

INDUCTION HANDBOOK

Table of Contents

Overview of FUSD Induction Program

Welcome	2
Program Rationale	2
Induction Process	2
Roles and Responsibilities.....	3

Supporting Documents

CSTPS.....	5
Transition for New Teachers 18-19.....	6
Instructional Practice Guide for Mathematics and ELA.....	7
MOU (Declaration of Intent).....	9
Early Completion Option	10
New Teacher Support Flyer.....	11

Welcome

Congratulations! You are about to begin one of the most exciting times in your life! You will put into action the theory and subject matter you have studied and learned. What an exciting adventure! Making a difference in the lives of students and creating positive and lasting change are rewards like no other. This will be an exciting journey for you and one that demands a great deal of work. It will take an enormous amount of your time and energy. You must be genuinely involved in the process of becoming a thoughtful and reflective practitioner who sets high standards for yourself and equally high standards for your students, colleagues, and the larger educational community.

As you work with your New Teacher Support Coach, you will begin to develop your own unique teaching style and practice the methods and strategies that are effective in helping students learn. Approach the beginning of your teaching career with an inquiring mind. Learn to share your own experiences that you bring to the classroom, but also develop an interest in learning all that you can from your New Teacher Support Coach, the teachers on your staff, the students that you serve, and parents that you are working with.

Program Rationale

The Fresno Unified School District Induction Program is designed to provide an effective transition to support new teachers meet the current and future needs of today's ever changing educational environment. Preparing students to meet today's demanding College and Career Standards means many teachers can struggle to assess, align, adapt, and refine their instructional practice. This comprehensive coaching program led by skilled New Teacher Support Coaches provides assistance in effective transitioning, support teacher professionalism and positive attitudes, and accelerate instructional practice of beginning teachers. This leads to an increase in teacher retention and student achievement.

New teachers are in the program for two consecutive years where they are guided through the process of clearing their Preliminary Credentials. The program promotes the academic, social, and career development of participating teachers by providing them with support grounded in the California Standards for the Teaching Profession (CSTP).

Induction Process

Induction begins with the candidate creating an Individual Learning Plan (ILP) with the support and guidance of their New Teacher Support Coach. The ILP guides the mentoring process and is driven by the California Standards for the Teaching Profession (CSTP). The CSTPs are the foundation of the Induction process and offer the new teacher a reference to reflect on during learning-focused conversations with their New Teacher Support Coach. New Teacher Support Coaches also provide social emotional support as teachers navigate the challenges of their first years.

After completion of the ILP, the New Teacher Support coach and beginning teacher engage in a variety of coaching practices to accelerate progress towards the ILP goal. This intensive mentoring support includes observations, collaboration, feedback, just-in-time coaching, analyzing student work, side-by-side planning

and co-teaching, and viewing effective teachers during instruction. These practices are flexible, to meet the individual needs of the teacher. The ILP is the road map for mentoring support, and all activities are job-embedded, and completed with the support of the site administrator, and the New Teacher Support Coach. Learning Zone is an organized and secure online platform which provides a narrative of these individualized coaching practices.

At the close of each semester, the beginning teacher submits evidence of progress made towards achieving their goal with the support of their coach. During this mid-year and final read the beginning teacher and coaches receive feedback on their progress and next steps are considered. Upon successful completion of this two-year process, a Clear Credential is granted.

Roles and Responsibilities

Participating New Teacher:

- Meet with New Teacher Support Coach – ongoing 1 hour per week minimum (32 hours)
- Develop a thoughtful relationship with my New Teacher Support Coach characterized by openness, sharing and reflection.
- Complete and modify an Individual Learning Plan (ILP) based on the California Standards for the Teaching Profession (CSTP) and, in conjunction with my New Teacher Support Coach.
- Participate in instructional support activities
- Collaborate and reflect with Induction Coach on video evidence of classroom teaching.

New Teacher Support Coach:

- Meet with participating teacher- ongoing 1 hour per week minimum (32 hours)
- Individual Learning Plan (ILP) developed with teachers participating in Induction

Provide instruction support.

This could include:

- Co-Planning lessons
- Analysis of Student Learning
- Observing Instruction and Providing Feedback
- Modeling best practices and Co-Teaching
- Just In Time Coaching
- Social and Emotional Support
- Coordinate classroom visitations to view effective teaching

Supporting Documents



Revised
2009

California Standards for the Teaching Profession

STANDARD 1: Engaging and Supporting ALL Students in Learning

1. Using knowledge of students to engage them in learning
2. Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
3. Connecting subject matter to meaningful, real-life contexts
4. Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
5. Promoting critical thinking through inquiry, problem solving, and reflection
6. Monitoring student learning and adjusting instruction while teaching

STANDARD 2: Creating and Maintaining Effective Environments for Student Learning

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

STANDARD 3: Understanding and Organizing Subject Matter for Student Learning

1. Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks
2. Applying knowledge of student development and proficiencies to ensure student understanding of subject matter
3. Organizing curriculum to facilitate student understanding of the subject matter
4. Utilizing instructional strategies that are appropriate to the subject matter
5. Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students
6. Addressing the needs of English learners and students with special needs to provide equitable access to the content

STANDARD 4: Planning Instruction and Designing Learning Experiences for ALL Students

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

STANDARD 5: Assessing Students for Learning

1. Applying knowledge of the purposes, characteristics, and uses of different types of assessments
2. Collecting and analyzing assessment data from a variety of sources to inform instruction
3. Reviewing data, both individually and with colleagues, to monitor student learning
4. Using assessment data to establish learning goals and to plan, differentiate, and modify instruction
5. Involving all students in self-assessment, goal setting, and monitoring progress
6. Using available technologies to assist in assessment, analysis, and communication of student learning
7. Using assessment information to share timely and comprehensible feedback with students and their families

STANDARD 6: Developing as a Professional Educator

1. Reflecting on teaching practice in support of student learning
2. Establishing professional goals and engaging in continuous and purposeful professional growth and development
3. Collaborating with colleagues and the broader professional community to support teacher and student learning
4. Working with families to support student learning
5. Engaging local communities in support of the instructional program
6. Managing professional responsibilities to maintain motivation and commitment to all students
7. Demonstrating professional responsibility, integrity, and ethical conduct

Transition for New Teachers 2018-19

Teacher- CONNECT- LEARN- COMMIT

Supervisor - ENGAGE- CONNECT- EMPOWER

District- SUPPORT – RETAIN

➤ All employees will participate in ongoing professional learning, with new teachers receiving a minimum of 50 hours of transitional learning.

Preparation	First Days Build Relationships	First 30 Days Build Relationships	First 90 Days Build Capacity	First Year Build Capacity
<p><u>District Support</u></p> <ul style="list-style-type: none"> AUGUST (16 hours) Orientation, New Teacher Conference 	<p><u>District Support</u></p> <ul style="list-style-type: none"> Buyback and Institute Days with staff (18 hours) Meet with AC Team Coaches/TSAs assigned to support new teachers for first 2 weeks. Welcome letter, CSTP Continuum, and Standards delivered 	<p><u>District Support</u></p> <ul style="list-style-type: none"> New Teacher Support Coach assigned- ongoing 1 hour per week minimum (32 hours) Individual Learning Plan (ILP) developed for teachers participating in Induction 	<p><u>District Support</u></p> <ul style="list-style-type: none"> New Teacher Support Coach & teacher share CSTP goals & evidence Assess effectiveness of on-boarding 	<p><u>District Support</u></p> <ul style="list-style-type: none"> New Teacher Conference, semester 2 (6 hours) New Teacher Support Coach & Teacher Review CSTP goals & evidence Continue Assessing effectiveness of on-boarding
<p><u>Supervisor</u></p> <ul style="list-style-type: none"> Prepare work area Extend personal welcome Communicate first day logistics Communicate staff responsibility in on-boarding Identify site mentor- AC Lead Teacher 	<p><u>Supervisor</u></p> <ul style="list-style-type: none"> Provide essential resources Introductions Site vision Tour of school 	<p><u>Supervisor</u></p> <ul style="list-style-type: none"> Construct clear expectations Assess and design on-site, new teacher support group Provide training, professional learning, and feedback 	<p><u>Supervisor</u></p> <ul style="list-style-type: none"> Leverage employees strengths-feedback Help establish relationships between team and new employee 45 day check in for lateral or grade level transfers 	<p><u>Supervisor</u></p> <ul style="list-style-type: none"> Monitor performance Celebration of success Assess performance and provide feedback Mid-year check in for new hires (6 months)
<p><u>Teacher</u></p> <ul style="list-style-type: none"> Connect to site mentor/Lead Teacher 	<p><u>Teacher</u></p> <ul style="list-style-type: none"> Acclimate to work area Engage in culture and climate of site/department 	<p><u>Teacher</u></p> <ul style="list-style-type: none"> Self-assessment Build relationships Connect with mentor/Lead Teacher Leverage Coach 	<p><u>Teacher</u></p> <ul style="list-style-type: none"> Set goals for performance 	<p><u>Teacher</u></p> <ul style="list-style-type: none"> Engage in professional development
Common Professional Learning for ALL				<p><u>Teacher</u></p> <ul style="list-style-type: none"> Continue building network Create professional learning plan Self-assess progress

Instructional Practice Guide: Literacy

Version 4.0 – July 2018



Purpose: The Instructional Practice Guide articulates the vision for skillful teaching and learning. The guide describes the core instructional practices that contribute to student learning. Purposes include: 1) lesson preparation; 2) reflecting within AC's on instructional practices contributing to student outcomes; 3) focused professional learning on standards-aligned practice; 4) providing feedback on classroom practice.

1. Culture of Learning: Is there a culture of learning and high expectations in this classroom?

- Students demonstrate self-management skills by **following behavioral expectations**, directions and **execute transitions and procedures efficiently** independently and with peers.
- Students are **engaged in the work of the lesson** from start to finish; there is a **sense of urgency** about how time is used.
- Students exhibit evidence of **growth mindset** (embrace challenges/learn/persist), **self-efficacy** (belief in ability to succeed) and **social awareness** (cultural/diversity value) through interactions with teachers, peers, and course content.
- Students and their teacher demonstrate a **joy for learning** through positive relationships and strong classroom culture.

Not Yet	Somewhat	Mostly	Yes
---------	----------	--------	-----

2.A. Challenging Content: Is the lesson focused on a high quality text(s)?

- A majority of the lesson is spent listening to, reading, writing, and/or speaking about text(s).
- The text(s) are at or above the **complexity** level expected for the grade and time in the school year. *Consider Lexile level, levels of meaning or purpose, text structure, language, knowledge demands, and scaffolding provided by the teacher.*
- The text(s) exhibit **exceptional craft** and are part of a coherent sequence that builds students' **knowledge and understanding of a global world view**.

Not Yet	Somewhat	Mostly	Yes
---------	----------	--------	-----

2.B. Challenging Content: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?

- Questions and tasks **integrate** reading, writing, speaking and listening, and/or language **standards** to support students in building their understanding of the text and topics under consideration.
- Questions and tasks focus on the most critical elements of the text(s)' **concepts, ideas, structure, events and/or details**.
- Questions and tasks require students to use **evidence from text** to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and oral responses.
- Questions and tasks attend to the most critical **words, phrases and sentences** within the text.
- Questions and tasks – attended to through academic discourse and/or writing – are intentionally selected and sequenced to build knowledge and deepen students' comprehension of text.

Not Yet	Somewhat	Mostly	Yes
---------	----------	--------	-----

2.C. Challenging Content: During foundational skills lessons, does instruction develop skills in service of comprehension?

- The foundational skills being taught are **aligned to the reading foundations standards** for the grade.
- Frequent monitoring of student progress** drives the content so students get what they need, not what they already know.
- Instruction and materials provide explicit instruction in **phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency**. *Not all strands will be addressed in each lesson.*
- Instruction & materials provide opportunities for all students to **practice reading and writing** newly acquired skills.

Not Yet	Somewhat	Mostly	Yes
---------	----------	--------	-----

3. Ownership: Are students responsible for doing the thinking in this classroom?

- Students have opportunities for **productive struggle** and demonstrate perseverance in reasoning and problem solving in the face of initial difficulty.
- Students provide **text evidence** to support their ideas and display **precision** in their **academic discourse and/or** written responses.
- Students **share their developing thinking** about the content of the lesson.
- Students **elaborate on initial thoughts** to explain their thinking.
- Students **talk about and ask questions about each other's thinking** to clarify, self-assess and/or improve their own understanding and determine next steps to improve learning outcomes.

Not Yet	Somewhat	Mostly	Yes
---------	----------	--------	-----

4. Every Student: When students are working to overcome reading gaps, does the lesson address what students need?

- Frequent monitoring of students' reading abilities** by both the teacher and students drives content of intervention so that students get what they need in order to comprehend grade-level text.
- The content being taught addresses specific skills and knowledge that hold students back from reading grade-level complex text, such as decoding, fluency or factors that contribute to comprehension (*i.e. vocabulary, complex syntax, cultural or literary knowledge, etc.*)

Not Yet	Somewhat	Mostly	Yes
---------	----------	--------	-----

5. Improving Every Day: Are students demonstrating their understanding?

- Questions, tasks, and/or assessments **yield data that allow the teacher to assess students' progress** toward learning outcomes aligned to grade level standards and **allow for lesson adjustments**.
- Student responses and work demonstrate that **students are on track** to achieve stated or implied learning outcomes.

Not Yet	Somewhat	Mostly	Yes
---------	----------	--------	-----

Instructional Practice Guide: Mathematics

Version 4.0 – July 2018



Purpose: The Instructional Practice Guide articulates the vision for skillful teaching and learning. The guide describes the core instructional practices that contribute to student learning. Purposes include: 1) lesson preparation; 2) reflecting within PLC/AC's on instructional practices contributing to student outcomes; 3) focused professional learning on standards-aligned practice; 4) providing precise feedback/next steps on classroom practice.

1. Culture of Learning: Is there a culture of learning and high expectations in this classroom?

- Students demonstrate self-management skills by **following behavioral expectations**, directions and **execute transitions and procedures efficiently** independently and with peers.
- Students are **engaged in the work of the lesson** from start to finish; there is a **sense of urgency** about how time is used.
- Students exhibit evidence of **growth mindset** (embrace challenges/learn/persist), **self-efficacy** (belief in ability to succeed) and **social awareness** (cultural/diversity value) through interactions with teachers, peers, and course content.
- Students and their teacher demonstrate a **joy for learning** through positive relationships and strong classroom culture.

Not Yet	Somewhat	Mostly	Yes
---------	----------	--------	-----

2.A. Challenging Content: Does the content of this lesson reflect the shifts required by the CCSS for Mathematics?

- Focus:** The lesson focuses on grade level cluster(s) and/or standard(s) at the appropriate level of depth.
- Coherence:** The lesson intentionally connects content to appropriate mathematical concepts within and across grades.
- Rigor:** The lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.

Not Yet	Somewhat	Mostly	Yes
---------	----------	--------	-----

2.B. Challenging Content: Does this lesson employ instructional practices that allow all students to learn the content of the lesson?

- The teacher provides opportunities for students to engage with **grade-level problems, mathematical investigations, and/or tasks**.
- The teacher provides opportunities for students to engage in **review, consolidation, and/or practice exercises**.
- The teacher makes the mathematics of the lesson explicit by using **explanations, representations, and/or examples**.
- The teacher strengthens all students' understanding of the content by sharing a **variety of students' representations and/or solution methods**.
- The teacher deliberately **checks for understanding** throughout the lesson and **adapts** the lesson according to student understanding.
- The teacher **summarizes the mathematics** with references to student work and/or discussion in order to reinforce the focus of the lesson.

Not Yet	Somewhat	Mostly	Yes
---------	----------	--------	-----

3. Ownership: Are students responsible for doing the thinking in this classroom through the mathematical practices?

- Students have **opportunities for productive struggle** and demonstrate **perseverance** in reasoning and solving problems solving in the face of initial difficulty.
- Students **share their developing thinking** about the content of the lesson.
- Students **elaborate on initial thoughts** to explain their thinking.
- Students engage in **academic discourse** and **ask questions about each other's thinking** to clarify, self-assess and/or improve their own mathematical understanding and determine next steps to improve learning outcomes.
- Students **justify their conclusions, communicate them to others, and respond to the arguments of others**.
- Students **revise initial work**, especially their explanations and justifications.
- Students **use precise mathematical language** in their explanations and discussions.
- Students **use appropriate tools**, including technology, strategically when solving a problem.

Not Yet	Somewhat	Mostly	Yes
---------	----------	--------	-----

4. Every Student: When students are working to overcome gaps in skill or standards, does the lesson address what students need, not what they already know?

- Frequent monitoring of student progress** by both teacher and students (self-efficacy) drives content of intervention so that students get what they need, not what they already know.
- The skills being taught are **aligned to the standards** for the grade or address specific skills that hold students back from doing grade-level work.

Not Yet	Somewhat	Mostly	Yes	N/A
---------	----------	--------	-----	-----

5. Improving Every Day: Are students demonstrating their understanding?

- Questions, tasks, and/or assessments **yield data that allow the teacher to assess students' progress** toward learning outcomes aligned to grade level standards and **allow for lesson adjustments**.
- Student responses and work demonstrate that **students are on track** to achieve stated or implied learning outcomes/goals.

Not Yet	Somewhat	Mostly	Yes
---------	----------	--------	-----

Fresno Unified School District Induction Program

Induction Candidate Declaration of Intent

I, _____, wish to participate in the Fresno Unified School District Induction Program. I have read the Induction Participating Teacher Responsibilities as described below and agree to follow them to the best of my ability. I understand that all program requirements must be fulfilled within two years in order to receive a recommendation for a California Professional Clear Credential. If for any reason I am unable to participate fully in the Induction Program, I understand that I will need to contact my Induction Coach and the Program Director directly. I further understand that extensions will only be granted under extenuating circumstances (e.g., medical/family illness or emergency).

FUSD Induction Candidate Responsibilities:

- Review my eligibility for Induction and credential expiration date with my district/county credential analyst as needed.
- Develop a thoughtful relationship with my Induction Coach characterized by openness, sharing and reflection.
- Meet with my Induction Coach an average of one hour per week.
- Complete and modify an Individual Learning Plan (ILP) based on the *California Standards for the Teaching Profession* (CSTP) and, with the assistance of my Induction Coach, collect evidence of completion of my professional growth activities.
- Participate in job-embedded, ongoing professional development opportunities provided by the district.
- Collaborate and reflect with Induction Coach on video evidence of my classroom teaching.
- Communicate questions or concerns about the Induction Program with the Program Director or my Coach.
- Grant permission to the FUSD Teacher Development department to collect relevant documentation from my Induction Program.

Induction Candidate's Signature: _____

Date: _____

Induction: The Pathway to a Professional Clear Credential

Revised 6/18

FRESNO UNIFIED SCHOOL DISTRICT
Induction Program
Early Completion Option

Program Purpose

SB 57 is legislation that allows a modified program option for **exceptional experienced** teachers who meet the eligibility requirements to complete the Induction program at a faster pace.

Who may qualify (all candidates must be holders of a California Preliminary Credential)

- Teachers with a minimum of 2 years of full-time experience
- Teachers from out-of-state with 2 years full-time teaching experience

Criteria for acceptance into the ECO (all areas must be met)

- Teachers must be currently teaching in a K-12 classroom
- Submit at least two current and satisfactory teacher performance evaluations
- Submit two letters of recommendation (one from a principal and one from an immediate supervisor) attesting to the appropriateness for ECO. The following areas must be addressed in either the evaluations or the letter of recommendations:
 - Demonstrates teaching strategies that motivate all students to engage in the learning
 - Demonstrates the ability to establish and maintain high standards for student behavior
 - Demonstrates deep knowledge of the subject taught and the use of appropriate instructional strategies that promote student understanding
 - Demonstrates an ability to evaluate and assess student achievement
 - Demonstrates an ability to communicate effectively by presenting ideas and instructions clearly and meaningfully to all students
- CLAD certification or equivalency
- Submit a portfolio of work that substantiates the candidate's experience and exceptionality. This portfolio may include a resume, certificates of completion from professional development courses, lesson plans and adjunct duty descriptions. The portfolio must contain documentation of meeting the elements of Induction.

Procedure for application into the Early Completion Option

- Interested teachers will contact the Teacher Development Administrator, Teresa Morales-Young prior to submitting the application for ECO and supporting documents (listed above).
- Teachers will submit teaching assignment as well as other related documents.
- Upon approval of the application, the ECO candidate will be contacted by the Induction Program Lead (or designee) to develop an individualized Induction Program Completion Plan based on an assessment of prior experience.
- The ECO candidate will then sign an agreement that lists the requirements for program completion, timelines and monitoring procedures.

|

**FRESNO UNIFIED INDUCTION PROGRAM
Early Completion Option – ECO
APPLICATION**

Name _____ District _____ School _____

Grade/Subject _____ Administrator _____

Prior Experience:

School Name: _____ Address: _____ Yrs. Employed: _____ Gr. Lvl./Subj. Taught: _____ Evaluator's Name and Phone #: _____	School Name: _____ Address: _____ Yrs. Employed: _____ Gr. Lvl./Subj. Taught: _____ Evaluator's Name and Phone #: _____
School Name: _____ Address: _____ Yrs. Employed: _____ Gr. Lvl./Subj. Taught: _____ Evaluator's Name and Phone #: _____	School Name: _____ Address: _____ Yrs. Employed: _____ Gr. Lvl./Subj. Taught: _____ Evaluator's Name and Phone #: _____

I have attached a packet with the following information to verify my qualifications to complete the requirements of the Early Completion Option (ECO):

- ☐ At least two performance evaluations with Meets Standards/Demonstrates Expertise ratings
- ☐ Two recommendations from a principal or other immediate supervisor attesting to my appropriateness for ECO
- ☐ CLAD certification or equivalency
- ☐ Submit a portfolio of work that substantiates the candidate's experience and exceptionality. This portfolio may include a resume, certificates of completion from professional development courses, lesson plans, student assessments with data reflecting student growth, and adjunct duty descriptions. The portfolio must contain documentation of meeting the elements of induction.

I understand that the administrator for Teacher Development will review my application and document packet to determine if I qualify for the Early Completion Option.

Candidate's Signature Date

Office Use Only:	
<input type="checkbox"/> This participant has been approved to participate in the Early Completion Option <input type="checkbox"/> This participant has not been approved to participate in Early Completion Option due to the following reason(s): _____ _____ _____	
_____ Teresa Morales-Young	_____ Date

(Revised 8/6/17)

**FUSD Teacher Induction
Early Completion Option Signature Page**

I have been informed at orientation of the FUSD Induction Early Completion option. I understand that if I feel I qualify, I can contact the Administrator of Teacher Development to apply.

Print Name _____

Signature _____

Date _____

Revised 9/17

New Teacher Support



Job Embedded Professional Learning

- Instructional Coach Support
- Observe Exemplary Teachers
- Co-teaching
- Modeling of practices
- Lesson planning

Face to Face Professional Learning

- New Teacher Conference
- Monthly Professional Learning
- Curriculum Professional Learning

Credentialing Support

- RICA and CSET support
- Clear credentialing in multiple and single subjects



Contacts:

Deann Carr deann.carr@fresnounified.org

Debbie Friesen deborah.friesen@fresnounified.org

Randy Brown Randal.brown@fresnounified.org

