

**Provisional Institutional Approval Proposal**

**Teacher Induction Program**

**Stage III – Teacher Induction Preconditions**

Final Revision 6-1-21

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**Folsom Cordova Unified School District  
Initial Institutional Approval Proposal  
Preconditions**

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**General Precondition #9**

<p><b>(9) Faculty and Instructional Personnel Participation.</b> 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: <i>Education Code Section 44227.5 (a) and (b)</i></p>	<p>The Folsom Cordova Unified School District does not have faculty or instructional personnel who are in the <i>Department, School or College of Education</i> and is, therefore, exempt from this requirement per <a href="#"><u>Education Code Section 44227.5 (a) and (b)</u></a>.</p>
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**Preconditions for Teacher Education Induction Programs**  
**General Education (Multiple & Single Subject)**  
**Induction Program Preconditions**

**General Statement Applicable to all Preconditions for all Educator Preparation Programs**

Pursuant to Education Code Section 44227 (and Education Code Section 44265 where applicable for Education Specialist Program) each program of professional preparation that leads to a teaching or services credential shall adhere continually to the following requirements of California State Law or Commission Policy. Each institution must respond to the general preconditions as well as all other applicable program specific preconditions. The following Preconditions apply to all institutions applying to the Commission for approval to offer a General Education (Multiple and Single Subject) Induction program. Institutions must respond to the 10 General Institutional Preconditions, the 4 Program Specific Preconditions as well as these additional 6 preconditions.

**Teacher Education Induction Precondition (1)**

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 Folsom Cordova Unified School District Teacher Induction program is a professional learning experience that incorporates a purposeful, logically sequenced structure of extended preparation and professional learning opportunities critical to meeting the needs of all TK-12 students in the development and retention of quality teachers. The Folsom Cordova Unified Teacher Induction Program provides its teachers who hold preliminary credentials a two-year\*, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching. The Teacher Induction Program is provided at no charge to the district's permanent employees. It fulfills the requirements for the California Clear Multiple and Single Subject Credentials. The FCUSD Induction Program has designed a "map" to guide new teachers in the completion of their [Individualized Learning Plan](#) (ILP). The "map" is the ILP, but there are a variety of ways to complete the ILP (e.g. video log or narrative). The ILP is completed with the support and guidance of an assigned mentor and district-provided professional development.

\*An [Early Completion Option](#) (ECO) is available for eligible candidates. Information about the ECO is publicized in the Folsom Cordova [Teacher Induction brochure](#), on the FCUSD [Teacher Induction Program website](#), and in the [Teacher Induction Program handbook](#), Early Completion Option. Candidates must indicate upon enrollment in the program whether or not they will be pursuing the ECO.

**Teacher Education Induction Precondition (2)**

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.

FCUSD [Mentor Match Policy](#): In partnership with the Human Resources Department and site principals, FCUSD's Teacher Induction Program Coordinator identifies and assigns mentors to each participating teacher within 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to grade level and/or subject area, as appropriate to the participant's employment. The Teacher Induction Coordinator completes the MentorMatch form. The FCUSD Mentor Match Policy is included in the Teacher Induction Handbook.

FUCSD strives to recruit mentors who are at the same site as the candidates whom they are supporting. In situations where there is no mentor at the site who teaches in the same content area as the candidate, the Teacher Induction Program coordinator works in partnership with the site principal and/or other administrator who supervises the teacher to find the best mentor match possible. Examples of such scenarios include elementary art or music teachers, itinerant teachers at any level, or education specialists working in a low-incidence specialty.

FCUSD implements the procedure of matching new teachers with Mentors in accordance with precondition 2 on our Mentor/New Teacher Match Profile [Year 1](#) & [Year 2](#). The sheets include:

- Date of new Teacher enrollment
- Date of Match with Mentor
- Credentials/grade level/subject held for the most current year
- Site or department assignment
- Other information

### **Teacher Education Induction Precondition (3)**

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.

FCUSD assures that each participating teacher has at least one hour per week of interactions with the mentor to review classroom work, review ILP work and activities, discuss issues, lesson plans, etc. Such interactions include Teacher Induction tasks, regular meetings, and the "just in time" support necessary to keep our best teachers in the profession. New Teachers & Mentors keep track of these interactions on a [Weekly Conversation Log](#) and submit it for the Coordinator review.

[Weekly Individualized Support/Mentoring Policy](#): Conversations with Mentors and other Educational Professionals play a crucial role in developing as a Professional Educator, becoming an open practitioner while engaging in the CSTP's. Weekly Individualized Support/Mentoring policy, is included in our Teacher Induction Handbook. Weekly conversation participation will be tracked via a software application and submitted monthly. Conversation logs will be monitored by the Teacher Induction Coordinator.

Each Induction participant receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor. This support can take many forms, including but not limited to in-person meetings, phone conversations, electronic interactions, or participating in and debriefing professional learning opportunities. Mentors will be provided with suggested topics to cover with the candidates whom they are mentoring.

This requirement will be presented at the Teacher Induction Orientation meetings for candidates and mentors. Additionally, this requirement will constitute an agenda item at subsequent program meetings to give members of each cohort the opportunity to share best practices or to seek peer support for challenging situations.

#### **Teacher Education Induction Precondition (4)**

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.

As outlined in the Teacher Induction Handbook, ILP Process ([Individual Learning Plan](#)) will be monitored by the Mentor and Program coordinator. Together with their mentors and within the first 60 days of the teacher's enrollment in the program, candidates will develop or refine an Individual Learning Plan that is based on the California Standards for the Teaching Profession and builds upon work framed by the Transition Plan during the preliminary credential program. This work will be monitored during the Weekly Individualized Support meetings with the mentor. Site leaders will provide input for the ILP through the [Triad Meeting](#). Candidates will submit the ILP to the Teacher Induction Coordinator for evaluation based on the [ILP Rubric](#). ILPs will be returned to candidates for revision if any part fails to meet expectations.

#### **Teacher Education Induction Precondition (5)**

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

The Unit Head assures that the Individual Learning Plan will be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes. The emphasis of the ILP will be on growth and development and the focus will be on candidate outcomes. Evaluating administrators will be reminded of this delineation by the Teacher Induction Coordinator and HR staff throughout the academic year. Site leaders' involvement with the ILP will be limited to providing input to be used by the candidate in developing or refining the Initial ILP at the beginning of each academic year. Teacher Induction mentors and the Teacher Induction Coordinator will refrain from sharing ILP outcomes with site leaders or teacher evaluators.

### Teacher Education Induction Precondition (6)

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

As stated in the Teacher Induction Handbook in the [Early Completion Option](#) section, in accordance with CTC Induction Preconditions, FCUSD makes an Early Completion Option available. It is advertised in the Teacher Induction brochure on its Teacher Induction website and outlines in its Teacher Induction handbook. The handbook is provided to all candidates upon enrollment in the program. When candidates enroll in Teacher Induction they must indicate on the Teacher Induction Enrollment Form whether or not they will be pursuing the Early Completion Option. Additionally, the Early Completion Option is presented to all 1st Year Candidates at their initial cohort meeting. An electronic application must be submitted and supporting documentation provided. The Early Completion Option (ECO) is available for “experienced and exceptional” candidates who meet the following established criteria.

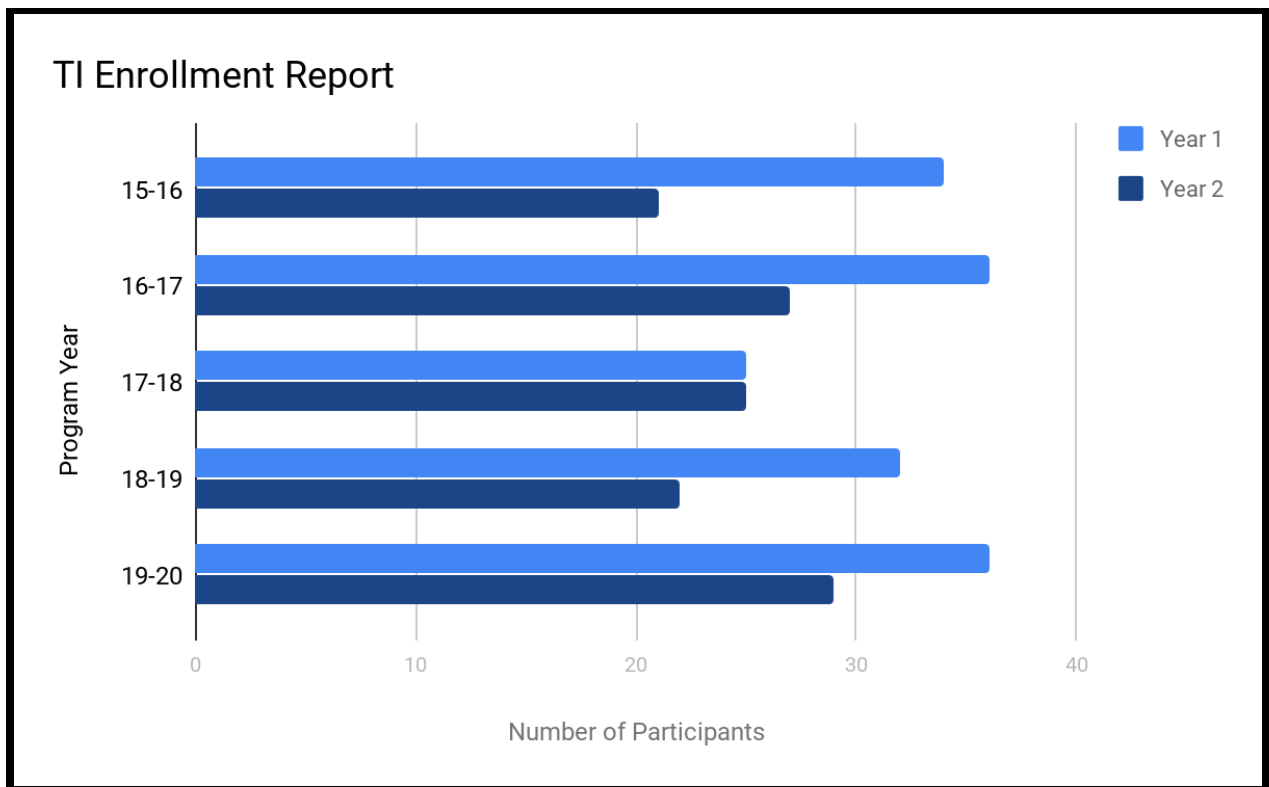
Candidates must:

- Hold a California Preliminary single subject, multiple subject, or education specialist credential Be employed in a California public school
- Be able to document a minimum 3 years prior teaching experience as the teacher of record (Experience may include, but is not limited to the completion of an intern program, teaching out of state, or other recent teaching experience.)
- Be able to provide rigorous positive evaluations from prior teaching employment
- Earn “Exceeds Expectations” on the initial [ILP rubric](#)
- Provide a recommendation from his/her Teacher Induction mentor following classroom observations
- Signed [Administration Recommendation letter](#)
- Submit an ECO Letter of Commitment (in lieu of standard Teacher Induction Letter of Commitment)

This option is designed to acknowledge the skills of teachers who have previous teaching experience, such that the induction program may be completed in one year rather than two. Upon successful completion of all induction requirements, candidates will be recommended to CTC for a clear credential.

FCUSD’s Teacher Induction Program is responsible for determining if the ECO candidate has met all program requirements. The ECO candidate must demonstrate that s/he has the knowledge, skills, abilities, and competencies required of all teacher candidates who complete the full-length induction program. The [ECO Rubric](#) will be used to determine qualification. If the ECO candidate does not complete the program requirements and/or meet program deadlines, the Induction Coordinator may revoke the ECO status and the candidate will need to complete a second year of the program.

## Teacher Induction Enrollment Report





## FCUSD Accreditation Leadership/Advisory Team Meeting

1-20-21, 10:00-11:00 am, Teams

### Warm Welcome/Mindfulness Activity:

Which 'Gentle Goal/s' for the New Year looks good to you?

Write it in the chat box!

### Norms for online meetings, in addition to already established norms:

Mic on during discussion, Mic off during presentation of material, Raise hand to speak/use chat box

#### Meeting Objectives:

1. IHE Partners & Reports: CSUS
2. CTC & Accreditation Update
3. SCOE Alignment
4. FCUSD Program & Updates

#### 1. IHE Partners & Reports:

- Brandman: No Report
- CSUS: January Report
- National: No Report

#### 2. CTC & Accreditation Updates:

- Accreditation process has resumed
- Executive Order/Trailer updates
- Refreshed CSTP changes for 21-22 [Update](#)
- Education Specialist Credential changes for 21-22

#### 3. SCOE Alignment:

- SCOE continues to monitor our program, All trainings, events & workshops done via FCUSD
- Evidence collection on SCOE Dashboard for Teachers & Mentors

#### 4. FCUSD Program & Updates:

- TI Calendar [here](#), District Meetings & content [here](#), Mentor Forum Series [here](#)
- Evidence collection platform: FCUSD [Google Classroom](#)/SCOE [Dashboard](#)
- FCUSD TI Google Classroom for program information, resources, Professional Development Log, District Meeting information and reflection/exit tickets, etc.
- 21-22 FCUSD TI Google Classroom for Mentors, Google Site & Enewsletter to be developed
- Support for newly hired temp teachers, not enrolled in TI program with mid-year entry
- Twin Rivers USD: Meeting with Teacher Induction department
- Winter Networking Event Reportj: Workshop Menu [here](#) (some attend both events)
- Connecting with Site Administrators
- FCUSD TI Office Hours, Monday 11:00am-12:00pm via Teams

### Next Steps & Optimistic Closure

#### Upcoming Meetings:

3/10/21 10-11 am via Teams (IHE Report), 5/19/21 10-11 am via Teams



Meeting Norms
Start and end on time.
Listen attentively.
Allow speaker to finish their thought.
Raise hand.
No sidebar conversations.
Park your ideas when needed.
Confidentiality: What we see here, what we say here, stays here when we leave here.
Electronics for participation.
Value every voice.
Take risks!
Be prepared.
Be present.
Participate.

"IT TAKES A VILLAGE TO RAISE AN AWESOME TEACHER!" ~ M. ANDRUS

## FCUSD Design Team Planning Meeting

1-20-21, 3:30-4:30 pm, Teams

### Warm Welcome/Mindfulness Activity:

Mindful Minute

### Norms for online meetings, in addition to already established norms

Mic on during discussion, Mic off during presentation of material.

Raise your hand to speak/use chat, Cameras on, if possible.

### Meeting Objectives:

CTC & Accreditation Update

Overview & Planning

### CTC & Accreditation Updates:

- No change

### Overview & Planning:

- TI Calendar [here](#), District Meetings & content [here](#), Mentor Forum Series [here](#)
- Monthly Teacher Induction E-Newsletter
  - Editor
  - Format
  - Content
  - Stakeholders
- Mid Year Surveys
  - Teachers
  - Mentors
  - Administrators

### Other:

### Good of the Group, Next Steps & Closure

### Upcoming Meetings:

2/17/21 3:30-4:30 pm

3/10/21 3:30-4:30 pm

4/7/21 3:30-4:30 pm

5/12/21 3:30-4:30 pm

**Meeting Norms**  
Start and end on time.  
Listen attentively.  
Allow speaker to finish their thought.  
Raise hand.  
No sidebar conversations.  
Park your ideas when needed.  
Confidentiality: What we see here, what we say here, stays here when we leave here.  
Electronics for participation.  
Value every voice.  
Take risks!  
Be prepared.  
Be present.  
Participate.



"IT TAKES A VILLAGE TO RAISE AN AWESOME TEACHER!" ~ M. ANDRUS

## Teacher Induction Program Brochure

<p><b>We serve teachers who:</b></p> <p>Hold Preliminary Multiple Subject, Single Subject or Education Specialist credentials and need to clear them.</p> <p>We offer:</p> <p>Early Completion Option</p> <p>Continuing Education Units</p> 	<p><b>Contact us:</b></p> <p><b>Folsom Cordova Unified School District</b></p> <p>Mndy Andrus Teacher Induction Program Coordinator Email: <a href="mailto:mandrus@fcusd.org">mandrus@fcusd.org</a></p> <p>Lisa Vaca Teacher Induction Administrative Assistant <a href="mailto:lvaca@fcusd.org">lvaca@fcusd.org</a></p> <p>1695 Birkmont Drive Rancho Cordova, CA 95742</p> <p>Phone: 916.294.2413</p> <p>FCUSD's Teacher Induction Program, in accordance with applicable Federal and State law and District policy, does not discriminate in admission against properly qualified and eligible individuals by reason of their actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation. The District also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in District programs and activities.</p>	<p><b>Teacher Induction Program</b></p>  <p><b>Folsom Cordova Unified School District</b></p>
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<h2>Program Overview</h2> <p>Each Induction participant receives an average of not less than one hour per week of individualized support/ mentoring coordinated and/or provided by the mentor.</p> <p>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</p> <p>The Individual Learning Plan must be designed and implemented solely for the professional growth and development of the participating teacher and <b>not</b> for evaluation for employment purposes.</p> <p>*In accordance with CTC Induction Preconditions, FCUSD makes an Early Completion Option available. Experienced and exceptional candidates who meet established criteria may be eligible to apply for the Early Completion Option. Please visit our website to learn more.</p> <h2>Fees</h2> <p>This program is provided at <b>no charge</b> to teachers in the Folsom Cordova Unified School District who hold a Preliminary Teaching Credential.</p>	<h2>Program Details</h2> <p>Candidates and mentors will attend regularly scheduled after-school workshops throughout each year of the program. Workshops are cohort specific, differentiated, and feature participant- driven agendas designed to address the varied needs of 1st and 2nd year teachers or mentors which arise during the school year.</p> <p>Together with their mentors, candidates will develop and refine an Individual Learning Plan that is based on the California Standards for the Teaching Profession.</p> <p>District -provided content area professional development may be counted toward Induction requirements. (Prior approval from coordinator required.)</p> <p>Candidates will collect evidence of coursework, fieldwork, assessments, and participation in mentoring that indicate that they meet CTC adopted competency and support all students in meeting state adopted academic standards and possess the knowledge and skills necessary to effectively educate our students.</p> <p>Visit <a href="https://www.fcusd.org/Domain/5165">https://www.fcusd.org/Domain/5165</a> for more information or to enroll.</p> <h2>Mission &amp; Vision</h2> <p>To provide a standards-based new teacher support and assessment program that will</p>	<p>educate, empower and energize our new teachers. We seek to prepare caring and professional teachers who provide our students with a standards-based education. Teachers use data driven instruction to bring out the best in every student, every day while partnering with families and the community. Together in partnership, we support and assist in building professional efficacy in new teachers.</p> <p>To create reflective practitioners who are committed to the success of all students and seek to be lifelong learners. This vision is the foundation in providing each new teacher with support and mentoring during the induction process.</p> <h2>Requirements</h2> <p>FCUSD's Teacher Induction Program is a pathway to earning a Clear California Teaching Credential, this completion of all elements outlined in the ILP as well as participation in all district meetings and mentoring is required. District meeting dates are provided well in advance so that participants can reschedule or make alternate arrangements for any calendar conflicts. New and returning candidates must register prior to September 30th of the year in which they wish to enroll.</p>
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# Teacher Induction Handbook (DRAFT)

## 2020-2021

### Program Information

- Mission & Vision Statement
- Program Underpinnings
- Admission & Eligibility
- Early Completion Option (ECO)
- Contact Information
- Mentor Policy Statement
- Roles & Responsibilities: New Teacher
- Roles & Responsibilities: Mentor

### A: Calendar of Events

- Year 1 Candidates
- Year 2 Candidates
- Mentors for all Candidates

### B: Support & Resources

- Early Completion Option Application
- Early Completion
- Early Completion CSTP Rubric

### C: Help & Problem Solving

- FAQs
- Grievance Process
- Grievance Process Flowchart
- Acronym Key

### D: Forms

- Candidate Enrollment Form
- Mentor Enrollment Form
- Acknowledgement of Policies/Procedures
- Clear Credential Application (*more to come*)

### E: Technology

- TalentEd Teacher Induction (*more to come*)
- Go Sign Me Up (*more to come*)

# Program Information

- Mission & Vision Statement
- Program Underpinnings
- Admission & Eligibility
- Early Completion Option (ECO)
- Contact Information
- Roles & Responsibilities: New Teacher
- Roles & Responsibilities: Mentor

# Program Information

## Mission & Vision Statement

Mission: To provide a standards-based new teacher support and assessment program that will educate, empower and energize our new teachers. We seek to prepare caring and professional teachers who provide our students with a standards-based education. Teachers use data driven instruction to bring out the best in every student, every day while partnering with families and the community. Together in partnership, we support and assist in building professional efficacy in new teachers.

Vision: To create reflective practitioners who are committed to the success of all students and seek to be lifelong learners. This vision is the foundation in providing each new teacher with support and mentoring during the induction process.

# Program Information

## Program Underpinnings

Philosophy: New teachers who participate in the Teacher Induction program experience enhanced professional growth and development and become increasingly attached to teaching through a rich and thoughtful induction process. Each teacher gains their own professional voice by working in close concert with experienced colleagues and trained mentors to chart their progress through the California Standards for the Teaching Profession.

Program Design: The Teacher Induction program is a two year\*, job embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching. The program is provided to the new teacher at no cost to them. Each new teacher is teamed with an experienced mentor teacher. The new teacher and mentor work collaboratively, through a series of learning experiences based on the California Standards for the Teaching Profession. Throughout the two year process, new teachers are given many opportunities to reflect upon their teaching practice and become conscientiously aware of effective instructional and management practices with the assistance of their assigned mentor.

Purpose: Teacher Induction is designed to support the professional development of newly credentialed teachers and fulfill the requirements for the California Clear Multiple and Single Subject Credential, or Ed specialist Credential. Ultimately, the program is also designed to increase student achievement, retain well-trained and effectively credentialed teachers and improve implementation of the California Standards for the Teaching Profession and California K-12 Academic Content Standards in district classrooms.

\*An Early Completion Option (ECO) is available for eligible candidates. Please see the ECO section for more information.



# Program Information

## **Admission & Eligibility**

Folsom Cordova Unified School District provides Teacher Induction programs to our employees who hold preliminary single subject, multiple subject and education specialist credentials.

There are no fees charged to participate. Induction program candidates and Mentors are required to complete a candidate commitment form each year.

FCUSD's Teacher Induction Program does not discriminate in admission against properly qualified and eligible individuals by reason of their actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex or sexual orientation.

# Program Information

## Early Completion Option (ECO)

In accordance with CTC Induction Preconditions, FCUSD makes an early completion option available. An electronic application must be submitted and supporting documentation provided. The Early Completion Option is available for “experienced and exceptional” candidates who meet the following established criteria.

### ECO Requirements

- Hold a California Preliminary single subject, multiple subject, or education specialist credential
- Be employed in a California public school
- Be able to document a minimum of 3 years prior teaching experience as the teacher of record (Experience may include, but is not limited to completion of an intern program, teaching out of the state of California, or other recent teaching experience.)
- Be able to provide positive evaluations from prior teaching employment.
- Provide evidence of exceptional practice during prior professional experience: For each of the six (6) California Standards for the Teaching Profession (CSTP), you must provide evidence/documentation of teaching practice that meets the quality indicators on the ECO Rubric.
- Provide a detailed recommendation from current site or district administrator
- Submit an ECO Letter of Commitment (in lieu of standard Teacher Induction letter of Commitment)
- Evidence of exceptional teaching practice (video). Please submit a 10-15 minute continuous video of a lesson that you have taught that is representative of your teaching practice. The primary content of the video should show you providing instruction to your students.

This option is designed to acknowledge the skills of teachers who have previous teaching experience, such that the induction program may be completed in one year rather than two. Upon successful completion of all induction requirements, candidates will be recommended to CTC for a clear credential.

FCUSD’s Teacher Induction program is responsible for determining if the ECO candidate has met all program requirements. The ECO candidate must demonstrate that they have the knowledge, skills, abilities and competencies required of all teacher candidates who complete the full-length induction program. If the ECO candidate does not complete the program requirements and/or meet program deadlines, the Induction Coordinator may revoke the ECO status and the candidate will need to complete a second year of the program.

# Program Information

## Contact Information

### **Mindy Andrus, Teacher Induction Program Coordinator**

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Rancho Cordova, CA 95742

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### **Lisa Vaca, Administrative Assistant**

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Phone: 916.294.2413 Email: [lvaca@fcusd.org](mailto:lvaca@fcusd.org)

**Teacher Induction Website:** <https://www.fcusd.org/Page/24938>

## Mentor Match Policy

In partnership with the Human Resources Department and site principals, FCUSD's Teacher Induction Program Coordinator identifies and assigns mentors to each participating teacher within 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to grade level and/or subject area, as appropriate to the participant's employment.

FUCSD strives to recruit mentors who are at the same site as the candidates whom they are supporting. In situations where there is no mentor at the site who teaches in the same content area as the candidate, the Teacher Induction Program coordinator works in partnership with the site principal and/or other administrator who supervises the teacher to find the best mentor match possible. Examples of such scenarios include elementary art or music teachers, itinerant teachers at any level, or education specialists working in a low-incidence specialty.

FCUSD implements the procedure of matching new teachers with Mentors in accordance with precondition 2 on our Mentor/New Teacher Match Profile. The data sheet includes:

- Date of new Teacher enrollment
- Date of Match with Mentor
- Credentials/grade level/subject held for the most current year
- School site/department assignment
- Other information

# Program Information

## Roles & Responsibilities: New Teacher

I understand that this induction program is part of the learning-to-teach continuum. Induction requirements for this program are designed to build on my professional teacher preparation.

1. Actively participate in all required Teacher Induction District Trainings and Monthly District Meetings.
2. Complete required electronic Teacher Induction website documentation including a review of your credential and your individual renewal requirements.
3. Meet weekly with your Mentor or other appropriate resource personnel for an average of 1 hour each week for a total of 40 hours each year. Document reflective conversations on the electronic Teacher Induction website.
4. Participate in required informal and formal formative assessment observations with your Mentor.
5. Implement and periodically revise an annual Individualized Learning Plan (ILP), Fall & Spring Inquiry cycles based on the results of formative assessment and your individual professional growth goal(s).
6. Develop an electronic professional portfolio using the evidence collected through the various Teacher Induction processes.
7. Complete the review and presentation with your Mentor in preparation for your end-of-year Professional Growth Presentation.
8. Based on your ILP goals and with your Mentor and the Teacher Induction Program Coordinator's approval, participate in 24 hours per year of professional development that directly related to your ILP goals.
10. Collaborate with your Mentor, Site Administrator(s), and colleagues to support development of your professional goals and growth. Observe other teacher/s and reflect on your learnings. Work with your Mentor to schedule and prepare for the observation.
11. Participate in the program evaluation process. Provide feedback on program effectiveness through the various surveys which will be distributed throughout the year. You will also receive a survey from the CTC when you complete the 2 year Teacher Induction Program.
12. If for any reason you and your Mentor are not working together in a professional and productive manner, please inform your Teacher Induction Coordinator.
13. Bring your own desired technology device (laptop, tablet, etc.) to each District training or meeting. Your device must be able to connect to wireless internet. In addition to accessing the internet, you must also have the ability to record yourself teaching using iPad, smartphone or other device.

Note: All assessments are confidential and belong to the Teacher and the Teacher Induction Program. District personnel shall not use information generated through the Teacher Induction Program for employment purposes.

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Signature

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Date

# Program Information

## Roles & Responsibilities: Mentor

1. Actively participate in all required Mentor Training, Retreats, Mentor, and District Monthly Meetings.
2. Understand the professional induction and credentialing process through active support and engagement in the entire Teacher Induction Program.
3. Regularly use the electronic Teacher Induction program to record information and check on the progress of your Teacher/s.
4. Complete required electronic Teacher Induction documents.
5. Meet weekly with your Teacher/s for an average 1 hour each week for a total of 40 hours each year. Review and approve the documents provided by the Teacher. Support teachers in meeting with other resource personnel as appropriate and serve as a support to teachers in identifying appropriate resource personnel.
6. Observe your Teacher/s in order to provide information based on the California Standards for the Teaching Profession and state-adopted student content and performance standards to be used in formative self-assessment and in determining professional growth goals.
7. Support and guide your Teacher/s in creating, implementing and periodically revising an Individualized Learning Plan (ILP), Fall & Spring Inquiry cycles based on the results of the formative assessment process.
8. Assist your Teacher's preparation for their end-of-year Professional Growth Presentation (PGP).
9. Collaborate with your Teacher/s, Site Administrator/s, Teacher Induction participants, and colleagues. Meet with the site administrator during the "Triad meeting" to support teachers' understanding of the site, grade level, department and/or district goals.
10. Participate in the program evaluation process. Provide feedback on program effectiveness through the various surveys which will be distributed throughout the year.
11. Support your Teacher/s in the collection of evidence that meets program standards regarding their teaching practice over the two-year period.
12. If for any reason you and your Teacher are not working together in a professional and productive manner, please inform the Teacher Induction Program Coordinator immediately. New Teacher/Mentor matches may be adjusted, if necessary.

Note: All assessments are confidential and belong to the Teacher and the Teacher Induction Program. District personnel shall not use information generated through the Teacher Induction Program for employment purposes.

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Signature

---

Date

# A: Calendar of Events

- Year 1 Candidates
- Year 2 Candidates
- Mentors for all Candidates

# A: Calendar of Events (Tentative)

## Year 1 Candidates

8/25/20	New Teacher Orientation
9/8/20	FCUSD Orientation Year 1 Focus
9/9/20	FCUSD Orientation Year 2 Focus
10/6/20	District Meeting Elementary Focus
10/7/20	District Meeting Secondary Focus
11/3/20	District Meeting Elementary Focus
11/4/20	District Meeting Secondary Focus
12/1/20	District Meeting Elementary Focus
12/2/20	District Meeting Secondary Focus
1/5/21	Winter Networking Event Elementary Focus
1/6/21	Winter Networking Event Secondary Focus
2/2/21	District Meeting Elementary Focus
2/3/21	District Meeting Secondary Focus
3/2/21	District Meeting Elementary Focus
3/3/21	District Meeting Secondary Focus
4/13/21	End Of Year Personal Growth Presentation Event
4/14/21	End Of Year Personal Growth Presentation Event
4/27/21	EOY Culminating Event & Celebration New Teachers, Mentors, Administrators & School Board members invited

# A: Calendar of Events (Tentative)

## Year 2 Candidates

8/25/20	New Teacher Orientation
9/8/20	FCUSD Orientation Year 1 Focus
9/9/20	FCUSD Orientation Year 2 Focus
10/6/20	District Meeting Elementary Focus
10/7/20	District Meeting Secondary Focus
11/3/20	District Meeting Elementary Focus
11/4/20	District Meeting Secondary Focus
12/1/20	District Meeting Elementary Focus
12/2/20	District Meeting Secondary Focus
1/5/21	Winter Networking Event Elementary Focus
1/6/21	Winter Networking Event Secondary Focus
2/2/21	District Meeting Elementary Focus
2/3/21	District Meeting Secondary Focus
3/2/21	District Meeting Elementary Focus
3/3/21	District Meeting Secondary Focus
4/13/21	End Of Year Personal Growth Presentation Event
4/14/21	End Of Year Personal Growth Presentation Event
4/27/21	EOY Culminating Event & Celebration New Teachers, Mentors, Administrators & School Board members invited



# A: Calendar of Events

## Mentors for all Candidates

8/3/20	Mentor Retreat
8/25/20	New Teacher Orientation
9/8/20	FCUSD Orientation Year 1 Focus
9/9/20	FCUSD Orientation Year 2 Focus
9/16/20	Mentor Forum 1
10/6/20	District Meeting Elementary Focus
10/7/20	District Meeting Secondary Focus
10/14/20	Mentor Forum 2
11/3/20	District Meeting Elementary Focus
11/4/20	District Meeting Secondary Focus
12/1/20	District Meeting Elementary Focus
12/2/20	District Meeting Secondary Focus
12/9/20	Mentor Forum 3
1/5/21	Winter Networking Event Elementary Focus
1/6/21	Winter Networking Event Secondary Focus
1/13/21	Mentor Forum 4
2/2/21	District Meeting Elementary Focus
2/3/21	District Meeting Secondary Focus
2/10/21	Mentor Forum 5
3/2/21	District Meeting Elementary Focus
3/3/21	District Meeting Secondary Focus
4/13/21	End Of Year Personal Growth Presentation Event
4/14/21	End Of Year Personal Growth Presentation Event
4/27/21	EOY Culminating Event & Celebration New Teachers, Mentors, Administrators & School Board members invited

# **B: Support & Resources**

**Early Completion Option Application**

**Early Completion Recommendation Form**

**Early Completion CSTP Rubric**

***More to come***

# B: Support & Resources

Early Completion Option Application 2020-2021  
11/01/20

Application Due Date:

SB57 (Scott) provides for an Early Completion Option for Multiple, Single Subject and Education Specialist induction candidates. The Early Completion Option (ECO) is equally as rigorous as the full-length program, although shorter in length. Upon successful completion of induction requirements as set forth in this policy, candidates are recommended to the Commission on Teacher Credentialing for a Clear Credential.

Name: \_\_\_\_\_ School Site/s: \_\_\_\_\_

**1. Prior Teaching experience as a full-time contractual Teacher of Record. Complete all that apply.**

**Private or Private School classroom experience**

Name & address of school/school district:

Years as Teacher of Record:

**Out of State Classroom experience**

Name & address of school/school district:

Years as Teacher of Record:

**2 year Intern Program Completion**

University or College name & address:

School site placement and grade level:

Date and verification of completion evidence:

2. Evidence of exceptional teaching practice during prior professional experience. For each of the six (6) California Standards for the Teaching Profession (CSTP), attach documentation/evidence of teaching practice that meets the qualified indicators on the ECO Rubric.

3. Evidence of exceptional teaching practice video. Please submit a 10-15 minute continuous video of you teaching a lesson that shows you teaching your students.

4. Completion of the ECO Administrator Recommendation form. Administrators must email directly to the Teacher Induction Program Coordinator.

If accepted as an ECO candidate, you will be required to complete all ECO induction tasks by the required deadline. Failure to complete ECO tasks by the required deadline may result in you being dropped from the ECO program and moved to Year 1 status. Acceptance as an ECO Teacher Induction participant requires maintenance of exceptional performance and professionalism. The participant must meet all deadlines, and attend all required TEACHER Induction District Meetings. If accepted to ECO status, the Teacher will be assigned ECO tasks.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

# B: Support & Resources

## Early Completion Recommendation Form 2020-2021

SB57 (Scott) provides for an Early Completion Option for Multiple, Single Subject and Education Specialist induction candidates. The Early Completion Option (ECO) is equally as rigorous as the full-length program, although shorter in length. Upon successful completion of induction requirements as set forth in this policy, candidates are recommended to the Commission on Teacher Credentialing for a Clear Credential.

All ECO applications will be reviewed by the FCUSD Teacher Induction ECO Review Panel. The review panel will make the final decision on ECO status. Incomplete applications will not be accepted.

Candidates will receive notification by November 15, 2019 as to whether or not they have been accepted as an ECO candidate.

Candidates who are accepted into the ECO program will be given direction as to which tasks and events are required for the ECO and the deadline for completion of required tasks and events.

**Name:** \_\_\_\_\_ **School Site/s:** \_\_\_\_\_

Recommended for ECO Program: \_\_\_\_\_

Not recommended for ECO Program: \_\_\_\_\_

# B: Support & Resources

## Early Completion CSTP Rubric (*more to come*)

**Key Quality Indicators for CSTP 1:** Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences and learning interests. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They monitor student learning and adjust instruction while teaching.

**Key Quality Indicators for CSTP 2:** Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They establish and maintain learning environments that are physically, intellectually and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. They employ classroom routines, procedures and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.

**Key Quality Indicators for CSTP 3:** Teachers exhibit in depth working knowledge of subject matter and academic content standards. They apply knowledge of student development to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers use and adapt resources, technologies and standards-aligned instructional resources, including adopted materials, to make subject matter accessible to all students. They address the needs of English Learners and students with special needs to provide equitable access to the content.

**Key Quality Indicators for CSTP 4:** Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.

**Key Quality Indicators for CSTP 5:** Teachers collect and analyze assessment data from a wide variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning goals and to plan, differentiate and modify instruction. They use assessment information to share timely and comprehensible feedback with students and their families.

**Key Quality Indicators for CSTP 6:** Teachers reflect on their teaching practices to support student learning. They establish professional goals and engage in continuous and

purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity and ethical conduct.

**0 No evidence found, 1 Minimal evidence, 2 Average evidence, 3 Exceptional evidence**

# **C: Help & Problem Solving**

**FAQs**

**Grievance Process**

**Grievance Process Flowchart**

**Acronym Key**

# C: Help & Problem Solving FAQs

**What is a Teacher Induction Program?** The intent of a teacher induction program is to provide a systematic structure of support for beginning teachers. A comprehensive induction program may include components such as: New teacher orientation, Mentor support, ILP goal setting, student portfolio, professional development, reflection, a triad meeting with Mentor, candidate & administrator, end of year presentation of professional growth, sharing of student portfolio, etc

**Are part time teachers eligible for Teacher Induction?** Yes. Decisions will be made on a case by case basis, but general guidelines require access to the same group of students regularly as well as responsibility for lesson planning, assessment, student caseload.

**Are temporary or substitute teachers eligible for Teacher Induction?** Generally, no. Decisions will be made on a case by case basis, but general guidelines require access to the same group of students regularly as well as responsibility for lesson planning, assessment, student caseload. Final decisions will be made by the Assistant Superintendent of Elementary or Secondary Instruction.

**How do I access my records or request a transcript?** Folsom Cordova Unified School District uses a web-based software application to track candidates' academic units and program completion. Candidates will be able to access unofficial copies of their records via password-protected access. Official transcripts must be requested in writing from the Induction Program Coordinator.

**How are New Teacher/Mentor matches made?** The relationship between the new teacher and the Mentor is critical for the success of our new teachers. Every effort will be made to assure that this relationship is a positive and productive one. Several factors are considered when matching the new teacher with an experienced Mentor. Prior positive and productive relationships, New Teacher/Mentor request, Administrator recommendation, proximity, school/work site, content area, grade level, etc.

**What happens if a New Teacher/Mentor match isn't working?** Contact the Teacher Induction Program Coordinator as soon as there are indicators that there is a mis-match. In most cases, the Coordinator, Mentor and New Teacher are able to work together to remove roadblocks and resolve most issues. If the Teacher Induction Program Coordinator, Mentor and New Teacher are unable to solve the problem, a new Mentor will be assigned.



# C: Help & Problem Solving

## FAQs

### **What does a teacher induction program in California mean?**

California has a two-tiered credentialing system for teachers. Preliminary programs prepare candidates to obtain an initial teaching credential through successful completion of required coursework, fieldwork, and a performance demonstration of their knowledge, skills, and abilities. Once the Preliminary Credential is obtained, new teachers will enroll in a 2 year Teacher Induction program. Once a teacher successfully completes all of the requirements of the Teacher Induction program, they can apply for the Clear Credential.

### **What is Teacher Induction/BTSA Program?**

The California Teacher Induction/Beginning Teacher Support and Assessment (BTSA) program provides formative assessment, individualized support and advanced content for newly-credentialed, beginning teachers and is the preferred pathway to a California Professional (Clear) Teaching Credential.

*(More to come)*

# C: Help & Problem Solving

## Teacher Induction Grievance Process

### Step 1: Informal Complaint Process

Every effort should be made to resolve a complaint at the earliest possible stage. Prior to instituting a formal, written complaint, the Teacher Induction candidate shall first discuss the issue with the Teacher Induction Coordinator. Formal complaint procedures shall not be initiated until the Teacher Induction participant has first attempted to resolve the matter informally.

### Step 2: General Complaint Process

If the matter cannot be resolved through the informal process, then the complainant may file a written complaint with the Teacher Induction Program Coordinator. The early informal resolution of complaints at the lowest level is encouraged whenever possible. Procedure/Timeline:

1. Discuss the situation directly with the person involved if appropriate. If not resolved within 10 working days...
2. Discuss with the site supervisor or principal (who will provide the General Complaint Form) If not resolved within 10 working days...
3. Forward the General Complaint Form to the appropriate Instructional Assistant Superintendent or Human Resources for procedural review.

Link to form in English:

<https://www.fcusd.org/cms/lib/CA01001934/Centricity/Domain/622/general%20complaint.pdf>

### Step 3: Uniform Complaint

If the complaint has not been satisfactorily resolved at Step 2, the Uniform Complaint process should be followed. A Uniform Complaint alleges a violation of federal or state laws governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying, and failure to comply with laws relating to pupil fees. All concerns should first be brought to the attention of the direct parties and the appropriate supervisor following the General Complaint Procedure.

Title IX of the Education Amendments of 1972, implemented at 34 CFR § 106.31, sub (a), provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by a recipient which receives federal financial assistance.

# C: Help & Problem Solving

## Teacher Induction Grievance Process, continued

Title IX violations shall be reported via the Uniform Complaint Procedure. If you are unsure if your issue fits this category, a General Complaint is an appropriate starting point and it can be moved to either the Williams or Uniform category as needed. Procedure/Timeline:

1. Within 5 working days of conclusion of Informal Complaint procedure (discussing the complaint with school site principal), complainant requests Level I form, completes it and files with School Site Principal
2. Within 10 working days of receipt of Level I Complaint form, a site/program administrator will:
  - a. Obtain written statements from employee(s) regarding concern
  - b. Issue written statement to complainant and employee(s) of investigation, conclusion, actions taken to resolve
  - c. Advise complainant of appeal process
3. Complainant has 5 working days from receipt of decision to submit written appeal to Superintendent/Designee (Level 2)
4. Complainant may file written appeal to Board of Education within 5 working days of receipt of District decision (Level 3)
5. The Complainant may appeal to the Department of Education within fifteen (15) days of receipt of the Board decision

Link to Uniform Complaint Procedures:

[https://www.fcusd.org/cms/lib/CA01001934/Centricity/Domain/622/FCUSD\\_UCP\\_Brochure\\_SinglePageLayout-Eng.pdf](https://www.fcusd.org/cms/lib/CA01001934/Centricity/Domain/622/FCUSD_UCP_Brochure_SinglePageLayout-Eng.pdf)

Link to Uniform Complaint Form:

<https://www.fcusd.org/cms/lib/CA01001934/Centricity/Domain/622/NEW%20UCP%20new%20header.pdf>

Link to BP 1312.3 Community Relations

<http://www.gamutonline.net/district/folsomcordovausd/DisplayPolicy/690448/1>

# C: Help & Problem Solving

## Grievance Process Flowchart

### Step 1: Informal Complaint Process

The Teacher Induction Participant discusses the issue with the Teacher Induction Program Coordinator.



### Step 2: General Complaint Process

If not resolved through an informal process, the complainant files a written general complaint form with the Teacher Induction Program Coordinator within 10 days. Within 10 working days of receipt of complaint, the Teacher Induction Program Coordinator conducts an investigation and meets with the complainant. Within 10 working days after the meeting, the Teacher Induction Coordinator prepares and sends a written response. If not resolved through the General Complaint Process, the Teacher induction Coordinator will forward the General Complaint Form to the appropriate Instructional Assistant Superintendent or Human Resources for procedural review.



### Step 3: Uniform Complaint Process

Within 5 working days of conclusion of Informal Complaint procedure (discussing the complaint with school site principal), complainant requests Level I form, completes it and files with School Site Principal. Within 10 working days of receipt of Level I Complaint form, a site/program administrator will: obtain written statements from employee(s) regarding concern, issue written statement to complainant and employee(s) of investigation, conclusion, actions taken to resolve and advise complainant of appeal process.

1. Complainant has 5 working days from receipt of decision to submit written appeal to Superintendent/Designee
2. Complainant may file written appeal to Board of Education within 5 working days of receipt of District decision
3. The Complainant may appeal to the Department of Education within fifteen (15) days of receipt of the Board decision



For detailed information, please see the FCUSD Human Resources Webpage:  
<https://www.fcusd.org/Page/26066>

# C: Help & Problem Solving

## Acronym Key

<b>BU</b>	<b>Brandman University</b>
<b>CCSS</b>	<b>Common Core State Standards</b>
<b>CTC</b>	<b>Commission on Teacher Credentialing</b>
<b>COE</b>	<b>County Office of Education</b>
<b>CSTP</b>	<b>California Standards for the Teaching Profession</b>
<b>CSUS</b>	<b>California State University, Sacramento</b>
<b>CLAD</b>	<b>Cross-Cultural Language Acquisition Development</b>
<b>CTP</b>	<b>Continuum of Teaching Practice</b>
<b>ELL</b>	<b>English Language Learner</b>
<b>IHE</b>	<b>Institute of Higher Education</b>
<b>IEP</b>	<b>Individual Education Program</b>
<b>LCAP</b>	<b>Local Control Accountability Plan</b>
<b>LCFF</b>	<b>Local Control Funding Formula</b>
<b>PAR</b>	<b>Peer Assistance &amp; Review</b>
<b>PGP</b>	<b>Professional Growth Presentation</b>
<b>PT</b>	<b>Participating Teacher</b>
<b>SARC</b>	<b>School Accountability Report Card</b>
<b>SP</b>	<b>Support Provider</b>
<b>SCOE</b>	<b>Sacramento County Office of Education</b>
<b>TP</b>	<b>Transition Plan</b>

*(more to come)*

# D: Forms

**Candidate Enrollment Form**

**Mentor Enrollment Form**

**Acknowledgement of Policies/Procedures**

**Clear Credential Application (*more to come*)**

# D: Forms

## Candidate Enrollment Form

Full Name as it appears on Credential :

Address:

Personal & school phone number & extension:

Primary School/Location & room number:

FCUSD email address:

Personal email address:

Date of FCUSD hire:

Is this your first contracted teaching position?

If no, name of district/school and employed and dates of employment:

Have you participated in Teacher Induction/BTSA elsewhere?

If yes, what district or consortium, dates of participation and Coordinator name:

List any credential/s you currently hold and expiration date/s:

Are you enrolled in a Master's Program:

If yes, name of institution and program name:

Number of years you have taught in California:

Number of years you have taught out of state and name of state:

List any out of state credential/s you currently hold and expiration date/s:

Any additional information, Mentor preference, etc.:

Please read the FCUSD Teacher Induction Program Roles & Responsibilities. I have read the FCUSD Teacher Induction Roles & Responsibilities and I agree to adhere to and fulfill them. I hereby request to participate in FCUSD Teacher Induction Program.

Signature/Date:

# D: Forms

## Mentor Enrollment Form

Full Name:

Address:

Personal & school phone number & extension:

Primary School/Location & room number:

FCUSD email address:

Personal email address:

List all credential/s you currently hold and expiration date/s:

Teaching Experience:

Dates employed	District	School	Grade	Content Area
----------------	----------	--------	-------	--------------


List Academic Preparation for teaching:

Dates of attendance	Institution	Degree	Major/Minor	Focus Area
---------------------	-------------	--------	-------------	------------


What is your experience with Teacher Induction? What makes you interested in supporting new teachers and what makes you an excellent candidate?

Describe a time in your professional educational career where you had a conflict with a colleague, parent or administrator. How did you handle the conflict? What was the result? What might you do differently?



## **Mentor Enrollment Form, continued**

Describe your experiences with collaboration in an educational setting:

Describe your unique qualities, interpersonal skill and strengths that you bring to this position:

How would you support a teacher who has just been notified they have been non-reelected?

How do you continually improve your professional practice?

What contributions have you made to the teaching profession? (e.g., research, published articles, leadership roles, site coaching, cooperative teaching, etc.)

Please describe a time you had a student who exhibited challenging behaviors. What worked and what didn't work? How did you go about managing the student behavior? What did you learn from the experience?

How would you support a beginning teacher to improve their performance?

What are the components of an effective lesson?

Please read the FCUSD Teacher Induction Program Roles & Responsibilities. I have read the FCUSD Teacher Induction Roles & Responsibilities and I agree to adhere to and fulfill them. I hereby request to participate in FCUSD Teacher Induction Program.

Signature/Date:

# D: Forms

## Acknowledgement of Policies/Procedures

I acknowledge that I have received a copy of the Folsom Cordova Unified School District (FCUSD) Teacher Induction Program Participant Handbook. I understand that this participant handbook replaces any and all prior verbal and written communications regarding FCUSD Teacher Induction working conditions, policies, procedures, appeal processes, and benefits. I have read and understand the contents of this handbook and will act in accordance with these policies and procedures as a condition of my participation in FCUSD Teacher Induction Program. I understand that if I have questions or concerns at any time about the Participant Handbook, I will consult the Teacher Induction Program Coordinator or Human Resources staff, for clarification. Finally, I understand that the contents of the Teacher Induction Program handbook are simply policies and guidelines, not a contract or implied contract with participants. The contents of the Teacher Induction Program handbook may change at any time. Please read the Participant Handbook carefully to understand these conditions of participation before you sign this document.

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

FCUSD Email address: \_\_\_\_\_

School/Site: \_\_\_\_\_

For more information, contact:  
Mindy Andrus, Teacher Induction Program Coordinator

Phone: 916.294.2413 Email: [mandrus@fcusd.org](mailto:mandrus@fcusd.org)  
Folsom Cordova Unified School District

# D: Forms

Clear Credential Application (*more to come*)

# E: Technology

TalentEd Teacher Induction (*more to come*)

Go Sign Me Up (*more to come*)

# E: Technology

## **TalentEd Teacher Induction (*more to come*)**

All tasks and evidence will be housed in our web-based record system. TalentEd currently houses all FCUSD employee documents, evaluation reports and other confidential information. A separate platform is in the process of being developed to house Teacher Induction documents. New Teachers and Mentors will have access to this portal beginning August 2019.

Here is the link to the login page for FCUSD employees: [Link](#)

# E: Technology

## **Go Sign Me Up (*more to come*)**

All District Meetings, Professional Development opportunities, retreats and other Teacher Induction related events will be posted on the FCUSD GoSignMeUp system. New Teachers and Mentors will use this system to register for all events. The FCUSD GoSignMeUp system currently houses all FCUSD sponsored Professional Development opportunities, retreats and other events. New Teachers and Mentors will have access to the list of Teacher Induction events beginning August 2019.

Here is the link to the login page for FCUSD employees: [Link](#)

**FCUSD Teacher Induction  
Weekly Conversation Log 2020-2021**

Teacher Name:	Mentor Name:
Teacher Work Site:	Month:

As a mentor, you have agreed to meet with your candidate at least one (1) hour per week. Please log each interaction and any other activity you do with/for your candidate. Please keep in mind that your candidate is new to the teaching profession and relies upon your professionalism and your support in order to become the very best teacher possible.

Date	Meeting Content/Description of Activity, CSTP Discussed	Participants	Time
		Total Hours:	

At the end of each month, Submit this log via Google Classroom. The Weekly Conversation log is due on the 5th of the following month.

\_\_\_\_\_  
Teacher E-Signature

\_\_\_\_\_  
Mentor E-Signature

## **FCUSD Triad Meeting Protocol & Policy 2020-2021**

A Professional Educator's knowledge of goals, policies and procedures at their site/assignment is crucial to their success. Participation in a Triad meeting can help strengthen this knowledge base.

### **The purpose of the Triad meeting:**

- Build healthy, open and professional relationships between administrators and the new teacher.
- Discuss school/department policies, procedures and protocols.
- Discuss the goals for the school/department grade level or content area that may be incorporated into the new teacher's ILP Goal.
  - Year 1: The New Teacher's Pre-Service Transition plan may be discussed, but is not required.
  - Year 2, The New Teacher's ILP Goal from the previous year may be discussed, but is not required.
- Allow time for the new teacher to ask questions of the administrator in a safe and confidential setting.

**The Administrator's Role:** The new teacher can begin to build a healthy, open and professional relationship with their Administrator and ask questions in a safe setting. The Administrator can share school, department and/or grade level goals that can be incorporated into the new teacher's ILP goal and subsequent Teacher Induction work that will be done during the school year. This meeting is separate from any evaluation meetings and TalentEd and evaluations are not discussed at this time.

**The Mentor's Role:** Assist with the scheduling and facilitation of the Triad meeting. The meeting must be done with the Principal or evaluating administrator; schedule about 30 minutes for the meeting, if possible. The meeting should be held during the teacher's prep time, before or after school. If you Mentor more than 1 New Teacher at a school, you must schedule a separate meeting for each Teacher, as this is a confidential meeting.

Prepare for the Triad meeting during one of the weekly conversation meetings at the beginning of the school year. Explain the purpose of the Triad meeting and talk about the content of the meeting. Use the Triad meeting form to guide the conversation. Make a note of any questions the New Teacher may have for the Administrator. We will be using the Triad Meeting form that is on the SCOE Dashboard to prepare for and to guide the meeting. If the meeting is scheduled during the school day, make sure to secure a ½ day sub for yourself, as it is your responsibility to help facilitate the meeting.

After the Triad meeting, meet with your New Teacher to reflect on the meeting. Share any notes that were taken and debrief. The goals shared by the Administrator may be incorporated into the ILP



Goal. Assist the New Teacher with scanning the document and uploading it to the SCOE Dashboard. Address any questions the New Teacher may still have.

**The New Teacher's role:** The Triad meeting form is found on the New Teacher's task list on the SCOE Dashboard. Print it out and discuss it with your Mentor at a weekly meeting before the Triad meeting is held. Work with your Mentor and Administrator to schedule the meeting. During the meeting, establish a professional and open relationship with your Administrator. Ask what goals they have for the school, your department or grade level, etc. Take notes to capture the discussion. Ask questions you may have about the school, protocols, culture, etc. At the end of the meeting, thank everyone for their time and participation. Ask all parties to sign the ILP form. You will then scan and upload it to the SCOE Dashboard.

After the Triad meeting at a weekly conversation meeting with your Mentor, take time to reflect on the meeting, review your notes and discuss these with your Mentor. You might want to incorporate the school goals into your ILP, in some form.

**Please note:** The Triad meeting is confidential and should not be any part of the evaluation process. The Triad meeting is not when the ILP goal will be written. The Triad meeting is a task that must be done in August/September/October. The ILP goal or other information that resulted from the meeting can be noted on the lesson plans when the new teacher is being evaluated by the administrator during the year.

**FCUSD Local Control and Accountability Plan**  
**Summary of Goals**  
**2019-2020**

**GOAL 1**

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)

1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

1.2 Maintain schools in good repair.

1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

**GOAL 2**

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

2.1 Increase student attendance rates and reduce chronic absences.

2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing subgroups.

2.3 Decrease 8th grade dropout rates.

2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.

2.5 Increase family engagement and parent input and the utilization of volunteers.

2.6 Increase community partnerships that support student learning.

2.7 Increase the efficiency, timeliness and accessibility of district communications.

**GOAL 3**

Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)

3.1 Provide professional development in new adoptions and local curriculum.

3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.

3.3 Provide access to A-G, CTE, IB, AP and STEM courses.

**GOAL 4**

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)

4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).

4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).

4.3 Ensure English Learners make yearly progress.

4.4 Ensure Special Education students make yearly progress.

4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.

4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

**FCUSD Local Control and Accountability Plan  
Summary of Goals  
2018-2019**

**GOAL 1**

All students will receive instruction from a highly-qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)

1.1 Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

1.2 Maintain schools in good repair.

1.3 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

**GOAL 2**

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

2.1 Increase student attendance rates and reduce chronic absences.

2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing subgroups.

2.3 Decrease 8th grade dropout rates.

2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.

2.5 Increase family engagement and parent input and the utilization of volunteers.

2.6 Increase community partnerships that support student learning.

2.7 Increase the efficiency, timeliness and accessibility of district communications.

**GOAL 3**

Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)

3.1 Provide professional development in new adoptions and local curriculum.

3.2 Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.

3.3 Provide access to A-G, CTE, IB, AP and STEM courses.

**GOAL 4**

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)

4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 11th grades).

4.2 Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).

4.3 Ensure English Learners make yearly progress.

4.4 Ensure Special Education students make yearly progress.

4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.

4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

Board Approval: 6-21-18

**FCUSD Teacher Induction  
Individual Learning Plan (ILP)  
2020-2021**

<b>New Teacher Candidate:</b>		<b>School Year:</b> <input type="checkbox"/> Year1 <input type="checkbox"/> Year 2 <input type="checkbox"/> ECO Applicant	
<b>Grade Level/s; Teaching Assignment:</b>		<b>School Site:</b>	
<b>Mentor:</b>		<b>Admin Name:</b>	

A requirement of the Induction Program is that candidates demonstrate growth in each of the six California Standards for the Teaching Profession (CSTP). Additionally, each year in the program, you will select a minimum of one CSTP for a more in depth focus, as your area of study for professional growth.

An Individual Learning Plan (ILP) provides the roadmap for your induction work as well as guidance for your mentor in providing support and coaching. Your goals will drive your self-assessments, research, professional development, and inquiry focus. Your mentor will use your identified CSTP standard(s) to collect evidence of your growth and mastery over time.

**I. Map out Your ideas: Where are you going?**

<b>CSTP Goals</b>	<b>Standards for the Teaching Profession</b>
<b>CSTP Highlight the CSTP(s) related to your goal</b>	1. Engaging and Supporting all Students in Learning 2. Creating and Maintaining Effective Environments for Student Learning 3. Understanding and Organizing Subject Matter for Student Learning 4. Planning Instruction and Designing Learning Experiencesfor All Students 5. Assessing Students for Learning 6. Developing as a Professional Educator
<b>Specific CSTP Elements:</b> List the elements on which you will be working related to each standard selected above	

<b>Personal Goal Statement:</b> Example: "I will learn and implement multiple routines & procedures to maximize instructional time and decrease off-task behavior."	
<b>(CoP) Self-Assessment Level</b>	<input type="checkbox"/> Current Placement <input type="checkbox"/> Expected Outcome
<b>Describe your placement on the Continuum of Teaching Practice (CoP) in relation to the focus CSTP:</b>	
<b>Describe the challenge:</b> (Why is this goal relevant to you and your teaching context?)	
<b>Mentor Input:</b> Based on evidence (observation, conversation, student data, etc.)	
<b>Site Administrator Input:</b> Based on school site goals, district initiatives, and/or PLC SMART Goals (Triad Conversation)	

## II. Measurable Outcomes: What Do You Hope to Accomplish?

<b>What measurable outcomes would you expect in student achievement as a result of meeting the goals of your Individual Learning Plan?</b>	
<b>How will student achievement be measured?</b>	

## III. Planning Your Route

You may change direction throughout the year, so feel free to strike out what was written and add new information. This is a living document, so we expect to see what you have been through and what you have thought about during this journey.

<b>Proposed ACTIONS:</b> List the steps you plan to take to reach your goal. (specific activities, tasks, readings, research, strategies, etc.) Minimum of 3 required	
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<b>RESOURCES:</b> List resources, individuals, or systems of support that will be needed (e.g., mentor, instructional coach, PLC team, professional development, book study, etc.) Minimum of 3 required	
<b>TECHNOLOGY:</b> Describe the technology that will be utilized during the implementation of your ILP	

#### IV. The Journey

This is where you begin keeping a “journal” of your endeavors. This should be written in narrative format and should demonstrate decisions you have made with reflection both during the journey and at the end of the journey. Below you will find some helpful guides/questions to answer along the way and to include in your journal.

#### Tracking Action Steps:

Date:	ACTIONS Describe implementation in detail; persons or resources involved; time spent; and technology utilized.	IMPACT on TEACHING & LEARNING Describe instructional effectiveness associated with the action; explain the student outcomes(include EL, SN, Adv./GATE students); and provide analysis of data collected.	EVALUATE the IMPACT Unsuccessful successful 1 2 3 4 5 EVIDENCE (list/describe)

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**Reflecting on your progress towards achieving your goal:**

<b>Share your learning about 51 student development, instructional practice, academic content, and/or yourself as a teacher. (Include mentor feedback)</b>	
<b>How will the data be used to enhance planning and instruction? What are your next steps toward meeting the goal of your ILP?</b>	

### **V. Reflection and Closing Thoughts**

We can't call this the "end of the road" or "your arrival" because teaching is one continuous journey. Think of this section of your narrative as a brief stop along the way. Your journey will continue as the very best teachers continue to learn and grow every day. As you wrap up this year's Individualized Learning Plan, use the guide below to help you reflect on the overall journey.

<b>To what extent did you meet your ILP goal or answer your ILP</b>	
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<p><b>question? In relation to your current placement on the CSTP CoP, upload and describe three pieces of evidence</b></p>	
<p><b>How did this learning impact your students overall?</b>  a. All students  b. English Learners  c. Special Education  d. Advanced/GATE</p>	
<p><b>Share your learning about student development, instructional practice, academic content, and yourself as a teacher.</b></p>	
<p><b>Reflect on the district initiatives and how your ILP supported one or more of them: Opening Doors For More: Student Achievement, Best Practices, College &amp; Career Readiness, Technology, Safety &amp; Security, and Leadership.</b></p>	
<p><b>How will this learning impact your future teaching? Describe your possible/probable next steps in relation to your ILP.</b></p>	

## Teacher Induction-New Mentor Training Overview 2019-2020

Please note: FCUSD experienced a hiring freeze in 20-21 therefore no new Mentors were hired or trained in 20-21.

<b>Day 1</b>  <b>September</b>  <b>9/11/19</b>  6 hours	<b>AM:</b> <ul style="list-style-type: none"> <li>Who's in the room?</li> <li>Purpose, Overview &amp; Expectations</li> <li>Program Foundations &amp; Underpinnings</li> <li>New Teacher Phases 'The Dip'</li> <li>What is your WHY? Self Assessment</li> <li>Fact vs Opinion</li> </ul> <b>PM:</b> <ul style="list-style-type: none"> <li>Mentoring Foundations</li> <li>Just in Time Mentoring</li> <li>Relationships &amp; Weekly Conversations</li> <li>ILP Goal Development</li> <li>Introduction to Scripting</li> <li>SCOE Dashboard, Talent Ed &amp; Resources</li> </ul> <b>Q&amp;A</b>  <b>Wrap Up, Reflection &amp; Next Steps</b>  Rainbow Cat Breathing/Calming <a href="https://www.youtube.com/channel/UC3OYT-Xo95kYtYbq0klkj1xA">https://www.youtube.com/channel/UC3OYT-Xo95kYtYbq0klkj1xA</a>	<b>SCOE Alignment:</b> <ul style="list-style-type: none"> <li><b>Foundations of mentoring: Mentoring roles, challenges new teachers face and support needed, self-assessment of key mentoring skills</b></li> <li><b>Understanding &amp; Supporting ILP Development using the SCOE TI Road Map</b></li> <li><b>Weekly Conversations: How to conduct effective conversations with teachers to provide just in time support &amp; instructional support</b></li> <li><b>Introduction to program tools: SCOE TI Dashboard, tools provided by FCUSD to teachers and mentors (Books, support material, etc.)</b></li> </ul>
<b>Day 2</b>  <b>October</b>  <b>10/9/19</b>  6 Hours  (Invite Y2 mentors)	<b>AM:</b> <ul style="list-style-type: none"> <li>Self Care, Life/Work Balance</li> <li>Understanding the CSTPs</li> <li>ILP Goal &amp; Inquiry 1 &amp; 2</li> <li>Professional Development</li> </ul> <b>PM:</b> <ul style="list-style-type: none"> <li>Learners: Adults, Millennials, Gen X, etc.</li> <li>Coaching Stances</li> <li>Teacher Observations: Pre/Post Conversations, Scripting Techniques, etc.</li> <li>Using data as a third point</li> </ul> <b>Q&amp;A</b>  <b>Wrap Up, Reflection &amp; Next Steps</b>	<b>SCOE Alignment:</b> <ul style="list-style-type: none"> <li><b>Developing Mentor understanding of the CA induction standards</b></li> <li><b>PD on Adult learning theory &amp; implications for mentoring</b></li> <li><b>PD on the Coaching Stances with opportunities for practice</b></li> <li><b>Mentoring Challenge Support</b></li> </ul>
<b>Day 3</b>	<b>AM:</b>	<b>SCOE Alignment:</b>

<b>November</b>  <b>11/6/19</b>  6 Hours	<ul style="list-style-type: none"> <li>• Intentionality</li> <li>• Data driven instruction</li> <li>• Difficult Conversations &amp; Overcoming challenges</li> <li>• Supporting through Teacher Induction Tasks</li> </ul> <p><b>PM:</b></p> <ul style="list-style-type: none"> <li>• Problem solving techniques</li> <li>• The Evaluation Process, RIF, NRE, etc. &amp; strategies for working with teachers with RIF, NRE, etc.</li> <li>• Teacher retention &amp; California's shortage</li> </ul> <p><b>Q&amp;A</b></p> <p><b>Wrap Up, Reflection &amp; Next Steps</b></p>	<ul style="list-style-type: none"> <li>• <b>Supporting analysis of student data to guide instruction</b></li> <li>• <b>Teacher Observation protocols &amp; effective feedback</b></li> <li>• <b>Developing abilities of Mentors to support Teacher Induction tasks</b></li> </ul>
<b>Day 4</b>  <b>December</b>  <b>12/4/19</b>  6 Hours	<p><b>AM:</b></p> <ul style="list-style-type: none"> <li>• Mindfulness</li> <li>• Professional Persona &amp; Standard 6</li> <li>• Relationships: Students, parents, colleagues, administrators, community.</li> <li>• Social Media</li> </ul> <p><b>PM:</b></p> <ul style="list-style-type: none"> <li>• Preparing for the Professional Growth Presentations &amp; Y2 Exit Interviews</li> <li>• The big picture</li> </ul> <p><b>Q&amp;A</b></p> <p><b>Wrap Up, Reflection &amp; Next Steps</b></p>	<p><b>SCOE Alignment:</b></p> <ul style="list-style-type: none"> <li>• <b>Understanding &amp; Supporting end of the year growth presentation</b></li> </ul>
<b>Day 5</b> <b>January</b> <b>1/8/20</b> 6 Hours	<p><b>Make-Up/Optional</b>          Content will be custom designed, based on the needs of Mentors.</p>	

## FCUSD Teacher Induction Leadership/Advisory Team

### Meeting Schedule 20-21

**7/23, 8/19, 9/16, 11/18, 1/20, 3/10, 5/12**

<b>Date</b>	<b>Time</b>	<b>Location</b>	<b>Content/Notes (Tentative)</b>
7/23/20	10:00-11:00 am	Zoom	Program Updates, Planning, SCOE Alignment/MOU, New Teacher Orientation, Mentor Retreat, CTC Update, Mentor pool/hiring/training, Estimated needs for 20-21
8/19/20	10:00-11:00 am	Teams	Program Updates, Technology, District Meetings SCOE Alignment/MOU, CTC Update, Temp Employee policies
9/16/20	10:00-11:00 am	Teams	Program Updates, PD Policy, University Credit, Triad Meeting Protocol, SCOE Alignment, CTC Update, Special Education Update
11/18/20	10:00-11:00 am	Teams	IHE Partner Reports, CTC & Accreditation Update Executive Order/Trailers, CA Induction Conference, SCOE Alignment & MOU, FCUSD Program Updates: Transition to hybrid schedule, Winter Networking Prep, Monthly News, TI Google Site, Connecting with Site Administrators
1/20/21	10:00-11:00 am	Teams	CTC & Accreditation Update Executive Order/Trailers, CA Induction Conference, SCOE Alignment & MOU, FCUSD Program Updates: Transition to hybrid schedule, Winter Networking Report, Monthly News, TI Google Site, Connecting with Site Administrators, SCOE alignment, Transition to hybrid schedule, EOY planning
3/10/21	10:00-11:00 am	Teams	IHE Partner Reports, Program Updates, PGP Preparation, District EOY Celebration, SCOE Alignment, CTC Update, Survey/Feedback, Completer survey, Administrator survey, Mentor pool/hiring/training, Estimated needs for 21-22 school year
5/12/21	10:00-11:00 am	Teams	Program Updates, EOY report, Completer survey, Summer Planning, 20-21 Schedule, Onboarding process, SCOE Alignment, CTC Update

**Special Event: Spring Planning Day: 3/8/21 1:00-3:00 pm via Teams** (Stakeholders, Leadership/Advisory Team, Design Team & Y2 Teachers, Mentors, Administrators, etc., by Invitation)

## FCUSD Teacher Induction Design Team

### Planning Meeting Schedule 20-21

Date	Time	Location	Notes
7/23/20	1:00-3:00 pm	Teams	Plan for August Dist Mtg, Mentor Retreat & Overview
8/18/20	3:00-4:00 pm	Teams	Orientation & Plan for September Dist Mtg
9/16/20	3:00-4:00 pm	Teams	Plan for October Dist Mtg
10/14/20	3:00-4:00 pm	Teams	Plan for November, December Dist Mtgs
11/18/20	3:00-4:00 pm	Teams	Plan for December Mtg & Winter Networking Sessions
1/20/21	3:00-4:00 pm	Teams	Plan for February Dist Mtg
2/17/21	3:00-4:00 pm	Teams	Plan Spring Planning Day & March Dist Mtg
3/10/21	3:00-4:00 pm	Teams	Debrief SPD, Mentor Pool & Overview PGP Event
4/14/21	3:00-4:00 pm	Teams	Plan for PGP Event & EOY Celebration
5/19/21	3:00-4:00 pm	Teams	Debrief EOY Celebration & 21-22 planning
June TBD		Teams	Wrap Up & 21-22 planning
July TBD		Teams	21-22 Planning

#### Special Event:

**3-8-21 1:00-3:00 pm Via Zoom Spring Planning Day**

**FCUSD Teacher Induction  
Accreditation Leadership Team 20-21**

	Name	Partner Employing Organizational or Educational Entity	Email	Phone
<b>Unit Head</b>	Jim Huber, Ed. D.	FCUSD Director of C&I	<a href="mailto:jhuber@fcusd.org">jhuber@fcusd.org</a>	916.294.9000 X 104580
<b>Fiscal Officer</b>	Rhonda Crawford	FCUSD Asst. Sup of Business Svcs	<a href="mailto:rcrawfor@fcusd.org">rcrawfor@fcusd.org</a>	916.294.9000 X 104200
<b>Director of Proposed Program</b>	Mindy Andrus	FCUSD Teacher Induction Coordinator	<a href="mailto:mandrus@fcusd.org">mandrus@fcusd.org</a>	916.294.9000 X 102430
<b>Partner Employing Organization</b>	Mike Shepherd	FCUSD Director of Human Resources	<a href="mailto:mshepher@fcusd.org">mshepher@fcusd.org</a>	916.294.9000 X 104450
<b>Partner Preparation Entity</b>	Deidra Sessoms	Chair, Teaching Credentials College of Education, CSUS	<a href="mailto:dsessoms@skymail.csus.edu">dsessoms@skymail.csus.edu</a>	916.278-6639
<b>Partner Preparation Entity</b>	David Sloan	Professor, Education	<a href="mailto:sloan@brandman.edu">sloan@brandman.edu</a>	916.789.6905
<b>Partner Preparation Entity</b>	Denise Brandt	National University Community Education Specialist	<a href="mailto:dbrandt@nu.edu">dbrandt@nu.edu</a>	916.855.4136
<b>Other Participant</b>	Curtis Wilson	FCUSD Asst. Sup of Elementary Education	<a href="mailto:cmwilson@fcusd.org">cmwilson@fcusd.org</a>	916.294.9000 X 104625
<b>Other Participant</b>	Aaron Storey	FCUSD Director of Special Education	<a href="mailto:jsornbor@fcusd.org">jsornbor@fcusd.org</a>	916.294.9007
<b>Other Participant</b>	Pam Oien	FCUSD Coordinator of Education Technology	<a href="mailto:poien@fcusd.org">poien@fcusd.org</a>	916.294.9226
<b>Other Participant</b>	Mary Dill	Teacher Induction Consultant	<a href="mailto:mdill@fcusd.org">mdill@fcusd.org</a>	
<b>Other Participant</b>	Lisa Vaca	Teacher Induction Administrative Assistant	<a href="mailto:lvaca@fcusd.org">lvaca@fcusd.org</a>	916.294.9000 X102240

**FCUSD Accreditation  
Design Team Members 20-21**

Please note: In addition to the FCUSD Teacher Induction Leadership Team, the following are members of the Teacher Induction Design Team.

<b>Title</b>	<b>Name</b>	<b>Partner Employing Organizational or Educational Entity</b>	<b>Email</b>
<b>Coordinator</b>	Mindy Andrus	FCUSD Teacher Induction	<a href="mailto:mandrus@fcusd.org">mandrus@fcusd.org</a>
<b>Administrative Assistant</b>	Lisa Vaca	FCUSD Teacher Induction	<a href="mailto:lvaca@fcusd.org">lvaca@fcusd.org</a>
<b>Consultant</b>	Mary Dill		<a href="mailto:mdill@fcusd.org">mdill@fcusd.org</a>
<b>Mentor Veteran Teacher</b>	Kari Bjork	FCUSD Lead Teacher	<a href="mailto:kbjork@fcusd.org">kbjork@fcusd.org</a>
<b>Mentor Veteran Teacher at SMS</b>	Lisa Byrd	Secondary Math SMS	<a href="mailto:lbyrd@fcusd.org">lbyrd@fcusd.org</a>
<b>Mentor &amp; Veteran Teacher</b>	Julie Blake	FCUSD Lead Teacher	<a href="mailto:jblake@fcusd.org">jblake@fcusd.org</a>
<b>Mentor &amp; Veteran Teacher</b>	Amy Kraft	FCUSD Lead Teacher	<a href="mailto:akraft@fcusd.org">akraft@fcusd.org</a>
<b>Teacher Induction Completer 19-20</b>	Lisa Gee	General Education Multiple Subject RCE	<a href="mailto:lgee@fcusd.org">lgee@fcusd.org</a>
<b>Mentor &amp; Veteran Teacher</b>	Kristy Guarienti	Chemistry Division Leader FHS	<a href="mailto:kguarienti@fcusd.org">kguarien@fcusd.org</a>
<b>Mentor &amp; Veteran Teacher</b>	Kara Lofthouse	FCUSD Lead Teacher	<a href="mailto:klofthouse@fcusd.org">klofthouse@fcusd.org</a>
<b>Stakeholder &amp; potential Mentor</b>	Troy Martinez	General Education Teacher RVA & Admin Designee	<a href="mailto:tmartinez@fcusd.org">tmartinez@fcusd.org</a>
<b>Mentor &amp; Veteran Teacher</b>	Chelsea Ohlerich	Preschool Teacher GRE	<a href="mailto:cohleric@fcusd.org">cohleric@fcusd.org</a>
<b>Mentor &amp; Veteran Teacher</b>	Melody Smith-Williams	Special Education CHS	<a href="mailto:msmith@fcusd.org">msmith@fcusd.org</a>
<b>TI Completer 19-20</b>	Mason Rush	Science MMS	<a href="mailto:mrush@fcusd.org">mrush@fcusd.org</a>
<b>Mentor &amp; Veteran Teacher</b>	Joanna Slaughter	General Education Multiple Subject RCE	<a href="mailto:jslaught@fcusd.org">jslaught@fcusd.org</a>
<b>Special Ed Program Manager</b>	Bethanee Hunnicutt	District	<a href="mailto:bhunnicu@fcusd.org">bhunnicu@fcusd.org</a>
<b>Special Ed Program Manager</b>	Beth Marjerison	District	<a href="mailto:bmarjeri@fcusd.org">bmarjeri@fcusd.org</a>

### FCUSD Teacher Induction Mentor Match 20-21 Year 1

*Year 1 Name:	Credential Type	Emp Status	School/Site	Mentor/Potential	Notes	Executive Order
	Sped Mild/Mod	Prob 2			Emailed	
	Math	Prob 1			Emailed	
	PreSchool	Prob 2			Emailed	
	MS	Temp			Emailed	TPA/RICA
	Sped/Mild/Mod	Prob 2			Emailed	TPA/RICA
	Sped/CEP	Prob 0/intern			Emailed	
	MS	Temp			Emailed	TPA/RICA
	Spanish	Prob 2			Emailed	
	Sped Mod/Severe	Prob 1			Emailed	
	Chemistry	Prob 1			Emailed	
	Math	Temp			Emailed	
	Sped/Autism	Prob 1			Emailed	
	Sped/Mod/Severe	Prob 1			Emailed	
	Sped/Autism	Prob 1			Emailed	
	Science	Prob 2			Emailed	TPA/RICA
	Sped/Mild/Mod	Prob 0/intern			Emailed	
	Sped/Mild/Mod	Prob 1			Emailed	
	MS	Temp			Emailed	
	Social Studies	Temp			Emailed	
	Sped/Mild/Mod	Prob 1			Emailed	TPA/RICA
	Sped/Mod/Severe	Prob 2			Emailed	
	MS	Temp			Emailed	
	Math	Prob 2			Emailed	
	Math	Prob 2			Emailed	TPA/RICA
	MS	Temp			Emailed	FCCC
	MS	Temp			Emailed	FCCC
				Total Y1 Teachers:	26	
				Temp	8	
				Prob	18	



### FCUSD Teacher Induction Mentor Match 20-21 Year 2

*Year 2 Name:	Credential Type	Emp Status	School/Site	Mentor	Notes	Notes
	Ed Specialist	Perm			Emailed!	
	Ed Specialist	Temp			Emailed!	FCCC
	MS	Prob 2			Emailed!	
	French	Prob 2			Emailed!	
	Chemistry	Temp			Emailed!	
	MS	Prob 2			Emailed!	
	MS	Prob 2			Emailed!	
	Science	Temp Y2			Emailed	New hire 20-21 SCC
	Music	Perm			Emailed!	
	MS	Prob 2			Emailed!	
	Ed Specialist	Prob 2			Emailed!	
	MS	Temp			Emailed!	
	Chemistry	Perm			Emailed!	
	MS	Prob 2			Emailed!	
	Music	Prob 2			Emailed!	
	MS	Prob 2			Emailed!	
	Social Studies	Prob 2			Emailed!	
	Sped	Prob 2			Emailed!	
	VAPA	Prob 2			Emailed!	
	MS	Prob 2			Emailed!	
	Spanish/French	Prob 2			Emailed!	
	MS	Prob 2			Emailed!	
	MS	Temp			Emailed!	
	Ed Specialist	Prob 2			Emailed!	
	Ed Specialist	Prob 1			Emailed!	
	MS	Prob 2			Emailed!	
	Chemistry	Prob 2			Emailed!	
				Temp	5	
				Prob/Perm	22	
				Total Y2 Teachers:	27	
	Chemistry	Temp			SCOE	Completed 12/14/20

**FCUSD Teacher Induction Program**  
**Weekly Individualized Support/Mentoring Policy 20-21**  
**(Weekly Conversation)**

**Professional and Focused Conversation/Discussion:**

Conversations with Mentors and other Educational Professionals play a crucial role in developing a New Teacher as a Professional Educator, becoming an open practitioner while engaging in the CSTP's.

**Requirements:**

A minimum of 40 conversation hours between the New Teacher and the Mentor is required for individualized support. Each week the Mentor and New Teacher will participate in reflective conversations regarding the current teaching assignment, Teacher Induction Tasks, problem solving, planning, debriefing, modeling, Q&A, data gathering tools, data analysis & review and a variety of other supports as needed.

**Other Professionals:**

Mentors may approve up to 10 of the 40 conversation hours required for meetings with other professionals in our community of support. This would include, but not limited to Department or Grade Level Leaders, Program Specialists, Case Managers, Lead Teachers, Content Specialist, Program Coordinator/Directors, etc.

**Documentation:**

New Teachers will use the electronic form to create a running log of each time there is a weekly conversation meeting. Meetings can be done in the following formats: face to face, phone, email, facetime, texting, Jabber, Google hangout, Microsoft Teams, Zoom, Crowdcast, etc. New Teachers may also log meetings with another professional with the Mentor's approval. Conversation logs will be monitored by the Teacher Induction Coordinator.

Please remember that while another professional may give valuable input on Teacher Induction Tasks, the vast majority of conversation time should be conducted between the Mentor and New Teacher. The Mentor will confirm each entry and the recorded numbers of hours will count toward the Weekly Conversation requirement.

**Frequency:**

Occasionally, you might not be able to meet due to scheduling conflicts, or other unforeseen situations, however, weekly contact should be made. The Mentor and New Teacher may opt to hold a 'Power Session' and meet for 2 hours one week to make up for a missing weekly meeting. However, the overall average should be a minimum of 1 hour of conversation per week, totaling 40 for the year.

**Meeting Timeline Guidelines:**

(minutes are approximate and may vary)

The Mentor & New Teacher should prepare for the weekly meeting by spending some time planning what will be discussed, what tasks should be completed and what questions should be addressed.

15 minutes: Reconnection & Debrief

30 minutes: Conversation, Activities, Data Analysis, Brainstorming & Teacher Induction Tasks

15 minutes: Next Steps, Scheduling, Next Topics & Looking Ahead

**Initial Meeting with New Teacher:**

This initial meeting is the foundation for the relationship between the Mentor and the New Teacher. Healthy professional relationships are crucial for the success of new teachers. The role of the Mentor is to provide multiple types of support. At the initial meeting, it is important to provide prompts for conversation, listen to and note responses and start to build the relationship.

Additionally, it is important to provide an overview and discuss the purpose of Teacher Induction. The state requirements and implications of clearing the preliminary credential should be reviewed. During the initial meeting, the Mentor should guide the new teacher to the CTC website and assist in creating an account/profile on the website. The new teacher and Mentor should look at the credentials and additional information on the website, note any problems or questions and work together to resolve any issues. The Coordinator will assist with any problems that may arise.

Year 1: The Mentor should ask the Year 1 teacher for the IDP that they developed while they were in their pre-service program. The IDP may serve as a foundation for the Teacher Induction ILP.

Year 2: The mentor should ask the Year 2 teacher for the ILP that they developed while they were in Year 1 of Teacher Induction. The ILP can be modified and continued during the second year, or they may opt to create a different ILP.

**Mentor with Multiple Mentees:**

While occasionally the group can meet together, each individual New Teacher should have access to private conversation time with the Mentor. A model might include the group meeting together to go over upcoming Teacher Induction tasks, general questions and planning. While one New Teacher is working on a task, the other new teacher would have time to meet with the Mentor privately to discuss their individual needs. Then the New Teachers might switch activities to provide private conversation time for each one.

**Location:**

Together, the New Teacher and Mentor will decide where the best place to meet and the location or format to meet. Some examples would be the classroom or teaching space, the Mentor's classroom, a local coffee shop or restaurant. Choose a location where you can hear each other, have access to the internet if you are working on Induction tasks and is somewhat private. You may be discussing sensitive topics and should be aware of your surroundings and others who may hear your conversation.

FCUSD Teacher Induction Program  
Site Administrator Recommendation for Early Completion Option

\*Prior to obtaining the Site Administrator recommendation, the participating teacher should start to gather the evidence documentation needed to complete their ECO application.

Teacher Name: \_\_\_\_\_

School Site or Department: \_\_\_\_\_

Grade(s)/Subjects(s)taught: \_\_\_\_\_

Which school years have you supervised the candidate: \_\_\_\_\_

Directions to the Site Administrator An Early Completion Option (ECO) for the Folsom Cordova Unified School District Induction Program allows eligible candidates that are “experienced and exceptional” to complete the professional teacher induction requirements in a modified amount of time.

This option is designed to acknowledge the skills of teachers who have previous teaching experience. To be eligible candidates must hold a Multiple Subject, Single Subject, or Education Specialist Credential, have a minimum of three years of successful teaching experience as the teacher of record, provide satisfactory performance evaluations and have a recommendation from their current administrator.

This recommendation should acknowledge that the teacher would be an excellent candidate for the ECO as they exhibit the necessary organizational and time management skills needed to show growth in the CSTPs and to complete the program at an accelerated pace.

Please provide an explanation for your recommendation of this candidate's participation in the ECO program.

Site Administrator Recommendation for Early Completion Option:

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**FCUSD Teacher Induction**

## ILP Rubric

**Candidate Name:**

**Mentor Name:**

ILP Step	Expectations Not Met (1 point)	Expectations Met (2 points)	Exceeds Expectations (3 points)	Notes
<b>Initial Reflection</b>	Candidate demonstrates little ability to self-analyze using prior input, CSTP, and job assignment to develop and implement the ILP.	Candidate demonstrates the ability to self-analyze using prior input, CSTP, and job assignment to develop and implement the ILP.	Candidate demonstrates thoughtful and conscientious ability using prior input, CSTP, and job assignment to develop and implement the ILP.	
<b>Goal Setting</b>	Candidate selects professional learning activities and other evidence that demonstrate partial alignment to the descriptors of practice in the CSTP.	Candidate selects professional learning activities and other evidence that demonstrate direct alignment to the descriptors of practice in the CSTP and provides a rationale.	Candidate selects professional learning activities and other evidence that demonstrate direct alignment to the descriptors of practice in the CSTP and provides a rationale. Candidate demonstrates a deep understanding of own professional growth and instructional practice.	
<b>Plan Development</b>	Candidate considers impact of plan development, implementation, and application. Candidate does not use evidence to document growth.	Candidate thoughtfully considers impact of plan development, implementation, and application. Candidate uses some evidence to document growth.	Candidate thoughtfully considers impact of plan development, implementation, and application stating a strong rationale. Candidate consistently uses evidence to document growth.	
<b>Reflection on Outcome</b>	Candidate explains a single measurable outcome aligned to CSTP goals. Candidate displays resistance to trying solutions identified during interactions with the mentor or TIP Coordinator.	Candidate explains measurable outcomes aligned to CSTP goals. Candidate displays willingness to trying some of the solutions identified during interactions with the mentor or TIP Coordinator.	Candidate thoroughly explains measurable outcomes aligned to CSTP goals. Candidate displays willingness to trying many of the solutions identified during interactions with the mentor or TIP Coordinator.	
<b>Clarity and Substance</b>	Candidate provides limited responses with vague reference to professional knowledge and skills. Most is irrelevant to professional goals and descriptors of practice in the CSTP.	Candidate provides adequate responses that highlight professional knowledge and skills with evidence of reflection. Candidate demonstrates relevance to professional goals and descriptors of practice in the CSTP.	Candidate provides substantial responses that highlight professional knowledge and skills with detailed evidence of reflection. Candidate insightfully demonstrates relevance to professional goals and descriptors of practice in the CSTP.	

Note: ILPs which are unclear due to grammar or formatting will be returned to the candidate for revision and resubmission.

\*Reflection on Outcome will be assessed at mid-year and year-end.

### Scoring:

**Initial Score: /12    Mid Year Score: /15**

**Final Score: /15**

**Letter of Assurance from Unit Head**



Folsom Cordova Unified School District

**Jim Huber, Ed. D.**  
**Assistant Superintendent**  
**K-12 Curriculum & Instruction**  
**(916) 294-9000 x104580**  
**[jhuber@fcusd.org](mailto:jhuber@fcusd.org)**

May 12, 2021

RE: Provisional Institutional Approval, Stage III, Precondition 5

To Whom it May Concern:

The purpose of this letter is to assure that with respect to the above captioned Precondition 5, The Individual Learning Plan must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

Please contact me should you have any further questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "JH", is written over a horizontal line.

Jim Huber Ed.D  
Assistant Superintendent  
Leadership/Advisory Unit Head

[jhuber@fcusd.org](mailto:jhuber@fcusd.org)