

Provisional Institutional Approval Proposal

Teacher Induction Program

Stage III – Program Standards

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**Folsom Cordova Unified School District
Provisional Institutional Approval Proposal
Program Standards
Table of Contents**

Teacher Induction Program Standard 1	Page 3
Teacher Induction Program Standard 2	Page 5
Teacher Induction Program Standard 3	Page 9
Teacher Induction Program Standard 4	Page 16
Teacher Induction Program Standard 5	Page 23
Teacher Induction Program Standard 6	Page 26
Appendix:	
California Standards for the Teaching Profession Website	Page 3
New Teacher Center Website	Page 5
Robert Manzano Website	Page 18
Tina Boogren Website	Page 18
Harry K. Wong Website	Page 18
Elena Aguilar Website	Page 18
Laura Lipton Website	Page 18
Program Brochure	Page 27
Candidate Meeting	Page 29
Mentor Criteria	Page 30
Individual Learning Plan (ILP)	Page 31
Triad Meeting Protocol	Page 39
Triad Meeting Form	Page 39
Weekly Conversation Log	Page 43
Mid-year Check	Page 44
Professional Growth Presentation (PGP)	Page 45
ILP Revision Form	Page 47
Mentor Observation	Page 49
Teacher Observation	Page 51
ILP Rubric	Page 53
Mentor Forum	Page 54
ILP Review and Revision Dates	Page 57
Cycle of Inquiry	Page 58
Mid-Year Survey Questions	Page 59
Continuum of Teaching Practice	Page 61
Program Handbook	Page 64
Teacher Induction Pathway	Page 71
Leadership/Advisory	Page 109
Leadership/Advisory & IHE Team	Page 110
Mentor Retreat	Page 111
Mentor Evaluation Rubric	Page 114

Standard 1- Program Purpose

Each Induction program must support candidate development and growth in the profession by building on the knowledge and skills gained during the Preliminary Preparation program to design and implement a robust mentoring system as described in the following standards that helps each candidate work to meet the *California Standards for the Teaching Profession*.

As indicated in the [Program Brochure](#), the purpose of Folsom Cordova Unified School District's Teacher Induction Program is to support new teacher development and growth in the profession by building on the knowledge and skills gained during the Preliminary Preparation Program via design and implementation of a robust mentoring system, as described in the following standards. This helps each candidate work to meet the [California Standards for the Teaching Profession \(CSTPs\)](#). The foundation of FCUSD's Teacher Induction Program is each candidate's [Individual Learning Plan \(ILP\)](#), which will assist the candidate in expanding on the learning gained during the preliminary teacher preparation program as evidenced by feedback from university instructors, cooperating teachers, and university supervisors and recorded on the Individual Development Plan (IDP). In order to develop the initial ILP, the candidate utilizes the IDP as well as his/her CalTPA score and any other relevant feedback, to identify areas of strength and areas of need as framed by the CSTPs. The mentor provides initial input based on his/her preliminary and ongoing knowledge of the candidate, framed within the context of the candidate's current teaching assignment. Input from the site administrator can be incorporated resulting from the [Triad meeting](#) which is held at the beginning of the school year. The meeting consists of the new teacher, the Mentor and the site Administrator. The Administrator can share school, grade level, or content area goals which may be incorporated into the ILP goal. Notes are recorded on the [Triad Meeting Form](#) and the form is submitted by the new teacher as evidence of the meeting. The Induction Program Coordinator will review all initial and subsequent ILPs to identify both candidate specific as well as cohort-wide needs and, in partnership with mentors, provide appropriate resources in a timely manner. Examples might include recommending specific professional learning opportunities for a particular candidate or offering cohort-specific professional learning at a Teacher Induction Program [candidate meeting](#).

The purpose of FCUSD's Teacher Induction Program is to provide a blend of "just in time" support as well as planned and sustained coaching around teaching practice to help candidates develop a rich repertoire of professional skills. Candidates will be provided with a mentor who understands the content and context of the candidate's teaching assignment. Mentors will be located at the same site as the candidate, in the majority of cases, and will be identified by the site leader, who will be expected to select mentors who meet the [criteria](#) outlined in greater detail in Standard 4 below. Mentors will provide a minimum of an average of one hour per week of support to their candidates, however, more time will be provided for just in time support, problem solving, observation and or meeting preparation and debriefing

as needed. The support will include assisting the new teacher to navigate day to day concerns as well as taking the time to delve into deeper ongoing topics related to the new teacher's growth as a professional educator. The Teacher Induction participants will utilize a [Weekly Conversation Log](#) to record their work in support of the candidate's goals and record evidence of candidate growth aligned with the CSTPs.

During each year of the program, candidates will have multiple opportunities to work together with their Mentors to reflect on their development and to refine their ILPs, as appropriate, to support new teacher growth. At the [mid-year check](#) and year-end during their [Professional Growth Presentation](#) (PGP), candidates will [analyze](#) the evidence of their achievement of the CSTPs and identify appropriate resources necessary for them to continue to grow in their practice. Second-year candidates will also engage in this process at the beginning of the school year, taking into account summer professional learning, personal growth and reflection, and/or a new teaching assignment. By repeating this cycle of inquiry, goal-setting, and examination of work, the program intends to foster within candidates the lifelong habit of engaging in such professional practice.

Standard 2: Components of the Mentoring Design

The Induction program's mentoring design must be based on a sound rationale informed by theory and research, and must provide multiple opportunities for candidates to demonstrate growth in the California Standards for the Teaching Profession. The mentoring approach implemented by the program must include the development of an Individualized Learning Plan (ILP) for candidates based on needs determined by the teacher and program provider, in consultation with the site administrator and guided by the Preliminary Program Transition Plan. The ILP must address identified candidate competencies that support the recommendation for the credential. Mentoring support for candidates must include both "just in time" and longer term analysis of teaching practice to help candidates develop enduring professional skills. The program's design features both individually and as a whole must serve to strengthen the candidate's professional practice and contribute to the candidate's future retention in the profession.

The Induction program's mentoring design must be based on a sound rationale informed by theory and research, and must provide multiple opportunities for candidates to demonstrate growth in the California Standards for the Teaching Profession.

FCUSD's Teacher Induction Program utilizes a research-based mentoring design that consists of the Teacher Induction Program's Coordinator working with site leaders to identify teacher mentors who work at the same site as the candidate whom they are supporting, thus they understand the content and context of the candidate's assignment. Mentors are also expected to provide support for the new teachers in both jobs that the new teachers are doing, namely teaching the students in their classes while also continuing to learn their own craft. Additionally, the mentoring design of FCUSD's Teacher Induction Program is informed by the work of the [New Teacher Center](#), which advocates that programs should select mentors who demonstrate research-based qualities of an effective mentor. The New Teacher Center further encourages programs to provide ongoing professional development and support of mentors, sanctioned time for mentor-candidate interactions, multi-year mentoring, and intensive and specific guidance moving teaching practice forward. These principles are reflected in the mentoring design of FCUSD's Teacher Induction Program and are described in greater detail in Standards 3 – 4 below.

Through the mentoring relationship, multiple opportunities are provided for candidates to demonstrate growth on the California Standards for the Teaching Profession. Elements include weekly conversations, mentoring interactions and regular work on developing, refining, and [evaluating](#) the [Individual Learning Plan \(ILP\)](#), throughout both years of the program. Mentors must engage candidates in critical reflection that fosters their development as reform-minded teachers. Candidates are encouraged to have reflective conversations with their Mentors about any feedback they may have received from their site Administrator, but this is not required.

Using a [Mentor Observation](#) form, Mentors in FCUSD's Teacher Induction Program conduct classroom observations, provide formative assessment of their candidates' progress on the CSTPs via reflective conversations about these observations as well as work on the candidate's ILP. Further, via the weekly mentoring interactions, mentors provide support on challenges the candidate is facing. Additional details about this are provided in the section on mentoring support below.

The mentoring approach implemented by the program must include the development of an Individualized Learning Plan (ILP) for candidates based on needs determined by the teacher and program provider, in consultation with the site administrator and guided by the Preliminary Program Transition Plan.

At the first candidate [program meetings](#), FCUSD's Teacher Induction Program Coordinator orients participants to the Induction Program and its requirements ([handbook](#)), including the development of an Individualized Learning Plan. The development of the [Individual Learning Plan \(ILP\)](#) takes place at the beginning of Year 1 and is conducted by the candidate with Mentor support.

The candidate uses the [Teacher Observation](#) form to conduct a [self-assessment](#) of his/her practice of the CSTPs. The use of this form is intended to keep Teacher Induction Program program materials prudent and judicial and to familiarize candidates with one of the tools used by their employer in providing them with feedback on their practice. Induction, by definition, is a formal process of integrating someone into an organization. Thus, by using the Classroom Observation form, candidates will be dual tasking, in that they will be reflecting on their own practice while also becoming familiar with the document that they will see later in the school year, when their principals observe them in their classrooms.

Mentors provide ILP input based on their interactions with the candidate in meetings, teaching settings, and Professional Learning Community (PLC) or other professional settings. Site administrators are consulted for guidance regarding school and district initiatives and for information about resources to assist teachers in achieving their ILP goals through the Triad meeting process.

Candidates will also utilize the Individual Development Plan (IDP) which they developed at the end of their preservice programs. Exceptions to this step would be made for candidates who come from out of state or received their preliminary credentials prior to 2018. The completed initial ILP is signed by both candidate and Mentor prior to being submitted to the Teacher Induction Program Coordinator for review using the [ILP Rubric](#). When the Teacher Induction Program Coordinator determines that the ILP meets expectations, the ILP is signed and returned to the candidate.

The ILP must address identified candidate competencies that support the recommendation for the credential.

The ILP will prioritize professional learning and support for CSTP areas in which candidate competencies are lower, while including plans for work in the other areas as well. Recommendation for the credential will include the requirement that the candidate has made growth in competency on all CSTPs over the two years of the Induction Program.

During the first 60 days of the program, the candidate, together with the mentor, gathers evidence to assess his or her strengths and areas of need vis a vis the CSTPs. Emphasis is placed on creating a plan to address the areas of need, while still promoting continued growth in candidate competency in the areas of strength. The plan will include candidate-selected, coordinator-approved professional learning opportunities that are aligned with the identified areas of need in the ILP. ([ILP Rubric](#))

All candidates will be asked to [reflect on and refine](#) the ILP at mid-year and year-end. Additionally, Year 2 candidates will be asked to do so at the beginning of the second year. Should additional relevant professional learning opportunities become available prior to one of the planned ILP revision dates, the candidate may submit an early ILP revision to include the

newly identified professional learning. Any [amendments or modifications](#) to the ILP must be made together with the mentor and require approval from the Teacher Induction Program Coordinator. Thus, throughout the two years of the program, the candidate will engage in a continuous cycle of self-assessment, identifying areas of need, making plans to address those areas, implementing the plans, assessing the outcomes as defined by levels of practice on the CSTPs, recording those outcomes and refining the plans to continue working on growing as a professional educator. This process will allow the candidate to accumulate and the Teacher Induction Program Coordinator to review the evidence to demonstrate growth in competency on all CSTPs.

Mentoring support for candidates must include both “just in time” and longer term analysis of teaching practice to help candidates develop enduring professional skills.

[Mentors will meet with their Mentees](#) one hour weekly and will emphasize meeting the most acute candidate needs prior to addressing other areas that require longer term analysis of teaching practice. Mentors will provide “just-in time” support to candidates for challenges that emerge throughout the year and can be better navigated in partnership with an experienced colleague. Examples might include preparing for significant events such as the first-day of school, Back to School Night, parent conferences, or report cards. Novel situations with students or families would also be appropriately met with “just-in-time” support. The learning that comes from these situations could be applied to the longer term analysis of teaching practice and incorporated into the candidate’s ILP. Mentors will also provide or facilitate long-term support, to support candidate growth on the ILP. In addition to weekly mentoring support for pressing concerns and ongoing ILP work, mentors will provide 3 observations of their candidates throughout the year and will engage in reflective conversations with the candidates about those observations. These reflections will be used to inform reviews of and [twice-yearly](#) revisions to the ILP which, in turn, serve to reinforce for candidates the professional skills of reflecting on one’s own work, setting goals, planning, and evaluating outcomes.

[Additional evidence of “just-in-time” support and longer-term analysis of teaching practice to help candidates develop enduring professional skill can be found in the following activities.](#) Mentors and Mentees attend the monthly District meetings together providing time and space to discuss problems or situations that arise in the classroom or school community. Mentors are available to help candidates prepare for and debrief after evaluative observations by site or district administrators. Mentors provide support by sharing Social and Emotional skills and strategies for the teacher and/or their students. Candidates observe a peer who has a similar teaching assignment, therefore seeing an experienced practitioner demonstrate teaching/strategies and theory put into practical application in the classroom. The conversation after the observation between the candidate and their Mentor, using evidence as a third point, can contribute to additional support. Candidates record themselves teaching a strategic lesson and watch the lesson noting their own behavior,

language, demeanor, patterns, and classroom management skills. The reflection process is shared with the Mentor and discussed to increase awareness and self-assessment using the California Standards for the Teaching Profession as a guide. Candidates develop enduring professional skills such as finding a balance between their work and their personal life. Mentors can provide strategies for candidates to find the balance that suits them best and provides a lifelong basis for maintaining a healthy equilibrium throughout their career.

Other Mentor-provided support could include making Mentor classrooms available to candidates as demonstration classrooms. Support that is Mentor-facilitated, rather than directly provided, might comprise connecting candidates with colleagues who excel in an area in which the candidate is working to improve his or her practice. Mentors might also share professional learning resources such as scholarly publications, links to online learning communities, or information about professional organizations and upcoming conferences.

Teacher Induction Mentors will meet regularly as a Cohort at [Mentor Forums](#). One task of the Mentor Forum is to analyze data to determine where there is evidence of emerging needs among multiple members of the candidate cohort. Data sources can include, but are not limited to, topics from ILPs, mentoring logs, site leader feedback and mentor or Teacher Induction Program Coordinator observations. This information will be used to make recommendations to the Teacher Induction Program coordinator regarding program needs. Program support for candidates will be adjusted as appropriate, in some cases being implemented the same year or in other cases planned for the subsequent year. Such communication will allow the program to provide customized support that is timely and scalable.

The program's design features both individually and as a whole must serve to strengthen the candidate's professional practice and contribute to the candidate's future retention in the profession.

The program's design will include several opportunities during each of the two years for candidates to strengthen their professional practice via reflecting on and celebrating growth that they have made, while refining their ILP to align with their development as educators. Candidates will work with experienced colleagues in varied contexts.

New Teachers will meet monthly at the Teacher Induction District meetings as a New Teacher Cohort to participate in professional learning that is based on their requests as well as to provide peer support to one another. They will interact weekly with their assigned mentors to focus on induction and they will work with experienced colleagues in their grade-level or content-area PLCs to focus on student learning at their school sites. The [weekly conversation log](#) will provide a record of the former while PLC meeting minutes will provide evidence of the latter.

Not only do these design elements serve to strengthen candidate practice, they also comprise research-based factors which contribute to the candidate's retention in the field. [Boogren 2015] Research further tells us that administrator support, as well as teachers' perception of a supportive school culture, are factors in teacher retention. [Wong, et al 2018] FCUSD's site administrators provide site-specific new teacher support regularly throughout the school year. Examples of site-based support include, but are not limited to, Triad meetings with principal, ongoing new teacher meetings/weekly conversation, new teacher quick reference sheet with event-specific information, Back to School Night prep for new teachers, and a digital handbook including lesson plan template and other items to assist a new teacher. Site leaders will be asked annually to describe the type of support that they intend to provide to their first and second year teachers. The Teacher Induction Program Coordinator will verify, through interactions with candidates and mentors at cohort meetings and through conversations with site leaders during periodic site visits, that this support is being provided.

Via this interaction with cohort peers, content area colleagues, experienced fellow educators, and local administrators, FCUSD's Teacher Induction Program will provide multiple sources of job-embedded support and collegial structures for the new teacher thus contributing to the candidate's future retention in the profession.

Standard 3: Designing and Implementing Individual Learning Plans within the Mentoring System

The Individualized Learning Plan (ILP) must address the *California Standards for the Teaching Profession* and provide the road map for candidates' Induction work during their time in the program along with guidance for the mentor in providing support. The ILP must be collaboratively developed at the beginning of Induction by the candidate and the mentor, with input from the employer regarding the candidate's job assignment, and guidance from the program staff. The ILP must include candidate professional growth goals, a description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed. The candidate's specific teaching assignment should provide the appropriate context for the development of the overall ILP; however, the candidate and the mentor may add additional goals based on the candidate's professional interests such as, for example, advanced certifications, additional content area literacy, early childhood education, case management, evidence-based practices supportive of specific disabilities within the candidate's caseload, consultation, collaboration, co-teaching, and collaborating with paraeducators and service providers. Within the ILP, professional learning and support opportunities must be identified for

each candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.

The program must assist the candidate and the mentor with assuring the availability of resources necessary to accomplish the ILP. The program must ensure dedicated time for regular mentor and candidate interactions, observations of colleagues and peers by the candidate, and other activities contained in the ILP. In addition, the mentoring process must support each candidate's consistent practice of reflection on the effectiveness of instruction, analysis of student and other outcomes data, and the use of these data to further inform the repeated cycle of planning and instruction. Within the ongoing mentoring interactions, the mentor must encourage and assist candidates to connect with and become part of the larger professional learning community within the profession.

The Individualized Learning Plan (ILP) must address the California Standards for the Teaching Profession and provide the road map for candidates' induction work during their time in the program along with guidance for the mentor in providing support.

The [Individual Learning Plan \(ILP\)](#) is developed based on evidence of the candidate's proficiency on the California Standards for the Teaching Profession (CSTPs) and requires that the candidate identify his or her professional goals as well as the intended resources to be used and guidance required for achieving those goals. By using the [Teacher Induction Pathway](#), or roadmap, each candidate will practice and refine effective teaching practices for all students through two focused cycles of inquiry. Mentors provide support as candidates work through two focused cycles of inquiry.

The ILP must be collaboratively developed at the beginning of Induction by the candidate and the mentor, with input from the employer regarding the candidate's job assignment, and guidance from the program staff.

The ILP is collaboratively developed over the initial weeks of the school year, utilizing information from various sources. The process begins with the candidate responding to the prompt and questions 1-3 on the [Individual Learning Plan \(ILP\)](#) Form or utilizing the transition document from his/her teacher preparation program to determine his/her own competencies as defined by the descriptors of practice in the CSTPs.

[Meetings between candidates and mentors to develop the ILP will be documented on the Weekly Conversation Log.](#) Mentors also meet with site leaders and the candidate during the Triad meeting, to get input on candidates' job assignments, school initiatives, department or

grade level goals. This information may be utilized in the design of the ILP goal. Mentors and candidates will review evidence of these meetings, such as agendas or notes to help design the ILP goal.

Using the California Standards for the Teaching Profession and [Continuum of Teaching Practice](#), the Mentor and candidate will develop the ILP goal. The candidate places themselves on the CSTP Continuum for all 6 of the standards based on evidence they have gathered thus far. Based on the evidence, the candidate selects the CSTP that they will focus on within their ILP goal.

The Teacher Induction Program Coordinator, in partnership with the Curriculum & Instruction Department, Social Emotional Learning, Testing and Assessment, Special Education Department and the EL/Categorical Department, provides guidance regarding District initiatives to support student learning and the necessary teaching competencies required to achieve those goals. This information will be provided to participants at the monthly Teacher Induction District Meetings and [Mentor Forum](#) meetings as well as at required FCUSD professional learning days held prior to the start of the school year. Updates throughout the year will be shared by the Teacher Induction Program Coordinator at monthly candidate and bi-monthly [Mentor Forum](#) meetings, or via messages sent by the Teacher Induction Program Coordinator using the Teacher Induction Google Classroom message system.

The ILP must include candidate professional growth goals, a description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed.

The [ILP](#) includes candidate professional growth goals, framed by the CSTPs, which stem from areas of need identified by the self-assessment, mentor, site, and program input. As indicated in the [ILP Form](#), each goal must describe a specific objective, include a time for completion and be measurable. Candidates will be provided with examples of specific, timely, and measurable goals as well as feedback from their mentors and the Teacher Induction Coordinator to assist them in refining their goals.

The candidate will describe the materials, resources, or professional learning needed to meet each goal. Possible examples include materials such as current professional literature, resources such as software or release time, or professional learning provided either by FCUSD or relevant approved providers such as Sacramento Office of Education or a content area professional organization. The candidate will also indicate what evidence will be provided in order to document growth. Data to determine candidate growth will primarily consist of evidence of practice as framed by the CSTPs. Candidates may provide evidence including, but not limited to, self-reflections, mentor or colleague observations, and feedback that they have requested from students or parents. Observations of the candidate by the

mentor or Teacher Induction Program Coordinator will provide another source of evidence of practice. The candidate will further state how success will be determined and what changes might be made in teaching practice. In addition to conducting ongoing reflection on the ILP during weekly candidate/mentor interactions, which are recorded on the [Weekly Conversation Log](#), there will be formal mid-year and end-of-year opportunities to reflect on progress and revise the ILP as needed. When the ILP is modified, the [revision](#) will be submitted to the Teacher Induction Program Coordinator for approval.

The candidate's specific teaching assignment should provide the appropriate context for the development of the overall ILP. However, the candidate and the mentor may add additional goals based on the candidate's professional interests such as advanced certifications, additional content area literacy, early childhood education, case management, evidence-based practices supportive of specific disabilities within the candidate's caseload, consultation, collaboration, co-teaching, and collaborating with paraeducators and service providers.

The candidate's teaching assignment, whether Preschool, Elementary, or Secondary, will provide the primary context for the development of the overall ILP. Given the uniqueness of each educator's professional growth arc, the candidate and mentor may add additional goals based on the candidate's professional interests or needs.

Early Childhood educators or those holding Multiple Subject Credentials may wish to delve deeper into their credential area. Single Subject teachers may wish to acquire advanced certifications in their content area. Education Specialists may wish to focus on unique aspects of their assignments such as case management, co-teaching, collaboration with other professionals who provide services to their caseload, or other additional work that would benefit their caseload.

Additional goals will be subject to approval by the Induction Program Coordinator and candidates may be advised to defer work on these additional goals if there is a concern about the candidate's progress toward growth on the CSTPs.

Within the ILP, professional learning and support opportunities must be identified for each candidate to practice and refine effective teaching practices for all students through focused cycles of inquiry.

Together with their mentor, candidates will identify professional learning opportunities within the ILP that provide a chance to practice and refine effective teaching strategies for all students through two focused [cycles of inquiry](#). Candidates will be encouraged to first utilize the support of their mentors as well as to avail themselves of the many professional learning opportunities provided by FCUSD's Educational Services, Special Education, and EL/Categorical Departments. Other support can include, but is not limited to, working with

grade level teams, content area peers, department colleagues, and other professional networks. The framework for this process will be focused cycles of inquiry, which require that the candidates pre-assess, plan for learning, learn, assess, refine their plan, and continue to learn, assess, and plan. The cycles of inquiry will be repeated two times throughout each of the two years of induction, giving the candidate recurring opportunities to refine and re-implement strategies to further hone his/her teaching practice. The number and length of these cycles of inquiry will be highly individualized and will be both supported and propelled by the reflective interactions between candidates and their mentors.

Yet, as indicated above, all candidates will conduct a mid-year and year-end reflection on and re-assessment of their ILPs, which must include evidence that at least one cycle of inquiry has been completed. Evidence will be found in the candidate's ongoing self-assessment and mentor's observation of teaching practice as framed by the descriptions of practice in the CSTPs. **Data around student achievement can include, but is not limited to the candidate's or mentor's observations of students in the learning environment, informal teacher-conducted formative assessment of students' achievement of learning objectives, student data, students' responses to teacher-generated surveys, or parent feedback.**

The program must assist the candidate and the mentor with assuring the availability of resources necessary to accomplish the ILP.

The majority of resources necessary to accomplish the ILP will be provided to candidates and mentors at the district level by FCUSD. Via monthly [candidate meetings](#), the Teacher Induction Program will provide professional learning that is cohort-specific and is based on both assessed and expressed candidate needs. The Teacher Induction Coordinator will review all candidate ILPs in order to assess individual and cohort needs. Both in advance as well as during monthly cohort meetings, candidates will be invited to co-create their agendas, thus ensuring that topics are timely and based on their expressed needs. The Teacher Induction Coordinator will use differentiation strategies within the cohorts so as to allow for potentially varying candidate needs to be met.

FCUSD Educational Services, Curriculum & Instruction, Social Emotional Learning, Special Education, Testing & Assessment and English Learner Services Departments provide a wide range of professional development to all of the district's teachers, which candidates will be able to access in order to accomplish the goals in their ILPs. Information about these professional development offerings will be shared multiple times with all teachers via direct email from the specific departments. Reminders will be sent to site leaders by those departments, asking principals to ensure that all their teachers are participating in relevant and necessary professional learning to support all students. The Teacher Induction Coordinator will provide reminders via email messages and meeting agendas, to both candidates and mentors, about FCUSD professional development offerings. Attendance is

recorded and candidates will be asked to reflect on their learnings through exit tickets and as part of their [Weekly Conversation](#) Mentor interactions.

Additionally, at mid-year and year-end, candidates will evaluate and [revise](#) their ILPs as needed, using various data sources to determine which, if any, changes are to be made. Reflection on the impact of professional development offerings will constitute one of these data points. Finally, FCUSD conducts exit surveys following its professional learning offerings and Teacher Induction Program will conduct [mid-year](#) as well as year-end program surveys, which are being developed, to help determine how candidates' chosen professional learning activities impacted their growth goals. At the site level, site leaders will be encouraged to support candidates' attendance, via authorization of professional development funding and release time, at relevant professional development outside the district, if the intended training supports the ILP and is not otherwise available in-house. Candidates will be expected to adhere to FCUSD travel and conference guidelines and timelines when making requests to attend professional development events.

In light of the individualized nature of the candidates' needs and plans, as well as the repeated cycles of inquiry to determine candidate progress toward achieving ILP goals, there will be no set minimums for numbers of professional development offerings attended. Instead, if candidate development is static, the mentor and Teacher Induction Program coordinator will encourage the candidate to engage in additional professional learning activities. Examples include not limited to observing other teachers, reading professional literature, participating in professional online communities or online learning opportunities, or attending training or conferences.

The program must ensure dedicated time for regular mentor and candidate interactions, observations of colleagues and peers by the candidate, and other activities contained in the ILP.

FCUSD will ensure dedicated time for induction activities, using several site and district based strategies and resources. At the site level, site leaders will be asked to allocate time to support regular mentor and candidate interactions via common prep periods, planning time, or other site-based structures. Site Principal input on this and other topics was sought as FCUSD developed its Teacher Induction Program. All respondents indicated that they would provide support in one or more of these areas. FCUSD's Teacher Induction Program sends emails to site leaders during spring master scheduling season, identifying existing candidate/mentor pairs at their sites and reminding site principals of the need to allocate time to these pairs to support induction work. At mid-year and year-end principals will be asked to report back to the Teacher Induction Program Coordinator to indicate what types of support they are providing to the candidates and mentors on their sites.

A list will be compiled and shared with site leaders as well as with Teacher Induction Program stakeholders in the Leadership/Advisory meeting. Principals will be encouraged to adopt their colleagues' best practices at their own sites. At the district level, FCUSD will fund 1 day of release time per year for each new teacher candidate to observe colleagues and peers. FCUSD will also fund 2 days of mentor release time for each candidate that the mentor is supporting. This is already in place for FCUSD's teachers currently participating in the Teacher Induction Program with Sacramento County Office of Education. In early fall, the Teacher Induction Program Coordinator provides site leaders with a Google sheet containing a list of their school's Teacher Induction Program participants and a paragraph outlining the provision of 1 day of release time per year that Teacher Induction participants may use for Teacher Induction Program activities, as well as the account code to which the substitute teacher's pay should be charged. Site Principals are asked to share the information with their Administrative Assistants. Participants in FCUSD's Teacher Induction Program will receive reminders from the Teacher Induction Program Coordinator, by way of email messages and announcements at cohort meetings, that dedicated time in the form of site-based support and district-funded release days, is provided. The Teacher Induction Program Coordinator will request a report from FCUSD's Payroll Department to review use of the Teacher Induction Program Account funds. Additional release time to support attendance at relevant professional development activities will be supported as indicated in the prior response above.

In addition, the mentoring process must support each candidate's consistent practice of reflection on the effectiveness of instruction, analysis of student and other outcomes data, and the use of these data to further inform the repeated cycle of planning and instruction.

In both candidate and Mentor orientations at the beginning of the program, the cycle: plan, teach, reflect/assess, apply, will be explained. All participants will be reminded to use the Teacher Induction Program [Cycle of Inquiry](#) as a framework for documenting their interactions on the weekly conversation log. The candidate uses the CSTPs and Continuum of Teaching Practice to guide and assess their instruction.

As Mentors provide support to their candidates for a minimum of an average of one hour per week, they will be prompting candidates to use evidence to reflect on planning, instruction, and assessment of student learning. Through reflective coaching conversations based on the CSTPs, Mentors will encourage candidates to continue to implement strategies that move their practice forward and to refine or revise strategies, as needed, to support all P-12 learners in their classrooms.

The weekly planning and instruction ensure that candidates are using their reflections to inform the next inquiry of planning and instruction. Additionally, Mentors will support candidates' work on the inquiry cycles and mid-year ILP revisions. These activities require candidate reflection on practice, analysis of student data, and use of data to further inform the repeated cycle of planning and instruction.

Within the ongoing mentoring interactions, the mentor must encourage and assist candidates to connect with and become part of the larger professional learning community within the profession.

Through the weekly conversation meetings, FCUSD's mentors will encourage and assist candidates to connect with the larger professional community. Examples of connections with the larger professional community could include, but are not limited to, PLC work at the content area, grade level or district level, observation of, or conferencing with colleagues, attendance at professional learning opportunities, membership in a professional organization, and participation in a professional online community. Mentors assist by providing information such as online resources, professional education organizations, connections with colleagues, IHE resources through university partnerships and introducing colleagues or organization representatives. Mentors will follow up on the connections during future conversations as part of the inquiry cycle.

Candidates will document their collegial interactions in their weekly conversation logs as well as in their mid-year and year-end reflections used for refining the ILP. Induction program candidate [surveys](#) will also inquire about the type and amount of mentor facilitation of candidate connections to the larger professional community.

Standard 4: Qualifications, Selection and Training of Mentors

The Induction program assigns qualified mentors and provides guidance and clear expectations for the mentoring experience based on the program's design. Qualifications for mentors must include but are not limited to:

- **Knowledge of the context and the content area of the candidate's teaching assignment**
- **Demonstrated commitment to professional learning and collaboration**
- **Possession of a Clear Teaching Credential**
- **Ability, willingness, and flexibility to meet candidate needs for support**
- **Minimum of three years of effective teaching experience**

Guidance and clear expectations for the mentoring experience provided by the program must include but are not limited to:

- **Providing "just in time" support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills**
- **Facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction**

- **Connecting candidates with available resources to support their professional growth and accomplishment of the ILP**
- **Periodically reviewing the ILP with candidates and making adjustments as needed**

The program must provide ongoing training and support for mentors that includes, but is not limited to:

- **Coaching and mentoring**
- **Goal setting**
- **Use of appropriate mentoring instruments**
- **Best practices in adult learning**
- **Support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks**
- **Program processes designed to support candidate growth and effectiveness**

The Teacher Induction Program assigns qualified mentors and provides guidance and clear expectations for the mentoring experience based on the program's design.

FCUSD's Teacher Induction Program works in partnership with its site leaders, Special Education and Early Childhood program administrators, and credential analyst to ensure that appropriate mentors are provided to its Induction candidates. Qualifications for mentors are described in greater detail below. Site leaders will be asked to affirm that mentors meet the qualifications by completing a letter of recommendation for the Mentor. Guidance and clear expectations for the mentoring experience, which are also described throughout this standard, are provided by the Teacher Induction Program Coordinator to the mentors at program meetings, via the learning management system, and individually during site visits. By design and as described in the final sections of this standard, FCUSD's Teacher Induction Program program provides ongoing training and support for mentors in the areas of coaching and mentoring, goal setting, use of appropriate mentoring instruments, best practices in adult learning, support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks.

Qualifications for mentors must include but are not limited to:

Knowledge of the context and the content area of the candidate's teaching assignment; Through partnership with site leaders or program administrators, if applicable, the Teacher Induction Program Coordinator will ensure that:

- Candidates in preschool or elementary assignments will be supported by mentors who, where practicable, teach at the same site and in the same grade level as the candidate.
- Candidates in secondary assignments will be supported by mentors who, where practicable, teach at the same site and in the same content area as the candidate.

At all levels, greater consideration will be given to content area than to site location when determining mentors for practitioners such as Visual and Performing Arts teachers, world language teachers, and low incidence education specialist assignments where there is no mentor at the site who teaches the same content. In these situations, a mentor who teaches the same content as the candidate will be found at another site within the district. The Teacher Induction Program Coordinator, in partnership with FCUSD's Director of Human Resources, will assist in identifying prospective mentors at other sites who are a credential match and have knowledge of content and context. The Teacher Induction Program Coordinator will then work with the prospective mentor's site leader to determine if the match is potentially appropriate.

Demonstrated commitment to professional learning and collaboration

Pairings of candidates and mentors will be made by a set of factors including but not limited to proximity, credential type, recommendation from site principals and the Teacher Induction Coordinator recommendation. Periodically, site principals will be surveyed as to the pairing and effectiveness of the Mentor. Information received from site principals will be held as evidence for future pairings.

The Teacher Induction Coordinator meets with the Principal group twice per year, once in the fall and once in the spring. During these presentations, these topics are covered: Teacher Induction Program Standards, Overview of New Mentor Training series, Overview of Mentor forum series, the Role of the Principal in the Teacher Induction program, criteria for Mentor selection and pairing, Mentor self-assessment & SMART goals and a [Mentor Evaluation Rubric](#) is provided and returned to the program Coordinator. The program Coordinator conducts an end of year follow up meeting with each Principal and Mentor.

The resources used to support the foundations for the Mentoring program including training and evaluation are grounded in the following publications: "The New Science and Art of Teaching", by Robert Marzano "Supporting Beginning Teachers" Tina H. Boogren, "The Art of Coaching", by Elena Aguilar, "Mentoring Matters", by Laura Lipton and "Coaching for Educator Wellness", by Tina H. Boogren.

Possession of a Clear Teaching Credential

In partnership with the credential analyst in FCUSD's Human Resources Department, the Teacher Induction Program Coordinator will provide a list of eligible mentors, based on possession of a Clear Teaching Credential, to site principals.

Ability, willingness, and flexibility to meet candidate needs for support

As stated above, the Teacher Induction Program Coordinator will provide site principals with the site administrator policy and protocol form. FCUSD's Mentor Guidelines include attributes such as ability, willingness, and flexibility to meet candidate needs for support. Using the verification letter, principals will ensure that candidate-mentor pairings have been made with these guidelines in mind.

A minimum of three years of effective teaching experience.

The Teacher Induction Program Coordinator will provide site principals with mentor guidelines which specify that mentors should have demonstrated a minimum of three years of effective teaching experience as defined by observable behaviors such as reflecting on teaching practice, establishing professional goals and engaging in continuous and purposeful professional growth and development, collaborating with colleagues and the broader professional community to support teacher and student learning, working with families to support student learning, engaging local communities in support of the instructional program, and managing professional responsibilities to maintain motivation and commitment to all students.

Guidance and clear expectations for the mentoring experience provided by the program must include but are not limited to:

Providing "just in time" support for candidates, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills

FCUSD's Teacher Induction Program will provide guidance and clear expectations for the mentoring experience on an ongoing basis via its Introduction to Mentoring Seminar, bi-monthly Mentor Forums, and materials sent out via an online learning platform such as Inductionsupport.com or similar. The need for "just in time" support and various ways to provide it, along with the need for longer-term guidance to promote enduring professional skills, will be addressed in a variety of ways throughout the school year. This will be done primarily via work at the regular Mentor Forum Meetings with current professional literature, differentiated break-out grouping of new and experienced mentors at the Mentor Forum Meetings, reminders sent via the online learning platform, and individual feedback given by the Teacher Induction Program Coordinator directly to mentors, as needed, based on evidence from the Candidate/Mentor Log, as well as from work done during the regular

Mentor Forum Meetings, and from mentor experience surveys completed by candidates twice during the school year.

Facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction

Facilitation of candidate growth and development through modeling will be provided by mentors. FCUSD's Teacher Induction Program will communicate the expectation that mentors make their classrooms available as demonstration sites for any candidate in the program (prior arrangements required.) The Teacher Induction Program Coordinator will create a database of demonstration classrooms that is accessible to Teacher Induction Program participants via the Teacher Induction Program website. These will primarily be the classrooms of Teacher Induction Program Mentors, but may also include other teachers' classrooms so that more members of the school community can play a role in supporting induction candidates.

During the New Mentor Series, Mentor Orientation/Retreat and bi-monthly Mentor Forum Meetings, Mentors will be trained in guided reflection on their own teaching practice, which they will be expected to provide to their candidates.

Using the Sample Teacher Observation form for the ILP, mentors will provide 3 observations of their own candidates (2 in Fall and 1 in Spring) and will be expected to provide feedback on classroom instruction. Initial practice in using this instrument will be provided at the Introduction to Mentor Forum.

Ongoing training on strategies for recording observations and providing observation feedback will be provided at the bi-monthly Mentor Forum Meetings. This training will be provided by the Teacher Induction Program Coordinator and/or FCUSD's Lead Teachers, Teacher Induction Design Team, Human Resources personnel, Special Education Program Specialists and Highly qualified teachers.

Connecting candidates with available resources to support their professional growth and accomplishment of the ILP

The Teacher Induction Program Coordinator and Mentors will create a database of available resources to support candidates' professional growth and accomplishment of the ILP. The database will be provided to Teacher Induction Program participants in the Teacher Induction Program Handbook. Local resources will include professional learning opportunities provided by FCUSD's Special Education and Education Services Departments, including the English Learners and Parent Engagement Programs division. Additional local resources will include professional learning opportunities provided by the Sacramento County Office of Education, as described in their Professional Learning Opportunities Catalog, which are fee-based and

require self-pay or approval for use of categorical funds. Local institutions of higher education such as California State University, Sacramento Extension, and Brandman University also offer professional learning opportunities for educators.

Other fee-based resources will include conferences and workshops hosted by professional organizations such as the College Board, California Council for the Social Studies, California Language Teachers' Association, California Science Teachers' Association, California Mathematics Council, California Association of Teachers of English, California Teachers' Association, California Association for Bilingual Education, The California Arts Project and the like. Mentors will be expected to support candidates in navigating the process of requesting professional development funding through their site principals or program administrators to cover the costs of fee-based professional learning opportunities.

Periodically reviewing the ILP with candidates and making adjustments as needed

FCUSD's Teacher Induction Program will also provide ongoing training related to reviewing the ILP with candidates and making adjustments as needed. This training will be provided prior to the start of the school year, and 4 times during the school year at monthly cohort meetings. Mentors will be provided with a timeline of dates by which to review the ILP with their candidates and make adjustments as needed. The ILP will need to be reviewed monthly and updated at mid-year and year-end. The Teacher Induction Program Coordinator will monitor and verify completion via candidate and mentor reporting using Google Classroom, TalentEd or similar software.

The program must provide ongoing training and support for mentors that includes, but is not limited to:

Coaching and mentoring

FCUSD's Teacher Induction Program will also provide ongoing training related to coaching and mentoring prior to the start of the school year, and 4 times during the school year at bi-monthly cohort Mentor Forum Meetings. Based on the needs of the mentor cohort, this training may be differentiated for new or experienced mentors.

Goal setting

Prior to the start of the school year and 4 times during the school year at monthly cohort meetings, FCUSD's Teacher Induction Program will provide ongoing training for mentors related to goal setting and creation or review of the ILP.

Use of appropriate mentoring instruments

Prior to the start of the school year and 4 times during the school year at monthly cohort meetings, FCUSD's Teacher Induction Program will provide ongoing training for mentors on the use of appropriate mentoring instruments, such as structured conversations, 3rd point, coaching styles, adult learning strategies, learning-focused conversations, and lenses for listening. FCUSD's Teacher Induction Program Coordinator will review the candidate/mentor logs for evidence that these mentoring instruments are being used. Based on needs that emerge from this review as well as from candidate and mentor surveys, the Teacher Induction Program Coordinator will provide support to mentors in the use of the instruments.

Best practices in adult learning

FCUSD's Teacher Induction Program will provide training related to best practices in adult learning prior to the start of the school year, and at the first quarterly cohort meetings. Themes will be based on Harry K Wong, Robert Marzano and Tina Boogren's work and will include the adult learner's need to be involved in planning and evaluation of their learning, the need for the learner's experience to provide the basis for learning activities, the adult learner's likelihood of being most interested in learning subjects that have immediate relevance and impact to their job, and the problem-centered, rather than content-oriented nature of adult learning.

Support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning network

FCUSD's Teacher Induction Program coordinator will meet with mentors quarterly at their sites or virtually via Teams or Zoom format and will coordinate quarterly mentoring meetings throughout the school year to provide opportunities for reflection on mentoring practice and opportunities to engage with mentoring peers in professional learning networks. Support for individual mentoring challenges will be provided as needed and can be initiated by the Mentor via email request to the Teacher Induction Program Coordinator. Mentors also have the support of and the opportunity to engage with their peers at quarterly mentoring meetings where they could bring up mentoring challenges. Meeting norms include reminders about confidentiality. Responses to mentoring challenges will vary by situation, but could range from conferencing to referrals to employee assistance programs. Email conference summaries will be utilized to ensure clarity of intent and to provide record keeping in the event that further follow-up is required.

Program processes designed to support candidate growth and effectiveness

Prior to the start of the school year and 4 times during the school year at bi-monthly cohort [Mentor Forum](#) Meetings FCUSD's Teacher Induction Program will train Mentors in supporting candidate growth and effectiveness via emphasis on a cycle of inquiry which asks candidates to engage in the following multi-step repeated process:

1. Use data to inform ILP or plan for instruction
2. Create the ILP or the plan for instruction
3. Implement the plan
4. Reflect on successes and challenges or receive observation feedback from mentor or Teacher Induction Program coordinator or site leader
5. Formatively assess candidate or student outcomes
6. Use the new data from the reflection and formative assessment to inform a revised ILP or plan for instruction.

Candidates and mentors will document the implementation of this inquiry process in the weekly Candidate / Mentor Log and on the ILP Revision Form. *Feedback from mentors and from the Teacher Induction Program Coordinator is required for this process. Candidates may, at their own option, include feedback they receive from their site leader.

Standard 5: Determining Candidate Competence for the Clear Credential Recommendation

The Induction program must assess candidate progress towards mastery of the *California Standards for the Teaching Profession* to support the recommendation for the clear credential. The documentation of candidate progress must reflect the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the candidate's successful completion of the activities outlined in the ILP.

Prior to recommending a candidate for a Clear Credential, the Induction program sponsor must verify that the candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made. The program sponsor's verification must be based on a review of observed and documented evidence, collaboratively assembled by the candidate, the mentor and/or other colleagues, according to the program's design. The Induction program's recommendation verification process must include a defensible process of reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, as needed.

The Induction Program must assess candidate progress towards mastery of the *California Standards for the Teaching Profession* to support the recommendation for the clear credential.

FCUSD's Teacher Induction Program will assess candidate progress toward mastery of the California Standards for the Teaching Profession utilizing a holistic review of candidate development. Elements of the assessment will include evidence of practice provided by the candidate via the ILP Review process and will be supported by evidence of active engagement in program activities; namely weekly mentoring, monthly District meetings, and professional learning outlined in the ILP.

Engagement in weekly mentoring will be indicated by candidate-mentor logs which are monitored by the Teacher Induction Program coordinator. Active participation in monthly candidate District meetings will be documented via sign-in sheets and reflections written in the weekly candidate-mentor log. Implementation of new strategies acquired at professional learning will be outlined in the ILP. The impact of those strategies on candidate growth will be documented in the weekly candidate-mentor log and in the ILP Review process, which are both reviewed by the Teacher Induction Program Coordinator.

The documentation of candidate progress must reflect the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the candidate's successful completion of the activities outlined in the ILP.

Throughout the Induction Program as well as at the conclusion of Year 2, candidates and their mentors will separately document evidence, as indicated above, of the candidates' progress toward mastery of the California Standards for the Teaching Profession. The evidence will focus closely on the growth the candidate has made on the goals s/he established at the outset of the program. Both candidate and mentor will provide supporting documentation to verify successful completion of the activities outlined in the ILP. The candidate will complete an initial ILP, which will be reviewed quarterly and updated at the beginning of the second year as well as mid-year and year-end both years, to assist in measuring progress made in the candidate's first two years in the profession. At the end of the second year, the candidate will also use the final ILP to set goals for the next 5 years as a fully credentialed teacher in California. To assist the candidate with monitoring his/her own progress, a Progress Monitoring Checklist will be provided.

Prior to recommending a candidate for a Clear Credential, the Induction Program sponsor must verify that the candidate has satisfactorily completed all program activities and requirements, and that the program has documented the basis on which the recommendation for the clear credential is made.

Requirements for completion of Teacher Induction: (TI Pathway)

- The candidate's initial, updated, and final ILPs. (ILP Rubric)
- Progress on professional growth goals indicated in the ILP.

- Participation in professional development provided by FCUSD or pre-approved outside provider, as outlined in the candidate's ILP.
- Completion of a minimum of one hour of weekly support provided by the mentor to the candidate for the duration of the program.
- Attendance at required monthly candidate District meetings.
- Completion of all required observations by his/her mentor and by the Teacher Induction Program Coordinator.
- The candidate's teaching practice, as defined by the CSTPs, has grown since beginning the program as demonstrated in the candidate's Professional Growth Presentation at the end of the year.

FCUSD will verify that each candidate has satisfactorily completed all program activities and requirements prior to recommending the candidate for a Clear Credential. Documentation must substantiate that the candidate is making progress toward mastery of the California Standards for the Teaching Profession.

The following are the protocols for evaluating and recommending for the clear credential:

- The candidate's initial, updated, and final (with goals for continuing professional development) ILPs.
- Evidence of progress on the professional growth goals indicated in the ILP (provided by both the candidate and the mentor).
- Evidence of the candidate's participation in all professional development provided by FCUSD or pre-approved outside provider, as outlined in the candidate's ILP.
- Evidence of completion of a minimum of one hour of weekly support provided by the mentor to the candidate for the duration of the program.
- Evidence of attendance at required monthly candidate cohort meetings.
- Evidence that the candidate has completed all required observations by his/her mentor and by the Teacher Induction Program Coordinator.
- Evidence of the candidate's teaching practice, as defined by the CSTPs, has grown since beginning the program as demonstrated in the candidate's Professional Growth Presentation at the end of the year.

The program sponsor's verification must be based on a review of observed and documented evidence, collaboratively assembled by the candidate, the mentor and/or other colleagues, according to the program's design.

Folsom Cordova Unified School District'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 coordinator, utilizing a cloud-based electronic platform such as Google Classroom, TalentEd or similar.

Candidates and Mentors will submit evidence throughout both years of the program. FCUSD's Teacher Induction Program Coordinator will review the evidence and then provide the district's Credential Analyst with a Teacher Induction Program Completion Document for each candidate, thereby confirming completion of all program requirements as well as eligibility for the Clear Credential recommendation.

The Induction Program's recommendation verification process must include a defensible process of reviewing documentation, a written appeal process for candidates, and a procedure for candidates to repeat portions of the program, as needed.

Candidates and Mentors will be advised of all required documentation and due dates. 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. This notification will include a timeline for submitting the revised work. Timelines will be designed to ensure that resubmissions can be reviewed quickly, thus keeping the candidate on track to complete the program in the allotted time. In Spring of the final year of the candidate's program, a review panel comprised of the Teacher Induction Program Coordinator, a site administrator who does not supervise the candidate, the district's Credential Analyst, an IHE representative, and at least one of the following: Education Services, Curriculum & Instruction, or a Program Specialist from Special Education, will review the supporting documentation for credential recommendation.

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.

Standard 6: Program Responsibilities for Assuring Quality of Program Services

The program must regularly assess the quality of services provided by mentors to candidates, using criteria that include candidate feedback, the quality and perceived effectiveness of support provided to candidates in implementing their Individualized Learning Plan, and the opportunity to complete the full range of program requirements. Induction program leaders must provide formative feedback to mentors on their work, including establishment of collaborative relationships. Clear procedures must be in place for the reassignment of mentors, if the pairing of candidate and mentor is not effective.

The program must provide a coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system.

The program must regularly assess the quality of services provided by mentors to candidates, using criteria that include candidate feedback, the quality and perceived effectiveness of support provided to candidates in implementing their Individualized Learning Plan, and the opportunity to complete the full range of program requirements.

Quality of services provided by mentors to candidates will be assessed at scheduled intervals. At mid-year and year-end, during both the first and second year, candidates will be able to provide confidential feedback regarding the quality of mentor services, the quality and perceived effectiveness of support provided to them in implementing their ILP, and the opportunity to complete the full range of program requirements. This information will be used to convey generalized feedback to the mentor cohort, as well as to shape mentor professional development. Mentors will be given an opportunity, during mentor check-in visits, to share their responses to the feedback with the Teacher Induction Program coordinator. This feedback, in addition to mid-year and year-end mentor surveys, will also inform future mentor professional development.

Induction Program leaders must provide formative feedback to mentors on their work, including establishment of collaborative relationships. Clear procedures must be in place for the reassignment of mentors, if the pairing of candidate and mentor is not effective.

During mentor check-in visits, as well as via individual conferences and/or individual email, FCUSD's Teacher Induction Program Coordinator will provide formative feedback to Mentors based on information gleaned from candidate/mentor logs, Mentors' input on ILPs, candidate mid-year and year-end survey data, mentors' participation in monthly cohort meetings, and mentors' participation in Teacher Induction Program events held before the start of school and throughout the school year. Procedures for reassignment of mentors are outlined in the Teacher Induction Program Handbook.

The program must provide a coherent overall system of support through the collaboration, communication and coordination between candidates, mentors, school and district administrators, and all members of the Induction system.

The program will provide a coherent overall system of support, as described in detail below, via collaboration, communication, and coordination between candidates, Mentors, school and

district administrators, and all members of the Induction system, including IHE partners and other stakeholders.

Candidates will receive direct weekly support from their mentors as well as [monthly](#) peer support and professional learning, based on candidates' requests, at scheduled cohort events. Candidates will provide mid-year and year-end feedback to the program regarding the collaboration, communication and coordination between all members of the Induction system.

Mentors will provide direct weekly support to their candidates. Mentors will receive regular peer support and professional development at quarterly [Mentor Forum](#) Meetings. Additionally, Mentors will receive regular support from their site leaders and the Teacher Induction Program Coordinator at scheduled meetings with site leaders and at [mentor events](#). Mentors will provide mid-year and year-end feedback to the program regarding the collaboration, communication and coordination between all members of the Induction system. [Individual Mentor feedback will be provided by the Teacher Induction program Coordinator, the Teacher Induction Design team and/or their Mentor peers through surveys and exit tickets. Exit tickets which include prompts and options for questions are required after each Mentor Forum, New Mentor Training sessions and all district meetings. The exit tickets are placed on a spreadsheet, reviewed and responded to in a timely manner providing feedback.](#)

Site leaders will receive [support](#) from the Teacher Induction Program Coordinator during quarterly site visits and from relevant district administrators at district-scheduled site leader meetings such as monthly Elementary and Secondary Principals' Council meetings or monthly Leadership meetings. Collaboration, communication, and support between Teacher Induction Program and district administrators will take place at District [Leadership/Advisory](#) Team meetings, whose work focuses on analyzing and revising district systems to improve student outcomes.

The Teacher Induction Program Coordinator will provide regular communication to all Induction participants via messages sent using [Google Classroom](#) or [TalentEd](#) and to site leaders and district administrators via email updates or announcements in FCUSD's monthly electronic memo, [which will be developed. The Teacher Induction Program Newsletter will be a monthly communication once Folsom Cordova is an approved Induction Program.](#)

Coordination between all entities will be facilitated by the Teacher Induction Program Coordinator, who will schedule events, provide access to online learning tools, request information from participants and stakeholders, and respond to inquiries from all members of the induction system.

Communication and coordination between all members of the Induction System, including [IHE partners](#) and other stakeholders will be facilitated by the Teacher Induction Program Coordinator, utilizing tools such as the monthly Teacher Induction Program Newsletter and

venues such as Teacher Induction Program [Leadership/Advisory](#) Team Meetings. A weekly message is sent to all stakeholders through the Teacher Induction Google Classroom. Other forms of communication include email, phone, text, Google Hangouts, Microsoft Teams, Zoom and in person meetings.



Folsom Cordova Unified School District

Teacher Induction Program

Program Overview

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.

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

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.

*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.

Mission & Vision

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.

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.

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

Fees

This program is provided at **no charge** to teachers in the Folsom Cordova Unified School District who hold a Preliminary Teaching Credential.

Program Details

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.

Together with their mentors, candidates will develop and refine an Individual Learning Plan that is based on the California Standards for the Teaching Profession.

District -provided content area professional development may be counted toward Induction requirements. (Prior approval from coordinator required.)

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.

Visit <https://www.fcusd.org/Domain/5165> for more information or to enroll.

Requirements

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.

Contact us:

Folsom Cordova Unified School District

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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

FCUSD Teacher Induction September District Meeting Agenda

9/8/20 & 9/9/20 3:30-5:30 pm Via Teams

- Welcome & Introductions:
 - Coordinator: Mindy Andrus, Administrative Assistants at FCUSD: Lisa Vaca
 - Video on during meeting (SCOE Requirement)
- Mindful Minute:
 - Think about 2 people who have supported you so far this year and how
 - How can you honor them this week
- Hot Topics!
 - Pay Day! The link to ESS (Employee Self Service) is on the For Staff page on the district website [here](#).
 - Super Saturday via SCOE 9:00-3:00 9/12/20 Register [here](#).
 - Triad Meetings Policy & Protocol [here](#).
 - Teacher Induction Overview [here](#).
- FCUSD Teacher Induction Program
 - ILP (Individualized Learning Plan) Goal: Overarching goal for the school year
 - The breakout session workshop will cover details and give time to work on your own goal.
- Electronic Management of your Teacher Induction work
 - You will use a web-based portal to manage your monthly Teacher Induction Tasks.
 - SCOE Dashboard: [Preview](#)
 - FCUSD Google Classroom: [Preview](#)
 - Your Mentor will walk with you as you move forward on your journey to a clear credential.
- Break out Sessions:

Meeting Norms

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

Mentoring matters

challenging

heart

counting

time

believe

making

lead

take

9/8/20 & 9/9/20	ILP Writing Workshop	Mindy Andrus
9/8/20	SEL in the DL Environment	Von Norris
9/8/20 & 9/9/20	Special Education: Beginning of the Year Checklist	9/8/20 Bethanee Hunnicutt 9/9/20 Beth Marjerison
9/9/20	Formative Assessment (Socrative)	9/9/20 Lyndie Aquila

"It takes a village to raise an awesome teacher! ~M. Andrus

FCUSD Teacher Induction

Mentor Criteria

Mentor Teacher Qualifications

Per the 2016 Program Standards for Induction, the Teacher Induction Program must identify mentors who meet the following qualifications:

- Hold a Clear California Teaching Credential
- Possess knowledge of the context and content area of the candidate's teaching assignment
- Demonstrate a commitment to professional learning and collaboration
- Are able, willing, and flexible to meet candidate needs for support
- Have completed a minimum of three years of effective teaching practice

Mentor Teacher Responsibilities

- Provide a minimum of an average of one hour per week of mentoring support
- Mentoring must consist of a blend of "just-in-time" support as well as sustained coaching around teaching practice to help candidates develop a rich repertoire of professional skills.
- Facilitate candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction
- Connect candidates with available resources to support their professional growth and accomplishment of the ILP
- Periodically review the ILP with candidates and make adjustments as needed
- Attend the Mentor Retreat in August
- Attend monthly Teacher Induction District Meetings
- Attend final Candidate Cohort Meeting/Celebration after school in May
- Maintain confidentiality regarding candidate work in TIP
- Other responsibilities as outlined in the Teacher Induction Handbook

Mentor Teacher Benefits

- \$1500 stipend for first candidate and \$1000 for the second candidate to be paid upon successful completion of the above-mentioned responsibilities
- Professional learning in mentoring, coaching, and teacher leadership
- Mentor Retreat & Mentor Forums provided for continual skill development
- Networking with other teacher mentors
- Two release days (per candidate) for observations, completing formative assessments, ILP support
- Books, resources, and tools provided to support candidate growth, as measured by the California Standards for the Teaching Profession

**FCUSD Teacher Induction
Individual Learning Plan (ILP)
21-22**

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 Experiences for 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	
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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:

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

V. Reflection and Closing Thoughts

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

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

Triad Meeting Protocol & Policy

21-22

A Professional Educator's ability to make and sustain healthy professional relationships with administrators, colleagues, students and parents is key to their success. Having specific knowledge of goals, policies and procedures at their site/assignment is another vital key to their success. Participation in a Triad meeting can help build important relationships and strengthen their knowledge base about their specific teaching assignment.

While the Initial Triad meeting is required, we highly recommend a second meeting to be held mid-year and a final meeting held at the end of the year. We find that these follow up meetings, although informal in nature, help strengthen the lines of communication and relationships between the new teacher and the administrator. We understand that there are many demands on everyone's time, but these simple meetings go a long way in supporting new teachers. When the administrator shows interest in the Teacher Induction program and the new teacher's progress in the work, it strengthens the relationship and supports the work they are doing in Induction and the classroom.

The purpose of the Initial Triad meeting:

- Build healthy, open and professional relationships between administrators and the new teacher.
- Discuss school/department assignment, policies, procedures expectations and protocols.
- Discuss the goals for the school, department grade level or content area that may be incorporated into the new teacher's ILP Goal.
 - Year 1: The New Teacher's Individual Development Plan (IDP) or transition plan from the university pre-service program, may be discussed, but is not required. Any additional requirements such as the completion of the RICA exam or the EDTPA may be discussed, but is not required.
 - Year 2: The New Teacher's Individualized Learning Plan (ILP) Goal from the previous year may be discussed, but is not required. Even if the teacher has the same assignment, is at the same school, teaching the same grade level, content, has the same administrator, etc. the Triad meeting must be held. This is an opportunity for the new teacher to share their successes or areas of growth from the previous year and discuss next steps for the current year. It further strengthens the relationship between the administrator and the new teacher.
- Allow time for the new teacher to ask questions of the administrator in a safe and confidential setting.

The Administrator's Role: The new teacher can begin to build a healthy, open and professional relationship with their Administrator and ask questions in a safe setting. The Administrator can share school, department and/or grade level goals that can be incorporated into the new teacher's ILP goal and subsequent Teacher Induction work that will be done during the school year. This meeting is separate from any evaluation meetings and is for the sheer purpose of discussing Teacher Induction tasks and goals. The Administrator must understand that TalentEd and/or

evaluations are not discussed or scheduled at this time. The New Teacher and Mentor work together to schedule, set up and facilitate the meeting.

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

Prepare for the Triad meeting during one of the weekly conversation meetings at the beginning of the school year. Explain the purpose of the Triad meeting to the new teacher and talk about the content of the meeting. Use the [Triad meeting form](#) to guide the conversation and prepare for the meeting. Make a note of any questions the New Teacher may have for the Administrator. If the meeting is scheduled during the school day, make sure to secure a ½ day sub for yourself, as it is your responsibility to help facilitate the meeting. Take notes during the meeting.

After the Triad meeting, meet with your New Teacher to reflect on the meeting. Share any notes that were taken and debrief. The goals shared by the Administrator may be incorporated into the ILP Goal. Assist the New Teacher with incorporating any school, department or grade level goals into the ILP goal or Fall/Spring Inquiry work. Address any questions the New Teacher may still have.

The New Teacher's role: The Triad meeting form to prepare for the meeting. Discuss it with your Mentor at a weekly meeting before the Triad meeting is held. Work with your Mentor and Administrator to schedule the meeting. During the meeting, establish a professional and open relationship with your Administrator. Ask what goals they have for the school, your department or grade level, etc. Take notes to capture the discussion. Your Mentor will take notes also. Ask questions you may have about the school, protocols, culture, etc. At the end of the meeting, thank everyone for their time and participation. Ask all parties to sign the meeting form. You will submit the Triad meeting as evidence of holding the meeting.

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

All Parties Please note: The Triad meeting is confidential and should not be used for any part of the evaluation process. The Triad meeting is not when the ILP goal will be written. The ILP goal must be written and submitted within the first 60 days of school. The Triad meeting is a task that must be done in August or early September to accommodate the ILP goal writing deadline. The ILP goal or other information that resulted from the meeting can be noted on the lesson plans when the new teacher is being evaluated by the administrator during the year.

Triad Meeting Form 21-22

Teacher:

Date:

School/Department:

Overview: A professional educator's knowledge of the school and district goals and policies at their site/assignment is important to their success as an educator. This document and the accompanying conversation will help you understand your local teaching context. In a meeting with your administrator or designee, and mentor, discuss areas of the document below where you might need more information, including the school and district goals. It is not necessary to address each line item, but rather this document should be used as a guideline to support greater understanding of the school context. The notes section is a place to document information that will be helpful to you in accessing needed information in the future.

Objective: The purpose of this activity is to gain a better understanding of your school and district's educational goals and focus areas and procedures and to begin to build a community of support that will aid you in having a successful teaching year. You will also gain awareness of all that is available to support your work. This activity is intended to promote conversation and reflection among you, your mentor and your site administrator. You do not need to gather all the documents listed here. The last page of this document should be uploaded once completed and signed by all participants.

Staff Information:

Notes:

School Office Procedures	
School Vision and/or Mission Statement	
Emergency Procedures	
Staff Responsibilities	
Teacher Evaluation Process	
Intervention Programs (Conflict Resolution, Bullying, Multi-tiered system of support)	
Substitute Request Procedure	
Procedures for Paraprofessionals	

School Information:

Notes:

School Site Goals for the Year	
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Homework Policy	
Room Environment Expectations	
Lesson Plan Expectations	
Available Technology & Equipment	
Attendance Procedures	
Hours to be on campus	
Access to confidential records	
Translation Services	

Grading & Communication:
Notes:

Grading & Reporting Policies	
Grading Dates	
Guidelines for Communication with Parents	

English Learners:
Notes:

Instructional program for English learners	
Process for reclassification and monitoring of English learners	
Other Resources for supporting EL Students (Translation services)	

Special Population:
Notes:

Site resources available to meet the needs of special populations including GATE and Accelerated	
Related services and support schedules (speech, counseling, psychologist, vision, hearing impaired, etc.)	
Training and support for district procedures related to legal requirements	

of the Individualized Education Plan (IEP)	
Special Education Service Delivery Model; collaboration, consultation, co-teaching	

**Administrative Consultation-With your site administrator, discuss the following:
(Required Discussion for Triad Meeting)**

Site/District Goals and Initiatives, include LCAP goals	
Grade Level Goals and Initiatives	
Any suggested areas for induction participant focus	

*Information gathered in this section should be considered when developing the teacher's ILP

Community of Support (Additional expert support for the teacher): While the mentor serves as the primary support for each teacher's professional growth while in induction, effective practice also requires support from other experts across the learning community. Please indicate other personnel/community members who may serve as professional support for areas outside the experience/expertise of the mentor (this may include those experts with specific experience in special education, behavior, differentiation, instructional strategies, etc.)

Personnel or Community Member:

Area of Expertise:

Mentor, Teacher and Site Administrator Confirmation of Triad Completion Instructions:

Please sign below to confirm discussion of the included Triad topics. This initial review of procedures and site goals will be considered when developing the teacher's Individual Learning Plan (ILP).

_____ Date: _____

Site Administrator/Designee (signature indicates completion of form)

_____ Date: _____

Mentor (signature indicates completion of form)

Teacher (signature indicates completion of form)

Date: _____

SUBMIT THIS DOCUMENT ONCE COMPLETED

**FCUSD Teacher Induction
Weekly Conversation Log 21-22**

Teacher Name:	Mentor Name:
Teacher Work Site:	Administrator Name:

As a Mentor, you have agreed to meet with your candidate at least one (1) hour per week. Additional hours may be needed for Just in Time support, problem solving, meeting or event preparation, etc. Please log each interaction and any other activity you do with/for your candidate. Please keep in mind that your candidate is new to the teaching profession and relies upon your professionalism and your support in order to become the very best teacher possible.

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

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

Teacher Signature

Mentor Signature

FCUSD Teacher Induction Mid-Year Check

Mid-Year Check

The Mid Year check is an opportunity for you to check in on your Teacher Induction progress. With your Mentor, you will reflect on your teaching, your Fall Inquiry, your ILP goal/s, and make adjustments to your ILP, if needed, look ahead to your Spring Inquiry, check progress on tasks and PD hours. You will meet with your Mentor to go through the Mid Year Check.

- ☐ Review and reflect upon your Fall Inquiry.
- ☐ Review and reflect upon your Individualized Learning Plan ILP to determine if the professional goals established in the ILP are still relevant or need to be adjusted based on current knowledge of students, what they learned through the initial steps listed in the ILP, and what you have learned about your professional practice to this point in the year. Continue collecting evidence.
- ☐ Make any changes to your ILP that you determine are necessary.
- ☐ Contemplate your Spring Inquiry. What is needed to support your ILP goal/s?
- ☐ Review tasks and make a plan of action for any tasks that need to be completed.
- ☐ Review Professional Development hour log and make a plan of action for more PD if needed.
- ☐ Any other reflection or observation needed.

Questions?

Contact your Mentor with any questions you may have about the Mid Year Check process.

FCUSD Teacher Induction ILP Revision Form

ILP Revision

New Teacher Name:

Mentor Name:

Date:

Please check the appropriate box below:

- ☐ Year 1 Mid-Year
- ☐ Year 1 Year-end
- ☐ Year 2 Mid-Year
- ☐ Year 2 Final

Directions: Using any sources of evaluation such as feedback from your Mentor, site Administrator, other colleagues, PLC collaboration, student surveys, student data, etc., to make a revision to your ILP goal/s.

1. In the box below, describe the progress you have made on your ILP goals:

Goal 1 Progress
Goal 2 Progress
Goal 3 Progress

2. In the box below, describe any challenges you have encountered while working on these goals:

Goal 1 Challenges
Goal 2 Challenges
Goal 3 Challenges

3. Based on your documented growth and identified challenges, describe your next steps for continuing to work on your identified goals to improve your teaching practice:

Goal 1 Next Steps
Goal 2 Next Steps
Goal 3 Next Steps

Plan: Describe what you will need, from this point forward, in order to accomplish each of your goals. Examples include materials, resources, professional learning, etc. Also indicate what evidence you will use to document your growth, including observations by your mentor teacher and the Teacher Induction Coordinator.

Items Needed:

Evidence:

Long Term Professional Goals: How have your progress and challenges thus far affected your thinking about the relationship between your goals for this year and your long term goals? Please also comment on any new ideas about the impact you expect to make on all students this year as well as throughout your career.

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Candidate signature:

Date:

Mentor Signature:

Date:

TIP Coordinator Signature:

Date Received:

FCUSD Teacher Induction Professional Growth Presentation

Professional Growth Presentation (PGP)

The PGP is an opportunity to reflect on your year of teaching, share your ILP Goal/s, present evidence of the work you have completed, share student data and portfolios and your next steps as a Professional Educator.

This culminating activity is an opportunity for you to be a reflective practitioner and focus on the Individualized Learning Plan (ILP) goal(s) you developed for the school year, your progress toward meeting those goals, growth within the *California Standards for the Teaching Profession* (CSTP) and what you have learned this year about your professional practice. You will provide evidence of your progress toward meeting the CSTP to support the recommendation for the professional clear credential.

Why is a PGP required?

Induction Program Standards (2015) from the Commission on Teacher Credentialing state the following goals:

1. "The documentation of candidate progress must reflect the learning and professional growth goals indicated within the Individualized Learning Plan and evidence of the candidate's successful completion of the activities outlined in the ILP..."
2. "The program sponsor's verification must be based on a review of observed and documented evidence..."

What is to be included in the PGP?

The evidence you provide to support growth toward your ILP goals and within the CSTP might include, but not be limited to:

- Journal entries/reflections (from beginning to end of year that reflect your growth over time)
- Student reflections
- Student work samples over time (work collected during your Inquiries, etc.)
- Assessment data (baseline, formative, diagnostic, short-term and longer-term summative)
- Student videos/presentations
- Evidence from lessons, classroom bulletin boards, presentations, etc.
- Supporting research: How did you learn about what you wanted to implement/try-out in support of your ILP goals? Examples might include: professional development materials from a workshop or PD you attended, strategies from books or scholarly papers, academic research, observations of other teachers, etc.)

How & when will I present my PGP?

During your Professional Growth Presentation, you will meet with a small group of your colleagues to share information and evidence about your ILP and corresponding Inquiries. The small group setting is intentionally designed to provide the opportunity for positive feedback and collegial support. A Mentor will be present to help guide you and the group during your presentation.

During your presentation, you will provide an overview of your work and share your teaching journey over the school year. You will share evidence of your progress, Triad Meeting information, observations, student portfolios, student data, collaboration, CSTP's addressed, Professional Development you participated in and information about any challenges you might have encountered.

You will do your presentation during one of our District Meetings. Please see the Teacher Induction Calendar for specific dates to self select the date of your presentation.

Will I see other teachers present their PGP?

Yes, you will have the opportunity to learn from other teachers. We will meet together as a group, then break into small groups for the presentation. You will be presenting to another new teacher/s and a Mentor/s will be in the room with you. Teachers will take turns presenting to the small group. You are expected to actively participate as an audience member when others are presenting.

What are my steps for the PGP?

- During the year, collect your evidence into one place. It might be a folder, binder, google file, etc.
- In February or March, you will meet with your Mentor to create a plan for your presentation.
- Decide which electronic format you will use: Google Slides, PPT, Prezi, etc.
- There is a Google Slide Deck Template in our Google Classroom.
- Sample PGPs have been provided in our Google Classroom.
- You will check the Teacher Induction calendar and determine the date for your presentation.
- You will schedule your PGP on the schedule document.
- Create your PGP showcasing your journey as a teacher this year.
- Practice your PGP so you feel confident presenting to your colleagues.
- Have fun and enjoy sharing your story and learning about your colleagues.

Questions?

We will hold a session during our monthly district meetings on the PGP process and event. Contact your Mentor with any questions you may have about the PGP process and event.

Mentor Observation Form

Teacher:	Mentor:	Date:
Grade:	Subject:	Time:
<u>Content Standard Alignment</u>		
<u>CSTP Alignment</u>		
<u>Differentiation Considerations</u>		
<u>Mentor Focus for Observation</u>		
<u>Lesson Overview</u>		
<u>Objective for students, review previous lessons</u>		
Teacher:	Students:	
<u>Present the information</u>		
Teacher:	Students	

<u>Check for Understanding</u>	
Teacher:	Students:
<u>Provide opportunities for guided practice</u>	
Teacher:	Students:
<u>Close the lesson/review/preview the next step</u>	
Teacher:	Students:
<u>Evidence of Learning</u>	

**Teacher Observation Form
Self Reflection**

Teacher:	Mentor:	Date:
Grade:	Subject:	Time:
<u>Content Standard Alignment</u>		
<u>CSTP Alignment</u>		
<u>Differentiation Considerations</u>		
<u>Mentor Focus for Observation</u>		
<u>Lesson Overview</u>		
<u>Objective for students, review previous lessons</u>		
Teacher:	Students:	
<u>Present the information</u>		

Teacher:	Students
<u>Check for Understanding</u>	
Teacher:	Students:
<u>Provide opportunities for guided practice</u>	
Teacher:	Students:
<u>Close the lesson/review/preview the next step</u>	
Teacher:	Students:
<u>Evidence of Learning</u>	

FCUSD Teacher Induction ILP Rubric

Candidate Name:

Mentor Name:

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

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

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

Scoring:

Initial Score: /12

Mid Year Score: /15

Final Score: /15

Mentor Forum Series Planning 21-22 (Draft)

Date of Event	Welcome & Mindful Moment	Meeting Objectives & Learning Targets	Content Presentation Program Nuts & Bolts SCOE Requirements	CTC Program Standards & Common Standards	Mentor Skill Building CSTP's addressed	Learning Activities	Reflection Exit ticket
TBD Aug Via Teams 3:30-5:30 pm	Gratitude Exercise Relationship building	Nuts & Bolts CTC Program & Common Standards Skill Building Learning Activity Reflection	FCUSD Nuts & Bolts: Understanding & Supporting ILP Development using the SCOE TI Road Map Weekly Conversations: How to conduct effective conversations with teachers to provide just in time support & instructional support Introduction to program tools: SCOE TI Dashboard, tools provided by FCUSD to teachers and mentors (Books, support material, etc.)	Program Overview: Accreditation Status Update Understanding the Accreditation Process Vocabulary	FCUSD Skill Building: Relationship Building Understanding & supporting through all phases of "The Dip" Organization & Time Management Foundations of mentoring: Mentoring roles, challenges new teachers face and support needed, self-assessment of key mentoring skills	Triad Meeting Preparation Write a sample ILP Goal using examples	Google forms: Share something you learned. Share something you will try this week. What do you need more clarity on?
TBD Oct Via Teams 3:30-5:30 pm	Gratitude Exercise Relationship building	Nuts & Bolts CTC Program & Common Standards Skill Building Learning Activity Reflection	FCUSD Nuts & Bolts: PD on Adult learning theory & implications for mentoring PD on the Coaching Stances with opportunities for practice Mentoring Challenge Support	Program Overview: Accreditation Status Update Understanding the Accreditation Process Vocabulary	FCUSD Skill Building: Coaching Communication Skills and Strategies Report Cards, Parent Teacher Conferences and Colleagues Mentor Observations & Teacher Observations	Fall Inquiry Role Playing (Coaching Stances, Adult learning)	Google forms: Share something you learned. Share something you will try this week. What do you need more clarity on?

					<p>Developing Mentor understanding of the CA induction standards</p> <p>Teacher Observation protocols & effective feedback</p>		
<p>TBD Dec</p> <p>Via Teams</p> <p>3:30-5:30 pm</p>	<p>Gratitude Exercise</p> <p>Relationship building</p>	<p>Nuts & Bolts</p> <p>CTC Program & Common Standards</p> <p>Skill Building</p> <p>Learning Activity</p> <p>Reflection</p>	<p>FCUSD Nuts & Bolts:</p> <p>Supporting analysis of student data to guide instruction</p> <p>Developing abilities of Mentors to support Teacher Induction tasks</p> <p>Understanding & Supporting end of the year growth presentation</p>	<p>Program Overview:</p> <p>Accreditation Status Update</p> <p>Understanding the Accreditation Process</p> <p>Vocabulary</p>	<p>FCUSD Skill Building:</p> <p>Work/Life Balance</p> <p>Coaching through the Non-Reelection Process</p> <p>Evidence: Portfolios, data collection & reporting</p>	<p>Problem Solving</p> <p>Analyzing Student Data</p> <p>Difficult Conversations</p>	<p>Google forms:</p> <p>Share something you learned.</p> <p>Share something you will try this week.</p> <p>What do you need more clarity on?</p>
<p>TBD Feb</p> <p>Via Teams</p> <p>3:30-5:30 pm</p>	<p>Gratitude Exercise</p> <p>Relationship building</p>	<p>Nuts & Bolts</p> <p>CTC Program & Common Standards</p> <p>Skill Building</p> <p>Learning Activity</p> <p>Reflection</p>	<p>FCUSD Nuts & Bolts:</p> <p>Preparing for Professional Growth Presentations</p> <p>End of year events</p> <p>Purchasing units from IHE for movement on payscale</p>	<p>Program Overview:</p> <p>Accreditation Status Update</p> <p>Understanding the Accreditation Process</p> <p>Vocabulary</p>	<p>FCUSD Skill Building</p> <p>Providing Evidence</p> <p>Telling the story of the Journey</p> <p>Professional Growth Presentations</p> <p>Plan for NRE teachers</p>	<p>Preparing for the PGP</p> <p>Managing small groups at the PGP event</p>	<p>Google forms:</p> <p>Share something you learned.</p> <p>Share something you will try this week.</p> <p>What do you need more clarity on?</p>
<p>TBD April</p> <p>Via Teams</p> <p>3:30-5:30 pm</p>	<p>Gratitude Exercise</p> <p>Relationship building</p>	<p>Nuts & Bolts</p> <p>End of Year Process</p>	<p>FCUSD Nuts & Bolts:</p> <p>PGP Event</p> <p>Purchasing Units from IHE for movement on payscale</p>	<p>Program Overview:</p> <p>22-23 School year</p>	<p>FCUSD Skill Building</p> <p>Custom tailored to participants</p>	<p>Role Play</p>	<p>Google forms:</p> <p>Share something you learned.</p> <p>Share something you will try this week.</p>

			Completing Tasks PGP Event Final meeting with Mentee				What do you need more clarity on?
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Updated 6/1/21 *Blue Font Color Indicates SCOE Alignment

FCUSD TI ILP Review and Revision Dates 21-22

Per the 2016 Program Standards for Induction, the Individualized Learning Plan (ILP) must address the [*California Standards for the Teaching Profession*](#) and provide the roadmap for candidates' induction work during their time in the program along with guidance for the mentor in providing support. Additionally, the ILP must include candidate professional growth goals, a description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed.

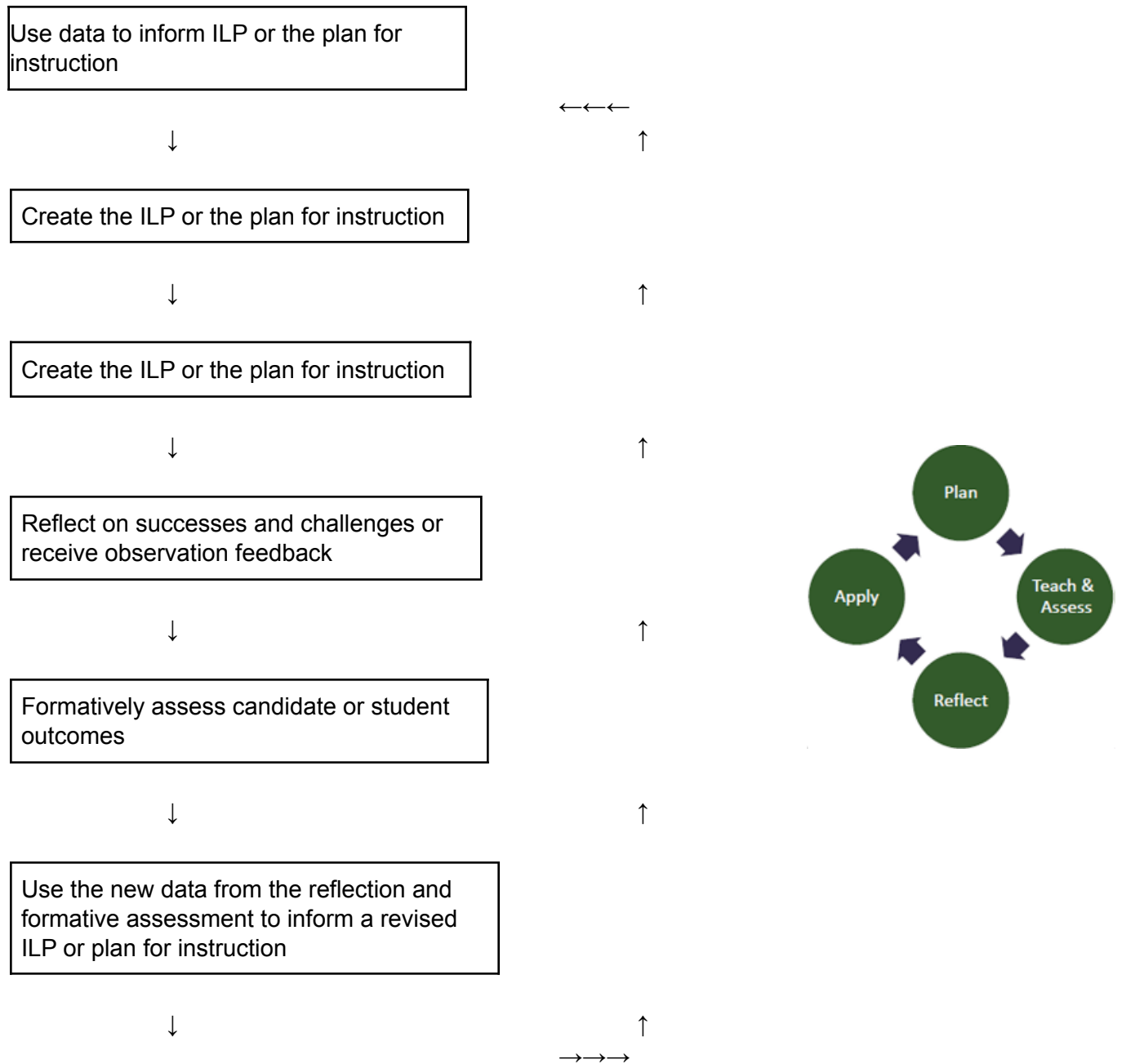
Although the cycles of inquiry are largely determined by individual candidate need, FCUSD's Teacher Induction Program sets deadlines for new teacher and Mentor review of the ILP. New teachers are also required to update their ILP at mid-year and year-end to ensure that the ILP remains a living document which reflects candidate learning as a result of analyzing student and other outcome data.

New teachers and Mentors should document ILP reviews by the following due dates via the Weekly Conversation Log. Mid-year and year-end revisions should be made using the ILP Revision Form.

Mid-year and Year-end Revision Dates 2021-2022

Mid-Year	1/15/22
Year-end	5/1/22

FCUSD Teacher Induction Cycle of Inquiry



FCUSD TI Mid-Year Survey Questions 20-21

Teacher Questions

1. Name
2. Your Mentor's Name
3. In thinking about the Teacher Induction program, what component has the biggest impact on your teaching?
4. Is there a connection between the Teacher Induction program and your school site administrator?
5. To what degree was the cohesion between the professional development offered in the district and the Teacher Induction program?
6. How was your feedback or reflection acknowledged by the Teacher Induction program?
7. In thinking about the Teacher Induction program, did the content of the district meetings and Professional Development offered meet your needs in a timely manner?
8. Does your Mentor connect you to other teachers, colleagues or professional organizations to connect you to the larger education community?
9. Is there anything else you want to share?

Mentor Questions

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

Site Administrator Questions

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

Leadership/Advisory Team Questions

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

Continuum of Teaching Practice Rating and Self-Assessment Worksheet 21-22

Name _____ Date _____

Rating Rubric Notes: Use this worksheet to help you determine your areas of need and help you develop your ILP. The worksheet contains a list of all CSTP substrands and a rating column to help you narrow down your area(s) of focus for the year

1. Emerging – I am beginning to gain knowledge and ideas in this area to support teaching and learning. This is an area I want to develop.
2. Exploring - I have an increased understanding and have implemented some elements of this area. This is an area that is developing for me.
3. Applying - I am implementing elements of this area frequently with increased understanding. This is an area in which I have some confidence.
4. Integrating – I have an expanded understanding and I regularly implement elements of this area. This is an area in which I am moving toward becoming an expert.
5. Innovating - I have significant understanding and experience in the implementation of this strategy. This is an area of professional strength for me.

Standard:

Rating 1-5:

1. Engaging and supporting all students	
1.1 Connecting students' prior knowledge, life experience, and interests with learning goals	
1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs	
1.3 Facilitating learning experiences that promote autonomy, interaction, and choice	
1.4 Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful	
1.5 Promoting self-directed, reflective learning for all students	
Standard 2. Creating and maintaining effective environments for student learning	
2.1 Creating a physical environment that engages all students	
2.2 Establishing a climate that promotes fairness and respect	
2.3 Promoting social development and group responsibility	
2.4 Establishing and maintaining standards for student behavior	

2.5 Planning and implementing classroom procedures and routines that support student learning	
2.6 Using instructional time effectively	
Standard 3. Understanding and organizing subject matter for Student learning	
3.1 Demonstrating knowledge of subject matter content and student development	
3.2 Organizing curriculum to support student understanding of subject matter	
3.3 Interrelating ideas and information within and across subject matter areas	
3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter	
3.5 Using materials, resources, and technologies to make subject matter accessible to students	
Standard 4. Planning instruction and designing learning experiences for all students	
4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs	
4.2 Establishing and articulating goals for student learning	
4.3 Developing and sequencing instructional activities and materials for student learning	
4.4 Designing short-term and long-term plans to foster student learning	
4.5 Modifying instructional plans to adjust for student needs	
Standard 5. Assessing students for learning	
5.1 Establishing and communicating learning goals for all students	
5.2 Collecting and using multiple sources of information to assess student learning	
5.3 Involving and guiding all students in assessing their own learning	
5.4 Using the results of assessments to guide instruction	
5.5 Communicating with students, families, and other audiences about student progress	
Standard 6. Developing as a professional educator	
6.1 Reflecting on teaching practice and planning professional development	
6.2 Establishing professional goals and pursuing opportunities to grow professionally	
6.3 Working with communities to improve professional practice	
6.4 Working with families to improve professional practice	

6.5 Working with colleagues to improve professional practice	
6.6 Balancing professional responsibilities and maintaining motivation	

Folsom Cordova Unified School District

Teacher Induction Handbook 2021-2022



“Adventures in Teaching: Your Journey to the Top”

Choose courage over comfort. Choose whole hearts over armor. And choose the great adventure of being brave and afraid. At the exact same time. ~Brene Brown

Teacher Induction Handbook 2021-2022

Table of Contents

Program Information

[Welcome](#)
[Mission & Vision Statement](#)
[Program Underpinnings](#)
[Teacher Induction Pathway](#)
[Admission & Eligibility](#)
[Early Completion Option \(ECO\)](#)
[Contact Information](#)
[Mentor Match Policy Statement](#)
[Roles & Responsibilities: New Teacher](#)
[Roles & Responsibilities: Mentor](#)

A: Calendar of Events

[Year 1 Candidates](#), [Year 2 Candidates](#), [Mentors](#)

B: Support & Resources

[Early Completion Option Application](#)
[Early Completion Recommendation](#)
[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](#)
[Weekly Conversation Log](#)
[Individualized Learning Plan](#)
[Teacher Observation Form](#)
[Mentor Observation Form](#)
[ILP Mid Year Check](#)
[ILP Review and Revision Dates](#)
[ILP Revision Form](#)

E: Technology

[FCUSD Teacher Induction Google Classroom, FCUSD TalentEd, FCUSD Go Sign Me Up](#)
[SCOE Dashboard](#)

Program Information

**FCUSD***Office of the Superintendent***Sarah Koligian, Ed.D.
Superintendent**

July 2021

Welcome to the Folsom Cordova Unified School District and our Teacher Induction Program. We are pleased that you have chosen to begin or further your Teaching career with us and we look forward to supporting you in your journey as a professional educator.

A growing body of research confirms that the quality of teaching is what matters most for students to achieve their greatest potential. Commitment and participation in FCUSD's Teacher Induction program will empower you to grow your professional practices as you are teaching.

You will be guided along the way by the California Standards for the Teaching Profession (CSTP), your Individual Learning Plan (ILP), and your personal Teacher Induction Mentor. Your journey and ultimate destination will be uniquely yours, however, we are here to support and guide you along the pathway.

Our partnership with the Sacramento County Office of Education (SCOE) and the Commission on Teacher Credentialing (CTC), will provide you with a well balanced foundation on which to build. You will participate in monthly FCUSD meetings which are designed to provide you with the nuts and bolts for your job as a teacher. Additionally, you will be provided with dozens of Professional Development opportunities by various FCUSD departments and groups, to assist you with the skills needed to be the best teacher you can be. Your Mentor will meet with you weekly to guide and support you. They will also be available to you for 'just in time support' and problem solving, should the need arise. These are just a few of the supports you will find in our Teacher Induction program.

We look forward to walking beside you as you move through your first few years of teaching students in our district community. We are excited to see you build healthy relationships with your students, parents, community, colleagues and administrators as you leave your heart print on those you come into contact with.

Once again, welcome to Team FCUSD!

Warmly,

Superintendent, Sarah Koligian, Ed.D.

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 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.

Teacher Induction Pathway 21-22
ILP, Fall & Spring Inquiry & PGP
Requirements for Completion of Teacher Induction

Individual Learning Plan (ILP)

The ILP goal is a year long Goal/Summative Assessment of Teaching Practice. The ILP goal is based on information and evidence gathered while participating in the following activities:

- ☐ Y1 IDP (Individual Development Plan) Transition document from preliminary program ; Y2 ILP from Teacher Induction Y1
- ☐ Self Reflection
- ☐ CSTP Self Assessment
- ☐ Self video/reflection
- ☐ Triad meeting with Administrator
- ☐ Meeting and discussion with Mentor
- ☐ Discussion with PLC Team, Department, Grade Level Team, Program Manager, etc.

To develop, support and achieve your ILP goal, you will participate in two inquiry cycles, with reflection mid-year.

Fall Inquiry	Spring Inquiry
Formative Self Assessment of Teaching Practice. This inquiry supports the ILP Goal	Formative Self Assessment of Teaching Practice. This inquiry supports the ILP Goal
<p>Elements of the Fall Inquiry Checklist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Y1 Transition document from preliminary program (IDP); Y2 ILP from Year 1 <input type="checkbox"/> Self Reflection <input type="checkbox"/> CSTP Self Assessment <input type="checkbox"/> Self video/reflection <input type="checkbox"/> CSDC (class, school, district, community) <input type="checkbox"/> Mentor Observations: Informal & Formal #1 <input type="checkbox"/> Pre/post Observation conversations with Mentor <input type="checkbox"/> Lesson plan, student work (3 Focus Students) <input type="checkbox"/> Grade level/Department/School goals <input type="checkbox"/> Professional Development <input type="checkbox"/> PLC collaboration <input type="checkbox"/> New Teaching/Management Strategies <input type="checkbox"/> Student or colleague surveys/portfolios <input type="checkbox"/> Data gathering & analysis, Pre/Post assessment <input type="checkbox"/> Reflection/Next Steps 	<p>Elements of the Spring Inquiry Checklist:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review ILP written in the fall <input type="checkbox"/> Self Reflection <input type="checkbox"/> CSTP Self Assessment <input type="checkbox"/> Self video/reflection <input type="checkbox"/> CSDC (class, school, district, community) <input type="checkbox"/> Mentor Observation: Formal #2 <input type="checkbox"/> Pre/post Observation conversations with Mentor <input type="checkbox"/> Teacher Observation <input type="checkbox"/> Lesson plan, student work (3 Focus Students) <input type="checkbox"/> Grade level/Department/School goals <input type="checkbox"/> Professional Development <input type="checkbox"/> PLC collaboration <input type="checkbox"/> New Teaching/Management Strategies <input type="checkbox"/> Student or colleague surveys/portfolios <input type="checkbox"/> Data gathering & analysis, Pre/Post assessment <input type="checkbox"/> Reflection/Next Steps

Professional Growth Presentation (PGP)

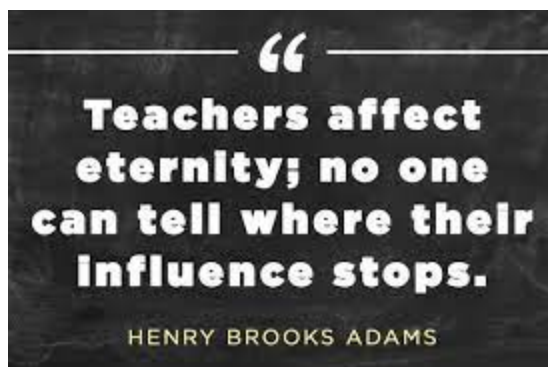
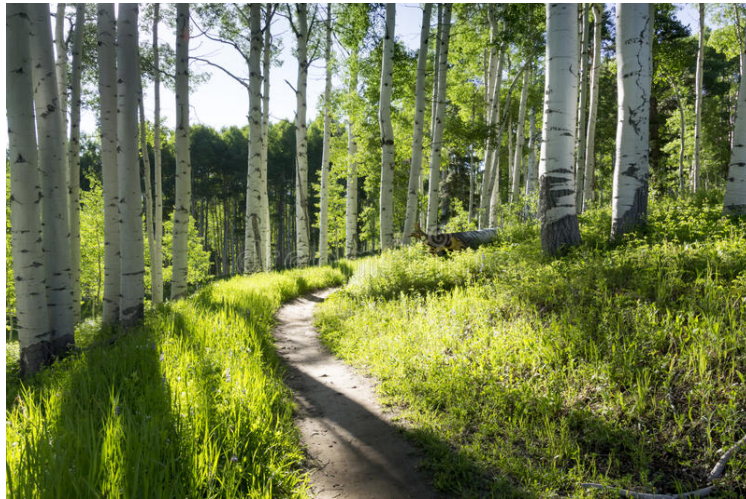
The PGP is the opportunity to share the journey at the end of the school year. It will include an electronic presentation documenting the journey. The presentation will include, but not limited to, the ILP goal, data collection/analysis, student portfolios, teaching strategies, Professional Development, etc., which supports the ILP goal. Teacher reflection and next steps will be shared.

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.



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.

Contact Information

Mindy Andrus, Teacher Induction Program Coordinator

1965 Birkmont Drive

Rancho Cordova, CA 95742

Phone: 916.294.2413 Email: mandrus@fcusd.org

Lisa Vaca, Administrative Assistant

1965 Birkmont Drive

Rancho Cordova, CA 95742

Phone: 916.294.2413 Email: lvaca@fcusd.org

FCUSD Teacher Induction Website: [LINK](#)

SCOE Teacher Induction Website: [LINK](#)

Commission on Teacher Credentialing: [LINK](#)



"It takes a village to raise an awesome teacher." ~ M. Andrus

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



FCUSD Teacher Induction-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 an electronic professional portfolio using the evidence collected through the various Teacher Induction processes.
7. Complete the review and presentation with your Mentor in preparation for your end-of-year Professional Growth Presentation.
8. Based on your ILP goals and with your Mentor and the Teacher Induction Program Coordinator's approval, participate in 24 hours per year of professional development that is 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 the wireless internet. In addition to accessing the internet, you must also have the ability to record yourself teaching using an 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

FCUSD Teacher Induction-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 the Teacher Induction Google Classroom 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 the 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 (Elementary & Secondary)

Year 1 Candidates must attend Orientation on the date scheduled. Additionally, choose 1 meeting per month to attend.

8/2/21 FCUSD New Teacher Orientation (Hosted by Human Resources)

8/24/21 TI Orientation Year 1 Focus

9/7/21 District Meeting Elementary Focus

9/8/21 District Meeting Secondary Focus

10/5/21 District Meeting Elementary Focus

10/6/21 District Meeting Secondary Focus

11/9/21 District Meeting Elementary Focus

11/10/21 District Meeting Secondary Focus

1/18/22 Winter Networking Event TK-12

1/19/22 Winter Networking Event TK-12

2/1/22 District Meeting Elementary Focus

2/2/22 District Meeting Secondary Focus

3/1/22 District Meeting Elementary Focus

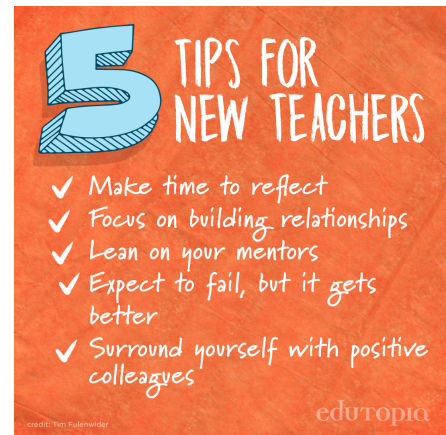
3/2/22 District Meeting Secondary Focus

4/20/22 End Of Year Personal Growth Presentation Event

4/26/22 End Of Year Personal Growth Presentation Event

5/3/22 EOY Culminating Event & Celebration

New Teachers, Mentors, Administrators & School Board members invited



Year 2 Candidates (Elementary & Secondary)

Year 2 Candidates must attend Orientation on the date scheduled. Additionally, choose 1 meeting per month to attend.

8/2/21 FCUSD New Teacher Orientation (Hosted by Human Resources)

8/25/21 TI Orientation Year 2 Focus

9/7/21 District Meeting Elementary Focus

9/8/21 District Meeting Secondary Focus

10/5/21 District Meeting Elementary Focus

10/6/21 District Meeting Secondary Focus

11/9/21 District Meeting Elementary Focus

11/10/21 District Meeting Secondary Focus

1/18/22 Winter Networking Event TK-12

1/19/22 Winter Networking Event TK-12

2/1/22 District Meeting Elementary Focus

2/2/22 District Meeting Secondary Focus

3/1/22 District Meeting Elementary Focus

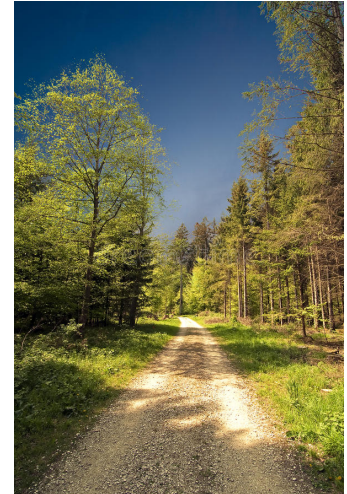
3/2/22 District Meeting Secondary Focus

4/20/22 End Of Year Personal Growth Presentation Event

4/26/22 End Of Year Personal Growth Presentation Event



5/3/22 EOY Culminating Event & Celebration

New Teachers, Mentors, Administrators & School Board members invited



"Education is not preparation for life; education is life itself."
~ John Dewey

Mentors

8/2/21	New Teacher Orientation (Hosted by Human Resources)	
8/2/21	Mentor Retreat (After hosting coffee bar at NTO)	
8/24/21	FCUSD Orientation Year 1 Focus	
8/25/21	FCUSD Orientation Year 2 Focus	
9/1/21	Mentor Forum 4:00-6:00	
9/7/21	District Meeting Elementary Focus	
9/8/21	District Meeting Secondary Focus	
10/5/21	District Meeting Elementary Focus	
10/6/21	District Meeting Secondary Focus	
10/13/21	Mentor Forum 4:00-6:00	
11/9/21	District Meeting Elementary Focus	
11/10/21	District Meeting Secondary Focus	
12/1/21	Mentor Forum 4:00-6:00	
1/18/22	Winter Networking Event TK-12	
1/19/22	Winter Networking Event TK-12	
2/1/22	District Meeting Elementary Focus	
2/2/22	District Meeting Secondary Focus	
2/9/22	Mentor Forum 4:00-6:00	
3/1/22	District Meeting Elementary Focus	
3/2/22	District Meeting Secondary Focus	
4/6/22	Mentor Forum	
4/20/22	End Of Year Personal Growth Presentation Event	
4/26/22	End Of Year Personal Growth Presentation Event	
5/3/22	EOY Culminating Event & Celebration	
	New Teachers, Mentors, Administrators & School Board members invited	

Tell me and I forget. Teach me and I remember. Involve me and I learn. ~ Benjamin Franklin

B: Support & Resources

Early Completion Option Application 2021-2022

Application Due Date: 11/01/21

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

Name: _____ School Site/s: _____

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

Private or Private School classroom experience

Name & address of school/school district:
Years as Teacher of Record:

Out of State Classroom experience

Name & address of school/school district:
Years as Teacher of Record:

2 year Intern Program Completion

University or College name & address:
School site placement and grade level:
Date and verification of completion evidence:

2. Evidence of exceptional teaching practice during prior professional experience. For each of the six (6) California Standards for the Teaching Profession (CSTP), attach documentation/evidence of teaching practice that meets the qualifying 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 form directly to the Teacher Induction Program Coordinator.

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

Name

Date

Early Completion Recommendation Form 2021-2022

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

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

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

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

Name: _____ **School Site/s:** _____

Recommended for ECO Program:

Not recommended for ECO Program:

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

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, and 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, and 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.

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.

TEACHERS MAKE MORE MINUTE
BY MINUTE DECISIONS THAN
BRAIN
SURGEONS...AND THAT
IS WHY YOU'RE GOING HOME
SO EXHAUSTED EACH DAY.

--DR. TINA BOOGREN

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>

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.

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>



Grievance Process Flowchart

Step 1: Informal Complaint Process

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



Step 2: General Complaint Process

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



Step 3: Uniform Complaint Process

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

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



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

Acronym Key

BU	Brandman University	SP	Support Provider
CCSS	Common Core State Standards	SCOE	Sacramento County Office of Education
CTC	Commission on Teacher Credentialing		
CDE	California Department of Education		
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		
IDP	Individual Development Plan		
IHE	Institute of Higher Education		
IEP	Individual Education Program		
ILP	Individual Learning Plan		
LCAP	Local Control Accountability Plan		
LCFF	Local Control Funding Formula		
MTSS	Multi Tiered Support System		
NU	National University		
PAR	Peer Assistance & Review		
PGP	Professional Growth Presentation		
PT	Participating Teacher		
SARC	School Accountability Report Card		
SEIS	Special Education Information System		

(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:

FCUSD Teacher Induction 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
---------------------	-------------	--------	-------------	------------

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:

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

**FCUSD Teacher Induction
Weekly Conversation Log 21-22**

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

**FCUSD Teacher Induction
Individual Learning Plan (ILP) 21-22**

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)

Reflecting on your progress towards achieving your goal:

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

**FCUSD Teacher Induction
Teacher Observation Form, Self Reflection**

Teacher:	Mentor:	Date:
Grade:	Subject:	Time:
<u>Content Standard Alignment</u>		
<u>CSTP Alignment</u>		
<u>Differentiation Considerations</u>		
<u>Mentor Focus for Observation</u>		
<u>Lesson Overview</u>		
<u>Objective for students, review previous lessons</u>		
Teacher:	Students:	
<u>Present the information</u>		

Teacher:	Students
<u>Check for Understanding</u>	
Teacher:	Students:
<u>Provide opportunities for guided practice</u>	
Teacher:	Students:
<u>Close the lesson/review/preview the next step</u>	
Teacher:	Students:
<u>Evidence of Learning</u>	

**FCUSD Teacher Induction
Mentor Observation Form**

Teacher:	Mentor:	Date:
Grade:	Subject:	Time:
<u>Content Standard Alignment</u>		
<u>CSTP Alignment</u>		
<u>Differentiation Considerations</u>		
<u>Mentor Focus for Observation</u>		
<u>Lesson Overview</u>		
<u>Objective for students, review previous lessons</u>		
Teacher:	Students:	
<u>Present the information</u>		

Teacher:	Students
<u>Check for Understanding</u>	
Teacher:	Students:
<u>Provide opportunities for guided practice</u>	
Teacher:	Students:
<u>Close the lesson/review/preview the next step</u>	
Teacher:	Students:
<u>Evidence of Learning</u>	

FCUSD Teacher Induction Mid Year Check

Mid Year ILP Check

The Mid Year check is an opportunity for you to check in on your Teacher Induction progress. With your Mentor, you will reflect on your teaching, your Fall Inquiry, your ILP goal/s, and make adjustments to your ILP, if needed, look ahead to your Spring Inquiry, check progress on tasks and PD hours. You will meet with your Mentor to go through the Mid Year Check.

- ☐ Review and reflect upon your Fall Inquiry.
- ☐ Review and reflect upon your Individualized Learning Plan ILP to determine if the professional goals established in the ILP are still relevant or need to be adjusted based on current knowledge of students, what they learned through the initial steps listed in the ILP, and what you have learned about your professional practice to this point in the year. Continue collecting evidence.
- ☐ Make any changes to your ILP that you determine are necessary.
- ☐ Contemplate your Spring Inquiry. What is needed to support your ILP goal/s?
- ☐ Review tasks and make a plan of action for any tasks that need to be completed.
- ☐ Review Professional Development hour log and make a plan of action for more PD if needed.
- ☐ Any other reflection or observation needed.

Questions?

Contact your Mentor with any questions you may have about the Mid Year Check process.

FCUSD Teacher Induction ILP Review and Revision Dates 21-22

Per the 2016 Program Standards for Induction, the Individualized Learning Plan (ILP) must address the [*California Standards for the Teaching Profession*](#) and provide the roadmap for candidates' induction work during their time in the program along with guidance for the mentor in providing support. Additionally, the ILP must include candidate professional growth goals, a description of how the candidate will work to meet those goals, defined and measurable outcomes for the candidate, and planned opportunities to reflect on progress and modify the ILP as needed.

Although the cycles of inquiry are largely determined by individual candidate need, FCUSD's Teacher Induction Program sets deadlines for new teacher and Mentor review of the ILP. New teachers are also required to update their ILP at mid-year and year-end to ensure that the ILP remains a living document which reflects candidate learning as a result of analyzing student and other outcome data.

New teachers and Mentors should document ILP reviews by the following due dates via the Weekly Conversation Log. Mid-year and year-end revisions should be made using the ILP Revision Form.

Mid-year and Year-end Revision Dates 2021-2022

Mid-Year	1/15/22
Year-end	5/1/22

**FCUSD Teacher Induction
ILP Revision Form**

New Teacher Name:

Mentor Name:

Date:

Please check the appropriate box below:

- ☐ Year 1 Mid-Year
- ☐ Year 1 Year-end
- ☐ Year 2 Mid-Year
- ☐ Year 2 Final

Directions: Using any sources of evaluation such as feedback from your Mentor, site Administrator, other colleagues, PLC collaboration, student surveys, student data, etc., to make a revision to your ILP goal/s.

1. In the box below, describe the progress you have made on your ILP goals:

Goal 1 Progress
Goal 2 Progress
Goal 3 Progress

2. In the box below, describe any challenges you have encountered while working on these goals:

Goal 1 Challenges
Goal 2 Challenges
Goal 3 Challenges

3. Based on your documented growth and identified challenges, describe your next steps for continuing to work on your identified goals to improve your teaching practice:

Goal 1 Next Steps
Goal 2 Next Steps
Goal 3 Next Steps

Plan: Describe what you will need, from this point forward, in order to accomplish each of your goals. Examples include materials, resources, professional learning, etc. Also indicate what evidence you will use to document your growth, including observations by your mentor teacher and the Teacher Induction Coordinator.

Items Needed:

Evidence:

Long Term Professional Goals: How have your progress and challenges thus far affected your thinking about the relationship between your goals for this year and your long term goals? Please

also comment on any new ideas about the impact you expect to make on all students this year as well as throughout your career.

--

Candidate signature:

Date:

Mentor Signature:

Date:

TIP Coordinator Signature:

Date Received:

E: Technology

Google Classroom

A Teacher Induction Google Site and Google Classroom have been created for our use. This classroom contains all of the information pertaining to the FCUSD Teacher Induction program, district meetings, workshops, and more. This is also where teachers will log their Professional Development hours. Here is the link to the login page for FCUSD employees: [Link](#)

TalentEd Teacher Induction

TalentEd currently houses all FCUSD employee documents, evaluation reports and other confidential information. Here is the link to the login page for FCUSD employees: [Link](#)

Go Sign Me Up

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 may use this system to register for all events. The FCUSD GoSignMeUp system currently houses all FCUSD sponsored Professional Development opportunities, retreats and other events. Here is the link to the login page for FCUSD employees: [Link](#)

SCOE Dashboard

Evidence collection for all Teacher Induction work will be housed on the SCOE Dashboard site. The Professional Development log will be housed in the FCUSD Google Classroom. Teachers and Mentors will create a profile on the site. During the year, tasks will be assigned and documents will be completed on this platform. Here is the link to the login page for FCUSD employees: [Link](#)

"Technology is just a tool.
In terms of getting the
kids to work together
and motivating them,
the teacher is the most
important."

BILL GATES



GRADECAH

FCUSD Teacher

Induction

Leadership/Advisory Team

Meeting Schedule 21-22

7/21/21, 8/18/21, 10/20/21, 12/15/21, 2/23/22, 4/27/22, 6/8/22

Date	Time	Location	Agenda Items
7/21/21	10:00-11:00 am	Teams	Accreditation Status & CTC Commission Meeting Report, Program Updates, Planning, SCOE Alignment/MOU, New Teacher Orientation, Department Coordination for PD, Mentor Retreat, Temp teachers, New Mentor Training, Technology, CTC Update
8/18/21	10:00-11:00 am	Teams	Accreditation Status, Teacher Induction Orientation, Role of the Administrator, Triad Mtg. Protocol, District Meetings SCOE Alignment, CTC Update
10/20/21	10:00-11:00 am	Teams	Accreditation Status, Program Updates, PD Policy, IHE University Partner Reports, University Credit, SCOE Alignment, CTC Update
12/15/21	10:00-11:00 am	Teams	Accreditation Status, Program Updates, Special Education, CTC, CA Induction Conference Report, Winter Networking Prep, SCOE Alignment, CTC Update
2/23/22	10:00-11:00 am	Teams	Accreditation Status, Program Updates, New Mentor Training series, IHE University Partner Reports, PGP Preparation, SCOE Alignment/Mou, Winter Networking Event Feedback, Mid-Year Survey Feedback, Spring Planning Day preparation, CTC Update
4/27/22	10:00-11:00 am	Teams	Accreditation Status, Program Updates, PGP Report, District EOY Celebration Preparation, SCOE Alignment, CTC Update
6/8/22	10:00-11:00 am	Teams	Accreditation Status, Program Updates, EOY report, Completer survey, Summer Planning, 22-23 Schedule, Onboarding process, SCOE Alignment, CTC Update

Special Event:

Date/Time/Location TBD (Early March) Spring Planning Day (Stakeholders, Leadership/Advisory Team, Design Team, Y2 Teachers, Stakeholders by Invitation)

**FCUSD Teacher Induction
Accreditation Leadership & IHE Team 21-22**

Title	Name	Partner Employing Organizational or Educational Entity	Email	Phone
Unit Head	Jim Huber, Ed. D.	FCUSD Director of C&I	jhuber@fcusd.org	916.294.9000 X 104580
Fiscal Officer	Sean Martin	FCUSD Asst. Sup of Business Svcs	seamartin@fcusd.org	916.294.9000 X 104200
Director of Proposed Program	Mindy Andrus	FCUSD Teacher Induction Coordinator	mandrus@fcusd.org	916.294.9000 X 102430
Partner Employing Organization	Lori Emmington	FCUSD Director of Human Resources	lemmingt@fcusd.org	916.294.9000 X 104450
Partner Preparation Entity	Deidra Sessoms	Chair, Teaching Credentials College of Education, CSUS	dsessoms@skymail.csus.edu	916.278-6639
Partner Preparation Entity	David Sloan	Professor, Education	sloan@umassglobal.edu	916.789.6905
Partner Preparation Entity	Janine Johnson	National University Community Education Specialist	jjohnson3@nu.edu	916.855.4136
Other Participant	Charity Pelz	HR Technician	cpelz@fcusd.org	916.294.9000 X 104400
Other Participant	Aaron Storey	FCUSD Director of Special Education	jsornbor@fcusd.org	916.294.9007
Other Participant	Pam Oien	FCUSD Coordinator of Education Technology	poien@fcusd.org	916.294.9226
Other Participant	Mary Dill	Teacher Induction Consultant	mdill@fcusd.org	
Other Participant	Lisa Vaca	Teacher Induction Administrative Assistant	lvaca@fcusd.org	916.294.9000 X102240

FCUSD Mentor Retreat ~ “Adventures in Teaching: Your Journey to the Top”

8-2-21 7:30-1:30 Folsom High School

Welcome:

Welcome new & veteran Mentors!

This year will be filled with challenges and opportunities that we have never experienced, expected or know how to navigate. These challenges will move us to work differently, Mentor differently, problem solve differently and collaborate differently. But we are ready for the challenge. We are strong, smart and we have each other. Above all, Be Kind!



Housekeeping & Parking Lot:

Take care of your needs & take a break when needed. Personal questions should be addressed by email after the retreat.

Mentor Sign In Activity & Mindfulness Practice:

Take a moment to reflect on the first day of school. Your first day of teaching or working in the field of education. What did you feel? What were your fears? What were your strengths? What did you learn? Who helped you grow? How did they help you? Writing Prompt: “What advice would you give to a new teacher for the first day of school?” This will be our sign in sheet but more importantly, our advice will be shared with our new teachers.

Meeting Objectives:

- Relationships & Team Building
- New Teachers & Matches
- Accreditation & CTC Updates
- Program Nuts & Bolts; SCOE

Relationships & Team Building: Getting to Know You Activity

Discussion: Building relationships with new teachers can be tricky. What are 3 things you do to begin to build a new relationship with your Mentee?

New Teachers & Matches:

Match Factors: Credential types, proximity, relationships, requests, administrative placements, etc.

Temp Teachers: Policy pending Cabinet decision (50 Y1 & New to FCUSD Y2 as of 7/28/21)

Rollover of Y1 to Y2 & Match changes

FCUSD is still hiring teachers and typically continues into September

New hire matches are still being made

Accreditation & CTC Updates:

We are currently in Stage III, Provisional Approval was granted on 6/18/21.

Program Standards submitted, waiting for Board Reviewers to move forward to COA for final approval.

Executive Order moved RICA & EdTPA to Teacher Induction

Meeting Norms

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

Transition plan from University pre-service programs: IDP Individual Development Plan
Continuing forward with seeking accreditation

Program Nuts & Bolts; SCOE

SCOE:

FCUSD to Remain with SCOE until Provisional Approval from COA
Meeting with Dr. Roe to work out MOU for 21-22
Hopeful to use Google Classroom in lieu of Dashboard
SCOE Dashboard/Evidence Collection & FCUSD doing all trainings in house

Mentors & Training:

Mentor Roles & Responsibilities: Sign & Submit
Mentor Stipend remains the same for 21-22
New Mentor Training Series (4 days with an optional 5th, dates TBD)
Sub teachers for training release
Mentor Forums:
 Not embedded in District Meetings (CTC)
 Training, troubleshooting, Mentoring Strategies, Support & more



Program:

Foundation & Underpinnings, Research Based Foundation
Program Standards & Content Standards
CSTP focus embedded in program
FCUSD Teacher Induction Handbook
Google Classroom & Site: Evidence collection, Correspondence, Updates, Resources,
PD Log, etc.

District Meeting Content:

District Meeting Presenters, just in time support
District Meeting Content Overview document
Elementary or Secondary Focus Nights
Winter Networking Session in January
Special Education Series & SEL embedded in monthly district meetings
Super Saturday (SCOE)

SMART Goal:

Think about 1 overarching goal for the year. Remember, goals can be modified.
Complete the form by first Mentor Forum

Handbook & Resources:

Handbook: Required documents, monthly guides & tasks, ILP information, note taking, teaching tips, classroom management, coaching tips, organization tips, PD record & feedback, etc.
Resources: SCOE Dashboard, FCUSD Mentor online resource, Google Classroom, Professional publications, Mentor peers, etc.

Break into small groups in preparation for the hike activity.

Wrap Up:

Challenge: Exercise patience, flexibility & keep a positive attitude!
Complete by 9/1/21 at our Mentor Form Meeting:
Mentor SMART Goal (Mid-Year and End of Year reflection)
Getting to Know You
Mentor Buddies/Support System
Mentor Roles & Responsibilities
Exit Ticket: Google Classroom

For your planning:

FCUSD Teacher Induction Calendar 21-22 [LINK](#)
FCUSD New Teacher Orientation: 8/2/21 8:00-12:00 pm Folsom High School
First Day of School: 8/11/21
Teacher Induction Orientation:
8/24/21 Y1 & Y2 New to FCUSD, 4:00-6:00 pm ESC Boardroom
8/25/21 Y2 4:00-6:00 pm ESC Boardroom
Design Team Meeting: 8/18/21 3:30-4:30 pm via Teams
District Monthly Meeting Schedule: Check Google Classroom for updates

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



FCUSD Teacher Induction Mentor Evaluation Rubric

Site Administrator Name:

Mentor Name:

Date:

	Expectations Not Met	Expectations Met	Notes/Evidence
Mentor attends all required trainings and meetings, fully participates, and searches for additional professional development to improve skills and/or knowledge base.			
The Mentor makes and keeps regular in-person appointments with teacher candidate, supports each teacher candidate an average of an hour a week, and communicates on a regular basis.			
Mentor fosters a trusting relationship with candidate. Provides compassionate support in a positive and optimistic way that supports candidate growth on the continuum (CSTPs).			
Maintains confidentiality.			
Mentor assists candidates in understanding the local context.			
Mentor understands the requirements for the Induction program responsibilities as a Mentor, and requirements for candidate completion.			
Mentor draws upon candidate's background experience in planning for next steps in professional learning.			
Mentor uses reflective (learning focused) conversation to help candidate grow professionally.			
Provides neutral feedback.			
Knowledge of Content or connects candidate to resources.			
Mentor uses meeting time effectively (does not waste time or is not unduly hurried.)			
Understanding and use of Technology.			