

Commission on Teacher Credentialing

Folsom Cordova Unified School District:
IIA Stage IV Teacher Induction Program Standards Feedback #2

Date of initial review	1/28/2022
Subsequent dates of review	2/24/2022; 4/4/22
Date Program Standards Aligned	4/4/2022

Status	Program Standard
Aligned	<p>1: Program Purpose</p> <p>Questions, Comments, Additional Information Needed:</p>
Aligned	<p>2: Components of the Mentoring Design</p> <p>Questions, Comments, Additional Information Needed:</p> <ul style="list-style-type: none"> Please provide additional evidence of mentor/teacher candidate “just in time” support and longer-term analysis of teaching practice to help candidates develop enduring professional skills. <p>FCUSD Response: 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.</p>

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<p>Aligned</p> <p>Address the student attendance question- this metric is something over which the teacher has no actual control. It is unfair to the candidate to make this a measure of effectiveness.</p> <p>Attendance and behavior verbiage has been removed. please see revised verbiage on the next page. In the Program Standards document, the revised verbiage can be found on page 13.</p>	<p>3: Designing and Implementing Individual Learning Plans within the Mentoring System</p> <p>Questions, Comments, Additional Information Needed:</p> <ul style="list-style-type: none">• Provide additional information regarding focused cycles of inquiry. (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.) <p>FCUSD Response: By using the Teacher Induction Pathway, or roadmap, each candidate will practice and refine effective teaching practices for all students through focused cycles of inquiry. Mentors provide support as candidates work through focused cycles of inquiry.</p> <ul style="list-style-type: none">• Please provide additional evidence regarding how the mentor encourages and assists candidates (within the ongoing mentoring interactions) to connect with and become part of the larger professional learning community within the profession. <p>FCUSD Response: 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.</p> <p>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.</p> <ul style="list-style-type: none">• How is the Program ensuring attention to all six CSTP within the ILP process. Provide clarification. <p>FCUSD Response: 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.</p> <p>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</p>
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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.

- Concern about this language near the end of standard 3: “**The guiding metrics will be formative assessment of student learning and other student outcomes, including, but not limited to attendance and behavior.**” **How is student attendance used as a guiding metric?** Thus far, these three things (formative assessment, student attendance, behavior) are the only specifics mentioned. Are they the sole values of this induction program? Provide clarification.

Verbiage revised as follows: **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.**

FCUSD Response: 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.

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<p style="color: red; text-align: center;">Aligned</p> <p style="background-color: yellow;">Specifically, how are you evaluating mentors to ensure that you retain the most effective mentors?</p> <p style="color: green;">See Mentor Evaluation Rubric for site administrators.</p>	<p>4: Qualifications, Selection and Training of Mentors</p> <p>Questions, Comments, Additional Information Needed:</p> <ul style="list-style-type: none"> “Periodically, site principals will be surveyed as to the pairing and the effectiveness of the Mentor.” How are principals instructed in evaluation of what makes an effective mentor? Evaluation materials would be very helpful here. Provide clarification. <p>FCUSD Response: 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.</p> <p>The resources used to support the foundations for the Mentoring program including training and evaluation are grounded in the following publications: “Supporting Beginning Teachers”, by Robert Marzano “The New Science and Art of Teaching” Tina H. Boogren, “The Art of Coaching”, by Elena Aguilar, “Mentoring Matters”, by Laura Lipton and “Coaching for Educator Wellness”, by Tina H. Boogren.</p>
<p style="color: red; text-align: center;">Aligned</p> <p style="background-color: yellow;">Specifically, the requirement to attend “all professional development provided by FCUSD” seems to be unduly burdening a new teacher.</p> <p style="color: green;">Word “all” removed from verbiage in bullet 3.</p>	<p>5: Determining Candidate Competence for the Clear Credential Recommendation</p> <p>Questions, Comments, Additional Information Needed:</p> <ul style="list-style-type: none"> What is the protocol for evaluating and recommending for the credential? Provide clarification. Clear requirements for completion of Induction not found. Please provide. <p>FCUSD Response: Requirements for completion of Teacher Induction: (TI Pathway)</p> <ul style="list-style-type: none"> The candidate’s initial, updated, and final ILPs. (ILP Rubric) Progress on professional growth goals indicated in the ILP. Participation in all professional development provided by FCUSD or pre-approved outside provider, as outlined in the candidate’s ILP. (Replaced with the following verbiage) 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

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	<p>mentor to the candidate for the duration of the program.</p> <ul style="list-style-type: none">• 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. <p>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.</p> <p>The following are the protocols for evaluating and recommending for the clear credential:</p> <ul style="list-style-type: none">• 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.
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Aligned	<p>6: Program Responsibilities for Assuring Quality of Program Services</p> <p>Questions, Comments, Additional Information Needed:</p> <ul style="list-style-type: none">● Please provide examples or artifacts that supports the “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.” <p>FCUSD Response: (Examples and artifacts linked in text.)</p> <p>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, <i>which will be developed. The Teacher Induction Program Newsletter will be a monthly communication once Folsom Cordova is an approved Induction Program.</i></p> <ul style="list-style-type: none">● Please provide evidence on how all individual mentors receive feedback beyond generalized feedback in meetings. <p>FCUSD Response: 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.</p> <ul style="list-style-type: none">● Does the Program meet (virtually or in person) as a group with Candidates throughout the year? What are the means of communication between Candidates and the Program? Provide clarification. <p>FCUSD Response: 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.</p>
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