

# Teacher Induction Handbook

## 2019-2020

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# Program Information

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# Program Information

## Mission & Vision Statement

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

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

# Program Information

## Program Underpinnings

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

Program Design: The Teacher Induction program is a two year, job embedded process. 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.

# Program Information

## **Admission & Eligibility**

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

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

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

# Program Information

## Early Completion Option (ECO)

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

### ECO Requirements

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

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

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

# Program Information

## Contact Information

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

1965 Birkmont Drive

Rancho Cordova, CA 95742

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

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

1965 Birkmont Drive

Rancho Cordova, CA 95742

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

<https://www.fcusd.org/Page/24938>

# Program Information

## Roles & Responsibilities: New Teacher

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

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

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

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Signature

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Date



# Program Information

## Roles & Responsibilities: Mentor

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

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

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Signature

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Date

# Program Information

## FCUSD Discrimination Policy

(cf. [4111/4211/4311](#) - Recruitment and Selection)

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation or his/her association with a person or group with one or more of these actual or perceived characteristics.

(cf. [0410](#) - Nondiscrimination in District Programs and Activities)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. Discrimination in hiring, compensation, terms, conditions, and other privileges of employment.
2. Taking of an adverse employment action, such as termination or the denial of employment, promotion, job assignment, or training.

Board Policy # cf 4111, 4211, 4311, 0410

# A: Calendar of Events

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

# A: Calendar of Events (Tentative)

## Year 1 Candidates

8/5/19 New Teacher Orientation Breakfast

9/18/19 FCUSD Orientation

10/15/19 District Meeting (Choose 1)

10/16/19 District Meeting

11/19/19 District Meeting (Choose 1)

11/20/19 District Meeting

12/10/19 District Meeting (Choose 1)

12/11/19 District Meeting

1/21/20 District Meeting (Choose 1)

1/22/20 District Meeting

2/11/20 District Meeting (Choose 1)

2/12/20 District Meeting

3/17/20 District Meeting (Choose 1)

3/18//20 District Meeting

4/22/20 EOY Presentations (Secondary)

4/29/20 EOY Presentations (Elementary)

5/6/20 EOY Culminating Event & Celebration (All New Teachers & Mentors)

# A: Calendar of Events (Tentative)

## Year 2 Candidates

8/5/19 New Teacher Orientation Breakfast (If first year with FCUSD)

9/18/19 FCUSD Orientation

10/15/19 District Meeting (Choose 1)

10/16/19 District Meeting

11/19/19 District Meeting (Choose 1)

11/20/19 District Meeting

12/10/19 District Meeting (Choose 1)

12/11/19 District Meeting

1/21/20 District Meeting (Choose 1)

1/22/20 District Meeting

2/11/20 District Meeting (Choose 1)

2/12/20 District Meeting

3/17/20 District Meeting (Choose 1)

3/18//20 District Meeting

4/22/20 EOY Presentations (Secondary)

4/29/20 EOY Presentations (Elementary)

5/6/20 EOY Culminating Event & Celebration (All New Teachers & Mentors)

# A: Calendar of Events

## Mentors for all Candidates

7/17/19	Mentor Retreat (Choose 1)
7/24/19	Mentor Retreat
8/5/19	New Teacher Orientation Breakfast
9/18/19	FCUSD Orientation
10/15/19	District Meeting (Choose 1)
10/16/19	District Meeting
11/19/19	District Meeting (Choose 1)
11/20/19	District Meeting
12/10/19	District Meeting (Choose 1)
12/11/19	District Meeting
1/21/20	District Meeting (Choose 1)
1/22/20	District Meeting
2/11/20	District Meeting (Choose 1)
2/12/20	District Meeting
3/17/20	District Meeting (Choose 1)
3/18/20	District Meeting
4/22/20	EOY Presentations (Secondary) (Choose 1)
4/29/20	EOY Presentations (Elementary)
5/6/20	EOY Culminating Event & Celebration (All New Teachers & Mentors)

# B: Support & Resources

Early Completion Option Application

Early Completion Recommendation Form

Early Completion CSTP Rubric

*More to come*

# B: Support & Resources

**Early Completion Option Application 2019-2020**

**Application Due Date: 11/01/19**

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

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

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

**Private or Private School classroom experience**

Name & address of school/school district:

Years as Teacher of Record:

**Out of State Classroom experience**

Name & address of school/school district:

Years as Teacher of Record:

**2 year Intern Program Completion**

University or College name & address:

School site placement and grade level:

Date and verification of completion evidence:

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

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

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

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

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date



# B: Support & Resources

## Early Completion Recommendation Form 2019-2020

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

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

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

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

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

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

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

# B: Support & Resources

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

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

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

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

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

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

**Key Quality Indicators for CSTP 6:** Teachers reflect on their teaching practices to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity and ethical conduct.

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

# C: Help & Problem Solving

**FAQs**

**Grievance Process**

**Grievance Process Flowchart**

**Acronym Key**

# C: Help & Problem Solving

## FAQs

### **What is a Teacher Induction Program?**

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

### **Are part time teachers eligible for Teacher Induction?**

Yes. Decisions will be made on a case by case basis, but general guidelines require access to the same group of students regularly as well as responsibility for lesson planning, assessment, student caseload.

### **Are temporary or substitute teachers eligible for Teacher Induction?**

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

### **How do I access my records or request a transcript?**

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

### **How are New Teacher/Mentor matches made?**

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

### **What happens if a New Teacher/Mentor match isn't working?**

Contact the Teacher Induction Program Coordinator as soon as there are indicators that there is a mis-match. In most cases, the Coordinator, Mentor and New Teacher are able to work together to remove roadblocks and resolve most issues. If the Teacher Induction Program Coordinator, Mentor and New Teacher are unable to solve the problem, a new Mentor will be assigned.

# C: Help & Problem Solving

## FAQs

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

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

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

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

*(More to come)*

# **C: Help & Problem Solving**

## **Teacher Induction Grievance Process**

It is the intent of the Folsom Cordova Unified School District Teacher Induction Program that matters giving rise to a complaint be addressed first on an informal basis and at the level closest to the situation. If a complaint cannot be addressed and resolved informally, then formal steps are available for resolution to any complaint.

Program Eligibility concerns should be directed to the Teacher Induction Program Coordinator who will review state guidelines for eligibility and provide information about deferred entry or alternative programs.

Candidate concerns, including those related to evaluation of work, recommendation for a Clear Credential, or program extension should also be directed to the Teacher Induction Program Coordinator who will work in partnership with the Credential Analyst to respond to concerns in a timely manner. To clarify, the following steps shall occur:

**Step 1:** An informal, verbal conversation between the Teacher Induction Coordinator and the other party, where the first attempt to resolve the issue is made.

If step 1 did not solve the problem, proceed to step 2.

**Step 2:** A formal, written complaint completed by the complainant is filed with the Teacher Induction Program Coordinator. They work collaboratively to solve the problem within 10 working days.

If step 2 did not solve the problem, proceed to step 3.

**Step 3:** A Uniform Complaint process begins.

## **Teacher Induction Grievance Process**

### **Step 1: Informal Complaint Process**

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

### **Step 2: General Complaint Process**

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

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

Link to form in English:

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

### **Step 3: Uniform Complaint**

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

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

# C: Help & Problem Solving

## **Teacher Induction Grievance Process, continued**

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

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

Link to Uniform Complaint Procedures:

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

Link to Uniform Complaint Form:

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

Link to BP 1312.3 Community Relations

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



# C: Help & Problem Solving

## Grievance Process Flowchart

### Step 1: Informal Complaint Process

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



### Step 2: General Complaint Process

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



### Step 3: Uniform Complaint Process

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

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



For detailed information, please see the FCUSD Human Resources Webpage:

<https://www.fcusd.org/Page/26066>

# C: Help & Problem Solving

## Acronym Key

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

*(more to come)*

# D: Forms

**Candidate Enrollment Form**

**Mentor Enrollment Form**

**Acknowledgement of Policies/Procedures**

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

# D: Forms

## Candidate Enrollment Form

Full Name as it appears on Credential :

Address:

Personal & school phone number & extension:

Primary School/Location & room number:

FCUSD email address:

Personal email address:

Date of FCUSD hire:

Is this your first contracted teaching position?

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

Have you participated in Teacher Induction/BTSA elsewhere?

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

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

Are you enrolled in a Master's Program:

If yes, name of institution and program name:

Number of years you have taught in California:

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

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

Any additional information, Mentor preference, etc.:

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

Signature/Date:

# D: Forms

## Mentor Enrollment Form

Full Name:

Address:

Personal & school phone number & extension:

Primary School/Location & room number:

FCUSD email address:

Personal email address:

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

Teaching Experience:

Dates employed	District	School	Grade	Content Area
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List Academic Preparation for teaching:

Dates of attendance	Institution	Degree	Major/Minor	Focus Area
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What is your experience with Teacher Induction/BTSA? What makes you interested in supporting new teachers and what makes you an excellent candidate?

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

## **Mentor Enrollment Form, continued**

Describe your experiences with collaboration in an educational setting:

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

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

How do you continually improve your professional practice?

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

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

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

What are the components of an effective lesson?

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

Signature/Date:

# D: Forms

## Acknowledgement of Policies/Procedures

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

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

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

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

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

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

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

# D: Forms

Clear Credential Application (*more to come*)



# E: Technology

TalentEd Teacher Induction (*more to come*)

Go Sign Me Up (*more to come*)

# E: Technology

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

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

Here is the link to the login page for FCUSD employees:

<https://fcusd.tedk12.com/sso/Account/Login?ReturnUrl=%2Fsso%2F%3Fpid%3D8%26productUrl%3D>

# E: Technology

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

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

Here is the link to the login page for FCUSD employees:

<https://www.fcusd.org/Domain/992>