

Fremont Unified
School District

4210 Technology Drive Fremont, CA 94538 • 510.657.2350

Fremont Unified School District Teacher Induction Program Handbook 2025-2026

FUSD Teacher Induction Program

Federal & State Programs, Room 250
4210 Technology Drive Fremont, CA 94538
Phone (510) 659-2527, Fax (510) 659-2532

Christie Rocha, Ed. D.

Director, Federal & State Programs / Teacher Induction

Ext. 12631

cmrocha@fusdk12.net

Jenn Kelley

Induction Specialist TOSA

Ext. 12319

jkelley@fusdk12.net

Rubi Garcia

Staff Secretary, Fed & State

Ext. 12603

induction@fusdk12.net



Handbook Contents

California's Learning to Teach System.....	3
Program Admission Requirements	4
Program Overview	5-8
Purpose of Induction	6
Enrollment	7
Completion Requirements	8
Mentorship.....	9-12
Mentor Expectations	10
Collaborative Logs	10-11
Candidate/Mentor Pairing Issues	11
Mentor Observations	12
Mentor Training	12
Individualized Learning Plan.....	13-14
ILP Information	13
ILP Completion	14
Professional Learning Opportunities	15
Induction Completion Process.....	16-19
Tracking Progress	16
Induction Extension	16
Early Completion Option (ECO)	17-18
Induction Debrief	19
Earning a Clear Credential	19
FAQs	20-28
Security	20
Induction Release Days	20
Materials Requisition	21
District Coaches and Specialists	22
Other Requirements to Clear	23
Units for Induction Work	24-26
Teach Out Plan	27
Advisory Board	28
Appendix.....	29-45
Glossary of Terms.....	46

This handbook is a reference guide to the Fremont Unified School District Teacher Induction Program. Carefully review its contents and know your responsibilities in obtaining your Clear Credential. It is our goal to provide you with a rewarding experience that will build your professional skills, foster life-long peer relationships, and establish positive instructional practices that will impact the lives of all your students, their families, and the community.

The content in the Teacher Induction Handbook is subject to change without prior notice.

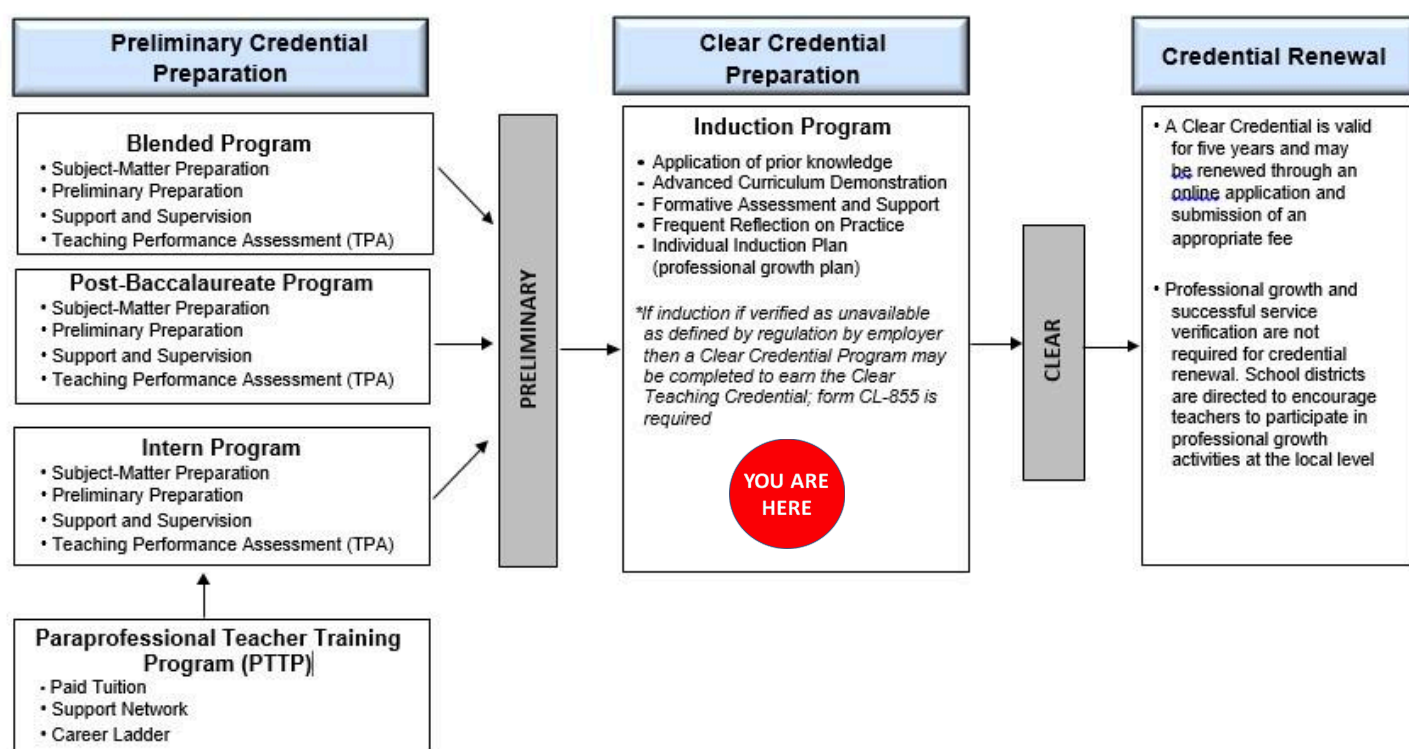
California's Learning to Teach System

Congratulations! You have completed a major step in earning your California Clear Teaching Credential. By finishing your credential, intern, or paraprofessional teacher training program, you have now earned a California Preliminary Teaching Credential.¹

In order to upgrade your Preliminary credential to a Clear Credential, you must complete a two-year Commission-approved Induction program. The FUSD Teacher Induction Program is excited to help you in this journey!



Figure 1: California's Learning to Teach System



System Qualities			
OPTIONS <ul style="list-style-type: none"> Multiple entry routes including Paraprofessional Program Meet Subject-Matter Requirement Community College Early Preparation 	ALIGNMENT <ul style="list-style-type: none"> State-Adopted Academic Content and Performance Standards for Students Teaching Performance Expectations (TPEs) California Standards for the Teaching Profession (CSTP) 	ACCOUNTABILITY <ul style="list-style-type: none"> Candidate Assessment Credential and Induction Program Approval Participation in Commission's on-going Accreditation activities 	COLLABORATION <ul style="list-style-type: none"> Schools/ Universities State Agencies Induction Programs Practitioner Teamwork

¹ Standard 1

FUSD Teacher Induction Program Admission Requirements

What is Induction?

Induction is a two-year program designed to support new teachers, provide professional development, and develop a reflective practice for a teacher with a California Preliminary Credential. The California Commission on Teacher Credentialing (CTC) and the California Department of Education (CDE) require the completion of a commission-approved Induction program to fulfill the requirements for the California Clear Multiple Subject, Single Subject, and Education Specialist credentials. Induction programs are accredited by the Commission based on the Induction Program Standards.

What are the requirements to enter the FUSD Teacher Induction Program?

- ☐ Possess a Preliminary Teaching Credential
- ☐ Employment as a teacher within Fremont Unified School District (or schools with Fremont city limits that contract with our program)
- ☐ Current teaching assignment that is authorized by the Preliminary Credential held

To view your credentials, please visit <https://www.ctc.ca.gov/>

If you have questions about our employment status or teaching assignment as it relates to the Induction program, please us at Induction@fusdk12.net

Overview of the FUSD Teacher Induction Program

The Fremont Unified School District Teacher Induction Program allows teachers to earn a Clear Credential in two years *at no cost to candidates*. The program has three components:

Mentorship:

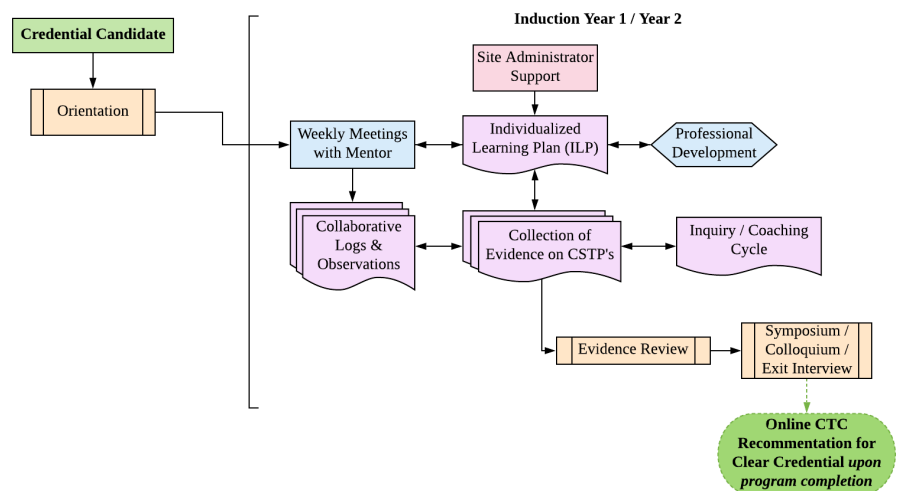
Candidates will be matched with a mentor based on credentials held and grade level and/or subject area as needed.² Candidates will receive an average of no less than one hour per week of individualized support and mentoring coordinated or provided by the mentor.³ Support includes both “just in time” assistance as well as long-term goals identified by the candidate on the *California Standards for the Teaching Profession Continuum*. Each candidate will maintain evidence of monthly Collaborative logs and the Verification page for the ILP.

Individualized Learning Plan (ILP):

Growing as a professional, feeling greater confidence as a teacher, and meeting the learning needs of all students are the main goals of the system. Candidates employ an ongoing learning process that follows a cycle of plan, teach, reflect, and apply. Candidates, with the assistance of a Mentor, will identify areas of both strength and growth and complete an Individual Learning Plan (ILP).⁴ Action research will guide individual professional development around the 2009 *California Standards for the Teaching Profession* (CSTP) and the Induction Standards (IS).⁵ Each candidate will maintain evidence as it pertains to their ILP including student work samples, the Administrator Signature Page, and Verification Page.

Professional Learning Opportunities:⁶

Professional learning opportunities may include a Professional Learning Opportunity Seminar series, district-aligned workshops, PLC meetings, advanced professional development options for Education Specialist, observing mentors or other experienced teachers, meeting with coaches or specialists, etc. These opportunities help teachers grow and demonstrate competence on the CSTP Continuum.



² Precondition 2

³ Precondition 3

⁴ Standard 2

⁵ Standard 3

⁶ Standard 3

What is the Purpose of Induction?

- To provide an effective transition into the teaching career for eligible first-year and second-year teachers in California⁷
- To improve the educational performance of students through improved training, information, and assistance for new teachers
- To enable Candidates to be effective in teaching students who are culturally, linguistically, socio-economically, and academically diverse⁸
- To ensure the professional success and retention of new teachers
- To ensure that a Mentor provides intensive individualized support and assistance to each Candidate⁹
- To establish an effective, coherent system of performance assessments that are based on the 2009 *California Standards for the Teaching Profession*¹⁰
- To examine alternative ways in which the general public and the education profession may be assured that new teachers who remain in teaching have attained acceptable levels of professional competence
- To ensure that an *Individual Learning Plan* for each Candidate is based on an ongoing assessment of the Candidate's development¹¹
- To provide comprehensive support to Candidates during the first two years of teaching in a situated learning environment, with frequent reflection on practice through the use of formative assessment that is aligned with the *California Standards for the Teaching Profession*¹²
- To recommend for the California Clear Credential to only those Candidates who have met and completed all of the requirements of the Induction Program¹³
- To enhance the skills, abilities, and talents of Mentors to better work with Candidates¹⁴
- To provide a purposeful, logically-sequenced structure of extended preparation, and professional development that prepares Candidates to meet the academic learning needs of all students

Characteristics of a Two-Year Induction Program	
Is	Is Not
<input type="checkbox"/> Growth model	<input type="checkbox"/> Proficiency Model
<input type="checkbox"/> Risk taking	<input type="checkbox"/> Staying in one's comfort zone
<input type="checkbox"/> Inquiry-driven	<input type="checkbox"/> Form driven
<input type="checkbox"/> Built upon prior knowledge and experience	<input type="checkbox"/> Redundant of teacher or intern programs
<input type="checkbox"/> Job-embedded	<input type="checkbox"/> Layered on top of job requirements
<input type="checkbox"/> Candidate-driven	<input type="checkbox"/> Prescribed by program

⁷ Precondition 1

⁸ Standard 3

⁹ Standard 4

¹⁰ Standard 5

¹¹ Standard 3

¹² Precondition 1

¹³ Standard 5

¹⁴ Standard 4

How Do I Enroll in the FUSD Teacher Induction Program?

The FUSD Teacher Induction Program complies with all Board of Education policies regarding non-discrimination. All employees and program candidates are protected from discrimination in all areas of employment as well as Induction-specific admission, retention, and program completion. Upon hire, teachers with preliminary credentials are informed and advised of their obligation to participate in and complete a Teacher Induction Program.

- At the time of hire or when an intern or resident receives a preliminary credential, Human Resources informs candidates of program availability and provides a brief description of the program during the New Hire orientation.
- Candidates will fill out the [FUSD Teacher Induction Program Admission Application](#). This application will be reviewed by HR and the Induction Program to determine that all requirements are met before enrollment occurs.
- Candidates receive an Induction Orientation, hard copy, and a link to the online handbook that includes a comprehensive overview of the program and completion requirements.¹⁵

When Can I Enroll in the Induction Program?

The FUSD Teacher Induction Program accepts qualified candidates at multiple times during the school year. Open enrollment occurs within the following timeline:

- The cutoff date for qualified candidates to enroll in the fall semester is October 1.
- The cutoff date for qualified candidates to enroll in the spring semester is February 1.

Where Can I Learn More about the FUSD Induction Program?

This handbook provides a comprehensive overview of the FUSD Teacher Induction Program. The FUSD Teacher Induction Program also maintains an updated website with a variety of resources [here](#). For additional directions to access the website for FUSD and non-FUSD employees, please refer to Appendix pages 37-38.

¹⁵ Precondition 1

What Are the FUSD Teacher Induction Program Completion Requirements?

For specific due dates, please refer to your calendar based upon your completion track.

1. **Enrollment:** Once you are hired in FUSD, Induction and HR staff will assess your eligibility for the Induction Program. If you have a Preliminary teaching credential, you will be admitted and will be contacted about enrollment responsibilities.¹⁶
2. **Application:** Complete [Induction Admission application](#).¹⁷
3. **Orientation Meeting:** Attend an in-person Orientation meeting at the District Office..¹⁸
4. **Surveys:** Complete all surveys sent to you by Induction Staff throughout the school year.¹⁹
5. **Newsletters:** Read monthly Newsletters sent to you by Induction Staff.²⁰
6. **Collaborative Logs:** After meeting with your mentor for no less than one hour per week, complete monthly Collaborative Logs²¹
 - See Pages 32-33 for an example.
 - See [Collaborative Log FAQs](#) on the Induction website.
7. **Placement on the Continuum:** Candidates will use their IDP to place themselves on the California Standard for the Teaching Practice Continuum of Teaching Practice at the beginning of the program, at the end of Year One, and at the end of Year Two.²²
8. **Individualized Learning Plan (ILP):**²³
 - See the [ILP Resources](#) tab on the Induction website for directions, tips, and samples of the ILP.
 - All ILP drafts must be typed, written at a college level, and submitted electronically in Google Classroom.
 - Candidates will engage in relevant professional learning opportunities to their ILP goal.²⁴
 - Mentors will view and provide feedback on both the draft and final ILP before submission.
 - All Year 2/ECOs must bring hard copies or digital copies of their ILPs to the Induction Debrief in April/May. Year Ones will submit electronically to Google Classroom. Please see the [ILP Appendix](#) for details on completion.
9. **Admin Signature Page:** After meeting with your administrator to share your ILP goal, have your administrator sign the Admin Signature Page for each ILP. Scan and submit into Google Classroom.
 - Admin Signature pages are due on the same day as ILP Drafts.
10. **Verification Page:**²⁵ Have the Mentor sign off the Verification Form. This form verifies:
 - That your mentor has reviewed each draft of your ILP.
 - That you have placed yourself on all CSTP elements in the continuum.
11. **Induction Debrief:**²⁶ All Year 2/ECO Candidates will complete an Induction Debrief in April/May. In March, you will review the [Induction Debrief Checklist](#) and be given a link to select an Induction Debrief date and time.
 - The Induction Debrief Checklist contains the [rubric questions](#) asked during the debrief. Additional helpful items can be found under the Induction Debrief Resources tab on the Induction webpage [here](#).

Reminders:

- The calendars for Year 1, Year 2/ECO Candidates, and Mentors are posted on the [Induction Home page](#) and within Google Classrooms.
- If you have questions on any Induction documents, we are always available via phone or email.
- If you plan to earn the maximum amount of University of the Pacific (UOP) credits for your Induction work, you must strictly adhere to due dates. See pages 24-26 of the Handbook for more details on unit eligibility.

¹⁶ Precondition 1

¹⁷ Precondition 1

¹⁸ Precondition 1 and 6

¹⁹ Standard 6

²⁰ Standard 3 and 5

²¹ Precondition 2 and 3

²² Standard 1

²³ Precondition 4 and 5, Standards 2 and 3

²⁴ Standard 3

²⁵ Standards 1, 3, and 5

²⁶ Standard 5

FUSD Teacher Induction Program Component: Mentorship

How Is My Mentor Assigned?

The FUSD Teacher Induction Program uses both the guidelines set forth in the Induction Preconditions and Standards²⁷ as well as Article 31 in the FUSD-FUDTA Collective Bargaining Agreement.²⁸ The following steps are taken to ensure that candidates are matched with qualified mentors:

- Once the FUSD Teacher Induction Program Admission Application has been completed and reviewed by both HR and Induction, the Induction Program will contact the administrator at your school site and ask for the name of potential mentors.²⁹ This occurs within the first thirty days of the participant's enrollment in the program.³⁰
- The administrator will provide the name of a willing mentor who has the same credential type as the candidate. The Induction Program will check that credentials match as appropriate to the participant's employment and provide the mentor with the [Mentor Resume](#) and [Mentor Stipend Agreement](#) to sign.³¹
- If no one is available at the site with the correct credential, the administrator will reach out to the Induction Program for assistance. The Induction Program maintains a list of qualified mentors and can assign a mentor when needed.

What Are the Requirements to Become a Mentor?

The FUSD Teacher Induction Program mentors are classroom teachers as described in Article 31 in the Collective Bargaining Agreement. Mentors must have:

- 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

²⁷ Can be found on pages 41-44

²⁸ Can be found on page 47

²⁹ Article 31.9 in the Collective Bargaining Agreement

³⁰ Precondition 2

³¹ Precondition 2

What Can I Expect from My Mentor?

Mentors are experienced classroom teachers with a passion to support new teachers. Within their [Mentor Stipend Agreement](#), they are paid a stipend³² to provide the following:

- Establish a learning-focused relationship with the candidate(s) and maintain confidentiality and discretion around conversations and work.³³
- Advise and assist the candidate(s) in completing all requirements of the FUSD Teacher Induction Program as explained in the Teacher Induction Handbook, at Orientations, at Mentor Meetings, or as provided by Induction staff.³⁴
- Provide both “just in time” and long-term support of teaching practices including but not limited to: feedback on formal and informal classroom observations, reflective conversations, and/or modeling.³⁵
- Meet with, observe and/or coordinate learning opportunities for candidate(s) an average of one (1) hour per week throughout the school year. Collaborative Logs are completed by the Candidate to document this work. Mentors will review these logs monthly, forwarded by the candidate(s), using the online Collaborative Log shown on pages 33-34 in the Induction Handbook.³⁶
- Complete all required state and local program evaluations and surveys by the due date announced by Induction staff.³⁷
- Attend all required Induction meetings including, but not limited to, Mentor Meetings and Orientations.³⁸
- Connect candidate(s) with available resources to support their professional growth and accomplishment of the ILP.³⁹
- Periodically review the ILP with candidate(s) and make adjustments as needed.⁴⁰
- Commit to becoming knowledgeable about beginning teacher development.
- Observe your candidate(s) at least once per semester and provide written feedback to your candidate.
- Respond to any requests from the Induction office within a timely fashion.

How Do I Report My Meetings with my Mentor?

The purpose of the Collaborative Log is to document the amount of support you receive each month. The CTC requires an average of one hour per week, for a total of at least four hours per month, that school is in session.⁴¹ On the log, please include any time you spend getting direct support for your mentor, as well as any support your mentor coordinates for you based on your needs.⁴²

³² Stipend is \$1800 per candidate as set by Appendix E of the Collective Bargaining Contract. This stipend amount is subject to change based on negotiations.

³³ Standard 4

³⁴ Standard 2, 3, 4

³⁵ Standard 4

³⁶ Precondition 3

³⁷ Standard 5

³⁸ Standard 4

³⁹ Standard 4

⁴⁰ Standard 4

⁴¹ Precondition 3

⁴² Standard 4

Your mentor may suggest activities such as:

- Talking to your department chair / grade level
- Attending a COST/SST/IEP meeting for select students
- Observing another teacher or your mentor
- Meeting with a district coach or specialist
- Attending district professional development

Complete Collaborative Logs Online Using Google Form:

- For additional information, please visit the [Collaborative Log FAQ](#).
- Candidates complete the online [Collaborative Log](#). A link is also on the [Induction website](#) and within Google Classroom.
- Complete the log at the end of each month. You have only one attempt to complete the form each month. The form does *not* allow you to enter data, save it, and come back to it later.
- Vary the CSTP elements that you work on since this is one way that you track your progress on all CSTP throughout your time in Induction. Please do not use CSTP 6 every month.
- Click submit to your data to the Induction Office.
- Send the emailed version of your responses to your mentor for their review. A copy of your responses will be emailed to the address you provide. If you experience difficulties, please email induction@fusdk12.net for assistance.
- A sample of the Collaborative Log can be found on pages 32-33 in the Induction Handbook.

Do I Keep the Same Mentor for the Duration of the Program?

Mentor Stipend Agreements are valid for one school year or a portion thereof. In the spring, candidates are given the opportunity to request a new Mentor or continue with their current Mentor. During the school year, in the event the Candidate or Mentor has one or more issues regarding his/her pairing with an assigned Candidate or Mentor, the Candidate or Mentor should immediately contact the Induction Specialist to resolve the situation. If the issue cannot be resolved through informal discussions with the Induction Specialist, the following procedures will be used to resolve the situation.

- The Candidate/Mentor will notify the Induction Specialist in writing of their specific concerns regarding the Candidate/Mentor pairing.
- Within one week after receiving a written notification from a Candidate or Mentor, the Induction Specialist will convene a meeting with the Candidate and the Mentor. At this meeting, the issues will be discussed.
- If an agreement for resolution is reached at this meeting, the Induction Specialist will prepare a written memorandum of the agreement within one week of the meeting, to be signed by all parties.
- If an agreement for resolution is not reached at this meeting, the Induction Specialist will review the matter and issue a written decision regarding the Candidate/Mentor assignment within two weeks of the meeting. The written decision will explain the rationale for the decision.

What Happens If I Miss a Meeting with My Mentor?

Meeting regularly with your mentor is a requirement of the FUSD Teacher Induction Program. Because of this, it is important that you make every effort to attend all scheduled meetings with

your mentor. However, in the event that something urgent comes up, please work with your mentor to reschedule at a time mutually convenient for both of you. It is expected that you will communicate with your mentor prior to missing the meeting. Repeatedly missing meetings without prior notice puts the candidate at risk of not meeting the Induction requirements.

When Can I Meet with My Mentor?

The FUSD Teacher Induction Program recommends that you work with your mentor to find a convenient and regular time to meet with your mentor. For most candidates and mentor pairings, they work at the same site and can often find a mutually agreed upon regularly scheduled weekly meeting time and place. For candidates and mentors who may be at different sites, meeting regularly virtually is an option *with prior permission from the Induction Specialist*.

How Often Will I Be Observed by my Mentor or the Induction Specialist?

Mentors are required to observe their candidates at least once per semester for a total of two times per school year. Mentors and candidates will engage in the following observation meetings:

- ☐ Pre Observation: Candidates and mentors will discuss what the mentor will see and anything in particular candidates would like the mentor to focus on such as classroom management, engagement, behavior management strategies, Total Physical Response, etc. They will also agree upon a date and time of the observation. This meeting is best held a few days before the observation.
- ☐ Observation: The mentor will observe the candidate and share their notes digitally with the candidate. The notes are kept confidential between the mentor, candidate, and Induction Specialist. Observations are not evaluative.
- ☐ Post Observation: The candidate and mentor will meet to discuss the observation. The mentor may suggest next steps or recommended resources based on the observation. This meeting is best held within a few days of the observation.

As needed, mentors can observe more frequently than that during agreed-upon dates and times.

The Induction Specialist will also observe candidates at least once throughout the school year. The Induction Specialist will contact the candidate and observe at a mutually agreed upon date and time. Observation notes will be shared with the candidate and mentor only.

How Are Mentors Trained?

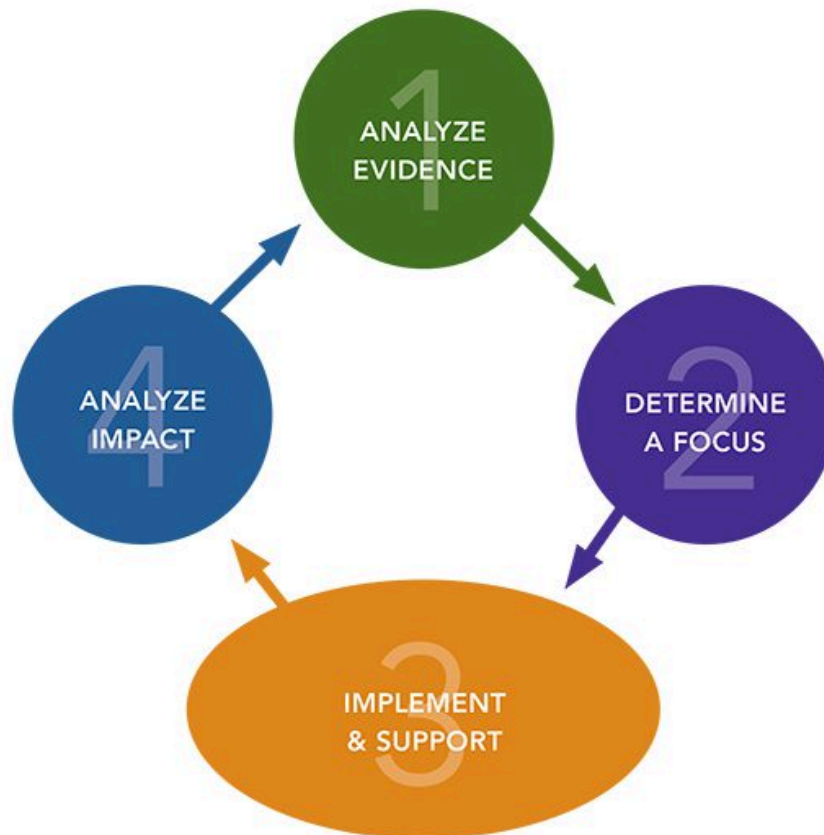
Mentors attend an Orientation meeting at the beginning of the semester to learn about program requirements and expectations. Once per semester, mentors attend Mentor Meetings where the Induction Specialist provides data-based training tailored to the needs of FUSD's mentors and candidates.⁴³

⁴³ Standard 4 and 5

FUSD Teacher Induction Program Component: ILP

What is the ILP?

The ILP, or Individualized Learning Plan, is developed by the candidate with assistance from the mentor. The ILP guides the candidate through a cycle of inquiry during each semester within the Induction Program by allowing candidates to show growth in the mastery of the California Standards for the Teaching Profession (CSTP). The cycle of inquiry process is embedded in the ILP. The ILP is a living document that can be edited at any point during the semester. It is submitted in Google Classroom and reviewed multiple times by the mentor and Induction Specialist during the semester. Utilizing the FUSD Teacher Induction ILP process helps candidates grow professionally within their own classroom context to build knowledge and engaging, research-based instructional practices from the start of their career. Establishing strong professional habits such as collaboration, seeking out help from district coaches, goal-setting, data-driven decision-making, and ongoing reflection helps candidates throughout their teaching journey. The ILP is not intended to be used for evaluation for employment purposes.⁴⁴



Adapted from Center of Educational Leadership at University of Washington College of Education

⁴⁴ Precondition 5

What are the Steps Involved in Completing the ILP?

The ILP should be completed by the candidate with input and guidance from the mentor. Samples of recent ILPs can be found [here](#). Broadly, the process to complete the ILP should be as follows:

- Within the first 60 days of enrollment in the program, candidates and mentors will review the teacher's IDP (Induction Development Plan) from their credential program, all CSTP elements, and site and district initiatives.⁴⁵ Candidates and mentors will work together to collaboratively assess the candidate's current level of development as Emerging, Exploring, Applying, Integrating, or Innovating in relation to each of the CSTP elements.⁴⁶
- They will then determine one CSTP element to focus on within the ILP. This will form the basis for their goal statement or essential question.
- Candidates work with mentors to create a SMART Goal as it pertains to their goal statement or essential question. The goal should be specific, measurable, achievable, relevant, and time-bound.
- Candidates will work with their mentor to find two action plan items that will help them achieve their goal.⁴⁷ This could include district-offered professional learning opportunities, observing another teacher, webinars, research, etc.⁴⁸ The action plan items should provide candidates new teaching strategies to implement in the classroom that will help them meet their stated goal.
- Candidates will select one focus student to use as a lens to monitor the efficacy of the new teaching strategies that will be implemented from the action plan items.
- After mentors have checked the ILP, the ILP draft will be submitted in Google Classroom for the Induction Specialist to review and provide feedback.
- Candidates will implement the new teaching strategies over a period of six weeks or more. They will collect student evidence from both the whole class and the focus student during those six weeks.
- With their mentors, candidates will analyze student evidence or assessment data and reflect on their professional learning. They will link pertinent evidence into the ILP document.
- Candidates will note their mentor's observation dates and link their notes as well as the Induction Specialist's notes (if applicable) into the ILP.
- After mentors have checked the Final ILP, Candidates will submit it in Google Classroom for the Induction Specialist to approve.

How many ILPs do I need to complete?

Candidates are required to complete four total cycles of inquiry during the two-year Induction program.⁴⁹ Since each ILP is unique to a specific goal, candidates will complete four total ILP documents. One ILP is completed per semester.

⁴⁵ Precondition 1 and 4

⁴⁶ Precondition 2

⁴⁷ Standard 4

⁴⁸ Standard 3

⁴⁹ Precondition 1

FUSD Teacher Induction Program Component: Professional Learning Opportunities

What Are Professional Learning Opportunities?

Professional Learning Opportunities are aligned with the *California Standards for the Teaching Profession*, the Common Core State Standards, California English Language Development Standards, and current research-proven practices. It is the expectation of the FUSD Teacher Induction Program that candidates fully engage in FUSD's professional learning opportunities as they pertain to the goals set forth in the ILPs and beyond.

As part of the FUSD Teacher Induction Program, all candidates and mentors attend Orientation yearly to learn about the benefits and requirements of the program.⁵⁰ At the end of the program, candidates attend an Induction Debrief to defend the work they've completed during their time in Induction.⁵¹ Mentors are expected to attend two mentor training sessions per school year.⁵²

How Can I Sign up for Professional Learning Opportunities?

Professional Learning Opportunities are meant to be valuable and applicable to a candidate's teaching assignments. The FUSD Teaching Induction Program strives to connect candidates with training opportunities from the Curriculum and Instruction Department, Federal and State Programs Department, Alameda County Office of Education, and the California Department of Education. Candidates will be notified of upcoming professional learning opportunities in the monthly newsletter and Google Classroom posts.

Fremont Unified currently uses [Frontline](#) to view and access professional learning opportunities.

⁵⁰ Precondition 1

⁵¹ Standard 5

⁵² Standard 4

FUSD Teacher Induction Program Completion Process

How Can I Track My Progress During the Program?

The FUSD Teacher Induction Program uses Google Classroom as its learning management system for FUSD employees. Non-FUSD employees have a designated Google Folder shared with them at the start of the program. Both of these methods allow candidates to view due dates and submit assignments in a timely manner.

Internally, the FUSD Teacher Induction Program Review Process works as follows:

Membership:

The Teacher Induction Program Specialist and their designees are considered Induction Review Team members. Each member is trained in the Induction process.

Required Elements:

Each Candidate completes the program and shares evidence showing the application of the Induction Program Standards and CSTP. The Induction Program, housed within the Federal & State Programs Department, maintains secure transcripts that document the Candidate's submission of required forms and program completion.

Process:

Using the Induction [End-of-Year Checklist](#), the Induction Specialist reviews the activities completed under each of the standards. If necessary, the Candidate can be called to meet in-person or virtually with the Induction Specialist and explain components in their evidence that are not clear to the Induction Specialist or review team members. If a Year 2 Candidate receives an unsatisfactory mid-year review, they may or may not receive a program extension. They acknowledge that they may have to pay for future Induction services (see *Extension Request Form* below).

Appeal Process:

If the Candidate's evidence is not acceptable to the Induction Specialist and/or the Induction Review Team, the Candidate may appeal their findings through written communication to the Director of the program. The Director will meet with the Candidate to review their findings and give feedback to the Candidate as to missing or incomplete evidence. The Director may establish a plan for the completion with a date for submission.

What If I Can't Complete Induction in Two Years?

On occasion, extenuating circumstances, such as maternity leave, extended illness, or personal emergency may require program extension beyond the normal two years. If so, the Candidate discusses the circumstance with their Mentor, Principal, and Induction Specialist. Upon verification, the extension may be approved and stipulations for the extension provided in writing on the [Extension Request Form](#).

What is Early Completion Option (ECO)?⁵³

Senate Bill 57 was designed to allow eligible individuals to complete a commission-approved professional induction program at a faster pace than the full two years generally required to complete all program requirements. The intent of the law is to serve experienced and exceptional candidates.⁵⁴ In order for a commission-approved induction program to verify completion of the program for any candidate enrolled in the early completion option, the candidate must have demonstrated their knowledge, skills, abilities, and competencies required for the clear credential.

Who is Eligible for ECO?

Qualified candidates:

- Must hold a valid California Preliminary Multiple Subject, Single Subject, or Education Specialist teaching credential
- Must be employed in the Fremont Unified School District or with a private school employer
- Must have a minimum of 3 years prior teaching experience as the teacher of record within their teaching authorization from the last 10 years within the United States
- Substituting, intern experience, and preschool **do not** count towards years of experience for Early Completion Option
- Must be highly-qualified and exceptional as deemed by the FUSD Teacher Induction Program

What are the Criteria for Acceptance?

1. Submission of at least two (2) exceptional/exceeds standards teacher performance evaluations from administrators. One evaluation must have been conducted within the last two years. Other evaluations must be from within the past 10 years. The evaluations must be rigorous and address the following areas:
 - ✓ Teaching strategies that motivate all students to engage in learning
 - ✓ The ability to establish and maintain high standards for student behavior
 - ✓ A demonstration of deep knowledge of the subject matter taught as defined by the CA Content Standards and use of appropriate instructional strategies that promote student understanding
 - ✓ An ability to evaluate and assess student achievement
 - ✓ An ability to communicate effectively by presenting ideas and instruction clearly and meaningfully to all students
2. EL Authorization (Emergency, Clear, or embedded are acceptable)
3. Recommendation from current site principal based on observations and evidence of CSTP Standard Two (Creating and Maintaining Effective Environments for Student Learning) and *submitted directly to Dr. Rocha in Federal & State Programs*
4. Final eligibility subject to approval of Induction Director

⁵³ Precondition 6

⁵⁴ Precondition 1

What is the Process to Qualify for ECO?

When a teacher is hired who meets the above criteria, he/she is eligible to be considered for the Early Completion Option. Candidates are informed of the criteria and process for participating in the ECO as part of the Teacher Induction Program Orientation. The Teacher Induction Program Handbook outlines the Early Completion Option eligibility and criteria. Interested candidates should contact the Induction Specialist who verifies qualifications/eligibility and provides the candidate with an application for the Early Completion Option.

The candidate submits the application packet including:

- Two prior, rigorous and exceptional performance evaluations (one within the last two years) from administrators. This would be the “Teacher Final Evaluation Form” if the applicant’s prior years of experience are in FUSD. Please see page 4 for a sample of this form.
- Classroom Visitation Record - Page 3 - *This should be completed by your administrator and submitted directly to Dr. Rocha in Fed & State Programs*

Complete application packets are due to the Induction Office no later than October 1 for candidates entering the program in the Fall Cycle, and February 28 for candidates entering in the Spring Cycle.

Who Evaluates the ECO Application Packet?

The Induction Program Director reviews the completed application forms to make the ECO determination. The candidate will be notified in writing whether they qualify for the Early Completion Option by November 7 for fall submissions and March 7 for spring submissions. If a candidate does not qualify for ECO, they will participate in the full two-year Induction Program. Candidates who qualify must sign the Early Completion Option MOU. Candidates who are denied ECO may appeal the decision by filling out the ECO Appeal Form by November 15 for fall submissions or March 15 for spring submissions. The Induction Advisory Board will review the appeal and make a final decision in writing within 60 days.

What is the Appeal Process for ECO Denial?

Candidates who are denied ECO may appeal the decision by filling out the ECO Appeal Form by November 15 for fall submissions or March 15 for spring submissions. The Induction Advisory Board will review the appeal and make a final decision in writing within 60 days.

What are the Completion Requirements for ECO Candidates?

Clear Credential Requirements for SB 57 Early Completion Option candidates are as follows:

- Participate for *one school year* in the Induction Program and sign ECO MOU
- Meet regularly with their Induction Mentor (minimum of one hour of Induction-related activity per week with or coordinated by Mentor)
- Submit monthly Collaborative Logs
- Complete all requirements of the Individual Learning Plans (ILPs), as communicated by an Induction Specialist. CSTP 2 cannot be one of the goals.
- Submit the ILP Verification Form (Mentor’s signature verifies the candidate’s completion of self-placements on the CSTP Continuum and completion of the ILP) and the Admin Signature Pages
- Complete all surveys as required by the Induction Program
- Maintain evidence to be used as verification of completion at time of Induction Debrief

What is an Induction Debrief?

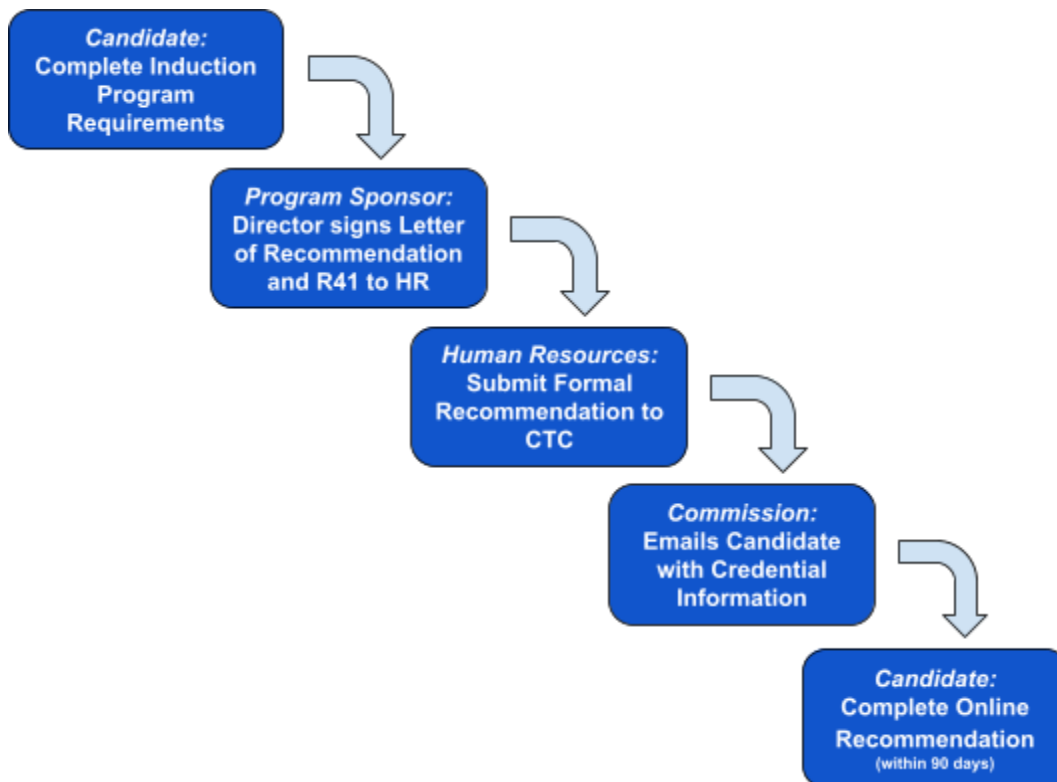
Previously known as the “Exit Interview”, the Induction Debrief allows candidates who are at the end of the Induction program to defend their progress on the CSTP elements during a one hour conversation with the Induction Specialist or designated interviewers.⁵⁵ Candidates have an opportunity to share evidence and ILP work to show their growth on the Continuum. Candidates can view the questions and rubric ahead of time and prepare their answers and evidence. Evidence should come from their work throughout the entirety of the Induction Program. A passing score is determined by the usage of the [Induction Debrief rubric](#).

How Do I Earn a Clear Credential?

Candidates are required to complete all FUSD Teacher Induction Program requirements. Requirement completion will be verified during the end of semester and the end of year reviews.

Once all Induction requirements have been met, the following will occur:

- The Director of Federal & State Programs signs a Letter of Completion and Form R41 to Human Resources.
- Human Resources then files for the Clear Credential Online with the CTC.
- The CTC will email the candidate with instructions for completing the process and paying for the Clear Credential.
- Per CTC guidelines, recommendations for the Clear Credential are only valid for 90 days. If the teacher does not follow the link to complete the process, the recommendation may expire and re-recommendation must occur. To avoid delays and additional fees, we recommend that you check your personal email frequently during the summer for the CTC’s email.



⁵⁵ Standard 5

FUSD Teacher Induction Program Frequently Asked Questions

How is my Personal Information Stored?

The FUSD Teacher Induction Program follows the following record retention policies:

- Candidates and program completers have access to and can be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion.
- All candidate records are maintained within the Federal & State Projects office at the FUSD District Office both on paper and electronically.
- Records containing sensitive information are kept in locked cabinets and/or on a secure server with the Federal & State Projects office at the FUSD District Office.
- All paper records are destroyed three years after completion of the program, but electronic records are kept for five years.

How Long Do I Need to Keep Induction Documents?

The FUSD Teacher Induction Program asks candidates and program completers to keep digital and/or paper copies of work completed from the Induction Program for three years.

Do I Get Any Release Time through the Induction Program?

As per Article 31.13.4, candidates receive one release day per year to use for Induction business. This could be used to work with an instructional coach, observe colleagues, work on the ILP, or attend conferences.⁵⁶ A second day may be approved upon request depending on budgetary constraints.

As per Article 31.13.3, mentors receive up to two release days per year, two mornings of which must be used for mandatory Mentor Meetings conducted by the Induction Specialist.⁵⁷ The remaining two half days are to conduct observations. Typically the required observations are done in the afternoons after the mentor meetings. Mentors with more than one candidate may be eligible for additional release time with prior permission from the Induction Specialist.

Candidates are able to request their Induction Release Day utilizing the following steps:

- Choose a date that works best for you and other parties involved if relevant.
- You can choose to take a half-day or a full-day. No single periods or in-house subs will be approved.
- DO NOT request a release day on a Monday, Friday, or the day before or after a 3-day weekend or school break. It will not be approved.
- DO NOT request a date past April 30 as most Induction work is completed by then.
- Fill out the [Induction Release Day Form](#) first. Induction staff will email you to let you know that your proposed day has been approved or denied.
- If approved, then complete a [Request for Leave - Certificated Personnel Form](#) at least two weeks prior to the date you will be out of the classroom. If you do not submit this form in advance, your absence may not be covered or paid for by the Induction Office.
 - Check "School Business" and write a brief but specific description of how you are using the day. Examples may include Induction Observation, Induction Conference, etc.
 - Sign the Request of Leave form.
- Submit the Request for Leave form to your school secretary. The principal MUST sign the leave form. Forward the form to the Induction Office to code and approve. A copy of the Request for Leave will be sent to your school secretary.
- It is your responsibility to enter your absence into Frontline (formerly AESOP) to request substitute teacher coverage or make arrangements at your site.

⁵⁶ Standard 3

⁵⁷ Standard 4

Can I Purchase Classroom Materials through Induction?

As per Article 31.13.4, each year, FUSD candidates are eligible to purchase up to \$200 of classroom materials (including tax and shipping) per school year. *You MUST submit an FUSD Requisition form to order materials for your classroom.* To complete your requisition, please:

1. **Complete an [Order Requisition Form](#).** Download the form to fill-in. See example on page 36..
2. **Include shipping/handling fee** (15% of total purchase if no fee is listed on order form). Shipping/handling fees will be waived ONLY if you have printed documentation from the vendor stating shipping/handling fees are free or not required. Please include this documentation with your requisition.
3. **Sales tax (10.25%)** must be included on all orders, even if the vendor does not charge it. The Purchasing Department adds sales tax on all requisitions if it is not already added.
4. **Shipping/handling and tax are included** as part of your total materials order. Please be sure you do not go over your allotted amount.
5. **Administrator Signature:** Your Administrator must review and sign the Requisition Form.
6. **Send completed Requisition Form to the Induction Office** at induction@fusdk12.net and we will contact you with any questions or concerns. Allow 3-4 weeks for processing (excluding transit time and school breaks/holidays). Induction may substitute items / modify quantities to stay under \$200.
7. **TPT:** If ordering from *Teachers Pay Teachers*, refer to [Ordering with Purchase Order](#).
8. **Office Depot Business** provides quick delivery for in-stock items. You can check with your school secretary to access the school account and pricing information.
9. **Amazon:** If ordering from Amazon, we only accept items eligible for free or *Prime* shipping. You must create a public wish list and email the link to Induction, along with the signed Requisition form. Amazon prices fluctuate daily and may differ from prices on *Amazon Business*. Please note that orders do not ship with Amazon *Prime* shipping. In-stock materials ship out of Amazon within 7-10 business days.
10. **Incomplete** or incorrect Requisition Forms will be returned.
11. **Arrival of Items:** Notify your School Office staff that materials are coming. Also, please notify the Induction Office when you have received your materials.
12. **Books:** Books used with students must be on the approved reading list for the grade level/subject you teach. Check with your site administrator or department chair BEFORE ordering any class sets of books for your classroom. Your administrator's approval is required for processing requests. If your administrator is not sure whether the book is on the approved reading list, they should consult with the Curriculum & Instruction Department.
13. **Deadlines:** Completed requisition forms must be submitted to the Induction Office no later than November 21 for the fall cycle and March 31 for the spring cycle.

Additional Purchasing Reminders

1. **NO REIMBURSEMENTS** to individuals for purchases
2. Limit purchases to consumable items that can be used for student learning
3. Materials are property of FUSD and must remain in the classroom/site
4. No technology items over \$50

How do I Contact District Coaches and Specialists for Assistance?

FUSD has many resources available to all teachers from [Federal & State Programs](#) and the [Curriculum & Instruction Department](#). Coaches and specialists send emails to all staff notifying them of the assistance they can provide. More information about programs and coaching support can be found below.

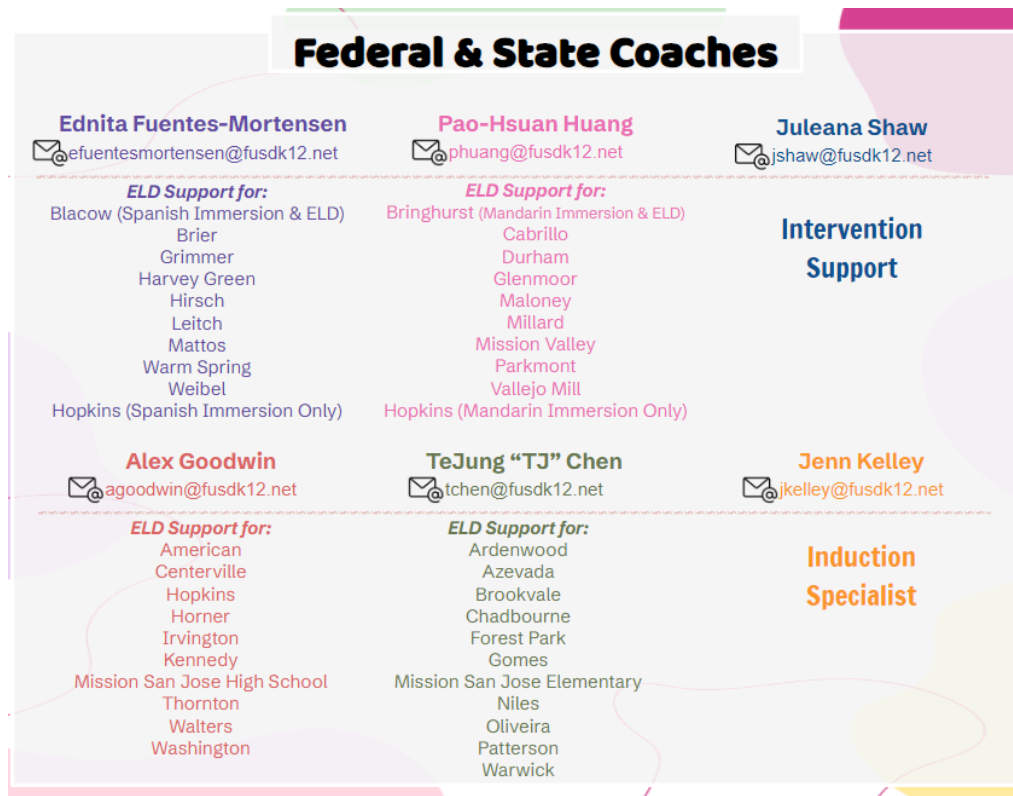
Fed & State Programs: Dual Immersion - Spanish and Mandarin Dual Immersion Programs

The district's [Immersion program](#) is open to non-English-speaking and English-speaking students. Immersion education is an alternative educational model designed to provide students with fluency and literacy in two languages. In these programs, all students develop literacy in the target language first with the gradual addition of English. Students in the Immersion program are taught using the same California State Standards as all other students in the district. The Immersion program is offered in Spanish and Mandarin for students in grades K-8.

Program Manager	Audrey Suratos	asuratos@fusdk12.net
Spanish Immersion Coach	Ednita Fuentes-Mortensen	efuentesmortensen@fusdk12.net
Mandarin Immersion Coach	Paohsuan Huang	phuang@fusdk12.net
Staff Secretary	Rubi Garcia	rgarcia@fusdk12.net

Fed & State Programs: English/Multilingual Learner - English Language Development

Each school in the Fremont Unified School District has a program designed to help bring students from their current English level to proficiency. This program meets the California State English Language Development Standards and is in compliance with federal and state mandated law.



Curriculum & Instruction: Instructional Coaches Contacts List

Refer to [Curriculum & Instruction Department Contact List](#) for up-to-date contacts for the school year.

What If I Have Other Requirements in order to Get a Clear Credential?

All candidates should check their credential status on the CTC Website annually. To determine if you have additional clear credential requirements beyond a two-year Commission-approved, click on your Preliminary credential and scroll down to the “Renewal Requirements” section. It is here where you can see what must be completed to upgrade to a clear credential.

Most candidates will have just the R14I requirements for Induction. Some candidates will have such requirements as the RICA, CPR, Subject Matter Competency, READ requirement, and so on. If you have some of these listed, you will need to submit proof of completion to HR as soon as possible. It’s a good idea to make a plan to begin working on them to avoid procrastination.

For those of you who have those additional requirements, please feel free to use the additional resources we have provided on the [FUSD Teacher Induction Website](#). You can also click on the images below for more assistance on some of the most common additional requirements:



RICA

**READING
INSTRUCTION
COMPETENCE
ASSESSMENT®**

UC San Diego
EXTENDED STUDIES

READ Requirement



**CPR & First Aid
Training Class**

FUSD CPR Class



NOTRE DAME
DE NAMUR UNIVERSITY

U.S. Constitution Exam

ONLINE EXAM AND PREPARATION MATERIALS
FOR CALIFORNIA TEACHER CREDENTIAL CANDIDATES

US Constitution Requirement

CBEST®



CBEST



CTEL



**California
Subject
Examination
Teachers®**

CSET

Can I Earn Units for Induction Work?

Candidates and mentors have the option to purchase continuing education units of academic credit for each year of program participation. Credits can contribute towards advancement on the FUSD Salary Schedule. Fremont Unified School District is not affiliated, associated, authorized, endorsed, sponsored, or in any way officially connected with University of the Pacific. The information provided about Induction Courses in the Induction Handbook is strictly for informational purposes only.



University of the Pacific Partnership

UNIVERSITY OF THE
PACIFIC

General Requirements:

- In late May, the Induction Office will email you and *Courses4teachers* the number of UOP units for which you are eligible to enroll.
- Registration and payment will be completed between the Candidate/Mentor and Courses4Teachers.net.
- Candidates may earn a maximum of 16 units for successful completion of the two-year, FUSD Teacher Induction Program. Credit will not be given for any years of Induction completed outside of FUSD.
- Mentors may earn a maximum of 16 units for the two-year program, regardless of years of service as an Induction Mentor.
- Candidates and Mentors must register for units by September 1st of the year they or their Candidate complete their first or second year in the Induction Program.
- If a Candidate becomes a Mentor in the future, they will be able to earn another 16 units (maximum) for the two-year program by registering for a different set of courses.

Eligibility Requirements to earn 4 units:

- For Candidates - Successful completion of all program requirements as listed on the *Two-Year Induction Program Completion Requirements* on page 8
- For Mentors – your Candidate has met all program requirements as noted above

Eligibility Requirements to earn 8 units:

Candidates and Mentors who fail to meet all requirements listed will be eligible to earn 4 units.

- Attend all required meetings
- Complete all mandatory surveys by the due date
- No more than two late submissions on Collaborative Logs, ILP checkpoints, ILP Administrator Signature, surveys, and Verification Form. Late submission is defined as seven days past the published due date.

Exceptions to all of the above may be made at the discretion of the Induction Staff based on a Candidate's or Mentor's need to take a medical or personal leave of absence, etc. Make sure you communicate with Induction Staff in advance (if possible) if this applies to you.

If you complete the program before or at the mid-year point, OR if you voluntarily leave the program before or at the mid-year point, Induction staff will contact you about any units for which you may be eligible to register.

Official transcripts are due to Human Resources no later than September 30th if the units earned will make a change to Candidate/Mentor salary. Human Resources requires an official transcript (unsealed is acceptable).

You may receive up to 8 units of graduate-level professional development semester-unit credits, at a discount, from the University of the Pacific for each year you participate in the FUSD Teacher Induction Program. You also have the opportunity to earn additional units for Book Study Courses while in Induction.

Earn 4, 8, or 11 Graduate-Level Professional Development Semester Units/Credits Per Year For Only \$50 per unit!

Upon completion of two years of Induction Training, you may earn up to 16 total units of graduate-level, professional development semester credits for only \$800! These units/credits are designed for salary advancement and to renew credentials!

About these credits:

These University of the Pacific, graduate-level, professional development, semester-units/credits are designed for salary advancement and to renew credentials. They are not designed to be applied towards attainment of an advanced degree with the University of the Pacific. The University of the Pacific is accredited with the Western Association of Schools and Colleges. These courses are accepted by districts in the U.S. Courses4Teachers/University of the Pacific take great pride in the quality of education and service they provide. They are dedicated to helping teachers earn credit for all the extra work they do.

When to Register for Credit:

Please wait until after June 3rd to register for credit. You have a deadline of September 1st to send your registration(s) to Courses4Teachers.

At the end of each school year, the FUSD Teacher Induction Program will send us a list of teachers who are eligible to earn 4 or 8 units/credits. It is important that you do not register until we have that list.

Please see the unit criteria page in the FUSD Teacher Induction Handbook for more information. You will receive an email from the FUSD Teacher Induction Office shortly after the conclusion of the school year's Induction program with the number of units for which you will be allowed to register. Contact Courses4Teachers on or after June 3rd to submit your registration(s) for university credit.

How To Register for Credit:

1. To access our new user-friendly registration form, click [Registration form](#)
2. Verification of completion of FUSD Teacher Induction Training (the Induction Office will provide us with a list of teachers who have completed the year's program and the number of units/credits for which they are eligible to register.)

For information on how to register, feel free to visit [Courses4Teachers](#).

The Course Titles Differ for Candidates and for Mentors are below:

For **Candidates** Completing Induction Training:

(Note: Each course requires its own registration form)

For Year One Completion:

If FUSD Induction Program designate you earned 4 units/credits:

\$200 PEDU 9247 "Teacher Induction I"

If FUSD Induction Program designate you earned a total of 8 units/credits:

\$200 PEDU 9247 "Teacher Induction I" and

\$200 PEDU 9248 "Teacher Induction II"

For Year Two Completion:

If FUSD Induction Program designate you earned 4 units/credits:

\$200 PEDU 9249 "Teacher Induction III"

If FUSD Induction Program designate you earned a total of 8 units/credits:

\$200 PEDU 9249 "Teacher Induction III" and

\$200 PEDU 9250 "Teacher Induction IV"

For Book Study Courses:

If FUSD Induction Program designates you earned 1-3 units/credits:

\$150 EDUP 9911 "Book Study 1" for Year One Teachers

\$150 EDUP 9912 "Book Study 2" for Year Two Teachers

For **Mentors** Completing Induction Training:

(Note: Each course requires its own registration form)

For Year One Completion:

If FUSD Induction Program designate you earned 4 units:

\$200 PEDU 9282 "Mentor Standards I"

If FUSD Induction Program designate you earned a total of 8 units:

\$200 PEDU 9282 "Mentor Standards I"

\$200 for PEDU 9283 "Mentor Standards II"

For Year Two Completion:

If FUSD Induction Program designate you earned 4 units:

\$200 PEDU 9284 "Mentor Standards III"

If FUSD Induction Program designate you earned a total of 8 units:

\$200 PEDU 9284 "Mentor Standards III" and

\$200 for PEDU 9285 "Mentor Standards IV"

You may register any time after June 3rd. The deadline to get your registration(s) to Courses4Teachers is September 1st. Courses4Teachers will email you a confirmation of registration, along with a grade confirmation letter within a few days after we receive your registration(s). However, please note that it takes 2 - 3 weeks for an official transcript.

What is the FUSD Teacher Induction Program Teach Out Plan?

The FUSD Teacher Induction Program is a part of the negotiated contract between the district and the Fremont Unified District Teachers Association. Once a program termination is discussed, it would have to be decided if the program will be eliminated entirely or if it will continue at a cost to program participants.

Steps for program termination/elimination:

1. The termination of the Teacher Induction Program would have to be negotiated and removed from contract language.
2. Program termination would not be immediate and would take a minimum of two school years.
3. Notice would be sent to all program community partners including District Office leadership, Induction Advisory Board members, Principals, Candidates and Mentors informing them:
 - a. That the program has been eliminated.
 - b. Current participants will be allowed to complete the program free of charge to them unless they voluntarily withdraw from the program; are dropped from the program based on established criteria; or are admitted to another approved program to complete the requirements with minimal disruption.
4. Candidates and Mentors would attend a general meeting to address concerns and process for program completion.
 - a. Each candidate would receive an individualized email or other communication from the Induction office with:
 - i. Specific feedback on their ILP including which goals and/or evidence require documentation
 - ii. A list of remaining requirements to document growth along the CSTP Continuum of Teaching Practice.
 - iii. A list of remaining program requirements including but not limited to meeting with Mentors, observations from the Mentor, and/or district provided professional development hours.
 - b. Each Mentor would receive an individualized email or other communication from the Induction office with:
 - i. A list of remaining program requirements including but not limited to meeting with the candidate, observation of the candidate, and/or Induction or other district provided professional development hours.
5. A designated district employee would provide each candidate and mentor with mid-year reviews, ILP feedback, and monthly Collaborative Log feedback as well as all other reminders, newsletters, and forms of communication regarding program completion.
6. Upon completing the program, a designated district employee would provide candidates all standard completion documents attached as evidence to General Precondition 2, and HR Credential Techs will recommend them for a clear teaching credential.
7. Induction staff would follow CTC protocol for program termination.

Steps for continuing the program by charging enrollment fees to participants:

1. The elimination of the Teacher Induction Program would have to be negotiated and removed from contract language if the change occurred to charging employees.
2. Notice would be sent to all program community partners including District Office leadership, Induction Advisory Board members, Principals, Candidates, and Mentors informing them that the program funding has been eliminated but that current participants will be allowed to complete the program free of charge to them. Any new enrollees after the notice is sent would be charged for program participation.
3. Steps 4-6 as detailed above would also occur in this scenario.
4. Induction staff would create new enrollment forms and contracts to match the new program admission plan.

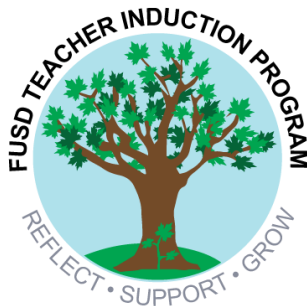
What is the FUSD Teacher Induction Program Advisory Board?

The Fremont Unified School District Teacher Induction Program Advisory Board serves to guide the Induction Program. The Advisory Board meets twice per school year to discuss data and feedback, updates from the Commission, and appeals. The Advisory Board may be comprised of the following members:

- Director of Federal and State Programs
- Director of Curriculum and Instruction
- Director of Human Resources
- Director of Elementary Education
- Director of Secondary Education
- Director of Assessment and Accountability
- FUDTA President
- Elementary Principal Representative
- Secondary Principal Representative
- Induction Specialist
- Current or retired Mentor
- Recent Induction Completer

Handbook Appendix

Forms.....	30-36
Induction Enrollment Form	30
Mentor Stipend Agreement	31
Collaborative Log Sample	32-33
Induction Extension Request	34
ECO Form	35
Requisition Form Sample	36
Website Access.....	37-38
Induction Standards	39-44
CCTC Standards of Quality	39
CCTC Induction Preconditions	40
Program Standards	41-42
CSTP Overview	43
History of CA Induction Programs	44
Article 31 of FUSD-FUDTA Collective Bargaining Agreement	45



Please submit your application online via [InformedK12](#)



FUSD Teacher Induction Program

ADMISSION APPLICATION



Name (Last, First, MI): _____ Other / Maiden: _____ Date of Birth: _____
 Address: _____ City / Zip: _____ Primary Phone: _____
 SSN: _____ Gender: ☐ Female ☐ Male ☐ Non-Binary ☐ Decline to state Preferred Pronouns: _____
 Personal Email (Same as given to CTC): _____ Hire Date: _____
 School/Site: _____ Grade Level(s): _____ Subject(s): _____

Race/Ethnicity (check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Hispanic/Latinx (of any Race) | <input type="checkbox"/> Black or African-American |
| <input type="checkbox"/> Asian (Chinese, Japanese, Korean, Vietnamese, Asian Indian, Filipino, Laotian, Cambodian, Hmong, Other Asian) | <input type="checkbox"/> White |
| <input type="checkbox"/> Native Hawaiian or Pacific Islander (Guamanian, Samoan, Tahitian) | <input type="checkbox"/> Two or more races |
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Decline to state Race/Ethnicity |

Type of Credential(s) Held (check all that apply)

- ☐ I have applied for a Preliminary Credential, pending CTC approval. *Your Preliminary Credential must be approved by Oct. 1 for the Fall Induction Cycle, or Feb. 1 for the Spring Induction Cycle, in order to be admitted to the program.*
- ☐ Preliminary Multiple Subjects ☐ Preliminary Single Subject(s): _____
- ☐ Preliminary Education Specialist (Emphasis Area): ☐ M/M ☐ M/S ☐ ECSE ☐ DHH ☐ PHI ☐ VI
- ☐ Approved Variable Term Waiver (VTW). Expected Preliminary Program completion date: _____
- I need to complete: ☐ RICA ☐ Preliminary Performance Assessment (CaTPA or EdTPA). *If completed during induction you must notify the induction office.*

I have initial Preliminary preparation from (check one): ☐ California ☐ Out-of-State ☐ Out-of-Country

Name of college/university for Preliminary Program: _____

Do you have a Transition Document/IDP from your Preliminary Program? If so, please attach to this application. ☐ Yes ☐ No

Have you participated in another Induction Program before? ☐ No ☐ *Yes

*If yes, write full name of District – no abbreviations: _____

Credentialed Teaching Experience (Preliminary or Out-of-State):

Public: Full-Time: _____ years Part-Time: _____ years Substitute: _____ years **Private:** _____ years

The Induction Program is a support program for teachers who are in their first or second year of teaching with a Preliminary California Credential. As a Candidate for a Professional Clear Credential in the FUSD Teacher Induction Program, I agree to adhere to the following requirements:

Read and INITIAL each statement – Agreement to Participate

- _____ For each year of participation in the Induction Program, I will participate in ongoing program evaluation including state and local surveys, and the Mid-Year and End-of-Year Reviews.
- _____ I acknowledge that I will initiate an Individualized Learning Plan (ILP) within 60 days of employment in the program and will collaborate with my mentor to complete all other program requirements as outlined in the Teacher Induction Handbook.
- _____ I acknowledge that I will meet with my Mentor on a regular/weekly basis (minimum of one hour per week) and develop a learning-focused relationship with my Mentor characterized by openness, sharing, and reflection.
- _____ I acknowledge that I will participate in informal and formal classroom observations provided by my Mentor, including pre and post conferences.
- _____ I acknowledge that should questions or concerns arise about the pairing of myself and Mentor, it is my responsibility to contact the Induction Specialist, as per guidelines in the Teacher Induction Handbook, for consideration of reassignment.
- _____ I acknowledge that it is my responsibility to meet deadlines, communicate with Induction Specialist with concerns (as needed) in order to complete the Fremont Teacher Induction Program within the two-year window.
- _____ I acknowledge that I will demonstrate application of the *California Standards for the Teaching Profession (CSTP)*, state-adopted academic content standards, and the Induction Standards.
- _____ I acknowledge that it is my responsibility to complete all Induction Program requirements in the time allotted (two years). Failure to do so will result in not receiving a recommendation for a California Clear Credential and being subject to the late fee policy in effect.
- _____ I acknowledge that the Induction Program responsibilities and requirements leading to the California Clear Credential recommendation do not imply or ensure continued employment in my district of employment, as licensure requirements and employment criteria may differ.
- _____ I acknowledge that if my Induction Program is not subsidized by state and/or local funds, the cost of participation is my responsibility.
- _____ By completing and signing this application, I am requesting enrollment in the Induction Program and confirmation of my admission will be sent after my application has been reviewed and approved.

Professional Clear Credential Candidate Consent Statement

I have read and agree to the Induction Candidate for a Professional Clear Credential requirements described above.

The Induction Program is a two-year program at no cost to FUSD teachers. However, if I have not met requirements within the two-year period, a third year may be available. **All costs for the third year (or beyond) may be incurred by me, the Candidate.**

- **Year 1 Candidates:** Attach transition plan / bridging document / individual development plan from your university.
- **Year 2 Candidates:** Attach Year 1 Completion Certification from your previous district.

Candidate Signature: _____ Date: _____

Credential Analyst: _____ Date: _____

Induction Specialist: _____ Date: _____

May 2023



**Fremont Unified School District
Teacher Induction Program
Induction Mentor Stipend Agreement
2025-2026**



As a Mentor, I agree to:

1. Establish a learning-focused relationship with my Candidate(s) and **maintain confidentiality** and discretion around our conversations and work. (Program Standard 4)
2. Advise and assist my Candidate(s) in completing all requirements of the FUSD Induction Program as explained in the Teacher Induction Handbook, at Orientations, at Mentor Meetings or as provided by Induction staff. (Program Standards 2-4)
3. Provide both “just in time” and long-term support of teaching practices including but not limited to: feedback on formal and informal classroom observation, reflective conversations and/or modeling. (Program Standard 4)
4. Meet with, observe and/or coordinate learning opportunities for my Candidate(s) – an average of one (1) hour per week throughout the school year. Collaborative Logs are completed by the Candidate to document this work. I agree to review these logs monthly, forwarded by my Candidate(s), using the online Collaborative Log described on Pages 10-11 of the Teacher Induction Handbook. (Precondition 3)
5. Complete all required state and local program evaluations and surveys by the due date announced by Induction staff. (Program Standard 6)
6. Attend all required Induction meetings including, but not limited, to Orientation and Mentor Meetings. (Program Standard 4)
7. Commit to becoming knowledgeable about beginning teacher development.
8. Connect candidate(s) with available resources to support their professional growth and accomplishment of the ILP. (Program Standard 4)
9. Periodically review the ILP with candidate(s) and make adjustments as needed. (Program Standard 3)
10. Observe your candidate(s) at least once per semester and provide written feedback to your candidate.
11. Respond to any requests from the Induction office within a timely fashion.

The FUSD Teacher Induction Program agrees to provide:

1. \$1800.00 stipend for each Candidate you mentor. The stipend will be paid in two increments: \$900 payable in **December 2025** and \$900 in **May 2026**.
2. Mentor training
3. Additional support as needed

*Please note: If a candidate or mentor is out on leave for 1 week or longer, the stipend agreement will be adjusted to reflect the change.

Christie Rocha, Ed. D.

Director, Federal & State Programs/Teacher Induction

By signing below, I agree to all terms listed within this document. I further understand that failure to meet all Stipend Agreements may result in my being ineligible to continue serving as an Induction Mentor. With prior approval of Induction staff, exceptions may be made based on extenuating or emergency circumstances. Additionally, failure to meet these requirements, a Candidate's early exit/leave of absence, or any other extenuating circumstance may result in a reduced stipend payment. Mentor will be notified in advance if their stipend will be reduced. Lastly, I acknowledge that Candidate/Mentor pairings may be adjusted at any time per Candidate or Mentor requests or Induction Program decisions. Please see Induction Handbook Grievance Protocol for more information on this policy.

Mentor Signature

Date

List Your Candidate(s):

Mentor Printed Name

School Site

Employee ID

Collaborative Log Sample

An example of the online Collaborative Log form is below:

Month of Collaborative Log *

Candidate's First Name *

Candidate's Last Name *

Candidate's School/Location * Where do you teach?

Year in Program

- ☐ Year 1
☐ Year 2
☐ ECO

How many hours did you work on Induction activities, including time with your mentor, this month? *

- ☐ Less than 4 hours
☐ About 4 hours
☐ More than 4 hours

How many times have you interacted with your Mentor this month? *

An average of one hour per week is required by the CTC standards.

0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many times have you been observed by your Mentor this month? *

Only three observations required for the year so it's okay if this is zero this time

0	1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How have you connected to the larger professional teaching community this month? * Please select all that apply.

- ☐ PLC Meetings
- ☐ Communication/work with Instructional coaches (C&I, Fed & State and/or Special Ed)
- ☐ Attending a training, conference, workshop or seminar
- ☐ Taking a university course
- ☐ Staff meetings
- ☐ Grade Level/Department meetings
- ☐ None
- ☐ Other

Give an example of how you worked on CSTP 1 this month. (Or type N/A)

If so, please list a maximum of three CSTP 1 elements addressed in the space below AND a 1-3 word description of the activity/collaboration.

Example: 1.2 in Mentor Meeting and 1.3 in PLC Meeting.

Give an example of how you worked on CSTP 2 this month. (Or type N/A)

If so, please list a maximum of three CSTP 2 elements addressed in the space below AND a 1-3 word description of the activity/collaboration.

Example: 2.1 in Mentor Meeting and 2.3 in Department Meeting.

Give an example of how you worked on CSTP 3 this month. (Or type N/A)

If so, please list a maximum of three CSTP 3 elements addressed in the space below AND a 1-3 word description of the activity/collaboration. Example: 3.2 in Mentor Meeting and 3.3 in PLC Meeting.

Give an example of how you worked on CSTP 4 this month. (Or type N/A)

If so, please list a maximum of three CSTP 4 elements addressed in the space below AND a 1-3 word description of the activity/collaboration. Example: 4.1 in Grade Level Meeting and 4.4 in PLC Meeting.

Give an example of how you worked on CSTP 5 this month. (Or type N/A)

If so, please list a maximum of three CSTP 5 elements addressed in the space below AND a 1-3 word description of the activity/collaboration. Example: 5.3 and 5.4 in PLC Meeting.

Give an example of how you worked on CSTP 6 this month. (Or type N/A)

If so, please list a maximum of three CSTP 6 elements addressed in the space below AND a 1-3 word description of the activity/collaboration. Example: 6.1 in Mentor Observation Feedback Meeting and 6.2 in Mentor Meeting.

From the list above, in 1-2 sentences describe which activity/collaboration was the most meaningful to your development as a professional educator. *

Please indicate that you understand that by submitting your Collaborative Log online, you guarantee that you will forward a copy of your responses to your Mentor. * You will automatically receive a copy of your responses to this form.

- ☐ Yes
- ☐ No

Do you have any questions or concerns for Induction staff?



FUSD Teacher Induction Program Extension Request



Candidate Name: _____ Date: _____

Assignment: _____ Site: _____

Induction Date: _____ Mentor: _____

Reason for extension request:

If for medical reasons, a physician's certification is required and must be attached.

Principal's recommendation for extension request: ____Approved ____Not Approved

Comments:

Induction Director's recommendation of extension request: ____Approved ____Not Approved

Stipulation of extension:

Induction extended to: _____ Date _____

I agree to the stipulations upon which my extension request has been approved.

Candidate Signature

Date

Induction Director Signature

Date



FUSD Teacher Induction Program Early Completion Option



Purpose

Senate Bill 57 was designed to allow eligible individuals to complete a commission-approved professional induction program at a faster pace than the full two years generally required to complete all program requirements. The intent of the law is to serve experienced and exceptional candidates.⁵⁸ In order for a commission-approved induction program to verify completion of the program for any candidate enrolled in the early completion option, the candidate must have demonstrated that they have the knowledge, skills, abilities, and competencies required for the clear credential.

Eligibility Requirements

- Must hold a valid California Preliminary Multiple Subject, Single Subject, or Education Specialist teaching credential
- Must be employed in the Fremont Unified School District or with a private school employer
- Must have a minimum of 3 years prior teaching experience as the teacher of record within their teaching authorization from the last 10 years
- Substituting, intern experience, and preschool **do not** count towards years of experience for Early Completion Option
- Must be highly-qualified and exceptional as deemed by the FUSD Teacher Induction Program

Criteria

1. Submission of at least two (2) exceptional/exceeds standards teacher performance evaluations from administrators. One must have been conducted within the last two years. Other evaluations must be from within the past 10 years. The evaluations must be rigorous and address the following areas:
 - ✓ Teaching strategies that motivate all students to engage in learning
 - ✓ The ability to establish and maintain high standards for student behavior
 - ✓ A demonstration of deep knowledge of the subject matter taught as defined by the CA Content Standards and use of appropriate instructional strategies that promote student understanding
 - ✓ An ability to evaluate and assess student achievement
 - ✓ An ability to communicate effectively by presenting ideas and instruction clearly and meaningfully to all students
2. EL Authorization (Emergency, Clear, or embedded are acceptable)
3. Recommendation from current site principal based on observations and evidence of CSTP Standard Two (Creating and Maintaining Effective Environments for Student Learning) and submitted directly to Dr. Rocha in Federal & State Programs
4. Final eligibility subject to approval of Induction Director

Process to Qualify

When a teacher is hired who meets the above criteria, he/she is eligible to be considered for the Early Completion Option. Candidates are informed of the criteria and process for participating in the ECO as part of the Teacher Induction Program Orientation. The Teacher Induction Program Handbook outlines the Early Completion Option eligibility and criteria. Interested candidates should contact the Induction Specialist who verifies qualifications/eligibility and provides the candidate with an application for the Early Completion Option.

The candidate submits the application packet including:

- Two prior, rigorous and exceptional performance evaluations (one within the last two years). This would be the "Teacher Final Evaluation Form" if the applicant's prior years of experience are in FUSD. Please see page 4 for a sample of this form.
- Classroom Visitation Record - Page 3 - *This should be completed by your administrator and submitted directly to Dr. Rocha in Fed & State Programs*

Complete application packets are due to the Induction Office no later than October 31 for candidates entering the program in the Fall Cycle, and February 28 for candidates entering in the Spring Cycle.

The Induction Program Director reviews the completed application forms to make the ECO determination. The candidate will be notified in writing whether they qualify for the Early Completion Option by November 7 for fall submissions and March 7 for spring submissions. If a candidate does not qualify for ECO, they will participate in the full two-year Induction Program. Candidates who qualify must sign the Early Completion Option MOU. Candidates who are denied ECO may appeal the decision by filling out the ECO Appeal Form by November 15 for fall submissions or March 15 for spring submissions. The Induction Advisory Board will review the appeal and make a final decision in writing within 60 days.

Completion Requirements

Clear Credential Requirements for SB 57 Early Completion Option candidates:

- Participate for one school year in the Induction Program and sign ECO MOU
- Meet regularly with their Induction Mentor (minimum of one hour of Induction-related activity per week with or coordinated by Mentor)
- Submit monthly Collaborative Logs
- Complete all requirements of the Individual Learning Plans (ILPs), as communicated by an Induction Specialist. CSTP 2 should not be one of the goals.
- Submit the ILP Verification Form (Mentor's signature verifies the candidate's completion of self-placements on the CSTP Continuum and completion of the ILP) and the Admin Signature Pages
- Complete all surveys as required by the Induction Program
- Maintain evidence to be used as verification of completion at time of Induction Debrief

Candidates who do not meet all of the requirements of the ECO are restored to the two-year Induction Program. ECO participation is recorded on their Induction transcript and all other Induction work. The program maintains information on the number and progress of ECO participants in the Induction database.

⁵⁸ Precondition 1

Sample of Requisition

REQUISITION NO. <i>Induction office will complete</i>	PURCHASE ORDER NO. <i>Induction office will complete</i>	SCHOOL/LOCATION School Name	TEACHER NAME Name (First, Last)	PHONE <i>(classroom, ext.)</i>	DATE 11/01/21
---	--	--	--	--	--------------------------------

FREMONT UNIFIED SCHOOL DISTRICT

VENDOR'S NAME
Office Depot Business Solutions 123 Main Street Seattle, WA



DELIVERY CODE	VENDOR CODE	SHIP TO CODE <i>(your school loc.)</i>
----------------------	--------------------	--

ITEM #	QTY	# in UNIT	Item Name and/or DESCRIPTION	UNIT PRICE	TOTAL AMOUNT
12345	1	1	Yard stick, wood	5.00	5.00
78882	3	12	Pencils, wood, yellow, #2 lead medium, 12-pack	4.00	12.00
43349	5	50	Construction Paper, goldenrod, 70#, 50 sheets	2.00	10.00
54321	2	50	Jumbo paperclips, box of 50	2.00	4.00
66770	3	8	Dry-Erase markers, low-odor, chisel-tip, assorted, 8-pack	6.00	18.00

ACCOUNT CODE	Balance \$	Date:	Verified:
ACCOUNT CODE	Balance \$	Date:	
			SubTotal
			\$ 49.00
			(15% of subtotal) +SHIP:
			\$ 7.35
APPROVED BY PRINCIPAL	Date:	(10.25% of subtotal) +TAX9.25%	
			\$ 5.02
APPROVED BY (DIVISION HEAD, IF NEEDED)	Date:	TOTAL:	
			\$ 61.37

Directions to the FUSD Teacher Induction Program Website

For FUSD staff, follow these steps to access the [FUSD Teacher Induction Program Website](https://fremontunified.org/) page:

1. Receive your FUSD Google 'Log In' from your site administrator
2. In your browser, go to the FUSD web page <https://fremontunified.org/>
3. Click on the *Staff Website* at the bottom-right corner. Sign-in to your FUSD Google account.
4. In the *Staff & Teacher Link* directory, select **Induction Resources** (see below).
5. You will open the **Induction Resources** webpage (see page 4).

FUSD STAFF HOME

Staff Updates **Teacher Resources** **Phone Lists** **Form Finder**

[Infinite Campus - use SSO](#) [Illuminate - use Google](#)

NOTE: when working from pdf files on Google Drive - please first click form link then use the download icon either under : (More Actions) or showing in the upper right corner. Fill out the downloaded form with Adobe Acrobat (not just in the browser window) and save pdf with your unique file name then send as attachment.

Staff & Teacher Link Directory - list of subject areas & Department Pages

Accounting Services	Mandated Staff Training
Accounts Payable	Math - Elementary Resources (Google Doc)
Assessment and Accountability	McKinney-Vento Homeless Student Info
Benefits (fremontunified.org)	Maintenance, Operations & Grounds
Budget	PAR: Peer Assistance & Review
Community Services - Staff & Teacher	Payroll
COVID-19 Information for Staff	Phone Lists
Crisis Management Resources	Position Control

FUSD Staff

Staff Home

[Sign out when done](#)

[Business](#)

[HR Forms](#)

[Instructional](#)

[Staff Updates](#)

[Teacher Resources](#)

[Form Finder](#)


[District Site \(Public\)](#)

Staff & Teacher Link Directory - list of subject areas & Department Pages

CSFA - Employees Association	Professional Development
Curriculum and Instruction - Teacher Resources	Purchasing/Warehouse
Digital Document Center	Report Cards (New Elementary)
DnA	Risk Management CPR/First Aid Registration
ELD	Section 504
Elementary - Secondary Education Departments	Secretary Handbook (Elementary Focus)
Elementary ELD Priority Standards and Rubric Guides	SEIU - Service Employees
ELPAC Administrator Resources	Special Education
Employee Assistance Programs (EAP)	Staff Development
Facilities	Staff Updates
Federal & State Programs	Student Support Services
Form Finder	Teacher Resources
FSMA - Management Association [?]	Technology
FUDTA - Teachers Association	Technology Purchasing Standards
GATE	Title I - Federal Programs Guide and Procedures Manual
GLAD	Transportation
Health Services Staff Access	Web Applications for Staff
Human Resources	Website Help - Edit Teacher Page
Immersion	Zoom Help
Immigrant	
Induction Resources [?]	

For **non-FUSD staff**, to access the Induction Resources page:

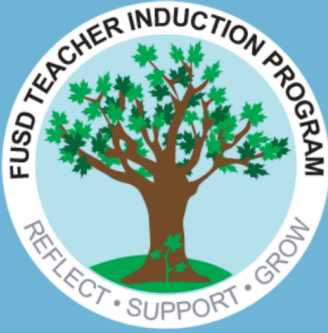
1. In your browser, click this [link](#).
2. You will open the Induction web page.




FUSD Teacher Induction

- [Induction Home](#)
- [Induction Handbook](#)
- [Induction Enrollment](#)
- [Induction Completion Requirements](#)
- [Early Completion Option](#)
- [Collaborative Logs](#)
- [Newsletters](#)
- [Induction Forms](#)
- [ILP Requirements](#)
- [ILP Resources](#)
- [Google How-To's](#)
- [End of Year Resources](#)

FUSD Teacher Induction Program




Teacher Induction Program

 The purpose of the FUSD Teacher Induction Program is to offer teachers who hold a Preliminary Multiple Subjects, Preliminary Single Subject, or

Contact Information

4210 Technology Dr, Room 250



California Commission on Teacher Credentialing

Standards of Quality and Effectiveness

For Professional Teacher Induction Programs

Common Standards: All credentialing programs must adhere to these

Standard 1: Institutional Infrastructure to Support Educator Preparation

Standard 2: Candidate Recruitment and Support

Standard 3: Course of Study, Fieldwork, and Clinical Practice

Standard 4: Continuous Improvement

Standard 5: Program Impact

Program Standards for Induction Programs

Standard 1: Program Purpose

Standard 2: Components of the Mentoring Design

Standard 3: Designing and Implementing Individual Learning Plans within Mentoring system

Standard 4: Qualifications, Selection, and Training of Mentors

Standard 5: Determining Candidate Competence for the Clear Credential Program

Standard 6: Program Responsibility for Assuring Quality of Program Services

California Commission on Teacher Credentialing

2015 Teacher Education Induction Preconditions

Precondition #1

Each Induction Program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support, and professional learning that begins in the teacher's first year of teaching.

Precondition #2

The Induction Program must identify and assign a Mentor to each Candidate within the first 30 days of the Candidate's enrollment in the program, matching the Mentor and Candidate according to grade level and/or subject area, as appropriate to the Candidate's employment.

Precondition #3

Each Induction Program must assure that each Candidate receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the Mentor.

Precondition #4

Goals for each Candidate 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.

Precondition #5

The Individual Learning Plan must be designed and implemented solely for the professional growth and development of the Candidate, and not for evaluation for employment purposes.

Precondition #6

An Induction Program sponsor must make available and must advise participants of an Early Completion Option for "experienced and exceptional" candidates who meet the program's established criteria.

Teacher Induction Program

Design for Mentoring Clear Teaching Credential Candidates

Standards 1-6

Program 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*.

Program 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.

Program 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 interest such as, for example, advanced certifications, additional content area literacy, and early childhood education. 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 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.

Program Standard 4: Qualification, 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 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 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

Program Standard 5: Determining Candidate Competence for the Clear Credential Recommendation

The Induction Program must assess candidate progress toward 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 (ILP) 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 successfully 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.

Program 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.

California Standards for the Teaching Profession

1	Engaging and Supporting All Students In Learning	2	Creating & Maintaining Effective Environments for Student Learning	3	Understanding and Organizing Subject Matter for Student Learning
1.1	Using knowledge of students to engage them in learning	2.1	Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	3.1	Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
1.2	Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	2.2	Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	3.2	Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
1.3	Connecting subject matter to meaningful, real-life contexts	2.3	Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	3.3	Organizing curriculum to facilitate student understanding of the subject matter
1.4	Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	2.4	Creating a rigorous learning environment with high expectations and appropriate support for all students	3.4	Utilizing instructional strategies that are appropriate to the subject matter
1.5	Promoting critical thinking through inquiry, problem solving, and reflection	2.5	Developing, communicating, and maintaining high standards for individual and group behavior	3.5	Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
1.6	Monitoring student learning and adjusting instruction while teaching	2.6	Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	3.6	Addressing the needs of English learners and students with special needs to provide equitable access to the content
		2.7	Using instructional time to optimize learning		
4	Planning Instruction and Designing Learning Experiences for All Students	5	Assessing Students for Learning	6	Developing as a Professional Educator
4.1	Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction	5.1	Applying knowledge of the purposes, characteristics, and uses of different types for assessments	6.1	Reflecting on teaching practice in support of student learning
4.2	Establishing and articulating goals for student learning	5.2	Collecting and analyzing assessment data from a variety of sources to inform instruction	6.2	Establishing professional goals and engaging in continuous and purposeful professional growth and development
4.3	Developing and sequencing long-term and short-term instructional plans to support student learning	5.3	Reviewing data, both individually and with colleagues, to monitor student learning	6.3	Collaborating with colleagues and the broader professional community to support teacher and student learning
4.4	Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	5.4	Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	6.4	Working with families to support student learning
4.5	Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	5.5	Involving all students in self-assessment, goal setting, and monitoring progress	6.5	Engaging local communities in support of the instructional program
		5.6	Using available technologies to assist in assessment, analysis, and communication of student learning	6.6	Managing professional responsibilities to maintain motivation and commitment to all students
		5.7	Using assessment information to share timely and comprehensible feedback with students and their families	6.7	Demonstrating professional responsibilities, integrity, and ethical conduct

Link to the [Continuum of Teaching Practice](#) booklet.

Professional Teacher Induction in California

Historical Background:

1992 SB 1422

- Authorized the Beginning Teacher Support and Assessment Program (BTSA)
- Created a panel to review teacher credentialing

Growth through:

- Use of formative assessment systems
- Development and application of teaching standards
- Use of program accountability

Vision:

- Provide structured and flexible support for all first and second year teachers
- Provide a coherent system for assessing beginning teachers
- Provide teacher support that emerges from formative assessment

Goals:

- Improve beginning teacher performance
- Improve teaching of students from diverse backgrounds
- Increase new teacher satisfaction
- Retain capable teachers

1996-1997 AB 1266

- BTSA established as a Statewide Induction System
- California Standards for the Teaching Profession (CSTP) adopted following years of development and validity studies
- BTSA Program Standards of Quality and Effectiveness approved by CDE, CCTC and the CDE Board of Education

1998-2011 SB 2042

- The legislative response to SB 1422 Review Panel's Final Recommendation
 - Provide multiple routes to credentials
 - Create new two-level credential program
 - Provide New Teacher Induction through formative assessment and support
 - Use the CSTP and the State Adopted Academic Content Standards and Performance Levels for Students

2006-2013 SB 1209

- Reduce redundancy in the transition of the candidate from the preliminary teacher preparation program to the Induction program

2014- Present LCFF and LCAP

- Local Control Funding Formula and Local Control Accountability Priorities implemented; options for earning a General Education (MS/SS) Clear Credential & an Education Specialist Credential set by CTC
- Removal of "BTSA" from legislative narrative; replace with "Induction"

Article 31 (FUSD-FUDTA Collective Bargaining Agreement)

31.7 The Fremont Unified School District's Induction Program consists of three (3) separate levels of involvement by teachers in the District:

- Induction Specialists (IS), who provide direction, support, and assistance to the Mentors (M) and Participating Teachers (PT)
- Mentors (M), who provide direction, support and assistance to the Participation Teachers (PT)
- Participating Teachers (PT) who meet the eligibility requirements for the Induction Program

31.8 The Induction Program will provide a variety of resources, professional development, and support for PT's, M's, Induction Specialists, and the District's Induction Director who are directly involved with Induction.

31.9 Principals shall select Induction Mentors using the criteria as established by the California Commission on Teacher Credentialing (CCTA) and FUSD Induction Standards. A unit member shall not be disciplined or negatively evaluated for declining an Induction Specialist or Mentor position.

31.10 Vacancies for Induction Specialist positions shall be posted in accordance with Article 9 of the Agreement.

31.11 The District and the Association will annually review the FUSD Induction Program, including compensation.

31.12 All assessments and feedback to PT's shall be confidential and shall not be shared with the administration or included in the evaluation process as described in Article 10 of the Agreement except as identified independently by the administration through the contractual evaluation process.

31.13 Compensation and resources shall be reduced in a pro rata fashion for the service of less than an academic year.

31.13.1 The Induction Specialist shall be provided full release time to fulfill responsibilities and be compensated in accordance with the teacher salary schedule for a full time equivalent.

31.13.2 The Induction Specialist, in addition to the unit member's regular annual salary and all other benefits provided in this Agreement, shall be compensated as established in Appendix E.

31.13.3 The Induction Mentor, in addition to the unit member's regular annual salary and all other benefits provided in this Agreement shall be provided support, release time, and compensation at a rate of:

- up to two (2) days of release time to work with PT's
- an annual stipend as established on Appendix E

31.13.4 The PT will be provided annually:

- one (1) day of release time to work with the Support Provider or to attend conferences and a second day upon approval of request
- \$200 for instructional materials.

Glossary of Acronyms

ACOE	Alameda County Office of Education
CTC	California Commission on Teacher Credentialing
CDE	California Department of Education
CCSS	Common Core State Standards
CSTP	California Standards for the Teaching Profession
CTP	Continuum of Teaching Practice
DO	District Office
ECO	Early Completion Option
EL	English Learner
ELD	English Language Development
FUDTA	Fremont Unified District Teachers Association
FUSD	Fremont Unified School District
HR	Human Resources
GATE	Gifted and Talented Education
IEP	Individual Education Program
IHE	Institute of Higher Education
ILP	Individual Learning Plan
MOU	Memorandum of Understanding
MLL	Multilingual Learner
MS	Multiple-Subject
NGSS	Next Generation Science Standards
PAR	Peer Assistance and Review
PLC	Professional Learning Community
RICA	Reading Instruction Competence Assessment
SA	Site Administrator
SARC	School Accountability Report Card
SPPSA	School Plan for Student Achievement
SpEd	Special Education
SS	Single-Subject
TPA	Teaching Performance Assessment
TPE	Teaching Performance Expectations
UOP	University of the Pacific