



Fremont Union High School District
New Teacher Induction Program

*Induction
Handbook*

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Introduction to the FUHSD Induction Program

What is Induction?

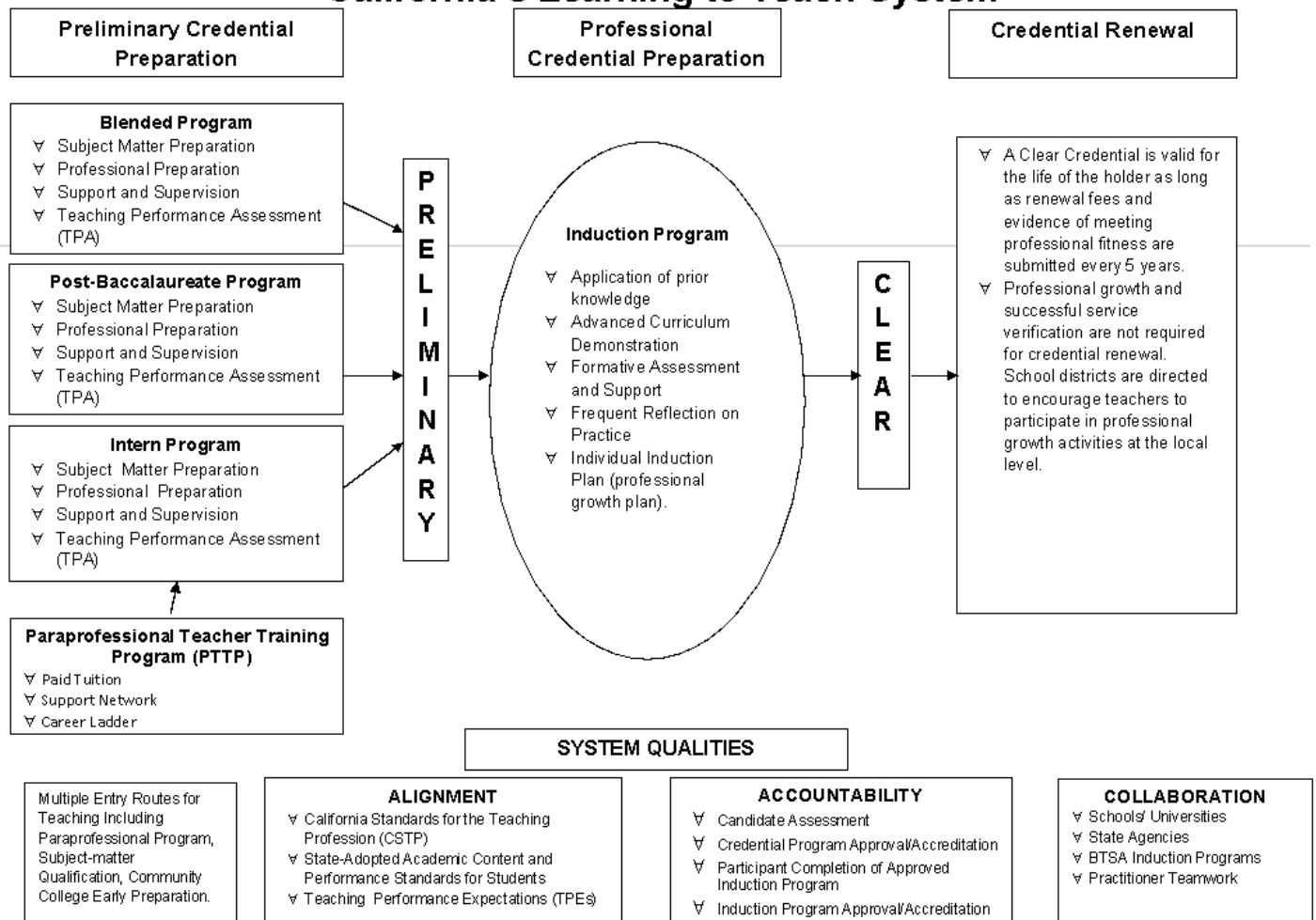
Induction is the period of support, professional development, and assessment for a teacher with a California Preliminary Credential. The California Commission on Teacher Credentialing (CCTC) and the California Department of Education (CDE) require the completion of an Induction program to fulfill the requirements for the California Clear Multiple Subject, Single Subject, and Education Specialist Credentials. The FUHSD Induction program builds on preliminary preparation programs that provide preliminary credentials. New Induction standards adopted in 2016 require programs 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 which our program is accredited to provide.

For more information, visit:

California Commission on Teacher Credentialing: <http://www.ctc.ca.gov/>

California Department of Education: <http://www.cde.ca.gov/>

California's Learning to Teach System



nrm 3/2011

Goals of the FUHSD New Teacher Induction Program

Goal 1: Provide “Just in Time” support to help teachers transition into their new jobs

The primary goal of our program is to retain the excellent teachers we hire. In order to do so, we provide a network of support that is individualized to meet the unique needs of every teacher that is new to our district. This support can take many forms and is outlined in detail in the “One-On-One Mentoring” program component described below.

Goal 2: Provide safe and challenging environments to promote long-term teacher growth

We know that skillful teaching requires years of practice and continual improvement. So the second goal of the program is to provide teachers with a challenging, yet safe, learning environment in which they can reflect deeply, set goals, take risks, and push themselves to continually improve. The New Teacher Mentors (referred to as “mentors”) create this environment by using an Individual Learning Plan (ILP) to design and implement a series of individualized Cycles of Inquiry to help the Participating Teachers (PTs) develop the habits and skills of a reflective professional.

Goal 3: Provide professional clear credentials for participating teachers

Both of the first two goals operate within the context of our district’s accreditation by the State of California to provide all of the necessary components of an Induction Program so that Participating Teachers can obtain the highest level of teacher credential: The Professional Clear Credential. This program builds on the preliminary programs that participating teachers completed to earn their preliminary credential.

Program Components

In order to meet the three goals outlined above, the Induction program is a two-year, individualized and job-embedded system that relies primarily on one-on-one Mentoring. The New Teacher Mentors play central roles in this system as they use mentoring skills to develop relationships with each new teacher in order to find a customized and individual path for each teacher to (a) demonstrate application of the CSTPs and (b) develop as a professional in individual areas of focus. The Individual Learning Plan (ILP) documents the individualized and job-embedded system of learning that primarily uses the “Cycle of Inquiry.” This framework for professional growth involves goal-setting, the application of new strategies in the classroom, the collection of classroom data, and reflection upon the way in which the applied strategies impacted student learning. An electronic Portfolio, primarily developed and maintained by the New Teacher Mentor, documents the Cycles of Inquiry and provides evidence that a teacher has demonstrated the CSTPs.

Eligibility Criteria

The FUHSD Induction program will provide induction support to Participating Teachers (PTs) who possess:

- Bachelor’s Degree
- CBEST—California Basic Educational Skills Test
- At least one California Preliminary Credential, including:
 - Single Subject
 - Education Specialist - Mild/Moderate *or* Moderate/Severe
- Out-of-State credentials and fewer than two years of teaching experience¹

Upon acceptance of an offer of employment, every new hire is contacted by the program administrator and asked to complete an online [Intake Form](#). If the newly hired teacher indicates that he or she is eligible and interested in participating in the induction program, the program administrator verifies credential status with the Commission on Teaching Credentialing (CTC) and enrolls the teacher in the induction program, assigning a mentor within the first 30 days of employment, and matching the mentor according to grade level and site, then by subject area or credentials held, as appropriate to the participant’s employment and availability of mentor.

¹ For teachers credentialed out-of-state or out-of-country, additional documentation may be required.

Policies

Per [FUHSD Board Policy 4030](#), our employment practices shall not discriminate based on basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, or sexual orientation or his/her association with a person or group with one or more of these actual or perceived characteristics, at any district site and/or activity.

Additionally, per [FUHSD Board Policy 0410](#), no program shall discriminate based on individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Clearing a Preliminary Credential

The mentor is responsible for helping the Participating Teacher develop and implement the ILP, and for documenting all of the work in a Portfolio. Once all requirements have been met, the following will occur:

1. The Program Administrator will give the teacher an Intent-to-File form to sign and return to the District.
2. FUHSD will recommend the teacher for the Clear Credential during the months of July and August.
3. The CCTC will then email the teacher confirmation and request payment for the Clear Credential.

For more specific details, as well as the grievance process, [see Part IV: Induction Requirements](#). During and after the induction program, all Participating Teachers will have access to their digital portfolios that are stored in secure google folders in the FUHSD domain. All recommendations for a Clear California Teaching Credential are provided solely by current employees of Fremont Union High School District working in accordance with the Induction Program accredited by CTC. As is described in Board Policy 0410, the induction program practices are to be free from unlawful discrimination, including discrimination against an individual based on race, ethnicity, age, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression.

Units for Coursework

PTs may earn up to 8 semester units of credit from University of Pacific (UOP) per year. The cost for these units is \$50 per credit or \$400 total per year. Teachers may register and pay for these units each semester or at the end of the school year. Teachers must meet all standards in the electronic Portfolio to earn these units. The mentors will support teachers by providing registration documents and guidance through the process. After completing course work, UOP will mail the PT a grade report and instructions for ordering an official transcript. For more information, click [here](#).

Early Completion Option

Senate Bill 57 allows experienced individuals to apply to complete a Commission approved professional teacher induction program within 1 school year. All teachers in the FUHSD Induction Program will be informed of the Early Completion Option (ECO) at the time of enrollment.

Eligibility

Teachers must hold a preliminary multiple or single subject credential and be employed in a California public school. The intent of the law is to serve “experienced and exceptional” candidates. Teachers who meet the following eligibility criteria are invited to apply to be considered for the Early Completion Option by completing and submitting the [application](#) along with the requested documentation to the Program Administrator.

Criteria for Acceptance into the ECO program:

In order to be accepted into the ECO program, the school’s principal must verify that the Participating Teacher:

- Has consistent “satisfactory” evaluations

- Has developed the habits and skills of a reflective professional
- Is fully integrated into department and course-alike team and collaborates effectively with colleagues

In addition, the Program Administrator will verify that the Participating Teacher:

- Submits a Fall Portfolio that meets all of the standards and shows evidence of analysis and reflection
- Has demonstrated strong professional standards of communication and reflection
- Personal statement (Page 1 of ECO application) shows strong rationale for Early Completion Option

Process:

The PT will submit the [application](#) for ECO by December 15 of the first year. The Program Administrator will review the documents and will either approve the application, deny it, or request additional evidence. Once approved, the ECO applicant will continue to demonstrate the habits and skills of a reflective professional. Missing deadlines may be cause for the withdrawal of the ECO approval. PTs must retain the continuing recommendation of site administrators. If they are unable to continue to demonstrate appropriate placement in the ECO, the program administrator will inform them that they will instead complete the full length Induction Program. ECO Applicants must submit the spring portfolio with evidence of growth in all six CSTPs by May 15. The Program Administrator will verify completion of ECO before June 1.

Program Components

I. One-on-One Mentoring and [Letter of Commitment](#)

While the New Teacher Mentors serve an official role in the induction process, we also hope they serve as true mentors to their new teacher colleagues. The mentor/new teacher relationship is developed over time as the mentor learns about the teacher in order to provide individualized support. At the heart of this relationship is an agreement about confidentiality. The mentors hold everything they talk about with the new teacher or see in the classroom in confidence, unless otherwise expressly allowed by the teacher during the [Letter of Commitment](#) conversation where the Mentor and PT get to know one another and discuss the New Teacher Handbook and ECO option.

This relationship allows the teacher to take risks and push themselves to learn and grow in a safe environment. Early in the school year, the mentor might help a new teacher set up their room, contact department or site leaders to obtain necessary classroom resources, and help the new teacher understand the school culture. Over the course of the year, the mentor uses facilitative questions to help the teacher reflect on their classroom practice and find their own solutions to complex classroom challenges. The mentors also help teachers integrate new knowledge from the Collaborative Professional Learning opportunities into their practice. Finally, mentors are responsible for collecting the evidence of induction requirements in an electronic Portfolio. More information about the New Teacher Mentor can be found in the [Roles and Responsibilities](#) section of this handbook.

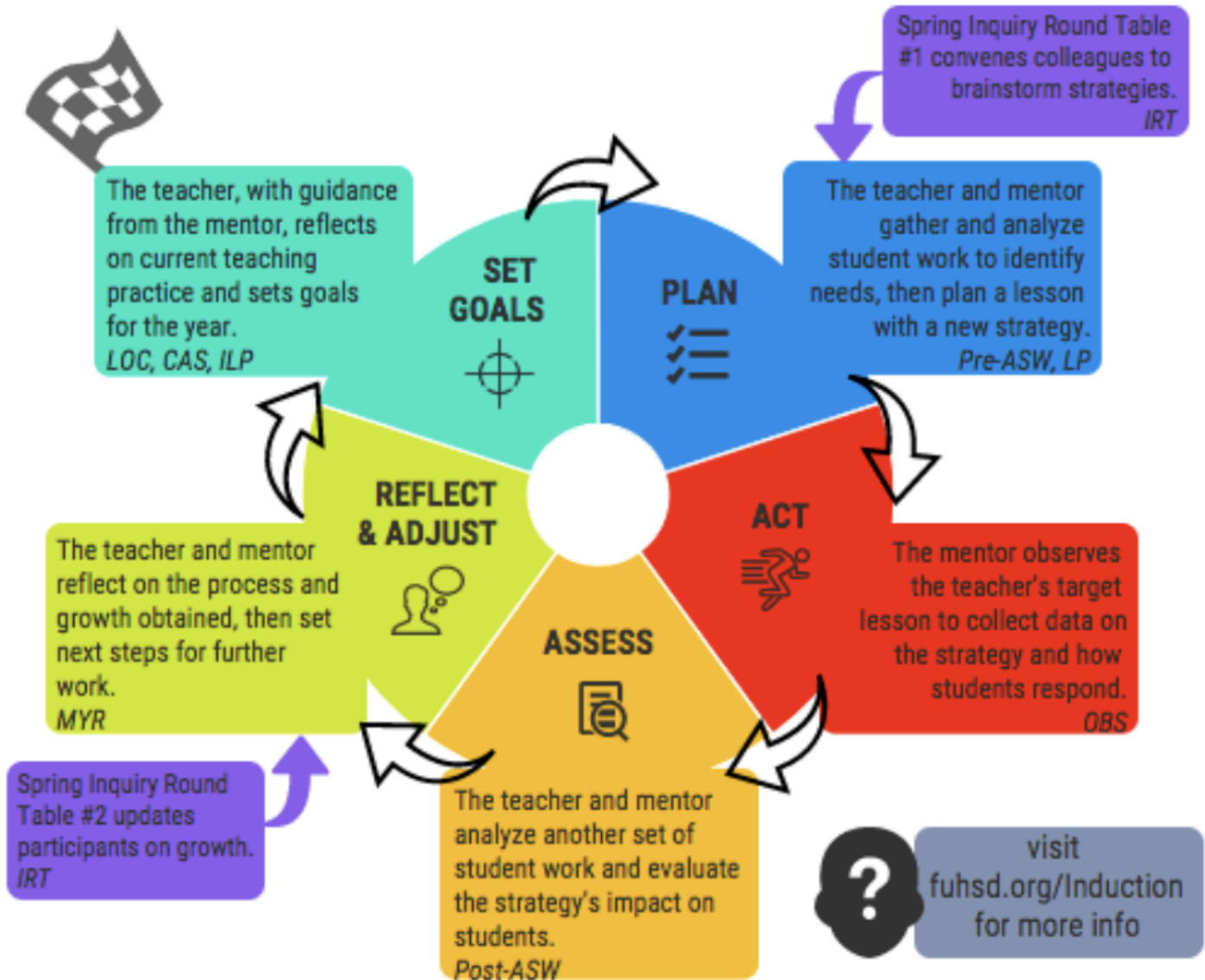
II. Individual Learning Plan (ILP) and Cycles of Inquiry

Each year begins with the PT and mentor reflecting on learning and growth from the previous year and using the Co-assessment on the CSTPs to identify specific areas of focus. The ILP is the organizing document that helps teachers narrow the focus of their goals and then attach the goals to a specific context and student learning outcome. This sets up the “Cycle of Inquiry” where PTs receive intensive support from the mentor in order to apply and test out new concepts and strategies in their classroom, collect classroom data, and reflect upon the way in which these concepts and strategies have made an impact on student learning. At the end of the year, PTs reflect upon their growth, summarizing their key learnings and processes that supported their growth. In addition to the Cycles of Inquiry, PTs are offered to complete additional learnings from a menu of options to ensure that the work that they do is individualized and connected to their specific context and needs. These activities, described in detail below, include: Close Examination of a Special Population Student, Comparing Two Classes, Case Study Student, Learning through Observing, Connecting with Support Personnel, and Connecting with Families. New Teacher Mentors support the growth of each PT by suggesting the activities that align most directly with the focus of each Cycle of Inquiry. The diagram on the next page shows a visual of the overall process.

Note: The Induction Portfolio is solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes

Induction Portfolio

A Cycle of Inquiry Guide for Teachers and Mentors



SUPPORTING ACTIVITIES

- Learning Through Observing
- Case Study Student
- Comparing Two Classes
- Collaborating with Colleagues
- Collaborating with Administrators
- Collaborating with Families
- Collaborating with Staff
- Realms of Concern and Influence

Goal-Setting and Reflection

Co-Assessment of the CSTPS and the CSTP Teaching Continuums

PTs begin the year by reviewing the California Standards for the Teaching Profession (CSTPs), indicating strengths and areas of growth for each of the six standards. They then select one or two standards to focus on, and use the Continuum of Teaching Practice to identify their current level of proficiency on the rubric. In this process, teachers *begin* to identify professional growth goals in the broadest sense.

Goal-Setting and Individual Learning Plan

PTs then use the Individual Learning Plans to turn their goals into plans. This begins with making sure the goal is manageable and measurable and connected to the context of a specific class and student learning need. The ILP process is repeated at least once during the year as the teacher learns from the first Cycle of Inquiry and then shifts focus to continue learning in another Cycle in the spring.

The Cycle of Inquiry

The Cycle of Inquiry is a process of professional learning in which a teacher selects a particular area of teaching on which to focus their attention, and then designs a lesson to try a specific classroom strategy in order to support an identified aspect of student learning. The teacher then collects data from the classroom experience to analyze and reflect upon, making connections between the teaching strategy and the student outcomes. Skillful teachers conduct relatively rapid and informal cycles of inquiry as part of their everyday practice. PTs will conduct formal Cycles of Inquiry in order to *slow the process down* so that they can focus and develop specific teaching skills aligned with their Individual Learning Plan. Although the process is inherently cyclical, and can therefore begin anywhere, the formal process will follow the steps outlined below.

Pre-Instruction Analysis of Student Work (Pre-ASW)

As the teacher and mentor consider possible opportunities to apply the Individual Learning Plan, they select a specific class and focal students and analyze all students' work that relates to their goal to (a) provide baseline data to compare with the data to be generated by the Post-Instruction task and (b) to guide them in selecting a teaching strategy to move student learning forward. The "Pre-Instruction ASW" will guide this conversation and document the work for the Portfolio. The final task in this step is the development of the Focusing Question.

The Focusing Question

The Focusing Question is meant to ensure clarity on who the teacher is trying to support, to what end, and how they will know whether their approach was effective or not. Although there are many ways to write strong focusing questions, the Pre-Instruction ASW document includes the following question frame that most teachers will use:

*To what extent can I support **(focal or class)** students to improve their **(academic goal)** through my use of **(strategy)** as evidenced by **(assessment)**?*

Lesson Planning

The next step is for the teacher to plan a lesson that applies the teaching strategy to the specific context of the target students and learning objective. There are many different templates and formats for effective lesson plans, so this step allows the teacher some choice in how to explore this skill.

Teaching and Data Collection

As the teacher implements the teaching strategy, the mentor takes responsibility for capturing relevant classroom data. This can take many forms but usually includes some form of observation notes or video recording to capture the way in which the lesson plan was realized in the classroom. During this lesson, or sometimes in related subsequent lessons, the teacher collects samples of student work to analyze the impact of the teaching strategy.

Post-Instruction Analysis of Student Work and Reflection

The “Post-Instruction ASW” document is the final step in the Cycle of Inquiry. It begins with a comparison of the samples of student work with the pre-instruction work. The PT and mentor discuss and analyze the extent to which student learning has moved forward (or not) as a result of implementing the selected instructional strategy. Then, the teacher reflects on the process, considers applications of the learning in other contexts, and makes plans for next steps.

Inquiry Round Tables

As a teacher develops their skills as an educator, sharing their learning and learning from their colleagues is an integral step in joining the professional community. The initial Inquiry Roundtable provides Participating Teachers with a formal structure to meet colleagues from different departments and solicit ideas and strategies from their experienced colleagues based on their CSTP goals. The second Inquiry Roundtable provides a formal structure for the Participating Teacher to share their learnings and next steps towards their goal.

Initial IRT

When:

- January-March: After PT has completed their Mid-Year Review and Semester 2 goal setting in the [ILP](#). Sometimes PTs will bring the outcomes of a Pre-ASW to ground the conversation in student outcomes.

Who:

- Each PT selects 3-5 of their colleagues to participate with guidance from the Mentor
- Participants are teachers, paraeducators, administrators, or other school educators across departments that have expertise or strengths in the PTs particular area of interest

How:

- Teacher and mentor spend significant time developing the inquiry discussion questions which are then sent to the participants in advance to come prepared for the IRT. [Here is a sample of questions](#) that teachers have used in the past.
- 45 minute meeting ([agenda template here](#)) with the district providing lunch or refreshments for participants
- PT starts IRT with some context around their goal and the questions posed
- Mentor facilitates and documents the conversation focusing on actionable moves the PT can take to address their goal and their questions
- Here is a [sample of the conversation from an Initial IRT](#).

Follow-up IRT

When:

- April-May: After the teacher has completed their Cycle of Inquiry in the [ILP](#).

Who:

- Same participants as the Initial IRT when possible. Sometimes will invite an administrator who wasn't initially present to allow them to hear the PT's learning.

How:

- 45 minute meeting ([agenda template here](#)) with the district providing lunch or refreshments for participants
- The Participating Teacher shares how they have used what they learned from the Initial IRT during their Cycle of Inquiry. They usually share the student outcomes as well as their reflections and next steps. This is a time to acknowledge the growth the teacher has made in the semester. PTs may bring new questions with them for further discussion and learning.

Menu of Supporting Activities

Close Examination of a Special Population Student

In order to demonstrate application of Induction Standard 6, new teachers have the opportunity to show that they can meet the needs of the wide variety of students in their classes. Although teachers can demonstrate application of this standard in many ways, this activity guides the new teacher through a more structured process of examination that includes accessing information from the student information systems (Infinite Campus and Unified Insights), discussions with site level experts (e.g. Lead Resource Teacher or EL Coordinator), and other information such as IEPs.

Learning through Observing

Although new teachers will learn many skills and strategies through Collaborative Professional Learning, many will want to further expand their repertoires through a day of observation. As with other activities, the structure of an observation day is loose and flexible. Some teachers will choose to watch a variety of teachers in different situations; others might select a student to shadow throughout the day. Each observation day will include a meeting with the mentor during which the new teacher will reflect upon what was observed, connect the observation to their Cycle of Inquiry, and identify specific action steps to take moving forward.

Comparing Two Classes

Comparing Two Classes is a process in which the mentor and new teacher carefully look at two different classes to discuss how the context of the class might change the way that the teacher approaches delivery of content and skill-building. The process begins with a side-by-side comparison of the students, including number of students, gender balance, average grades, behavior challenges, EL students and special populations. The teacher and mentor then discuss the ways in which the differences in the profile of each class might impact instructional decisions and strategies.

Asset-Based Focal Student Exploration

In order to deeply explore the unique factors that influence each student's learning, teachers can delve more deeply into the social and academic profile of a specific student. The process begins with a series of questions that asks the teacher to consider what they currently know and what they want to find out about the family, social, and academic aspects of the student's life. The teacher then connects the case study student to their Cycle of Inquiry by considering how the student performed on the pre-instruction and what specific strategies might support the student's growth. After the Cycle of Inquiry, the teacher considers how the strategies impacted the student. Finally, the teacher reflects on the ways in which the learning generated by this case study might be applied more broadly in order to impact a greater number of students.

Collaborating with Colleagues

In some cases, a teacher's impact on student growth is contingent upon strong relationships with support personnel. This tool is an option for teachers who want to learn more about collaborating with the various resources available at the school and district level. Teachers who use the tool will be guided through a process of collaboration and reflection that culminates in an action plan to support the student moving forward. Education Specialists will use this tool to support collaboration, consultation and/or co-teaching with a general education teacher.

Collaborating with Families

Developing meaningful and productive relationships with families is a challenge that all teachers face. This tool is designed to support new teachers in connecting with the home life of a specific student in order to start to build a stronger relationship. The questions guide the teacher through a preparation process before a phone call or an in-person meeting, so that the teacher learns how to facilitate strong and productive conversations in support of the student.

III. Collaborative Professional Learning

Because the induction program is individualized and job-embedded, each Participating Teacher follows a unique path. However, while we recognize that new teachers have unique needs, we also envision a New Teacher Induction program that is integrated into the broader context of professional learning in our district, so that as teachers complete induction, they experience a smooth and are fully integrating into the professional community at their school, so that growth will continue beyond Induction.

Professional Learning Communities (PLCs)

Each school in our district has a unique (and constantly developing) format for professional learning, but all schools are committed to a model commonly referred to as Professional Learning Communities (PLCs). Teachers at each school spend several hours each month working in small teams to study the impact of their teaching on student learning and make collective commitments to adjusting their instruction so as to improve learning outcomes. As new teachers integrate into these teams, the induction program supports their transition by, whenever possible, connecting the work in the Cycle of Inquiry to the goals and processes of their course-alike other other teams.

Additional Professional Learning

In addition to the weekly professional learning that happens at each site, teachers in their first year in the district (PT1s) have several other opportunities to learn with their colleagues at the district and site level:

New Employee Orientation

This 16 hour professional development is split into 2 full-day sessions the week before all staff return to work after the summer. Teachers who are new to the district, regardless of their credential status are invited to attend to learn about the values of FUHSD and get to know one another as well as the Mentors.

We have three experiential outcomes we achieve during the Orientation which are:

1. Teachers feel excited to work in our district.
2. Teachers have started to feel connected to one another and their mentor.
3. Teachers experience strong instructional moves.

Additionally, we have three learning outcomes based on [Culturally Responsive Teaching and the Brain](#) by Hammond that align with our district's [Mission Statement](#). By the end of the Orientation, new teachers will be able to:

1. Describe two ways they can cultivate dependent learners' beliefs in themselves to succeed in academic settings
2. Identify different strategies they can use to build strong relationships with students and among students.
3. Explain why both trusting relationships (warmth) and high expectations (demandingness) are essential to move all dependent learners towards independence.

New Teacher Lunches

Because every site in our district has a unique culture and context, the New Teacher Lunches are developed and implemented in a collaborative effort between a site Assistant Principal and the New Teacher Mentors. These monthly lunch meetings provide "Just In Time" professional learning and may cover such topics such as Parent Communication (Back to School Night), Grading, IEP and Special Ed Collaboration, Student Health and Safety, LGBTQ and other Equity Issues, and other site-specific topics of interest.

IV. PT Portfolio: Requirements, Differentiation, and Grievance Process

The electronic Participating Teacher Portfolio is a living document that anchors each PT's professional growth to common standards while maintaining the flexibility necessary to meet diverse needs. At the beginning of the year, it will also serve as a link to the goals and challenges of the previous year. Although all Portfolios will have common elements, the PT and mentor will focus on the elements that best meet the needs of the Participating Teacher in order to ensure that the program is truly individualized and job-embedded.

Induction Requirements

In order to fulfill induction requirements, PTs will submit individualized documents for review twice during the year. The mentor will be responsible for collecting and maintaining the documents and determining when the Portfolio is ready for review.

Mid-Year Review

In early December, the Mentors meet to present to each other the PT Portfolios. The Mentor Team reviews evidence, shares ideas, discusses challenges, and provides each other with a connected, yet independent perspective on the work of each teacher. Each Participating Teacher receives specific written feedback on how the Fall Portfolio met the Portfolio Standards and what they can do in the Spring to improve the work.

Final Review

In early May, the New Teacher Mentors meet to assess the performance of each new teacher. Although they review evidence, share ideas, and discuss challenges, they also determine whether the teacher has met the standards or if further professional growth work is required before the end of the year. Each Participating Teacher receives specific written feedback and, if necessary, specific detailed instructions on how to meet any Portfolio Standards that weren't already achieved.

Differentiating the Portfolio

In order to have a truly individualized path of growth for each teacher, mentors and PTs are encouraged to be flexible and creative in developing, implementing, and modifying the Portfolio. The following are a few suggestions for different ways in which the work might be focused to meet the needs of the PT:

Collection and Analysis of Data: The mentor and teacher can collect and analyze data in many ways:

Collecting from the three Phases of the Cycle of Inquiry:

Before Teaching: Case Study, Comparing Two Classes, Pre-Instruction ASWs, Lesson Plans

During Teaching: Observational data from mentor or colleagues, video or audio tapes, etc.

After Teaching: Informal or formal student work samples, surveys or reflections.

Quantitative vs. Qualitative Data: Teachers are encouraged to gather both types of data and use them to support each other. For instance, a mentor could keep a quantitative checklist of which students spoke out in class one day and then record what students actually said on another. The teacher should also consider using anecdotal data such as conversations with students in addition to more specific data such as a rubric for a writing assignment.

Scope of Focus: The teacher could select a single student or small group of students (or up to an entire class) and analyze its data to vary the breadth of inquiry in order to go deeper or focus on specific issues that are relevant to that class.

Supporting Activities: The menu of supporting activities is key to our differentiation strategy. While all of the activities have value on their own, the true power of them lies in their connection to a specific Focusing Question and Cycle of Inquiry. As the year progresses, the New Teacher Mentor looks for entry points and applications of these activities and supports the PT in selecting the correct tool to support a particular stage of the cycle.

Collaborative Professional Learning: Teachers are encouraged to find professional growth opportunities inside and outside of the district and incorporate them into their Portfolios.

Outline of Suggested Elements in the Portfolio and Projected Timeline for Completion

Element of the Portfolio	Projected Completion Month
Initial Meeting / <i>Letter of Commitment</i>	August
<i>Co-Assessment</i> on the CSTP	September
<i>ILP #1</i>	September/October
Cycle of Inquiry #1	October/November
<i>Pre-Instruction ASW</i>	October/November
<i>Lesson Plan</i>	October/November
<i>Observation</i>	October/November
<i>Post-Instruction ASW</i>	November/ December
<i>Mid-Year Growth Reflection</i>	December/January
<i>Mid-Year Portfolio Review</i>	December/January
<i>ILP #2</i>	January
<i>Inquiry Round Table #1</i>	January/February
Cycle of Inquiry #2	January/February
<i>Pre-Instruction ASW</i>	January/February
<i>Lesson Plan</i>	February/March
<i>Observation</i>	February/March/April
<i>Post-Instruction ASW</i>	March/April
<i>Inquiry Round Table #2</i>	April/May
<i>Final Professional Growth Reflection</i>	April/May
<i>Final Portfolio Review</i>	May
Sample of Suggested Menu Options for the Portfolio	
<p>In consultation with the New Teacher Mentor, Participating Teachers can choose from a menu of activities to support their <i>individualized</i> growth throughout the year, such as...</p> <ul style="list-style-type: none"> + <i>Close Examination of a Special Population Student</i> + <i>Learning through Observing</i> + <i>Comparing Two Classes</i> + <i>Self-Care Analysis</i> + <i>Asset-Based Focal Student Analysis</i> + <i>Collaborating with Families</i> 	

Grievance Process

In the event that a Participating Teacher does not meet the portfolio requirements, the reviewer will indicate the specific missing elements on the *Assessment of Completion* document. The mentor will then work with the Participating Teacher to complete the required work and gather evidence to show that the requirements have been met.

If the Participating Teacher disagrees with the assessment of the reviewer and believes that he or she has successfully met the requirements, he or she may file a grievance and appeal the decision:

Step 1: Informal Complaint

The Participating Teacher may ask that the Program Administrator review the portfolio to determine if the requirements have been met.

Step 2: Formal Complaint Process

- If the issue is not resolved within the informal process, a written complaint may be filed with the program administrator (see *Grievance Form*).
- The program administrator will conduct an investigation and meet with all parties within 10 working days of receipt of the complaint.
- After the meeting, the program administrator will send a written response to the complainant.

Step 3: Appeal to the New Teacher Support Advisory Board (NTSAB)

- If unresolved at Step 2, the complainant may file a complaint with the New Teacher Support Advisory Board.
- The NTSAB will conduct an investigation and meet with the complainant within 10 working days upon receipt of the complaint.
- Within 10 working days of the meeting, the NTSAB will prepare a written response to the complainant.

Roles & Responsibilities of Teachers and Staff

Participating Teachers (PT1 and PT2)

Although there are many supports built into the system in order to support the growth of Participating Teachers, the clearing of a professional credential is ultimately the responsibility of each teacher. In order to meet this responsibility, participating teachers should:

- Become familiar with specific credentialing requirements printed on his/her credential
- Share relevant documentation from teacher preparation program with the mentor as necessary
- Develop an ongoing collaborative relationship with mentor based upon reflection on teaching practice
- Meet with their mentor regularly, and clearly communicate when meetings need to be rescheduled
- Respond promptly to all communication from mentor and follow through on agreements
- Complete the FUHSD Induction Program requirements as evidenced in a Portfolio
- Communicate questions or concerns about the program to the program administrator or mentor
- Complete the online Induction Program surveys in January and May

Note: Classroom observations and the Teacher-Mentor conversations are strictly confidential. It is the teacher's decision to share administrator evaluation information with the mentor and/or share mentor observational data with the evaluating administrator. Information from Induction is not used for evaluation of personnel.

New Teacher Mentors (Mentors)

New Teacher Mentors are released from classroom responsibilities in order to focus their time and energy on meeting the needs of Participating Teachers. In order to meet this responsibility, New Teacher Mentors should:

One-on-One Mentoring

- Develop a sustaining and thoughtful mentoring relationship with PTs by modeling strong communication skills and a spirit of open, honest, and thoughtful inquiry and reflection.
- Maintain strict confidentiality with each PTs and communicate explicitly with them before sharing relevant information with other mentors and the program administrator.
- Develop Individual Learning Plans with each PTs in order to meet program requirements through Cycles of Inquiry and professional learning activities while differentiating to meet their diverse needs.
- Coordinate the integration of the PT into a Professional Learning Community by ensuring strong connections with content experts, teacher leaders, and others who can support the diverse, individual needs of each PT.
- Support PTs by maintaining an electronic Portfolio of their work and informing them in their progress toward completion of induction.
- Communicate questions or concerns about the Program or the participation of a PT to the Program Administrator in a timely manner.

Leading Professional Learning

The New Teacher Mentors also play key roles in the development and delivery of professional learning:

- New Employee Workshops (August)
- New Teacher Lunches (all year, coordinated with site Assistant Principals)
- Inquiry Round Tables (January and May)
- Other site and district level workshops, as assigned

Special Education Advisors

Special Education Advisors serve the vital role of complementing the mentors' service to Special Education PTs by providing support around the specific knowledge and skills associated with their Special Ed authorization.

- Writing and managing Individual Education Plans (IEPs)
- Case management and matching school/community resources for their students
- Other site and department specific support, as needed

More details on the collaborative relationship between the Participating Teacher, Mentor and Special Education Advisor can be found [here](#).

District and Teacher Leaders

Program Administrator for New Teacher Induction:

The program administrator for New Teacher Induction is structured as 50% of the Director of Leadership Development position. Currently, Josh Maisel oversees and manages the program, and is responsible for:

- Supervising the team of Mentors, providing training and professional development as needed
- Developing and coordinating the delivery of Collaborative Professional Learning at the District Office
- Communicating with California CTC in order to fulfill requirements to maintain Accreditation as an LEA
- Monitoring Induction completion progress of PTs and coordinating Portfolio Review process
- Evaluating the program and guiding the continuous improvement of processes and systems

The Director of Educational and Special Services collaborates with the program administrator to ensure that Special Education teachers have additional resources and support. This includes responsibility for:

- Coordinating support for Special Ed PTs with the Program Administrator for Special Education and the Lead Resource Specialist (LRS) at each site
- Selecting and training Special Ed Advisors, and assigning them to appropriate Education Specialist PTs
- Evaluating the program and guiding the continuous improvement of processes and systems

Coordinators for Special Education supports the Director by taking responsibility for organizing Professional Development for Education Specialists in the following areas:

- Individual Education Plan (IEP) Processes
- Positive Behavior Management and Safety Care Training
- Other Professional Development, as necessary to meet the needs of Education Specialists

Lead New Teacher Mentor supports the program administrator and the Mentors to ensure that the services are being provided at the highest level. The Lead Mentor has a reduced caseload of teachers and has responsibility for:

- Collaborating with the program administrator in providing ongoing individualized guidance and support to mentors, including a robust orientation process and training for newly hired mentors
- Monitoring and evaluating the effectiveness of the new teacher mentor program and providing feedback to the Director of Leadership Development and New Teacher Support Advisory Board (NTSAB).
- Collecting and organizing documentation as required by State of California to maintain accreditation with the Commission on Teacher Credentialing (CTC)
- Collaborating with other district leaders to design and implement a series of professional development offerings to support the District's mission of Equity and Excellence for all students.
- Collaborating with Human Resources, Special Education, and other departments within the school district to ensure that the new teacher mentorship program aligns with the district's overall goals and objectives.

Lead Resource Teacher (LRS) – Each school has an LRS who acts as Department Chair for the Special Ed

department and collaborates with the Program Administrator for Special Education and the Director by:

- Conducting classroom observations with feedback
- Providing support for all teachers in case management, IEP, and other Special Education responsibilities
- As a last option, serving as a Special Education Advisor to new teachers at the site

Senior Human Resources Specialist works in collaboration with the Director of Human Resources and the Program Administrator in:

- Working with District and Site Administrators to support the transition of new teachers into the district
- Facilitating communication and collects documents to “on board” teachers into the district systems
- Verifying credentialing status of all new hires and supports the maintenance of Staff Credential List
- Coordinating with the Program Administrator to generate and keep accurate lists of Participating Teachers
- Submitting completed applications to the CTC for California Professional Clear Credentials for eligible teachers

New Teacher Support Advisory Board (NTSAB) – The teacher leadership professional learning infrastructure of FUHSD is supported by the work of the Professional Learning Advisory Team of Educators (PLATE). This 15-member group is composed of teachers from each site, selected by the Fremont Education Association, as well as district and site administrators, selected by the Superintendent. The NTSAB is a sub-committee of this larger group and includes at least 5 teacher members, as well as 3 administrators. This group is responsible for the [selection of New Teacher Mentors](#) as well as [program oversight and evaluation](#).

Curriculum Leads (Additional PD Providers)- These teacher instructional leaders are responsible for supporting new teachers in developing their curriculum, instruction, and content pedagogy, especially when the mentor’s credential is not a subject-area match. There are Curriculum Leads in English, Math, Science, Social Science, Special Education, Social Emotional Learning, and ELA. Additionally, the CLs partner with mentors in leading cross curricular PDs.

Site Administrators

Targeted New Teacher Support

Each school has one Assistant Principal responsible for new teacher support, including site orientation and monthly new teacher lunches. This Assistant Principal works with the mentors to provide just in time support through the new teacher lunches, as well as work to make the transition to the school as smooth as possible.

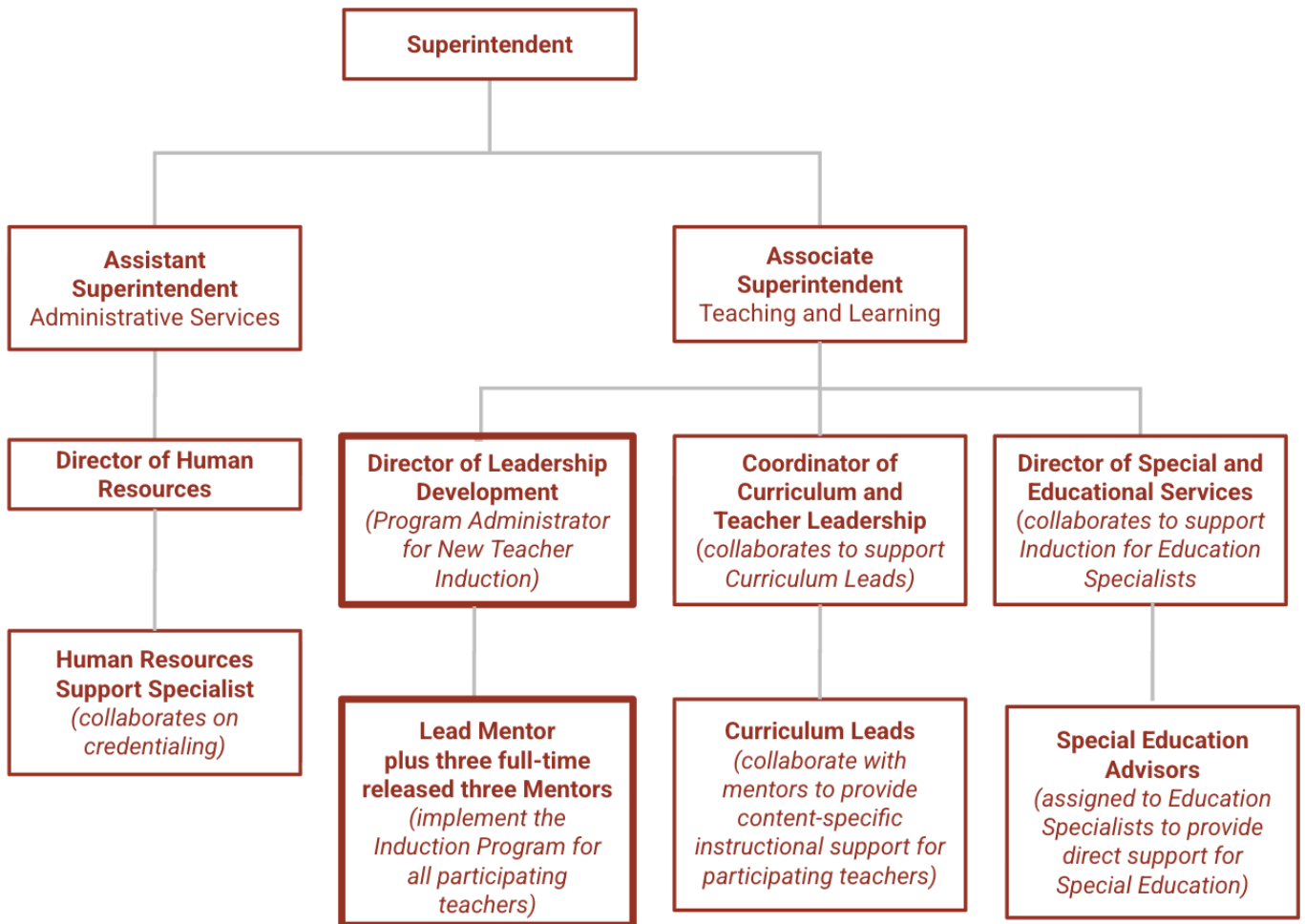
Supervision and Evaluations

Additionally, every site administrator (Principals, Assistant Principals, and Deans) has direct supervision over the new teachers. Each Participating Teacher will be assigned one of the site administrators as their primary evaluator. In this role, they are responsible for following the Evaluation Timeline and using the process to collaborate with the teachers in support of their growth and development.

Communication

Each semester, site administrators meet with the New Teacher Mentors to coordinate support for new teachers. In these meetings, site administrators share observations and suggestions about new teachers, but New Teacher Mentors maintain confidentiality around any interactions with new teachers. Their role is to listen and learn in order to better support new teachers.

Organizational Structure Chart



Program Governance and Evaluation

Program Funding, Administration and Support

The New Teacher Induction program funding is formalized in the Local Control Accountability Plan (LCAP) and the Collective Bargaining Agreement (CBA). Under the current agreement, most of the funding for New Teacher Induction is an “off the top” expense, meaning responsibility is shared equally among management, certificated, and classified employees. The staffing for the New Teacher Induction program includes: Program Administrator, Teaching and Learning Support Specialist, Credential Analyst, New Teacher Mentors, and Special Ed Advisors.

Selection of New Teacher Mentors

As outlined in the Collective Bargaining Agreement (*CBA Article 10*), the New Teacher Support Advisory Board (NTSAB) is responsible for the recruitment and selection of New Teacher Mentors.

Timeline for Recruitment and Selection of New Teacher Mentors:

January: The Human Resources Department announces an internal posting for the New Teacher Mentor position. Qualified applicants must have exemplary evaluations, at least six years of classroom teaching, and have demonstrated significant capacity to lead other professionals in effective teaching and learning. Current Mentors and the Program Administrator meet with interested candidates to help inform them about the Induction program and what it means to be a New Teacher Mentor.

February: The Lead New Teacher Mentor individually supports applicants in preparing their application for the NTSAB to review. Applicants are required to submit a resume, letter of interest, and a written performance task. The Program Administrator, working closely with the Director of Human Resources, gathers information from multiple references per candidate.

March: At least one round of interviews are held at the District Office. All interested applicants who are qualified are interviewed. The NTSAB makes recommendations to the Program Administrator. The New Teacher Mentor(s) selection is announced.

Assigning New Teacher Mentor Caseloads

The Program Administrator collaborates with the Lead New Teacher Mentor in assigning a caseload of PTs to the New Teacher Mentors. However, the process is a collaborative one that takes into account the needs and constraints that are unique to each team every year. In general, there are several principles that the team follows when developing caseloads.

- **Site Assignments** - New Teacher Mentors are more effective when they have a deep understanding of the context of a school site and department. Therefore, we try to limit the mentors to two sites, although in some cases a third site is necessary. Similarly, while we try to assign New Teacher Mentors to their home site for their first year, sometimes other factors take priority.
- **Subject Matter Expertise** - New Teacher Mentors can also be more effective when they have a deep understanding of specific Subject Matter pedagogy. Therefore, we assign mentors to PTs in their subject area when possible, and we also work to develop their repertoire of strategies for coaching teachers from other subject areas as they grow.
- **Special Education Teachers** - Because Special Education teachers require a diverse range of expertise and support, they will be assigned a team of two mentors to support their work. The New Teacher Mentor will serve the role of guiding the PT through the induction process, including the ILP and Cycles of Inquiry. Each PT will also be assigned a site or program-matched Special Ed Advisor, a teacher with the same authorization as the PT (Mild/Moderate or Moderate/Severe). This teacher will provide support around case management and IEPs, and also join the New Teacher Mentor in support of the other Induction requirements.
- **Consistency and Individual Circumstances** - New Teacher Mentors can also be more effective when they develop relationships over two years with the same PTs. Therefore, whenever possible, our team tries to maintain consistency in the assignments. However, all of the above principles can only provide a guide to the assignment of caseloads. In reality, every year presents unique circumstances and situations which require flexibility and collaboration to make sure all Participating Teachers are served to the best of our ability.
- **Procedure for Re-assignment** - If a PT is not happy with the assigned mentor, they will communicate the concern to the Program Administrator, who will meet with the PT immediately to discuss the issue. If applicable, the Program Administrator will then meet with the mentor to attempt to resolve the issue. If resolution isn't possible or the PT is not satisfied with the result, the program administrator will reassign the PT in a timely manner.

Program Evaluation and Improvement

Since 2007, the New Teacher Induction program has administered a survey in May to evaluate its impact on Participating Teachers and to reflect on ways to improve and develop. The primary evaluative question asked of PTs is, *“Considering your experiences this year, if you were not required to participate in the new teacher induction program over the last year, would you choose to have done so voluntarily?”* Although our goal is always 100% affirmative responses, we always carefully consider the feedback from any teacher who responds “No” in order to consider changes to our program design and implementation. Furthermore, we consistently ask questions about each component of the program, how important it was to the PTs growth, and how effective we were in delivering it. The Program Administrator analyzes the survey data and brings it to the New Teacher Support Advisory Board (NTSAB) and the New Teacher Mentors for interpretation, reflection and planning. In addition to the End-of-Year survey, we have added a survey in January that asks PTs about specific aspects of the mentoring relationship (e.g. observations, lesson planning, reflection), and whether or not the amount of time spent is Not Enough, Just Right, or Too Much. Finally, the program invites PTs for optional Focus Groups in May to spend time diving more deeply into their experiences and suggestions for Program Improvement.

Frequently Asked Questions

Are part time teachers eligible for Induction?

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

How do I access my portfolio records?

Fremont Union High School District uses a web-based system to track and store candidates' portfolios and completion records. Candidates are shared access to their files throughout the process. Official completion forms can be requested in writing from the Induction Program Coordinator.

What if I leave the district before completing the program?

Candidates who leave the district before completion will be provided with a Transportability Document, also referred to as the [Portfolio Cover Sheet](#), that indicates how much of the program they have completed. They should provide this document to their next induction program to aid in proper placement. Transportability Documents can also be provided directly to the receiving program upon request.

How do I register for UOP Units?

This link to the [UOP Registration page](#) had all the information necessary for registering for credit through UOP. Candidates earn 4 credits per semester, for a total of 16 semester credits for completion of the 2 year program.

How do I request a transcript from UOP?

This link to the [UOP Transcript information](#) has everything you need to request a transcript. To move yourself on our salary schedule, transcripts must be received by Human Resources by October 1 for the fall semester and March 1 for the spring semester.

What if FUHSD decides to close the program and I am not finished?

Fremont Union High School District takes its commitment to future educators seriously. In the unlikely event of a program closure, the district continue to provide all resources necessary for currently enrolled Year 2 Candidates to be able to complete the program. For the following year, we will enact a [Teach Out Plan](#) that provides clarity for next steps for each individual induction candidate. Our first option will be to place Year 1 Candidates in Silicon Valley New Teacher Project (SVNTP). If that isn't available, we will make every effort to find another approved program in the area. In the event that no approved program are able to accommodate FUHSD's Year 1 Candidates, FUHSD would continue to provide all resources necessary for currently enrolled Year 1 Candidates to be able to complete the program in a timely manner.

Resources

California Standards for the Teaching Profession

STANDARD ONE:

ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

- 1.1 Using knowledge of students to engage them in learning
- 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
- 1.3 Connecting subject matter to meaningful, real-life contexts
- 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 1.5 Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6 Monitoring student learning and adjusting instruction while teaching

STANDARD TWO:

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

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

STANDARD THREE:

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
- 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
- 3.3 Organizing curriculum to facilitate student understanding of the subject matter
- 3.4 Utilizing instructional strategies that are appropriate to the subject matter
- 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
- 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

STANDARD FOUR:

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

STANDARD FIVE:

ASSESSING STUDENTS FOR LEARNING

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

STANDARD SIX:

DEVELOPING AS A PROFESSIONAL EDUCATOR

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

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

Glossary

ASW	Analysis of Student Work. A structured process in which the teacher and mentor determine a standard for a particular assessment, sort student work samples in relation to the standard, describe the work of some of the samples, and discuss how to move students closer to the standard.
BTSA	Beginning Teacher Support and Assessment. This term is sometimes used instead of “Induction” The California Department of Education oversees BTSA Induction programs. For more information see: http://www.btsa.ca.gov/
CBA	Collective Bargaining Agreement. The document that outlines the contractual agreements between the Fremont Education Association and the FUHSD.
CCTC	California Commission on Teacher Credentialing issues and regulates teaching credentials in California. For more information see: http://www.ctc.ca.gov/
CoI	Cycle of Inquiry A process of professional development where a teacher sets a goal for student learning, studies the impacts of strategies, and reflects on the results.
CTP	The Continuum of Teaching Practice. A table showing the range of teaching abilities based on the CSTP and the BTSA Induction Standards. Used for co-assessment, self-assessment, and professional growth.
CSTP	California Standards for the Teaching Profession (revised 2009), adopted by the California Department of Education and the Commission on Teacher Credentialing.
ECO	Early Completion Option Eligibility and requirements determined by FUHSD based on specific intern, out-of-state, or school experience, application, and recommendations.
EL	English Learner Sometimes referred to as ELL (English Language Learner)
FEA	Fremont Education Association – The professional association that represents all Certificated employees in the district.
FUHSD	Fremont Union High School District
Induction	A two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher’s first year of teaching and leads to the Clear Credential recommendation. One-on-One mentoring and Individualized Learning Plans are the basis of this program as required by the California CTC.
ILP	Individual Learning Plan A document that helps teachers connect a professional goal with the specific context of a class and learning objective and make a plan.
Mentor	Exemplary experienced teacher released from their classroom full time to support and advise new teachers. Also referred to as New Teacher Mentor.
NTSAB	New Teacher Support Advisory Board. A group of at least 5 teachers and at least 3 administrators who advise the Program Administrator, select the New Teacher Mentors, and oversee program evaluation and improvement for the New Teacher Induction program.
PT1	Participating Teacher – Year 1. Teachers that are in their first year of the induction program.
PT2	Participating Teacher – Year 2. Teachers that are in their first year of the induction program.