

# Induction Handbook







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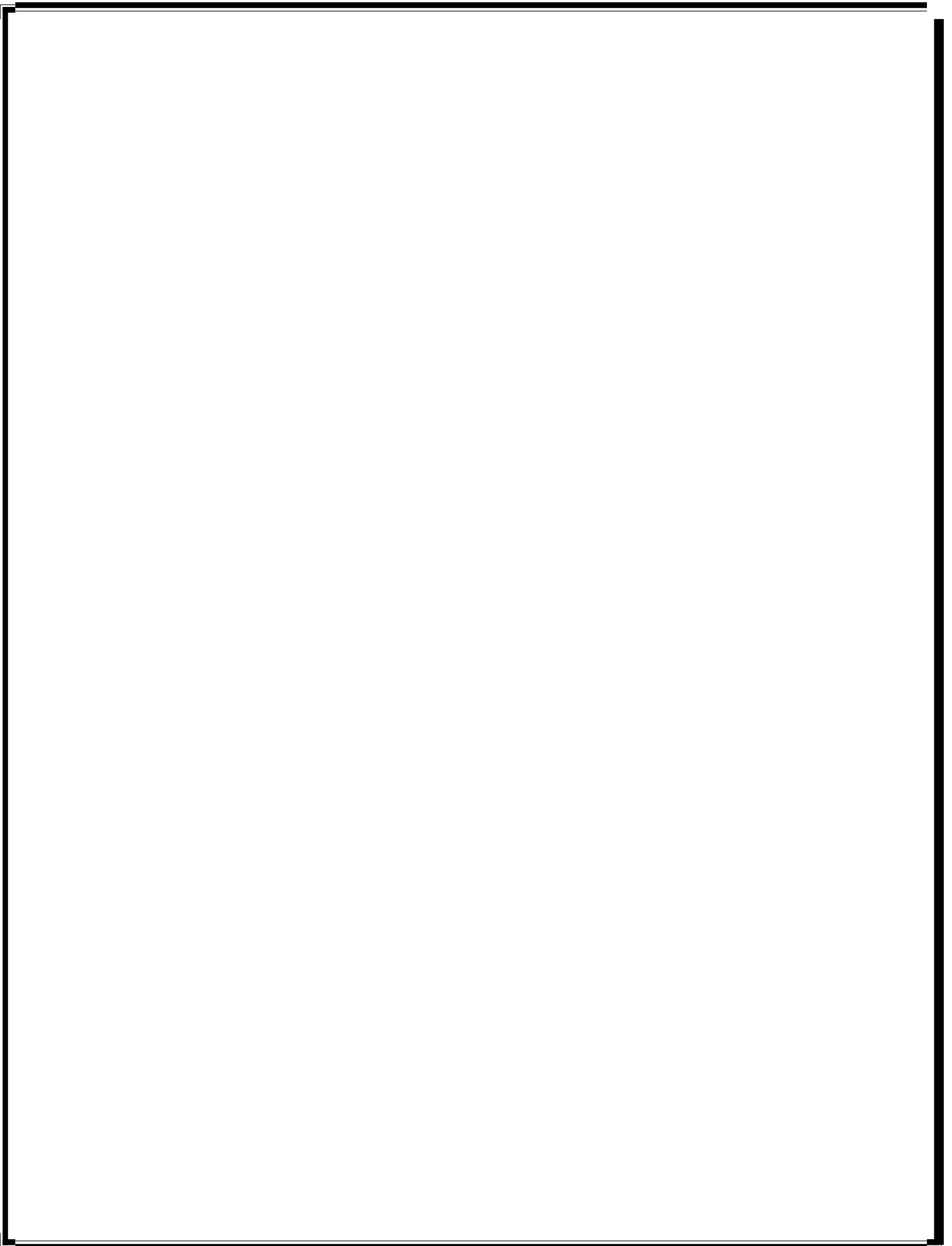
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## FUSD Induction Research-Based Vision

Background of the FUSD Induction Program. Teaching quality is recognized as the most powerful school-based factor in student achievement: teachers have an accumulating influence that can overcome learning challenges among students and increase effective teaching and learning. A research-based vision of teaching and learning guides the efforts of the FUSD Induction Program personnel and is based primarily on research from the U.S. Department of Education, the California Commission on Teacher Credentialing, and the New Teacher Center. Since 1992, California Induction Programs have supported Candidates in the program through formative assessment activities, guided reflection with a trained mentor, and cycles of inquiry to achieve continuous improvement.

The FUSD Induction Program is a comprehensive mentoring program which matches novice teachers with skilled and effective teachers who coach and model how to create a rigorous environment in which all students can learn and succeed. This vision is part of the FUSD Induction Handbook and is posted to the FUSD website. The handbook is part of the Induction Program (ILP) which outlines goals and captures professional development activities to achieve growth in relation to the California Standards for the Teaching Profession. In Greatness by Design, a report



| Induction Teacher (Candidate)   | Mentor (Support Provider)  |
|---|--|
| <ul style="list-style-type: none"> <li>❖ Meet for a <i>minimum</i> of one hour per week with the Mentor</li> <li>❖ Actively participate in the formative assessment process</li> <li>❖ Create an Individualized Learning Plan (ILP)</li> <li>❖ Choose a total of 10 professional development hours related to your ILP goal</li> <li>❖ Fulfill specific program requirements in two years</li> <li>❖ Create an Individualized Learning Plan containing evidence that meets the Induction Standards</li> </ul> | <ul style="list-style-type: none"> <li>❖ Provide one hour of support weekly through face-to-face meetings</li> <li>❖ Assist and support the candidates in all activities specific to the program</li> <li>Work with the candidates to develop an Individualized Learning Plan (ILP) based on the California</li> <li>❖ Standards for the Teaching Profession</li> <li>❖ Maintain confidentiality and professionalism</li> <li>❖ Maintain a meeting log to verify meeting times</li> <li>❖ Arrange 2 observation days (before March) for candidates to observe other experienced</li> </ul> |

### What are the Roles and Responsibilities?

## Overview of the FUSD Induction Program

The Fontana Induction Program is:

**Two-years in length**

**Job-embedded**

**Focused on mentoring and support**

**Begins in the first year of teaching**

Based on the California Standards for the Teaching Profession (CSTP)

Part of the Accreditation System supported by the Board of Institutional Reviewers

A clear credentialing entity similar to any accredited institution or university

Purpose: set forth in the California Education Code, Section 44279.2b is to *“Improve student educational performance through improved training, support, information, and assistance for new teachers.”*

Who can be a participant



## Mentor/Candidate Assignments

At the beginning of the school year the Induction Coordinator assigns a Mentor to new teachers (candidates) using the following criteria:

Grade level or subject matter

Experience at the new teachers' grade level/subject/content area

Similar credential(s)

In the perfect world, a Mentor/Mentor and New Candidate are perfectly matched by credential and/or grade level/subject. In many cases, it is necessary to pair Mentor/Mentors and Candidates who are not at the same school site due to confidentiality reasons. The Mentor will travel to the new teacher's school site for weekly one-hour meetings.

## Requesting a Mentor Reassignment

In the case of a new teacher who is not satisfied with their Mentor/Mentor, the following steps should be followed:



been prepared for you to gather evidence for CSTPs, along with prof evidence for CSTPs, CalopCat

***How often do I attend professional development sessions and where are they held?***

Induction professional development sessions are held at the various locations within the FUSD school district. Meetings begin at 4:00 p.m. and end at approximately 6:00 p.m. See the Fontana Unified School District Professional Development Calendar for specific dates and keep track of these dates in your Outlook calendar. In order to develop and grow in your teaching practice, you will attend a total of 10 hours of PD OF YOUR CHOICE. You will be responsible for a total of 10 hours of PD this year RELATED TO YOUR ILP GOAL. Please note that



**\*\*The below course numbers change each year! Please register until you get an email from Audry notifying everyone of open registration.**

| Course    | Course Title              | Units | Tuition |
|-----------|---------------------------|-------|---------|
| EDBU 9149 | Teacher Candidates Year 1 | 6     | \$300   |
| EDBU 9150 | Teacher Candidates Year 2 | 6     | \$300   |
| EDBU 9151 | Teacher Candidates Year 3 | 6     | \$300   |
| EDBU 9152 | Teacher Candidates Year 4 | 6     | \$300   |

**YOU MUST REGISTER BEFORE JUNE 1, 2025 OR THE UNIVERSITY WILL NOT GRANT YOU ANY UNITS. NO LATE REGISTRATIONS ARE PERMITTED!**

QUESTIONS? CONTACT AUDRY @ WIENAA@FUSD.

***Who makes decisions for the Induction Program?***

The School Board is the ultimate decision maker of the program according to the set criteria in the ucvgu program and common standards. The Induction Program Advisory Board, comprised of district office leaders, site administrators, Mentors, and Induction graduates, provide input in regard to the FUSD Induction Program. This committee identifies program strengths and needs and makes recommendations for improvement each year. The Induction Coordinator makes decisions at the end of each year on recommendations to the Commission on Teacher Credentialing.

***What happens if I am not finished in two years?***

That depends on the circumstances. If you participate in Induction and are unemployed because of budget cuts or non-reelect status, you may resume Induction at the time that you re-gain full employment in the Fontana Unified School District. If you neglect to fulfill Induction requirements and do not complete the program within two years, you may be charged the hourly teacher rate for a Mentor/Mentor for any period that exceeds the two-year allotted period.

***I am an education specialist pursuing Induction; do I need to attend additional professional development activities?***

Yes, the state requires that you complete advanced professional learning in your authorization beyond your preliminary etgf gpvcnr tqi tco . Aeeqtf kpi vj g ucvg, {qwy kmõugrgev cr r tqr tkvg r tqhguukqpcnf gxgnr o gpvı vj g zr cpf }{qwt\_unkm cu cp Ef wecvkp Sr gclerkuv from the menu of options offered by the Clear Credential Preparation Program and the employing school district. These skills should be designed to enhance [your] teaching abilities hqt vj g ewttgpvgcej kpi cuuki po gpvö

## **Induction Transportability Process for Candidates**

Induction allows for a candidate to move from one program to another as s/he meets competencies towards program completion and licensure recommendation. The following document outlines the Induction Transportability Process for Candidates.

### **Responsibilities of the Transferring Candidate**

Maintaining appropriate credential status through completion of Induction requirements is the responsibility of the individual teacher. The Induction Programs provide \_\_\_\_\_ through

### **Responsibilities of the Sending Induction Program**

1. Providing all information related to formative assessment and Induction completion of the candidate to the receiving program and completing all other transfer protocols in a timely manner to insure a smooth transition for the candidate between the two programs.
2. Providing a transportability completion record to the candidate in support of the Induction completion evidence.
3. Advising all candidates of their responsibilities if they transfer to another Induction program.
4. Contacting the receiving program of the transferring candidate if known.
5. Submitting transportability completion record supported by evidence to the receiving program.

### **Responsibilities of the Receiving Induction Program**


The receiving program is responsible for verifying that the transferring candidate has a transportability completion record supported by evidence from the sending program. As the LEA recommending for credential clearance, it is imperative that the receiving program verify that the transportability completion record is supported by appropriate evidence. Appropriate evidence is defined as evidence that meets the standard and not the receiving programs contextual definition of the standard. A standard may be met through documentation and/or through demonstration that is either articulated or evident through classroom application.

### **Responsibilities of the Receiving Induction Program include:**

1. Contacting the sending program to verify the accuracy of the transportability completion record and supporting evidence.
2. Based upon documentation and evidence, accepting completion of standards as appropriate.
3. Obtaining any other information needed to guide the placement of the candidate.

## **Early Completion Option (ECO) Consideration**

An Induction Program allows Candidates to clear their California Teaching Credential by meeting standards and requirements during a two-year period of professional growth and reflection. However, candidates who are



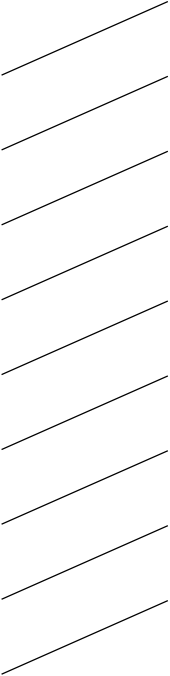


**Induction/PAR Collaboration Meeting LOG**  
**Induction and Credential Services**  
Fontana Unified School District

Candidate \_\_\_\_\_ Mentor \_\_\_\_\_

MONTH \_\_\_\_\_ YEAR \_\_\_\_\_

|                            |  |
|----------------------------|--|
| <b>Location of Meeting</b> |  |
|----------------------------|--|



# INDUCTION COMPLETION REQUIREMENTS

|                   |                               |
|-------------------|-------------------------------|
| <b>Candidate:</b> | <b>School:</b>                |
| <b>Mentor:</b>    | <b>Candidate Year 1 or 2:</b> |

| Induction Event                  | Date Completed or N/A |
|----------------------------------|-----------------------|
| District New Teacher Orientation |                       |
| Induction Kick Off Orientation   |                       |
| Colloquium (For Year             |                       |

Candidate/Mentor

# **FUSD Induction Professional Learning**

**Professional Development Options  
may include, but**

# Education Specialists' Internet Resources

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# CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP) 2009

## STANDARD ONE:

### ENGAGING & SUPPORTING ALL STUDENTS IN LEARNING

- 1.1 Using knowledge of students to assess their current knowledge and skills
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.4 Using a variety of instructional strategies, resources, and materials to engage all students in learning
- 1.5 Promoting critical thinking through inquiry, problem solving, and collaboration
- 1.6 Monitoring student learning and adjusting instruction while teaching

## STANDARD TWO:

### CREATING & MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

- 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe
- 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students
- 2.5 Developing, communicating, and maintaining high standards for individual and group behavior
- 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- 2.7 Using instructional time to optimize learning

## STANDARD THREE:

- 3.1 Demonstrating knowledge of subject matter, academic content

## STANDARD FOUR:

## STANDARD FIVE:

### ASSESSING STUDENTS FOR LEARNING

- 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments
- 5.2 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.3 Reviewing data, both individually and with colleagues, to monitor student learning  
Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- 5.5 Involving all students in self-assessment, goal setting, and monitoring progress
- 5.6 Using available technologies to assist in assessment, analysis, and communication of student data
- 5.7 Using assessment information to share timely and comprehensive feedback with students and families

## STANDARD SIX:

### DEVELOPING AS A PROFESSIONAL EDUCATOR

- 6.1 Reflecting on teaching practice in support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader community to improve student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the profession
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

Numbers are provided for ease of reference. They do not imply priority or ordering of the standards.

## Commonly Used Acronyms

### Induction

|        |   |  |
|--------|---|--|
| BTSA   | = | Beginning Teacher Support and Assessment ( <b>now called Induction</b> ) |
| CSTP   | = | <u>California Standards for the Teaching Profession</u>                  |
| CCSS   | = | Common Core State Standards  |
| CTC    | = | Commission on Teacher Credentialing                                      |
| ILP    | = | Individualized Learning Plan (same as IIP or Ind. Induction Plan)        |
| CRT    | = | Culturally Relevant/Responsive Teaching                                  |
| CTP    | = | <u>Continuum of Teaching Practice</u>                                    |
| SP     | = | Support Provider ( <b>now called Mentor</b> )                            |
| CANDID | = | Candidate  |
| MTSS   | = | Multi-Tiered System of Support   |
| EIPD   | = | Effective Instruction Professional Development                           |
| SIT    | = | Student Intervention Team  |
| DOK    | = | Depth of Knowledge   |
| IEP    | = | Individual Education Plan  |
| RSP    | = | Resource Specialist Program (for special education students)             |
| EL     | = | English Learner  |
| PBIS   | = | Positive Behavior Intervention and Support                               |

## GRIEVANCE PROCESS

*The rationale and overall design of the Fontana Unified School District Teacher Induction Program is based on sound theory, research, and practice. The delivery of services to candidates is carefully planned and implemented in ways that are consistent with the holistic, developmental view of teaching reflected in The California Standards for the Teaching Profession. The program administers a collaborative model, utilizing full-time released and part-time classroom teachers as mentors, focusing on improving classroom practice through formative assessment and reflection with the aim of being responsive to the diverse cultural, social, and linguistic backgrounds of all students.*

The FUSD program administers a grievance process for candidates' completion as follows:





Induction Program Request for Extension/Suspension

Plans for Support

Suspension for Lack of Program Completion

## Removal from Program for Lack of Program Completion

## FUSD Induction Program Sequence

| Year 1 Candidate                            | Year 2 Candidate  | Early Completion Option (ECO)   |
|---|---|---|
| New Teacher Orientation<br>(District event) |   | Determine Eligibility for ECO<br>w/Program Coordinator<br>(Handbook Pg. 16) |
| Induction Kickoff<br>Orientation            | Induction Kickoff<br>Orientation                                      | Induction Kickoff<br>Orientation  |
| Mentor Match<br>(within 30 days)            | Mentor Match<br>(within 30 days- if not<br>already assigned a Mentor) | Mentor Match  |

# FUSD Induction Program Sequence

|  |  |  |
|--|--|--|
| <p>Candidate Observes<br/>Other Teachers in the<br/>District<br/>(Observations set up by<br/>Mentor)</p> | <p>Candidate Observes<br/>Other Teachers in the<br/>District<br/>(Observations set up by<br/>Mentor)</p> | <p>Candidate Observes<br/>Other Teachers in the<br/>District<br/>(Observations set up by<br/>Mentor)</p> |
| <p>ILP Action Plan/Evidence<br/>Collected Related to<br/>Growth Goal (s)</p>                             | <p>ILP Action 0.680.314 rgC</p>  |  |