

# Fontana Unified School District



## Induction Handbook



**School Year 2017-2018**

# Fontana Unified School District Induction Program

## Table of Contents

1. Welcome from the Induction Coordinator	3
2. Contact Information	4
3. Mission Statement	5
4. FUSD Induction Program Overview	6
5. Roles and Responsibilities	7
6. Eligibility and Mentor/Candidate Assignments	8
7. Changes in Mentor/Support Provider and Early Completion Option	9
8. Frequently Asked Questions	11
9. Units for Induction (Both Candidates and Mentors)	14
10. Moving to Another Program/Transportability Process	15
11. Collaboration Log	17
12. Completion Requirements (Year 1 and Year 2)	18-19
13. Candidate/Mentor Concern Form	20
14. IRIS Module Information for Alternative Assignments	21
15. Education Specialists' Internet Resources	28
16. California Standards for Teaching Profession/Focus Elements	29
17. Commonly Used Acronyms	31
18. Defensible Process for Induction Completion	32



Dear Induction Participating Teacher,

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 support provider and job-embedded professional learning. With inquiry as its 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  
357-7600 Extension 29350  
[WienAA@fusd.net](mailto:WienAA@fusd.net)

Monica Gallardo, Secretary, Extension 29350



## Mentors/Consulting Teachers:

Adriane Alcantar [AlcaAN@fusd.net](mailto:AlcaAN@fusd.net)

Deanna Bacor [MccaDR@fusd.net](mailto:MccaDR@fusd.net)

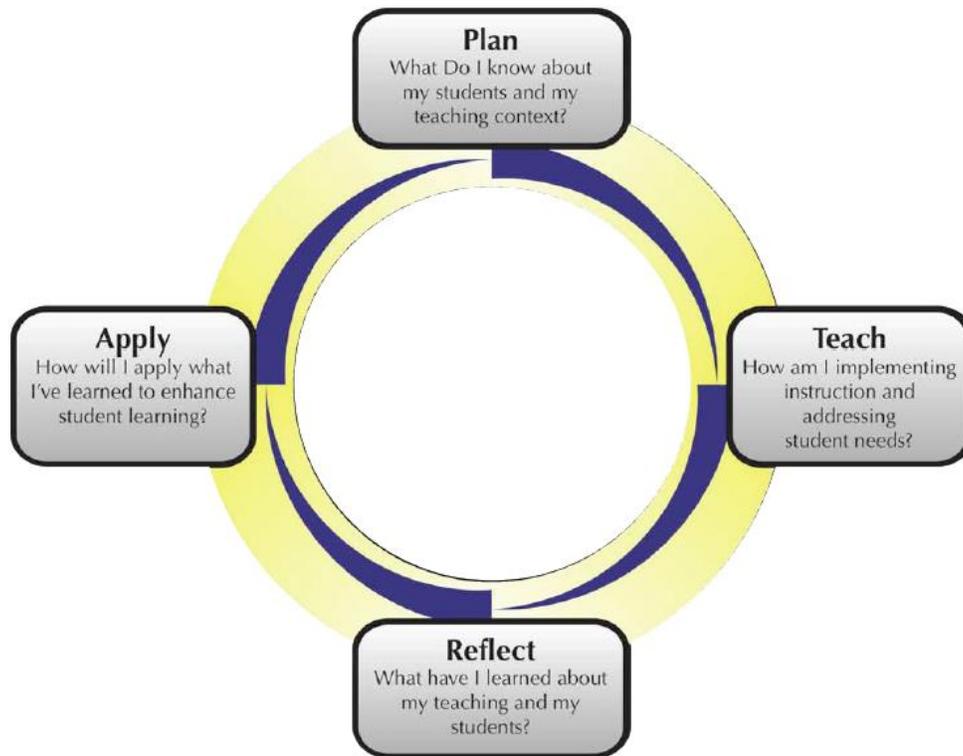
Julia Clark [ClarJA@fusd.net](mailto:ClarJA@fusd.net)

Ryan Knapp [KnapRK@fusd.net](mailto:KnapRK@fusd.net)

Christopher Persky [PersCJ@fusd.net](mailto:PersCJ@fusd.net)

Melanie Smith [SmitMA@fusd.net](mailto:SmitMA@fusd.net)

# Fontana Unified School District Induction Program



## Mission

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.

“A caring, competent, and qualified teacher for every child is the most important ingredient in education reform...”

# 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 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 FACT?

- Formative Assessment for California Teachers
- 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 Support Provider.
- 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
<ul style="list-style-type: none"> <li>❖ Meet for a <i>minimum</i> of one hour per week with the Mentor/Support Provider</li> <li>❖ Actively participate in the FACT Modules</li> <li>❖ Create an Individualized Learning Plan (ILP or IIP)</li> <li>❖ Attend all professional development opportunities</li> <li>❖ Fulfill specific program requirements in two years</li> <li>❖ Create a teaching portfolio on OneNote containing evidence that meets the Induction Standards</li> <li>❖ Attend the end of year Colloquium celebration</li> </ul>	<ul style="list-style-type: none"> <li>❖ Assist and support the candidates in all activities specific to the program</li> <li>❖ Work with the candidates to develop an Individualized Learning Plan (ILP or IIP) based on the California Standards for the Teaching Profession</li> <li>❖ Complete all FACT Modules on OneNote with the candidate</li> <li>❖ Maintain confidentiality and professionalism</li> <li>❖ Provide <i>one hour of contact per week</i> through face-to-face meetings.</li> <li>❖ Maintain a meeting log to verify meeting times</li> </ul>

## 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 teacher (Mentor/Support Provider)
- ◆ 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 based on the Formative Assessment For California Teachers (FACT)
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**

<b>Credential</b>	<b>Years of Teaching **</b>	<b>Eligible</b>
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\*\***

### Mentors/Participating Teacher Assignments

At the beginning of the school year the Induction Coordinator assigns a Mentor/Support Provider 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/Support Provider and New Participating Teacher are per matched by credential and/or grade level/subject. In many cases, it is necessary to pair Mentor/Support Providers and Participating Teachers who are not at the same school site due to confidentiality reasons. The Mentor will travel to the new teacher's school site.

## Request for Change in Mentor/Support Provider

As the robust professional relationship between candidates and their assigned mentor/support provider are the foundation of a successful induction experience, FUSD's Induction Program strives to provide quality support for all induction candidates. If a candidate or mentor/support provider desires to change the candidate-mentor/support provider match, the following procedures will be followed:

- The candidate or mentor/support provider requests, via email, a change of assignment from the induction program staff;
- After determining that such a change is in the best interest of the candidate and/or the mentor/support provider, the program coordinator institutes this initial change, with efforts taken to ensure a smooth transition and minimal program interruption for both the candidate and mentor/support provider
- Candidates requesting a second change in their assigned mentor/support provider will be asked to attend a personal meeting with the induction program director before a second change is initiated

## 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 an intern program within California
- First year out-of-state candidates with experience in another state
- First year out-of-country candidates with experience

**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 address the 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](mailto: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 analysis of student work, the Induction Coordinator will then decide whether or not you qualify for the Early Completion Option. The Induction Program would rather provide the Participating Teacher with ongoing support, and will err on the side of caution in granting an Early Completion Option to experienced and exceptional candidates.

***The deadline to be considered for Early Completion Option  
is Oct. 2, 2017***

## 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 FACT modules 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. Throughout the modules, you will see prompts that initiate concrete and reflective items to record your instructional activities. If you already have a similar form or lesson plan, simply attach it. If you look closely at the questions, you will notice how deeply you have an opportunity to think and talk about your practice. Your Mentor/Support Provider 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 FACT as a means of documenting your growth.

### ***How should I organize my evidence?***

All candidates will maintain an electronic portfolio. A template has been prepared for you, allowing upload of FACT guides, and evidence for CSTPs, along with professional development materials and monthly meeting logs. Evidence that you gather throughout the year should be uploaded to your online **O n e N o t e** portfolio.

### ***Why can't I just teach? 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 formative assessment events IS a focus on teaching. The work you do with your Mentor/Support Provider allows you to have support in your quest for excellence. Former Induction teachers often say ALL teachers should be doing the work in the formative assessment system! 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/Support Provider and Induction Participating Teachers be strong. If, for ANY reason, the relationship with your new Mentor/SP is strained, please call Audry at 909-357-7600 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 induction meetings and where are they held?***

Induction meetings are held once per month 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 calendar.

***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 Participating Teachers on topics that relate to the California Standards for the Teaching Profession (CSTPs) and Induction Program Standards. The FUSD Induction Program offers these PD offerings as a courtesy to you and if you do not attend, you must show evidence that you have acquired the same content, tailored to Induction, from another professional development session. Regular review of the nuts and bolts of program requirements is also included in these PD sessions.

***Are there any makeups for Induction PD meetings?***

Typically, there are no makeups for these meetings. However, in *emergency* circumstances, the program can offer an online makeup session at the IRIS Center: <http://iris.peabody.vanderbilt.edu/resources.html>. Information about completing an alternative assignment is included in this handbook.

***What is the ILP or IIP?***

The ILP is your Individualized Learning Plan., which is the same as the IIP or Individualized Induction Plan. You will address the components of this plan in the Inquiry Module C. 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 and Mentor/Support Provider, among other items. In your first year, you will complete one inquiry (entire Module C), and during your second year you will complete two inquiries (two renditions of Module C). A rubric has been established to determine a rating of your ILP. 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 collaboration as a member of a learning community. Since you join other teachers in your content area, you are also likely to get some new ideas from your colleagues.

***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.

***What resources do I need to complete Induction?***

Our Induction program uses the State of California’s FACT modules along with the Continuum of Teacher Practice (CTP). The CSTPs and content standards guide the framework of the formative assessment. In addition, the program provides access to online professional development sources such as Edmodo, and conduct collaborative studies from books like *Teach Like A Champion 2.0* and *You Haven’t Taught Until They Have Learned*.

***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/Support Providers, 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 on recommendations to the Commission on Teacher Credentialing at the end of each year.

***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 of Mentor/Support Provider 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.

## *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

Division of Professional and Continuing Education

Partnering USD approved BTSA Induction Program Offers Semester  
Units of  
Graduate Level Extension Credit for Induction 2017-2018

Get credit for the work you do in the Induction Program!

*There is no additional work required.*

Treat your Induction Program requirements as a university course,  
and use your collaboration to move on the salary schedule.

Registration is open between November 1 and June 1. Please note that you **MUST register within these dates** in order to participate in this partnership. USD does not offer retro or late registration opportunities.

Credit is offered to Participating Teachers and Mentors/Support Providers for Year I and Year II. Register each year for the year in which you are participating. You may earn 5 units each year, 10 units total for \$750!

Go to <http://pce.sandiego.edu/>. Click on Affiliations, then to BTSA to register. **Make sure to find your correct district.** Each unit is \$75.00. Click on your course and follow the prompts.

If you have questions, please email [continuinged@sandiego.edu](mailto:continuinged@sandiego.edu) or call Student Services Center at 1 800 321 6658.



## **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 Participating Teacher.

### **Responsibilities of the Transferring Induction Candidates include:**

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

### **Responsibilities of the Sending Induction Program**

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

### **Responsibilities of the Receiving Induction Program**

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

### **Responsibilities of the Receiving Induction Program include:**

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



## BTSA Induction/PAR Collaboration Meeting LOG

### Induction and Credential Services

Fontana Unified School District

Participating Teacher \_\_\_\_\_ Support Provider/CT \_\_\_\_\_

Location of Meeting	Date	Description of Activity	Cancel/Reason	Start Time	End Time	SP/CT & Teacher Initials
						/
						/
						/
						/
						/
						/
						/
						/
						/

**Activities Key:**

A. FACT (Module and Form #)  
B. SP observation of PT

D. PT Classroom observation  
E. SP demonstration for PT

G. Curriculum/Lesson planning  
H. Reflection

J. Staff Meeting/Training  
K. Prep/Paperwork



# Fontana Unified School District

## Induction Completion Requirements **YEAR 1**

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 School: \_\_\_\_\_  
 Support Provider: \_\_\_\_\_

THE MODULES CHECKED INDICATE COMPLETION OF THAT REQUIREMENT.

**FACT** 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
FUSD	
CSTP Growth	
<b>SP OBSERVATIONS</b>	
<b>PT OBSERVATIONS</b>	

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		
Effective Environments (Bryan Harris)	9/7/17		
Collaboration	10/19/17		
Growth Mindset	11/30/17		
Collaboration	1/18/18		
CSTP 3- Grad Release/Lesson Design	2/8/18		
Collaboration	3/8/18		
Portfolio Session	4/12/18		

NOTE: Attendance required unless approved by Coordinator

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

\_\_\_\_\_  
Signature of Participating Teacher

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Signature of Support Provider

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Signature of Coordinator

\_\_\_\_\_  
DATE



# Fontana Unified School District

## Induction Completion Requirements **YEAR 2**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_

Support Provider: \_\_\_\_\_

**THE MODULES CHECKED INDICATE COMPLETION OF THAT REQUIREMENT.**

### FACT

Module A		Module C		Module D	
A-1	Pre-Inq #2	C-1 (IIP#3)		D-1	
A-2	C-1 (IIP #2)	C-2		Reflection	
A-3	C-2	C-3			
A-4	C-3	C-4			
A-5	C-4	C-5		Implementa tion	
A-6	C-5	C-6			
	C-6	C-7			
	C-7	C-8			
	C-8			Alt. Assignment	

Survey	Date
FUSD Year End	
CSTP Growth	
<b>SP OBSERVATIONS</b>	
<b>PT OBSERVATIONS</b>	

NOTE: Attendance required unless approved by Coordinator

Topic	Date	Attended	Notes
District New Teacher Orientation (Attend only ONCE)	7/31/17		
Induction Kick Off – Option 1	8/17/17		
Induction Kick Off – Option 2	8/24/17		
Begin with the Brain (Martha Kaufeldt)	8/28/17		
Effective Environments	9/7/17		
Collaboration	10/12/17		
Designing Instruction-DOK Prompts	11/16/17		
Collaboration	1/25/18		
Drawing out the best in your students	2/15/18		
Collaboration	3/29/18		
Induction Journey Work Session	4/19/18		
Colloquium	5/7/18		

\*\*Upload this completed document to your portfolio Module D tab AND keep a copy for your records.

\_\_\_\_\_  
Signature of Participating Teacher

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Signature of Support Provider

\_\_\_\_\_  
DATE



## Candidate/Mentor Concern Form

The relationship between the Induction Mentor/Support Provider and the Candidate is at the heart of the Induction process. Occasionally, for a wide variety of reasons, this relationship is strained. If you find yourself in this situation, please complete this form and send it to the FUSD Induction Coordinator either electronically ([wienaa@fusd.net](mailto:wienaa@fusd.net)) or via district mail. This information submitted is confidential: concerns expressed will not be shared unless permission is granted by you to release that information.

Name \_\_\_\_\_

I am a (Candidate) (Mentor) **Underline 1**

**(If you are a Mentor) My Candidate's Name:** \_\_\_\_\_

**(If you are a Candidate) My Mentor's Name:** \_\_\_\_\_

**Concern:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Requested Action:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*You will receive a response by phone in regard to your concern. Please indicate below the number where you can be reached and the best time to call.*

Phone: \_\_\_\_\_

Best Time to Call: \_\_\_\_\_

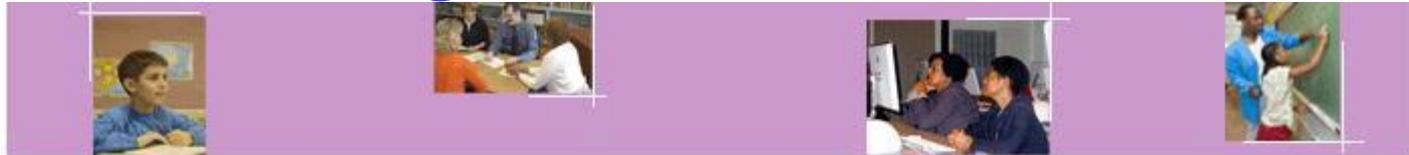
Date: \_\_\_\_\_

# FUSD Induction Professional Learning



**FUSD Induction  
“Alternative Assignment”**

# Introducing the IRIS Center



## THE IRIS CENTER



TUTORIALS



RESOURCES



FOR INSTRUCTORS



SERVICES



JOIN OUR E-MAIL LIST



FAST FACTS



BROCHURES

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

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

# How IRIS Center is Structured

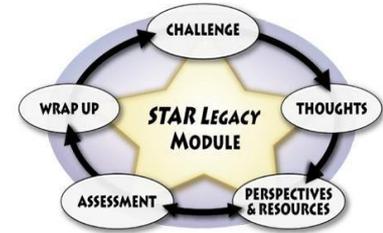
- Module-based
- Begins with a video and ends with a wrap- up prompt
- Goal is to respond to a challenging question via readings and audio clips
- A set of assessment questions generate your participation and feedback

# How to access the workshops?

- From the homepage, click on the RESOURCES icon
- Choose, a topic on the left
- Click on a MODULES
- Choose a topic of interest within the module and click on the link
- This will take you to the module icon...



# Module Icon



1. You will navigate through the icon clockwise, beginning with CHALLENGE.
2. Record your written responses at each step of the module.
3. Your written responses, from CHALLENGE

through WRAP UP will serve as evidence that you adequately completed the workshop.

# Module Outline

An outline to each module is available in PDF on the right hand column of the module page.

This provides a snapshot of the module contents and may be used as a cover sheet for your written responses.



**What do I need to do when I'm done?**

**Assemble all of the written response sheets for each module, and place them in your OneNote portfolio Module D as evidence for an “alternative assignment”/missed PD. Remember to check this off on your Completion Requirements Document.**



## 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 optimize learning

## STANDARD THREE:

### UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

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

## STANDARD FOUR:

### PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

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

## STANDARD FIVE:

### ASSESSING STUDENTS FOR LEARNING

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

## STANDARD SIX:

### DEVELOPING AS A PROFESSIONAL EDUCATOR

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

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

## CSTP Focus Elements

CSTP #	CSTP
<b>CSTP 1</b>	<b>1.2</b> Connecting learning to students' prior knowledge, background, life experiences, and interests
	<b>1.4</b> Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
	<b>1.5</b> Promoting critical thinking through inquiry, problem solving, and reflection
<b>CSTP 2</b>	<b>2.3</b> Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
	<b>2.6</b> Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
<b>CSTP 3</b>	<b>3.5</b> Using and adapting resources, technologies, and standards-aligned materials, including adopted materials, to make subject matter accessible to all students
	<b>3.6</b> Addressing the needs of English learners and students with special needs to provide equitable access to the content
<b>CSTP 4</b>	<b>4.1</b> Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
	<b>4.4</b> Planning instruction that incorporated appropriate strategies to meet the learning needs of all students
<b>CSTP 5</b>	<b>5.4</b> Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
<b>CSTP 6</b>	<b>6.1</b> Reflecting on teaching practice in support of student learning
	<b>6.3</b> Collaborating with colleagues and the broader professional community to support teacher and student learning

Year 1 PTs will choose from CSTPs 1 or 2 (5 elements to choose from) as Inquiry focus # 1 for Yr1

Year 2 PTs will choose from CSTPs 3, 4, or 5 for Inquiry #1 and CSTPs 1,2,3,4,5 or 6 for Inquiry #2

## Commonly Used Acronyms

### Induction

BTSA	=	Beginning Teacher Support and Assessment (now called Induction)
CSTP	=	<u>California Standards for the Teaching Profession</u>
CCSS	=	Common Core State Standards
CTC	=	Commission on Teacher Credentialing
ILP	=	Individualized Learning Plan (same as IIP or Ind. Induction Plan)
FACT	=	Formative Assessment for California Teachers
CRT	=	Culturally Relevant/Responsive Teaching
CTP	=	<u>Continuum of Teaching Practice</u>
PD360	=	Professional Development Online resource ( <a href="http://www.pd360.com">www.pd360.com</a> )
SP	=	Support Provider or Mentor
PT	=	Participating Teacher or Candidate

### DISTRICT

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

## DEFENSIBLE PROCESS

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

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

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

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