

Provisional Institutional Approval Proposal

Teacher Induction Program

Stage III – Common Standards

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**Folsom Cordova Unified School District
Initial Institutional Approval Proposal
Common Standards**

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Common Standards

Common Standards reflect aspects of program quality that are the same for all credential programs, regardless of the type of program. The institution/program sponsor must respond to each Common Standard by providing information and/or supporting documentation about the individual programs to be offered by the institution/program sponsor.

Standard 1: Institutional Infrastructure to Support Educator Preparation

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

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

FCUSD's vision for its Teacher Induction program is to provide new educators with a high-quality individualized, job-embedded system of mentoring, support, and professional learning, that is grounded in current research and effective practices, based on our strategic plan and currently identified professional development needs, and is integrated with ongoing timely support from experienced and knowledgeable mentor teachers. An overview of the program can be found in our Teacher Induction [Brochure](#).

Folsom Cordova Unified School District ([FCUSD](#)), a public P-12 California school district, has created and articulates a Teacher Induction Program that is a partnership between the [Teacher Induction Program](#), [Human Resources](#), [Curriculum & Instruction](#), [ELL/Categorical](#) and [Special Education](#) Departments, as well as two local institutions of higher education, [Brandman University](#), [National University](#) and California State University, Sacramento ([CSUS](#)), which offer Single Subject, Multiple Subject and Education Specialist Preliminary Teacher Preparation programs.

The program and structure of the Teacher Induction Program are informed by the work of the New Teacher Center, Robert Marzano, Harry Wong, Tina Boogren, Laura Lipton, etc. Via their research, writing and editing, we know what structures and strategies have been successful in new teacher induction and which pitfalls to avoid.

FCUSD's vision for its Teacher Induction Program is to provide new educators with a high-quality individualized, job-embedded system of mentoring, support, and professional learning, that is grounded in current research and effective practices, based on our strategic plan and currently identified professional development needs, and is integrated with ongoing timely support from experienced and knowledgeable mentor teachers. In its work with site leaders, FCUSD implements the guidance of the most current research in the following:

- Robert Marzano shares that new teachers have multiple jobs; providing and communicating clear learning goals, using assessments, conducting direct instruction, conducting practicing and deepening lessons, conducting knowledge application lessons, using teaching strategies, engagement strategies, implementing rules and procedures, building relationships and holding high expectations for students.
- Tina Boogren states that districts have a responsibility to provide rich school-based support to their newest professionals. Finding a work/life balance, integrating self care strategies and acknowledging and responding to the five phases that teachers experience are all crucial for foundational work.
- Laura Lipton & Bruce Wellmen outline effective strategies for mentor selection, program implementation, methods of studying impact, and differing levels of support. They share the various types of just in time support that candidates would need for success.
- Robert Marzano and Tina Boogren's work provides detailed guidance for creation of a program that is aligned with the Induction Program Standards in that it advocates a multi-year program featuring high quality mentors, and common planning time.
- We also encourage candidates to have reflective conversations with their mentors about any feedback they may have received from their site administrator, but this is not required.

While the Program Standards address the latter two concerns, FCUSD's Teacher Induction Program works with site administrators and IHEs to ensure that new teachers who are working on intern credentials are offered site based support that provides the necessary connection to the greater community that is so important for retaining newer teachers in the profession.

Professional development provided by FCUSD's Curriculum & Instruction Department is aligned with California's adopted standards and curricular frameworks with extra emphasis being placed on the transition to the Common Core State Standards for English Language Arts, English Language Development, Social Studies, and Mathematics, as well as the Next Generation Science Standards. Professional Development arranged or provided by FCUSD's English Learner and Family Folsom Cordova Unified School District Common Standards Engagement Department is aligned with current policy related to English Learners and emphasizes Academic Language Acquisition, with intent to build students' English proficiency quickly and thoroughly such that students can be promptly reclassified and thrive alongside their English-only peers. Professional Development provided by FCUSD's Special Education department is aligned with current best practices in the field, with emphasis on Response to Intervention and Co-Teaching, with intent to foster an inclusive environment for all learners in this P-12 public school district. FCUSD Board Policy on Staff Development can be found [here](#).

The *institution* actively involves *faculty*, instructional personnel, and relevant *stakeholders* in the organization, coordination, and decision making for all educator

preparation programs.

FCUSD involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for its Teacher Induction Program by utilizing the following structures and strategies:

- Twice-yearly meetings with site leaders
- Mid-year and year-end surveys of participants, mentors, Leadership/Advisory Team & Design Team
- Quarterly meetings with instructors and professional development providers, if applicable
- Twice yearly meetings with IHEs

Information gleaned from these meetings and surveys is reviewed, analyzed, and implemented by FCUSD's Teacher Induction Program in order to continuously update and improve the program, thereby making it relevant to and supportive of new teachers and the students they serve. Minor changes to the program could be implemented during the school year, while others which are more profound and affect program structure will need to be deployed in the subsequent school year.

Examples of this work in developing FCUSD's program include surveys of all site leaders to identify their wishes for the scope of the program as well as the manner in which they would like to support participants and engage in the induction program's cycle of improvement. Another relevant example is found in the survey that was sent to all teachers currently participating in an induction program provided by another entity. This survey sought input from candidates and mentors which was similar to what was asked in the principals' survey as well as getting feedback about the creation of the ILP and professional learning needs unique to mentors and new teachers. A third illustration can be found in the work done with FCUSD's two local IHE partners to articulate the ILP with the Preliminary Program Transition Plan required of preliminary educator preparation programs. Via in-person meetings and electronic sharing of documents, all programs were able to develop materials which addressed their own unique requirements yet avoided redundancies for the new teachers who would be utilizing them in subsequent participation in induction.

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

Faculty and instructional personnel are all current practitioners in the Folsom Cordova Unified School District, which is a P-12 district. FCUSD is proud of a longtime reciprocal partnership with two local IHEs, Brandman University & California State University Sacramento, who place student teachers in our schools. FCUSD supports its teachers and administrators to participate in outside professional development aligned with their areas of practice.

Additionally, FCUSD sometimes contracts with outside providers, who are members of the broader educational community, to provide professional development that is aligned with the district's strategic plan and current needs. Finally, FCUSD is engaged in systems work around

improving education, thus district and site administrators are currently reading and implementing the strategies described in School Leadership that Works, [Marzano](#), et al. Collaboration and reflection in networked communities will not be unique to the FCUSD's Teacher Induction Program; rather it will be embedded in program operations district-wide.

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

The FCUSD Teacher Induction Program is offered to all candidates at no cost to the teacher. FCUSD values and supports the Teacher Induction Program and has sufficient resources allocated for the effective operation of the educator preparation program. The district has dedicated funding through the Local Control and Accountability Plan ([18-19](#), [19-20](#)) to support the program.

FCUSD provides the Teacher Induction Program with a full-time Teacher Induction Program Coordinator whose responsibilities include:

- providing outreach to all new hires in need of induction
- contacting site administrators regarding identification of appropriate mentors for all preliminary credential holders on their campuses
- organizing a running start workshop for Year 1 teachers, to be provided prior to the beginning of the school year
- organizing distinct monthly cohort meetings for Year 1 and Year 2 candidates
- organizing regular cohort meetings for mentors
- monitoring candidate/mentor logs
- reviewing candidate ILPs
- providing 2 observations per year of each candidate
- interfacing with FCUSD's Curriculum & Instruction and Special Education Departments regarding professional learning opportunities for candidates
- conducting stakeholder surveys of the induction program
- organizing meetings with site leaders or IHEs
- reporting back to stakeholders regarding program accomplishments and developments ensuring timely reporting of data to CTC
- facilitating interventions to candidates who need additional support to accomplish program objectives

The Teacher Induction Program Coordinator receives support for admission of candidates to the Induction Program from the Coordinator of Certificated Personnel in Human Resources. Advisement will be overseen by the Teacher Induction Program coordinator who will enlist support from school site leaders and Human Resources staff, as appropriate. The Director of Human Resources, or his designee, will advise candidates regarding credential matters. The current Director of Human Resources has been in FCUSD's Human Resources department for several years and has always worked with credentials. He receives statutory and legislative updates via several listservs from CCAC, CTC and other entities, to which he subscribes. FCUSD has a close working relationship with the credential analyst at the Sacramento County Education Office (SCOE) as well. If needed in exceptional cases, or in

the unlikely event that FCUSD's credential analyst were temporarily unavailable, FCUSD's Teacher Induction Program would consult with Sacramento County Office of Education, Teacher Induction, ([SCOE](#)) on any unusual or time-sensitive matters.

Curriculum and professional development resources will be provided by the Teacher Induction Program Coordinator in partnership with FCUSD's Educational Services, English Learner, and Special Education departments.

Field based supervision will be provided by induction program mentors and will be monitored by the Teacher Induction Program Coordinator. Mentoring will be provided at minimum for one hour weekly and will emphasize meeting the most acute candidate needs prior to addressing other areas. Both "just-in time" as well as long-term support, in the form of resources necessary to support candidate growth on the ILP, will be provided or facilitated by the mentor. Examples of facilitated support could include arranging an opportunity for a candidate to meet with or observe a site or district colleague who is experienced in one of the candidate's areas of need. Another possibility could take the form of the mentor providing the candidate with information about a relevant professional learning opportunity and assisting the candidate with completing the formal request for release time and/or funding to attend the event. Mentors will also provide informal observations of their candidates throughout the year and will engage in reflective conversations with the candidates about those observations. Clinical experiences will consist of the candidates' daily experiences in their classrooms and will be monitored by the Teacher Induction Program Coordinator via electronic candidate logs, interactions at monthly candidate cohort meetings, and twice-yearly classroom observations.

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

Under the direction of the Superintendent of FCUSD, Unit Leadership is provided by FCUSD's Director of Curriculum and Instruction, who directly supervises the Teacher Induction Program Coordinator.

The Teacher Induction Program Coordinator receives the support of FCUSD's Curriculum & Instruction, EL/Categorical, and Special Education Departments, to provide professional development for the Teacher Induction Program and any future educator preparation programs proposed by FCUSD. Additional institutional support is provided via FCUSD's Fiscal Services Department which works in partnership with Human Resources, Teacher Induction Program, and Curriculum & Instruction, to allocate the necessary fiscal support from the General Fund as well as special funding sources available. Unless other funding sources are identified, FCUSD's Teacher Induction Program will be fully funded out of the district's General Fund.

Recruitment and *faculty* development efforts support hiring and retention of *faculty* who represent and support diversity and excellence.

FCUSD implements the following strategies to recruit and retain faculty who represent and support diversity and excellence.

- Recruitment of teacher applicants out of IHEs
- HR representatives attend recruitment fairs at universities with teacher preparation programs that match FCUSD's staffing needs
- HR representatives recruit at the California Association for Bilingual Education (CABE) conference
- HR is developing recruitment tools to be used on social media platforms
- Cultural Proficiency is ascertained via the candidate's employment application and interview
- Professional development modules are created based on needs identified by annual professional learning needs survey

Teacher Induction Program provides 2 years of weekly mentoring at a minimum of one hour per week to all new teachers FCUSD's faculty development efforts support diversity and excellence via workshops with our Social Emotional Learning department and our Categorical Department. Faculty are encouraged to participate in ELAC or DELAC.

FCUSD's Teacher Induction Program will conduct annual analyses of its candidate and mentor cohorts in order to better understand participants' demographics and experience with regard to representation of diverse backgrounds. The program will use this information to understand which backgrounds are underrepresented in the Teacher Induction Program mentor cohort so that outreach to prospective mentors can be focused appropriately.

FCUSD's Teacher Induction Program will further utilize knowledge of diversity within the program to provide faculty development that is uniquely necessary for Teacher Induction Program participants to be addressed via professional learning offerings provided by the district to all employees. The support will be structured to meet the distinct needs of each mentoring cohort and will be provided, as appropriate, via settings such as the Introduction to Mentoring Seminar prior to the beginning of the school year, quarterly mentoring cohort meetings, or during FCUSD's Professional Development week held annually in June immediately following the end of the school year.

The *institution* employs, assigns and retains only *qualified* persons to teach courses, provide *professional development*, and *supervise* field-based and *clinical experiences*. Qualifications of *faculty* and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, *scholarship*, and *service*

Courses will be taught, professional development will be provided, and field-based experiences will be supervised primarily by current employees of FCUSD, who are all P – 12 teachers and administrators. Additional professional development will be provided by outside providers contracted by FCUSD's Educational Services Department. Past and current providers have included: Solution Tree Authors, Partnership with Sacramento County Office of Education (SCOE), etc.

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

FCUSD's Teacher Induction Program Coordinator will utilize a checklist to monitor participants' progress toward, and to ensure completion of, the various requirements of the Induction Program, as outlined in FCUSD's response to Induction Program Standard 5. Upon completion of documentation review by a local panel of educators, the Teacher Induction Program Coordinator will make credential recommendations in partnership with FCUSD's Coordinator of Certificated Personnel, who will have attended CTC trainings on the credentialing process and has extensive experience with credentials as outlined above on page 3.

Standard 2: Candidate Recruitment and Support

Candidates are recruited and supported in all educator preparation programs to ensure their success.

The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.

FCUSD's Teacher Induction Program enrolls all teachers employed by FCUSD who hold Preliminary California Teacher Credentials and whose teaching assignments allow them to have sufficient opportunity for field work. The district has multiple measures in place to ensure proper identification and enrollment of all eligible candidates. FCUSD Teacher Induction Program is housed near the district's Human Resources Department. The Teacher Induction Program Coordinator maintains regular communication with the Coordinator of Certificated Personnel regarding new hires and utilizes a tool via [TalentEd](#), for identifying potential Teacher Induction Program Candidates. The Teacher Induction Program Coordinator checks credentials of newly-hired teachers to identify holders of preliminary credentials. The Teacher Induction Program Coordinator then contacts the appropriate site or program administrator to begin the mentor identification process. When mentors have been identified, the Teacher Induction Program Coordinator sends a confirmation email to each candidate/mentor pair and their site administrator(s). A google sheet is available to all administrators, showing all participating teachers and their Mentor at each school site in the district.

Candidate/mentor information is also entered into a database maintained by the Teacher Induction Program program. Human Resources provides all newly hired teachers a Teacher

Induction Program form, which they are to complete if they are in need of induction. HR forwards completed forms to the Teacher Induction Program Coordinator immediately upon receipt. When staff who had previously been teaching on an intern or temporary credential submit their preliminary credentials to Human Resources, HR notifies the Teacher Induction Program Program that the teacher is in need of induction. At the start of the school year, notices are distributed to Site Administrators and emails are sent to all teachers in the district, describing the Induction Program and alerting anyone who is eligible, who may not have already enrolled, to contact the Teacher Induction Program Coordinator immediately.

Once FCUSD receives full approval of its Teacher Induction Program from CTC, teachers employed by other districts may be admitted, provided they have approval from their district of employment and they meet the credential and FTE requirements outlined above.

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

FCUSD is an equal opportunity employer. The district posts all open teaching positions on EdJoin, collects applications, and interviews eligible applicants. Web interviews via platforms such as Skype and Zoom are provided to applicants for whom distance might be an obstacle.

Upon receipt of Provisional Approval from CTC, FCUSD will advertise its Teacher Induction Program as a benefit of employment when recruiting prospective teachers to apply for employment with the district. The district regularly analyzes its teacher demographics and recruits prospective applicants from teacher preparation programs which offer credentials in content areas for which there are openings and whose demographics reflect backgrounds that are underrepresented in district staffing. FCUSD actively recruits at all three local IHEs, namely California State University, California and Brandman University. FCUSD Human Resources Department also recruits at the annual conference of the California Association of Bilingual Educators (CABE) and at job fairs held by educator preparation programs in diverse markets such as San Diego, Los Angeles, and San Francisco.

Finally, in an effort to improve recruitment and retention of a diverse teaching pool that is reflective of local student demographics, FCUSD recruits new teachers and employees through a variety of avenues including attending a variety of job fairs, through our partner universities, through EdJoin and through our own Administrators and teachers actively recruitment.

The admission and advisement of teachers into FCUSD's Teacher Induction Program begins when the Teacher Induction Program Coordinator contacts newly-hired teachers holding a preliminary credential, in order to ensure placement in induction. Currently, induction is provided locally by the Sacramento County Office of Education. Funding is provided by FCUSD for all of its teachers participating in the Teacher Induction program. When FCUSD receives CTC approval of its own Teacher Induction Program, outreach by the Teacher Induction Program Coordinator to new hires will continue as before. As indicated in greater detail in Standard 5 below, FCUSD's Teacher Induction Program will provide the support, advice, and assistance via robust weekly mentoring of candidates and work with site leaders,

combined with continuing professional development, to promote the candidates' successful retention in the profession.

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

FCUSD will provide information to candidates via its Teacher Induction Program Website, Candidate Handbook, and Introduction to Teacher Induction Seminar, to guide candidates' attainment of program requirements. FCUSD's Teacher Induction Program Coordinator, in partnership with site leaders, will assign a mentor to each candidate. The mentor will interact with the candidate on a weekly basis and will serve as the initial point of support for all candidate questions and guidance. Additionally, the candidate may access his or her site leader and, if needed, FCUSD's Teacher Induction Program Coordinator for additional support and guidance in attainment of the Induction Program requirements.

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

When advising and supporting candidates, FCUSD's Teacher Induction Program Coordinator, in partnership with the program's mentors, will regularly monitor and utilize evidence of candidates' progress toward reaching ILP goals. Evidence will include successful and timely completion of weekly mentoring logs, completion of classroom observation protocols, completion of FCUSD provided content area professional development, as indicated by attendance data or candidates' written reflections, and participation in pre-approved outside professional development, as demonstrated by candidates' written reflections or documented sharing of newly acquired information with colleagues.

When FCUSD's Induction Program Coordinator and/or mentors determine, based on evidence such as missing or incomplete mentoring logs, missing or unsatisfactory classroom observation protocols, missing evidence of attendance at professional learning events, that a candidate is in need of additional assistance to meet competencies, the Teacher Induction Program Coordinator and/or mentor will meet with the candidate and determine what type of support is needed. Support will be case-specific. Some possible examples include structuring of release time to provide the candidate with access to need-based training, or access to assistance from a colleague who is experienced in the candidate's area of need. Assignment of a new mentor might be appropriate, support from the site leader may be sought, or a recommendation for the candidate to reach out to the district's employee assistance program could be made. The date of and reason for the meeting, description of next steps, and timeline for completion will be documented and maintained in the candidate's Induction Program records. All parties will be expected to fulfill their respective roles in carrying out the support plan as well as to maintain regular communication regarding the candidate's progress in the program, with the Teacher Induction Program Coordinator having ultimate responsibility for monitoring the candidate. In cases when it becomes clear that the candidate will require additional time beyond two years to complete program requirements, the candidate may submit a formal request to extend the induction program.

Standard 3: Course of Study, Fieldwork and Clinical Practice

The *unit* designs and implements a planned sequence of *clinical* experiences for candidates to develop and demonstrate the knowledge and skills to educate and support *P-12 students* in meeting state-adopted content standards. The Unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.

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

FCUSD's Induction candidates are classroom teachers in the district's P-12 classrooms. The candidates' teaching assignments provide direct experience with students of diverse backgrounds and ability levels. Candidates also participate in weekly PLCs whose task it is to discuss evidence of student learning and to develop strategies for helping all learners improve. Professional development provided by FCUSD's Educational Services, English Learner, and Special Education Departments consists of research-based strategies for improving teaching and student learning.

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

Site-based supervision will be provided by mentors who are assigned by site leaders in partnership with FCUSD's Teacher Induction Program [Coordinator](#). [Mentors](#) must hold a Clear California Teaching Credential and have a minimum of three years of successful teaching experience. Mentors must have similar credentials and context for teaching as the candidates whom they supervise.

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

FCUSD's Teacher Induction Program Coordinator contacts site leaders who have induction candidates on their campuses. Site leaders are provided with guidelines for identifying mentors who exhibit several of the following qualities: Evidence of outstanding teaching practice, strong intra – and inter-personal skills, experience with adult learners, respect for peers, current knowledge of professional development.

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

FCUSD's Teacher Induction Program provides training to mentors via a required Introduction to Mentoring Seminar as well as regularly scheduled professional development provided at quarterly Mentor PLC meetings. The Introduction to Mentoring Seminar is held prior to the start of the school year and covers topics such as adult learning theory, facilitating guided

reflection on practice, recording classroom observation evidence and giving feedback, as well as handling difficult mentoring situations. Throughout the seminar and in the quarterly PLCs, mentors will practice these strategies with one another and calibrate the feedback they intend to provide to candidates.

FCUSD's Teacher Induction Program will tap into and supplement mentors' existing expertise in the area of addressing difficult mentoring situations. Mentors will share successful strategies with one another and develop an online resource bank for future reference. The Teacher Induction Program Coordinator will provide additional strategies coming from current best practices described in the research base. These will also be archived in the mentor resource bank. FCUSDs Lead Teachers, who provide content area support related to CCSS and NGSS as well as technology and literacy instruction coaching, will facilitate break-out groups at the Introduction to Mentoring Seminar and the quarterly PLC meetings. It is important to note that many of FCUSD's mentors also serve as District Employed Supervisors for the two local IHE educator preparation programs. They will be participating in required professional development provided by those programs and will have covered many of the same topics. Hence, FCUSD's Teacher Induction Program intends to formatively assess the mentor knowledge base throughout the year and provide training and support that supplements, rather than repeats, the training received elsewhere. By co-creating agendas for the quarterly mentor meetings and utilizing a break-out structure at those meetings, mentors can work with peers whose experience and needs are similar to their own.

Sign-in sheets will be used at the quarterly mentor trainings. Mentors who are absent will be required to complete an alternate activity in order to recoup the missed learning. Mentors will also be required to complete weekly mentoring logs using InductionSupport.com or a similar app, which are viewable by the Teacher Induction Program Coordinator. For mentors, just as for candidates, submitting a log entry each week should take no more than a few minutes, as the platform is electronic, the format is short answer, and the mentor chooses which sections and how many to complete. It is a completely individualized tool that is designed to let the mentor determine how much or how little to document. At mid-year and year-end, candidates will be asked to provide feedback to the Teacher Induction Program Coordinator about their mentors. The Teacher Induction Program Coordinator will evaluate mentors using evidence such as attendance at and participation in required program meetings, submission of mentor logs, candidate feedback, and the coordinator's own informal observations of the mentor.

Any concerns about mentor support that arise throughout the year will be addressed by the Teacher Induction Program Coordinator, with the goal of guiding the mentor to improve his/her practice in support of the candidate. In the unlikely event that a mentor concern becomes unresolvable, a replacement mentor will be sought in consultation with the site administrator. At the year-end celebration, mentors will be publicly recognized in front of all program participants, site and district leaders, school board members, and IHE representatives, via presentation of certificates in recognition of their work. Mentors' names will also be published in the TIP Newsletter which reaches a wide audience of stakeholders.

All programs effectively implement and evaluate fieldwork and clinical practice.

FCUSD's Teacher Induction Program requires all candidates and mentors to maintain a log of

the support provided by the mentor which must be at a minimum of one hour per week. The candidates' field work becomes the basis for this log as well as for work done in professional development provided directly by Teacher Induction Program or FCUSD's Educational Services or Special Education Departments. FCUSD's Teacher Induction Program coordinator reviews and evaluates the logs and the evidence of completion of professional development using a rubric. The Teacher Induction Program Coordinator provides feedback to both candidates and mentors regarding the evidence of fieldwork.

For each program the unit offers, candidates have significant experience in California public schools with diverse student populations and the opportunity to work with the range of students identified in the program standards.

FCUSD will make its Teacher Induction Program available to both full time and part time teachers employed in the district for the entire school year. Part time candidates must have access to the same group of students regularly as well as responsibility for lesson planning, assessment, and student caseload.

Part time candidates will be admitted on a case by case basis with the above criteria in mind. Teachers who are hired later in the year will receive informal site-based support and be placed on a Teacher Induction Program waiting list for the following year. FCUSD's board-adopted academic standards challenge all students to reach their full potential and specify what students are expected to know and to be able to do at each grade level and in each area of study. These standards reflect the knowledge and skills needed for students to be adequately prepared for postsecondary education, employment, and responsible citizenship. As indicated in FCUSD's Board Policy [6011](#), district content standards shall meet or exceed state model content standards adopted by the State Board of Education or the State Superintendent of Public Instruction as applicable. FCUSD's 33 schools serve nearly 21,000 students in 20 elementary, 4 middle schools, 3 high schools, and 6 alternative education campuses. Additionally, FCUSD operates multiple full day preschool programs and half-day preschool classrooms on its campuses. All schools serve the complete range of learners found in California's classrooms.

Standard 4: Continuous Improvement

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

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

FCUSD's Teacher Induction Program intends to include questions regarding the effectiveness of unit operations in its formal mid-year and year-end surveys of all Teacher Induction Program candidates and mentors. Program completers will also be followed to determine

teacher retention information. The data collected via surveys and employment tracking will be analyzed and used to improve the program and its services. A quarterly Teacher Induction Program newsletter will be published and provided to all program participants and stakeholders. The newsletter will be another mechanism for sharing data and program improvements that stem from analysis thereof. The newsletter will be published on the Teacher Induction Program website, emailed directly to all participants and program partners, and it will be shared in the FCUSD Communication, which is distributed to all administrators in the district.

The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; 2) the quality of the educational services provided to students during supervised practice; and 3) feedback from key stakeholders such as employers and community partners about the quality of the preparation.

1) FCUSD Teacher Induction Program will initially serve only employees of the district. To determine the extent to which candidates are prepared to enter professional practice, The Teacher Induction Program intends to track the employment of its completers. This will be ascertained via internal verification of employment or via email surveys in the case of completers who gain employment in another district. In the event that FCUSD extends its Teacher Induction Program to serve employees of other districts, verification of employment will be made with HR departments of partner districts. Email surveys will be sent to completers who are no longer employed by a partner district. Stakeholders such as employers and community partners will be expected to serve as part of the FCUSD Teacher Induction Program Advisory Board whereby they will provide feedback and guidance through participation in meetings and/or responding to emailed requests for information or guidance.

2) FCUSD Teacher Induction Program will conduct mid-year and year-end surveys of site leaders who supervise program participants and completers. Feedback about the quality of the preparation provided in Teacher Induction Program will be implemented either immediately or when planning for the following year, as appropriate. As indicated above, any information gathered and related program improvements, will be shared with participants and stakeholders via quarterly newsletter as well as at TIP Advisory Board meetings. FCUSD Teacher Induction Program will synthesize the data it gathers about the program and share it with its advisory board at an annual meeting. Based on the data, FCUSD Teacher Induction Program will make recommendations to and request guidance from the Board, regarding next steps for the program.

Standard 5: Program Impact

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

FCUSD ensures that candidates preparing to serve as professional school personnel, via its Teacher Induction Program, know and demonstrate the knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. In addition to ensuring that it will provide continued professional development to candidates in the academic standards, FCUSD ensures that it will provide continued professional development specifically related to serving students in significant special populations such as English Learners and students in Special Education.

As described in detail in Teacher Education Induction Program Standard 5, FCUSD will assess candidates to verify that they meet the Commission adopted competency requirements for the Clear Credential Recommendation. The following activities will comprise the candidate assessment system:

1. Throughout the Induction Program as well as at the conclusion of Year 2, candidates and their mentors will separately assess the candidates' progress toward mastery of the California Standards for the Teaching Profession. The assessments will focus closely on the growth the candidate has made on the goals s/he established at the outset of the program.
2. FCUSD will verify that each candidate has satisfactorily completed all program activities and requirements prior to recommending the candidate for a Clear Credential. Documentation will include the candidate's initial and final ILP, evidence of progress on the professional growth goals indicated in the ILP, evidence of participation in a minimum of one hour of weekly support provided by the mentor to the candidate for the duration of the program, evidence of the candidates' participation in all professional development provided by FCUSD or a pre-approved outside provider, and evidence of the candidates' successful completion of all seminars or online programming provided by FCUSD's Teacher Induction Program, as selected by the candidate and outlined in the ILP.
3. FCUSD's Teacher Induction Program program will provide verification of candidates' completion of all required elements identified in candidates' approved ILPs, based on a review of observed and documented evidence that has been collaboratively assembled by the candidate, mentor, and/or Teacher Induction Program coordinator, utilizing a cloud-based electronic platform such as InductionSupport.com or similar.
4. Documentation will be reviewed throughout the duration of the program by the candidate, mentor, and Teacher Induction Program Coordinator. Candidates will be notified promptly if submitted documentation requires revision or additional work in order to satisfy requirements. An appeal process for candidates is outlined in the Induction Program Handbook, as is a procedure for candidates to repeat portions of the program, as needed. In the spring of the final year of the candidate's program, a review panel comprised of the TIP Coordinator, a site administrator who does not supervise the candidate, the district's Human Resource Director or designee, an IHE representative, and at least one of the following: a Lead Teacher from Education Services, the EL representative, or a Program Facilitator from Special Education, will review the supporting documentation for credential recommendation.

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

FCUSD's Teacher Induction Program evaluates its impact on candidate learning as well as on teaching and learning in our schools by looking at multiple measures. These measures may include but are not limited to the following:

- Candidates' demonstration of growth on CSTP 6 Developing as a Professional Educator
- Candidates' demonstration of growth on CSTP 3 Understanding and Organizing Subject Matter for Student Learning
- Candidates' demonstration of growth on CSTP 1 Engaging and Supporting All Students in Learning
- Candidate reports of student attendance and intervention data while in their classes.
- Student/parent responses to end-of-course surveys
- Mentor feedback
- Site leader feedback

The goal of this aspect of FCUSD's Teacher Induction Program is to develop professional educators who are reflective practitioners that routinely engage in review and analysis of their impact on student learning and aim to continuously revise and adapt their practice in order to meet the evolving needs of the students whom they serve. Hence the measures indicated above are heavily candidate centric, albeit facilitated by their mentors and the Teacher Induction Program coordinator, and discussed with stakeholders via Teacher Induction Program Advisory Board meetings or shared with the larger professional community via the Teacher Induction Program Newsletter. Guidance from the Teacher Induction Program Advisory Board or feedback from stakeholders resulting from receipt of this data will result in updates to the induction program. Candidates will review their growth on the CSTPs at mid-year and year-end during both years of the program. Based on their assessment of their own growth, they will revise their ILPs to plan for professional growth moving forward. The candidates will also provide feedback to the program in regard to how well they felt they were supported by the program in order to make gains in these areas. Throughout each year of the program, candidates will be asked to review and reflect on their students' attendance data as well as the interventions that they have implemented for their students. Based on their findings, candidates will be asked to adjust plans for instruction and intervention in order to improve student outcomes.

Candidates will also be asked to conduct end-of-course surveys of students and/or parents as a measure of their impact on student learning and as a tool for identifying areas in their courses to be revised in subsequent years. The candidates will be asked to identify evidence of their positive impact on student learning and the connection to induction. They will also be asked to identify evidence which indicates that further curriculum or professional development is needed. In the case of a need for professional development, the candidate will be expected to include that in the revised ILP. Additionally, candidates will be asked to identify mentor and site leader feedback that provides evidence of the candidate's impact on student learning. Such feedback would come from mentoring logs, walkthrough observations, or formal observations and evaluations. The candidate would also be asked to indicate the connection to induction as well as to use this data to inform any revisions to their ILP.

Finally, Teacher Induction Program surveys of mentors and site leaders will include a program impact question. The responses to this and other questions on the survey will be shared with

the Teacher Induction Program Leadership/Advisory Team and the Teacher Induction Design Team, and used to guide further program development.

**We serve teachers
who:**

Hold Preliminary Multiple
Subject, Single Subject or
Education Specialist
credentials and need to clear
them.

We offer:

Early Completion Option

Continuing Education Units



Contact us:

**Folsom Cordova Unified
School District**

Mndy Andrus
Teacher Induction Program
Coordinator
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Lisa Vaca
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1695 Birkmont Drive
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Phone: 916.294.2413

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.

**Teacher
Induction
Program**



**Folsom Cordova
Unified School District**

<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 not 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 no charge 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 https://www.fcusd.org/Domain/5165 for more information or to enroll.</p> <h2>Mission & 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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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 sub groups.

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

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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

Teacher Induction Program

Roles & Responsibilities: Coordinator ~DRAFT

DEFINITION:

Under the direction of the Assistant Superintendent of Elementary Instruction, develops, administers, supervises, and evaluates BTSA (Beginning Teacher Support and Assessment) and District Elementary Prep programs. Assists in the development and implementation of District policies and budgets relating to BTSA and District Music program responsibilities; is responsible for the evaluation of certificated and classified personnel within the specified program areas.

QUALIFICATIONS:

Credential: Possession of a California Administrative Services Credential or Certificate of Eligibility for Administrative Services Credential

Experience: A minimum of five years credentialed experience, with two years of administrative experience preferred.

Other: Possession of a valid Class III California driver's license.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Supervise and evaluate certificated teachers as assigned
- Supervise and evaluate classified staff as assigned
- Oversee district elementary music program
- Coordinate schedule for elementary music and PE/Art prep
- Coordinate availability and inventory of music instruments for elementary students
- Facilitate staff meetings as needed for elementary prep staff (PE, art, and music)
- Act as liaison between outside music organizations and opportunities for the district
- Plan, organize, and direct services, activities and professional development aligned with the California Induction Program Standards in collaboration with the Sacramento (BTSA) Consortium participating districts
- Develop agendas and facilitate monthly BTSA trainings and workshops
- Offer assistance to those serving as support providers
- Prepare annual data to be sent to the California Department of Education
- Conduct ongoing communication with beginning teachers, administrators, and support providers.
- Provide evaluations of the BTSA Program
- Attend SCOE training for Support Providers and serve as a trainer for our consortium as needed
- Performs other duties as assigned

KNOWLEDGE, SKILLS, AND ABILITIES:

- Expertise and understanding of curriculum and instructional needs of public K-12 organizations
- Ability to effectively supervise and evaluate personnel
- Work cooperatively and communicate effectively with staff, other districts, business partners, government agencies, and general public
- Establish and maintain effective working relationships at all levels
- Demonstrate leadership, organization, communication, and human relations skills
- Analyze data and situation(s), render judgment, make decisions, and solve problems

- efficiently
- Knowledge of BTSA program and funding
- In-depth knowledge of the Induction Program Standards for the State of California
- Exemplary instructional strategies

PHYSICAL REQUIREMENTS:

Physical Abilities include the usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employee in this position will be required to work indoors in a standard office environment and come in direct contact with district staff, students and the public.

Board Approved 5/7/2015

Teacher Induction Program

Roles & Responsibilities: Mentor Job Description ~ DRAFT

1. Actively participate in all required Mentor Retreats, Trainings and District Meetings.
2. Understand the professional induction and credentialing process through active support and engagement in the entire Teacher Induction Program.
3. Regularly use TalentEd Teacher Induction program to record information and check on the progress of your Teacher/s.
4. Complete required TalentEd 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) and related Action Research 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 site administrator during the "Triad meeting" to support teachers understanding of 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.

Signature

Date

FCUSD Teacher Induction Program Contact Information:

Mindy Andrus, Teacher Induction Program Coordinator

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Lisa Vaca, Administrative Assistant

1965 Birkmont Drive

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Phone: 916.294.2413 Email: lvaca@fcusd.org

Leadership/Advisory Team:

Jim Huber, Curriculum & Instruction Director: [Jhuber@fcusd.org](mailto:jhuber@fcusd.org)

Curtis Wilson, Assistant Superintendent of Elementary Instruction: cmwilson@fcusd.org

Mike Shepherd, Human Resources Director: mshepher@fcusd.org

Aaron Storey, Special Education Director: astory@fcusd.org

Rhonda Crawford, Chief Financial Officer: rcrawfo@fcusd.org

Pam Oien, Chief Technology Officer: poien@fcusd.org

Diedre Sessoms, CSUS Continuing Education: dsessoms@skymail.csus.edu

David Sloan, Brandman University: sloan@brandman.edu

Denise Brandt, National University: dbrandt@nu.edu

Mindy Andrus, Coordinator: mandrus@fcusd.org

Lisa Vaca, Administrative Assistant: lvaca@fcusd.org

Teacher Induction Website: [Link](#)

Induction Website (CTC Accreditation): [Link](#)

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
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- 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
- Sign 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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Lisa Vaca, Administrative Assistant

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Rancho Cordova, CA 95742

Phone: 916.294.2413 Email: 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. The Teacher Induction Coordinator completes the Mentor Match form.

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
- 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 Meetings.
2. Complete required TalentEd 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 TalentEd 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) based on the results of formative assessment and your individual professional growth goal(s).
6. Develop 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 another 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 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.

Signature

Date

Program Information

Roles & Responsibilities: Mentor

1. Actively participate in all required Mentor Retreats, Trainings and District Meetings.
2. Understand the professional induction and credentialing process through active support and engagement in the entire Teacher Induction Program.
3. Regularly use TalentEd Teacher Induction program to record information and check on the progress of your Teacher/s.
4. Complete required TalentEd 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) and related Action Research 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 site administrator during the "Triad meeting" to support teachers understanding of 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.

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 your documentation/evidence of teaching practice that meets the qualify 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. Administrator must email the for 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 TTeacher Induction District Meetings. If accepted to ECO status, the Teacher will be assigned ECO tasks.

Name

Date

B: Support & Resources

Early Completion Recommendation Form 2019-2020

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 reviews 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

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 informal process, complainant files written general complaint form with the Teacher Induction Program Coordinator within 10 days. Within 10 working days of receipt of complaint, Teacher Induction Program Coordinator conducts investigation and meets with 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

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

(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
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List Academic Preparation for teaching:

Dates of attendance	Institution	Degree	Major/Minor	Focus Area
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What is your experience with Teacher Induction/BTSA? 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
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 20-21**

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	Participants	Time
		Total Hours:	

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

Teacher E-Signature	Mentor E-Signature
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**FCUSD Teacher Induction ~DRAFT~
Individual Learning Plan (ILP)
20-21**

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

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?

CSTP Goals	Standards for the Teaching Profession
CSTP Highlight the CSTP(s) related to your goal	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
Specific CSTP Elements: List the elements on which you will be working related to each standard selected above	

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

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

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

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.

Proposed ACTIONS: List the steps you plan to take to reach your goal. (specific activities, tasks, readings, research, strategies, etc.) Minimum of 3 required	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

RESOURCES: 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	
TECHNOLOGY: 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:

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

February Mentor Seminar 3
2/4/20, 4:00-6:00 pm & 2/6/20, 4:00-6:00 pm
ESC Computer Lab

Welcome!

1. FCUSD: Just in Time Support

- a. Supporting New teachers through the Non-ReElect, Resignation, Reduction in Force processes.
 - i. It is similar to death. Allow time to grieve and grieve with them.
 - ii. Allow time for them to process the information, their options and their decisions.
 - iii. Remind them that their students are depending on them to finish the year. Complete their contractual obligations.
 - iv. Make a plan: Uphold professionalism, finish the contractual year, Finish their Teacher Induction work, update resume, collect LOR, get on Edjoin, etc.
 - v. Relay the importance of completing the Teacher Induction program/can be put on their resume.
 - vi.
- b. Time Management for Mentors
 - i. Prepare for weekly meetings with mentees: Just in Time support, knowing what tasks need to be completed, upcoming observations to be scheduled, district meetings, etc.
 - ii. Manage weekly meeting time.
 - iii. Be sure to have individual meetings with each mentee if you have more than 1.
 - iv.

2. Mentor Seminar 2 (SCOE Alignment) - Review

- a. Coaching teachers with varying levels of confidence and skills -
 - i. Identifying your teacher's confidence and skill and
 - ii. Utilizing the coaching stances to support that teacher effectively
 - iii. Coaching the quadrants from *Mentoring Matters*
- b. How to work with teachers in analyzing student data to move instruction forward
 - i. Using data as a third point

3. Mentor Seminar 3 (SCOE Alignment)

- a. End of Year Professional Growth Presentations - Support for Teachers
 - i. Review purpose of the PGP, CSTP 6, CTC requirements, etc.
 - ii. Reflecting on journey throughout the year
 - iii. PGP event format
 - iv. ILP Goal and supporting work: Formative Assessment, Student Portfolios, Observations, strategies, Professional Development, collaboration, reflection, etc. Collect and review.

- v. Decide how to do the presentation, PPT & student portfolios, etc. PPT Template on Google Classroom.
 - b. Understanding and supporting the end of year reflection process for teachers.
 - i. Build reflection conversation into weekly conversation and PGP preparation
 - c. Inquiry 2.
 - i. Repeat process from the Fall
 - ii. SCOE Dashboard does not delineate two separate inquiry processes
- 4. FCUSD Google Classroom
 - a. FCUSD Google Classroom <https://classroom.google.com/h.ly4kz3v>. Join as a student:
 - b. Log in weekly and check for messages.
 - c. Make sure your Mentee/s are in Google Classroom and checking weekly.
 - d. Support your Mentee/s with logging Professional Development events on their log.
- 5. SCOE Dashboard
 - a. Log in weekly and check for tasks you & your Mentee/s must complete.
 - b. Be sure to approve weekly conversations with your Mentees.
 - c. Be sure to keep up on your own Mentor tasks. Many Mentors have not completed their tasks. If unsure, complete the task 'in the context of' the FCUSD program.
 - d. Registration for events: SCOE has decided to have FCUSD register for our events on their Dashboard. We have registered you for our events on the SCOE Dashboard, for SCOE compliance. You do not need to attend any SCOE events. You will still need to register for FCUSD events on Go Sign Me Up. We are registering you on SCOE to try to save confusion.
 - e. Check with your Mentee/s weekly to see their progress on the Dashboard. You can impersonate them to see where they are at. If they fall behind, schedule a "Power Session" where you will work together and focus on completing Dashboard tasks.

Where should my Mentee and I be right now?

SCOE Dashboard Tasks -

Getting Started & Fall- should be done

Mid-Year-currently working on:

Teachers: Video reflection/Can be reflection of Mentor Observation 2, ILP Mid-Year Reflection Complete Mid-Year Survey, Professional Development Reflection Winter Networking Session. (In the context of FCUSD)

Mentors: Video reflection/Can be reflection of Mentor Observation 2, Support Teacher Tasks, Mentor Practicum II, Complete Mid-year Survey, Professional Development Evaluation Mentor Seminar 2 (In the context of FCUSD)

Inquiry 2- should be started

Mentor formal observation 2- should be scheduled

Teacher observation of colleague- should be done or scheduled

Talent Ed - 2019-2020 Coursework Prior Approval Form

Reflection/Exit Ticket: Please complete the form and leave it in the basket on the table as you exit. Be sure to put your name on it!

FCUSD TI Administrator Survey Questions

Administrator Questions

1. In thinking about your Induction program, what are you doing to enhance professional connections and help candidates feel supported by the school and district?
2. With your Induction program in mind, what could have the greatest impact on teacher retention?
3. What are 2-3 ideas to consider for improving candidate participation and retention?
4. What partnerships or collaborations would facilitate an integrated professional learning system that addresses needs of both induction candidates and other staff?
5. How might those collaborations and relationships be cultivated and encouraged?

FCUSD TI Teacher Survey Questions

Teacher Questions

1. In thinking about your Teacher Induction program, what had the biggest impact on your teaching? Explain.
2. How strong was the collaboration between your Teacher Induction program and your school site administration? Explain.
3. To what degree was there cohesion between the professional development received in district or on site and the Teacher Induction program. Explain.
4. How was your feedback or reflection acknowledged by your Teacher Induction program? Explain.
5. In thinking about your Teacher Induction program, did the content of the district meetings, weekly conversations and Professional Development opportunities meet your needs in a timely manner? Explain.

FCUSD TI Mentor Survey Questions

Mentor Questions

1. In thinking about your Teacher Induction program, what are the four strengths of the program?
2. Which area of the Teacher Induction program needs the most attention? What are 2-3 ideas to consider for improving the areas you mention?
3. In thinking of your Teacher Induction program, what opportunities are available to demonstrate Mentor leadership?
4. How does the district recognize and encourage leadership potential?
5. What are some ways that professional learning for induction candidates can be integrated with other professional learning in the district?

Leadership Questions

1. In thinking about your Induction program, what are you doing to enhance professional connections and help candidates feel supported by the school and district?
2. With your Induction program in mind, what could have the greatest impact on teacher retention?
3. What are 2-3 ideas to consider for improving candidate participation and retention?
4. What partnerships or collaborations would facilitate an integrated professional learning system that addresses needs of both induction candidates and other staff?
5. How might those collaborations and relationships be cultivated and encouraged?

Design Team Questions

1. In thinking about the Design team, what was the team's biggest impact on the Teacher Induction Program? Explain.
2. How would you improve the Design Team's impact on the Teacher Induction Program? Explain.
3. What is your understanding of the Preconditions, Program Standards, and Common Standards?
4. In thinking about Design Team as a team, what are the strengths of the team, and the areas of growth as a team?
5. In reviewing your areas of growth as a team, what are the next steps in moving forward as a team?