP = Continuum of Teaching Practice

PD360 = Professional Development Online resource (www.pd360.com)

SP = Mentor

CANDID = Candidate

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

FUSD Induction Program

Individual Learning Plan

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 60 days of enrollment)**		**Site**			**Spring**		**Induction Program**	

Portfolio Checks Goal implementation and Growth		**Triad Meeting Date**	**Observations of Veteran Teachers**	
Fall	October 22, 2018		**Name:**	**Date:**
Winter	February 25, 2019		**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?*
GOAL 1: **Goal Modifications** *(as needed)*:	4. **What growth or instructional habits will be positively implemented on your part?** *(Considerations: overall, related to approaches, interactions, effectiveness w/ planning, instruction, or assessments, etc.)* 5. **What are the indicators of success/achievement?** *(Considerations: target/ideal outcome, mindsets, interactions with learning, achievement, etc.)* 6. **What formal or informal data/evidence will support your findings?** *(Considerations: General thinking on how or which assessments will support measuring teacher or student growth)*

PLAN *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…)*	***TEACH*** *Show evidence of application* *What did you teach, create, implement or use?*	***REFLECT*** *Implementation Reflection* *What was the effectiveness or impact? (successes, challenges)*	***APPLY*** *Next steps/now what?* *What will you keep, discard, modify?)*

REFLECTION ON GROWTH GOAL AND ACTION PLAN

As a result of this inquiry process, what was the impact on instructional practices and student learning?

With your Mentor, discuss evidence and mark relevant CSTPs on the Continuum of Teaching Practice.

Discuss your next steps with your Mentor:

1. Will you continue to explore your current goal? Why or why not?
2. Determine next steps in the revision of the goal or the creation of a new goal.

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:		
Induction Coordinator:		

NOTES:

Date & Location	Professional Development Session	Time	Notes
August 16, 2018 John D. Piazza Ctr.	**Induction Kickoff Orientation** **(Not for PD- one Orientation required)**	4:00-5:30	JDP not available until 3:30 Pre-K Orientation
August 23, 2018 Enrollment Center	**Induction Kickoff Orientation Make-Up** **(Not for PD-one Orientation required)**	3:45-5:15	NGSS in Enrollment Center until 3:00
September 6, 2018 John D. Piazza Ctr.	**Classroom Management (Elementary & Sec.)** **Growth Mindset**	3:45-5:45	Repeat on Sept. 20th
September 13, 2018 John D. Piazza Ctr.	**Bryan Harris-** **Supporting Students of Poverty**	3:45-5:45	Induction Candidates
September 15, 2018 Enrollment Center	**Bryan Harris-** **Teaching w/Poverty & Equity in Mind**	8:00-3:00	ALL District Teachers
September 20, 2018 John D. Piazza Ctr.	**Classroom Management (Elementary & Sec.)** **Growth Mindset**	3:45-5:45	Repeat of September 6th
October 4, 2018 John D. Piazza Ctr.	**Home/School Communication** -Parent/Teacher Conferences/Role Play -Student Led Conferences	3:45-5:45	
October 18, 2018 John D. Piazza Ctr.	**Teach Like a Champion/Student Engagement**	3:45-5:45	JDP not available until 3:00pm Principal's Meeting
November 8, 2018 John D. Piazza Ctr.	**Meeting the Needs of SpEd Students in ALL Classrooms** - Inclusion - Severe/Profound SpEd Students - Managing Paraprofessionals	3:45-5:45	Repeat on March 28th Gen. Ed & SpEd candidates welcome
November 29, 2018 John D. Piazza Ctr.	**Stress Management** **Mindfulness**	3:45-5:45	
January 17, 2019 John D. Piazza Ctr.	**Hitting the Reset Button- Michael Linsen book:** ***The Classroom Management Secret***	3:45-5:45	
January 31, 2019 John D. Piazza Ctr.	**PD Survey Needs TBD** *Will survey candidates in the fall for topics	3:45-5:45	

February 28, 2019 John D. Piazza Ctr.	**Lesson Design/Gradual Release** -Checking for Understanding -Open & Close of Lesson -Active Participation -Assessment to Guide Instruction	3:45-5:45	
March 7, 2019 John D. Piazza Ctr.	**Advanced Learner Prompts for Yr. 1 Candidates**	3:45-5:45	Year 1 or new candidates
March 28, 2019 John D. Piazza Ctr.	**Meeting the Needs of SpEd Students in ALL Classrooms** -Inclusion -Severe/Profound SpEd Students -Managing Paraprofessionals	3:45-5:45	Repeat from Nov. 8th Gen. Ed & SpEd candidates welcome
	Colloquium Journey Presentations- Q & A		
April 11, 2019 John D. Piazza Ctr.	**Information Session on What to Expect (Not for PD- informational session only)**	3:45-5:45	Anyone may attend Yr. 1 or 2
May 9, 2019 John D. Piazza Ctr.	**2019 Colloquium Celebration** **(Not for PD required for Yr. 2 candidates)**	3:45-5:45	**Year 2 Candidates who have completed the program**

Induction Professional Development Menu Guidelines:

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

   (i.e. TED Talks, book study, IRIS modules, 2nd day of observations, additional PD)
3. **Professional Development being offered by the district is also an option for Induction PD.**
4. **Professional Development chosen is part of the ILP and content/strategies learned should be documented in the "Plan-Teach-Reflect-Apply" section.**
5. **Mentors will assist with the ILP goal development (1st goal determined within 60 days of**

enrollment in the Induction program) and relevant professional development that will assist in meeting the goal(s).

Questions Kesponses ti)

Mentor Year-End Survey 2018 FUSD Induction

25
Responses

18:01
Average time to complete

Active
Status

Review answers Post scores

8J Open in Excel

1. I was matched with my teacher candidate(s) within 30 days of their enrollment in the FUSD Induction Program.

More Details

•	True	23
•	False	2