



Fresno Unified School District

# *New Teacher Support & Induction Handbook*



step up  teach Fresno!

2022-2023

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*Preparing Career Ready Graduates*

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Robert G. Nelson, Ed.D.

August 15, 2022

Dear New Teacher,

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.

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 the teachers on your staff, the students that you serve, and parents that you are working with.

You will be provided with resources to get you started. Some of the materials that you will be provided this year will be the Common Core State Standards, English Language Development Standards, Learning by Doing, Skillful Teacher, The Common Core Companion, and the California Standards for the Teaching Profession FUSD Continuum. By exploring these resources, you will be starting your own professional growth. I encourage you to continue your own professional learning to develop your skills. If I can in any way support your efforts, please do not hesitate to contact me.

Sincerely,

*Teresa Morales-Young*

Teresa Morales-Young

Administrator

Teacher Development

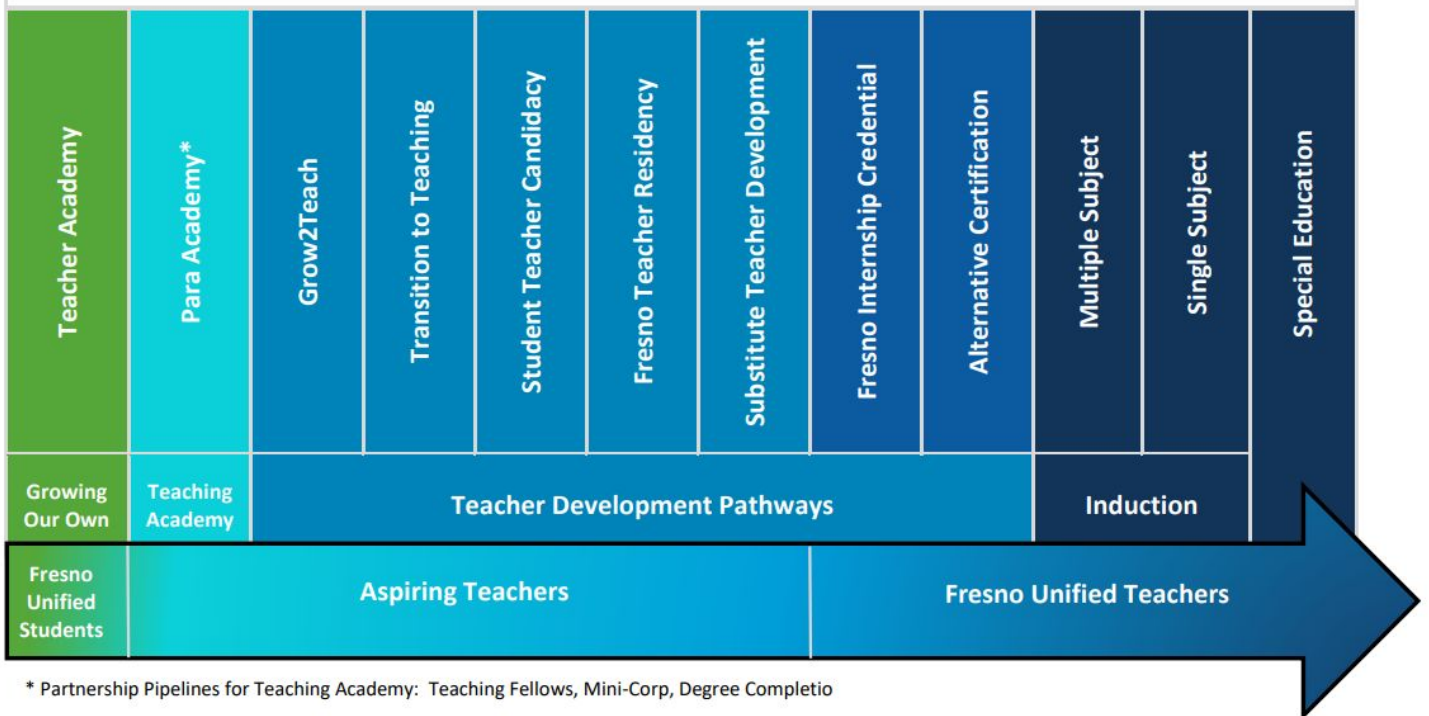
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# Vision Statement

The vision of the Teacher Development Department is to ensure that every classroom has a highly effective teacher/leader who demonstrates the ability and desire to educate students at a high level. Fresno Unified is committed to building a teaching workforce that reflects the values, linguistic skills, and cultural diversity of the community of students it serves in order to close the achievement gap.

## Teacher Pipeline Programs

Vision: Every classroom has a highly effective teacher/leader where students thrive.  
 Purpose: A coherent continuum for teacher development.





## New Teacher Support Program

FACT SHEET

### Program Purpose and Overview:

New Teacher Support is committed to recruit, train, and retain highly effective teachers who demonstrate the ability and desire to educate students at a high level. In this program new teachers are supported by a fully released coach to effectively transition into the teaching profession. New Teacher Support coaches collaborate with new teachers to promote teacher professionalism, foster positive attitudes, accelerate instructional practices, and impact student learning. Coaching support includes observations, feedback, modeling, analyzing student work, side-by-side planning, and co-teaching.

### Program Supports:

- New Hire Orientation
- Induction Orientation
- New Teacher Conference
- Saturday, Pipeline Trainings
- Full release Coach/Mentor
- Substitute release days to observe exemplary teachers
- Clear Credentialing- Induction Only
- Build a Portfolio for California Commission on Teacher Credentialing



### At-a-Glance

#### Candidate Responsibilities

- Participate an average of one hour per week of individualized support provided by New Teacher Support Coach
- Develop a thoughtful relationship with New Teacher Support Coach characterized by openness, sharing, and reflection
- Collaboratively create an Individualized Learning Plan (ILP) with coach and administrator
- Reflect on teaching practices
- Complete a digital portfolio capturing evidence of growth towards ILP goals
- Completes surveys

#### Induction Information

- Two year program
- Mandated process by SB 2042 & SB 1209
- Completion expected within two years
- California Commission on Teacher Credentialing Portfolio
- Recommended for Clear Credential upon completion
- Units available for FUSD Induction

#### More Information

[www.fresnounified.org/dept/curr/teach](http://www.fresnounified.org/dept/curr/teach)

### Contacts

Deann.carr@fresnounified.org  
Deanna.Buchanan@fresnounified.org  
Gisela.CruzHawley@fresnounified.org



### SUPERINTENDENT

Bob Nelson





# Beginning Teacher's Year at-a-Glance

The beginning teacher's journey starts by creating an Individual Learning Plan (ILP) with the support and guidance of their New Teacher Support Coach. The ILP guides the coaching process and is driven by the California Standards for the Teaching Profession (CSTP). The CSTPs are the foundation of this 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. Coaching 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 coaching support, and all activities are job-embedded, and completed with the support of the site administrator, and the New Teacher Support Coach. Kiano is an organized and secure online platform which provides a narrative of these individualized coaching practices.

At the close of each semester, teachers submit evidence of progress made towards achieving their ILP goal with the support of their coach. During this mid-year and final review, the teacher and coach receive feedback on their progress and next steps are considered.

Aug - Sept	Sept - October	Nov- Dec	Dec- Jan Mid Year Read	Feb-May	May-June End of Year Read
<p>Build relationships, trust, and support immediate needs</p> <p>Begin co-collecting data to understand teacher's strengths and areas of growth</p> <p>Use data to co-construct a professional goal and connect to indicators (ILP)</p> <p>Meet and consult admin on goals &amp; support (Admin CAL)</p>	<p>Support teacher and student growth by engaging in Connected, Strategic and Intentional Teaching and Coaching Cycle(s).</p>  <p>Co-collect evidence of teacher growth and impact on student learning by using tools in Kiano</p> <p>Continue communication with admin about coaching process</p> <p>Minimum use of HLT 1- PCG 1- POCA 1- ASL</p>	<p>Support teacher and student growth by engaging in Connected, Strategic and Intentional Teaching and Coaching Cycle(s).</p> <p>Co-collect evidence of teacher growth and impact on student learning by using tools in Kiano</p> <p>Continue communication with admin about coaching process</p> <p>Minimum use of HLT 2- PCG 2- POCA 2- ASL</p>	<p>Reflect on coaching process and co-select evidence of teacher growth and impact on student learning to create portfolio</p> <p>Review goals and use data to co-construct a mid-year professional goal and connect to indicators (ILP)</p> <p>Meet and consult admin on goals &amp; support (Admin CAL)</p>	<p>Support teacher and student growth by engaging in Connected, Strategic and Intentional Teaching and Coaching Cycle(s).</p>  <p>Co-collect evidence of teacher growth and impact on student learning by using tools in Kiano</p> <p>Continue communication with admin about coaching process</p> <p>Minimum use of HLT 3- PCG 3- POCA 3- ASL</p>	<p>Reflect on coaching process and co-select evidence of teacher growth and impact on student learning to add to portfolio</p> <p>Review goals and use data to co-construct an end of year professional goal and connect to indicators (ILP)</p> <p>Meet and celebrate progress on goals and coaching process with Admin (Admin CAL)</p> <p>Collect program data using teacher and admin survey</p>

# 22-23 Induction Requirement Due Dates

2022-2023 Induction Requirement Due Dates			
Requirement	Year 1	Year 2	ECO
Orientation and Enrollment Documentation	September 16, 2022	N/A	September 16, 2022
ILP Submission	September 30, 2022	September 30, 2022	September 30, 2022
Early Completion Application	N/A	N/A	October 31, 2022
Portfolio and Reflection (15 Hours of Support)	January 27, 2023	January 27, 2023	January 27, 2023
ILP Submission	February 10, 2023	February 10, 2023	February 10, 2023
Portfolio and Reflection (33 Hours of Support)	May 19, 2023	May 19, 2023	May 19, 2023
ILP Submission	May 31, 2023	May 31, 2023	May 31, 2023
Program Survey	May 31, 2023	May 31, 2023	May 31, 2023
Complete Clear Credential Recommendation	N/A	June 9, 2023	June 9, 2023

# California Standards for the Teaching Profession

The California Standards for the Teaching Profession (CSTP) provide a common language and a vision of the scope and complexity of the profession by which all teachers can define and develop their practice. The standards seek to serve and support professional educators in fulfilling their professional roles and responsibilities from pre-service teacher to experienced practitioner. The standards guide teachers as they develop, refine, and extend their practice. The CSTPs have been used for a variety of purposes, including the following:

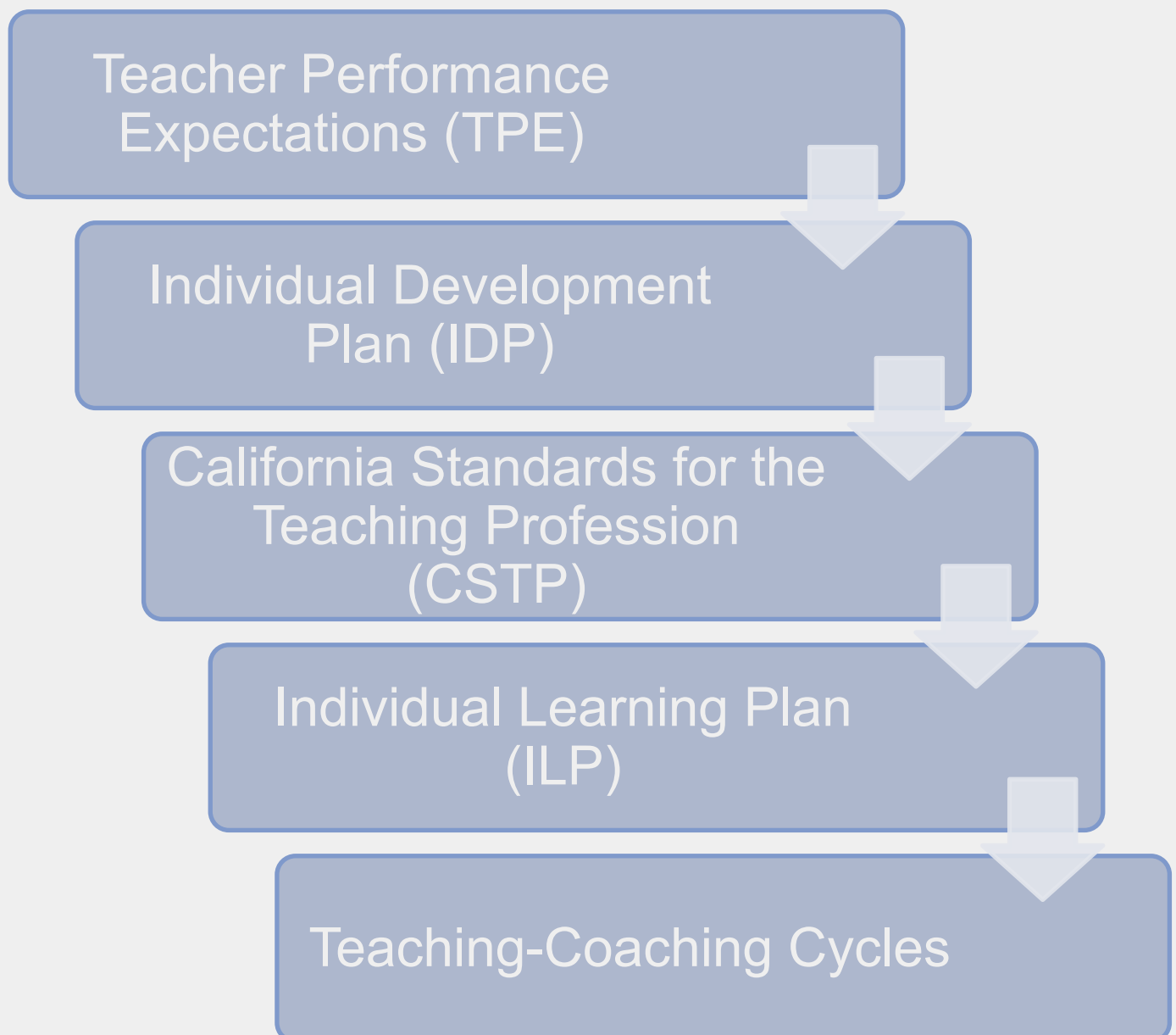
- to prompt reflection about student learning and teaching practice;
- to formulate professional goals to improve teaching practice in support of student learning; and
- to guide, monitor, and assess the progress of a teacher's practice toward professional goals.

<p><b>STANDARD 1:</b> <b>Engaging and Supporting ALL Students in Learning</b></p> <ol style="list-style-type: none"> <li>1. Using knowledge of students to engage them in learning</li> <li>2. Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests</li> <li>3. Connecting subject matter to meaningful, real-life contexts</li> <li>4. Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</li> <li>5. Promoting critical thinking through inquiry, problem solving, and reflection</li> <li>6. Monitoring student learning and adjusting instruction while teaching</li> </ol>	<p><b>STANDARD 2:</b> <b>Creating and Maintaining Effective Environments for Student Learning</b></p> <ol style="list-style-type: none"> <li>1. Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</li> <li>2. Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</li> <li>3. Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</li> <li>4. Creating a rigorous learning environment with high expectations and appropriate support for all students</li> <li>5. Developing, communicating, and maintaining high standards for individual and group behavior</li> <li>6. Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</li> <li>7. Using instructional time to optimize learning</li> </ol>	<p><b>STANDARD 3:</b> <b>Understanding and Organizing Subject Matter for Student Learning</b></p> <ol style="list-style-type: none"> <li>1. Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</li> <li>2. Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</li> <li>3. Organizing curriculum to facilitate student understanding of the subject matter</li> <li>4. Utilizing instructional strategies that are appropriate to the subject matter</li> <li>5. Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</li> <li>6. Addressing the needs of English Learners and students with special needs to provide equitable access to the content</li> </ol>
<p><b>STANDARD 4:</b> <b>Planning Instruction and Designing Learning Experiences for ALL Students</b></p> <ol style="list-style-type: none"> <li>1. Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</li> <li>2. Establishing and articulating goals for student learning</li> <li>3. Developing and sequencing long-term and short-term instructional plans to support student learning</li> <li>4. Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</li> <li>5. Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</li> </ol>	<p><b>STANDARD 5:</b> <b>Assessing Students for Learning</b></p> <ol style="list-style-type: none"> <li>1. Applying knowledge of the purposes, characteristics, and uses of different types of assessments</li> <li>2. Collecting and analyzing assessment data from a variety of sources to inform instruction</li> <li>3. Reviewing data, both individually and with colleagues, to monitor student learning</li> <li>4. Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</li> <li>5. Involving all students in self-assessment, goal setting, and monitoring progress</li> <li>6. Using available technologies to assist in assessment, analysis, and communication of student learning</li> <li>7. Using assessment information to share timely and comprehensible feedback with students and their families</li> </ol>	<p><b>STANDARD 6:</b> <b>Developing as a Professional Educator</b></p> <ol style="list-style-type: none"> <li>1. Reflecting on teaching practice in support of student learning</li> <li>2. Establishing professional goals and engaging in continuous and purposeful professional growth and development</li> <li>3. Collaborating with colleagues and the broader professional community to support teacher and student learning</li> <li>4. Working with families to support student learning</li> <li>5. Engaging local communities in support of the instructional program</li> <li>6. Managing professional responsibilities to maintain motivation and commitment to all students</li> <li>7. Demonstrating professional responsibility, integrity, and ethical conduct</li> </ol>



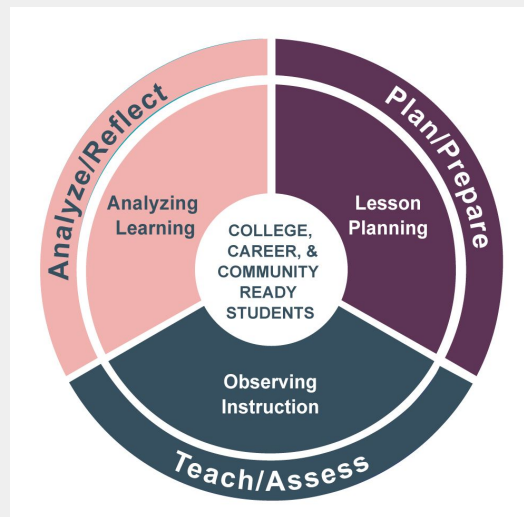
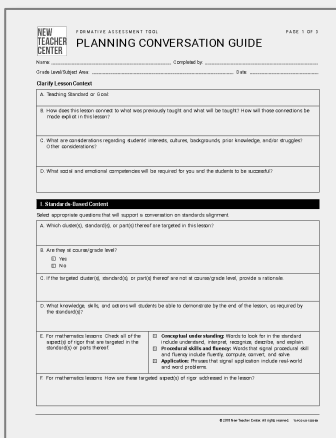
# Individualized Learning Plan

[California Standards for the Teaching Profession \(CSTP\)](#) [Open PDF in current window.](#) and the Individual Learning Plan (ILP) Professional teaching standards provide the foundational expectations for the teacher induction program, with the expectation that candidates will progress towards mastery of the CSTP during their participation in induction. With mentor-based support candidates develop their individual learning plan (ILP) goals addressing areas within the CSTP standard categories. Within the ILP candidates practice and refine effective teaching practices through focused cycles of inquiry cycles, professional support, and the practice of reflection.



# Teaching Coaching Cycle

Over the course of the program teachers and coaches will collaboratively select various processes to develop the habits of mind of effective practitioners aligned to the candidates ILP. Processes include lesson planning, observation and feedback and analyzing student learning as well as meeting the immediate needs of the candidate as they arise. Research has shown these three tools to have the greatest impact on teaching and learning.

**PLANNING CONVERSATION GUIDE**

NEW TEACHER CENTER

Formative Assessment Tool

Page 1 of 3

Grade/Subject Area: \_\_\_\_\_

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

Completed by: \_\_\_\_\_

Class/Subject Area: \_\_\_\_\_

1. **Planning Standard or Goal**

2. How does this lesson connect to what you previously taught and what will be taught next? How will these connections be made explicit in this lesson?

3. What are the standards regarding student names, cultures, backgrounds, prior knowledge, and/or suggest other considerations?

4. What social and emotional competencies will be required for you and the students to be successful?

5. **Standards to Assess/Content**

Select appropriate questions that will support a conversation on standards alignment.

A. Which standard(s), standard(s), or part(s) thereof are targeted in this lesson?

B. Are they at coverage level?

Yes  No

C. If the targeted standard(s), standard(s), or part(s) thereof are not at coverage level, provide a rationale.

D. Which knowledge, skills, and abilities will students be able to demonstrate by the end of the lesson, as required by the standard?

E. For reflection/feedback: Check all of the standards/ aspects of rigor that are targeted in the candidate's plan/lesson.

Content/understanding: Which to look for in the student include understanding, transfer, reciprocal teaching, and explain.

Procedural skills and strategies: Which to look for include use and fluency in using them, appropriate content, and use.

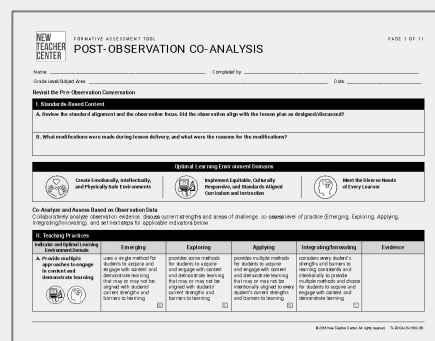
Application: Which to look for include student transfer and use in new contexts.

F. For reflection/feedback: Check all of the targeted aspects of rigor addressed in the lesson?

Content/understanding: Which to look for in the student include understanding, transfer, reciprocal teaching, and explain.

Procedural skills and strategies: Which to look for include use and fluency in using them, appropriate content, and use.

Application: Which to look for include student transfer and use in new contexts.



**POST-OBSERVATION CO-ANALYSIS**

NEW TEACHER CENTER

Formative Assessment Tool

Page 1 of 11

Grade/Subject Area: \_\_\_\_\_

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

Completed by: \_\_\_\_\_

Class/Subject Area: \_\_\_\_\_

1. **Standards to Assess/Content**

Select appropriate questions that will support a conversation on standards alignment.

A. Which standard(s), standard(s), or part(s) thereof are targeted in this lesson?

B. Are they at coverage level?

Yes  No

C. If the targeted standard(s), standard(s), or part(s) thereof are not at coverage level, provide a rationale.

D. Which knowledge, skills, and abilities will students be able to demonstrate by the end of the lesson, as required by the standard?

E. For reflection/feedback: Check all of the standards/ aspects of rigor that are targeted in the candidate's plan/lesson.

Content/understanding: Which to look for in the student include understanding, transfer, reciprocal teaching, and explain.

Procedural skills and strategies: Which to look for include use and fluency in using them, appropriate content, and use.

Application: Which to look for include student transfer and use in new contexts.

2. **Standards to Assess/Content**

Select appropriate questions that will support a conversation on standards alignment.

A. Which standard(s), standard(s), or part(s) thereof are targeted in this lesson?

B. Are they at coverage level?

Yes  No

C. If the targeted standard(s), standard(s), or part(s) thereof are not at coverage level, provide a rationale.

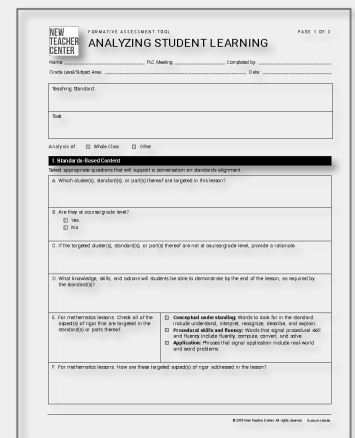
D. Which knowledge, skills, and abilities will students be able to demonstrate by the end of the lesson, as required by the standard?

E. For reflection/feedback: Check all of the standards/ aspects of rigor that are targeted in the candidate's plan/lesson.

Content/understanding: Which to look for in the student include understanding, transfer, reciprocal teaching, and explain.

Procedural skills and strategies: Which to look for include use and fluency in using them, appropriate content, and use.

Application: Which to look for include student transfer and use in new contexts.



**ANALYZING STUDENT LEARNING**

NEW TEACHER CENTER

Formative Assessment Tool

Page 1 of 3

Grade/Subject Area: \_\_\_\_\_

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

Completed by: \_\_\_\_\_

Class/Subject Area: \_\_\_\_\_

1. **Standards to Assess/Content**

Select appropriate questions that will support a conversation on standards alignment.

A. Which standard(s), standard(s), or part(s) thereof are targeted in this lesson?

B. Are they at coverage level?

Yes  No

C. If the targeted standard(s), standard(s), or part(s) thereof are not at coverage level, provide a rationale.

D. Which knowledge, skills, and abilities will students be able to demonstrate by the end of the lesson, as required by the standard?

E. For reflection/feedback: Check all of the standards/ aspects of rigor that are targeted in the candidate's plan/lesson.

Content/understanding: Which to look for in the student include understanding, transfer, reciprocal teaching, and explain.

Procedural skills and strategies: Which to look for include use and fluency in using them, appropriate content, and use.

Application: Which to look for include student transfer and use in new contexts.

Planning Conversation Guide (PCG)

Post-Observation Co-Assessment (POCA)

Analyzing Student Learning (ASL)

Teachers, in partnership with the coach, utilize The New Teacher Center's (NTC) platform, Kiano, a data base that captures teacher-coach interactions. Tools provide a narrative of the teacher's growth over the course the program. An Interaction Log captures amount of time spent in collaborative coaching practices/activities. A menu of tools is available to coach and teacher to support planning, observation and feedback, goal setting, and analyzing student learning. Teachers may access their account on Kiano at any time to note their progress towards their ILP goals.

# Roles and Responsibilities

Participating Teachers	New Teacher Support Coach
<ul style="list-style-type: none"> <li>• Sign Letter of Commitment</li> <li>• Participate in New Teacher Orientation</li> <li>• Assigned a New Teacher Support (NTS) Coach within the first 30 days of start date</li> <li>• Participate in an average of one hour per week of individualized support provided by NTS Coach</li> <li>• Develop a thoughtful relationship with NTS Coach characterized by openness, sharing and reflection</li> <li>• Collaboratively create an Individualized Learning Plan (ILP) with coach and administrator within the first 60 days of start date</li> <li>• Reflects on teaching practices</li> <li>• Build a digital portfolio capturing evidence of growth towards ILP goals</li> <li>• Complete surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with participating teacher- on average a minimum of 1 hour per week</li> <li>• Helps in the development of the teacher’s ILP</li> <li>• Develops and maintains a confidential, collegial relationship with participating teachers</li> <li>• Provides instructional support which include: Co-planning lessons, Analysis of Student Learning,</li> <li>• Observation and feedback, Modeling Best Practices and Co-Teaching, Just-in-Time Coaching,</li> <li>• Social and Emotional Support, and Coordinate classroom visitations to view effective teaching</li> <li>• Utilizes Kiano platform to capture evidence of growth towards teacher’s ILP goal(s)</li> <li>• Participates in monthly professional learning for instructional coaches</li> <li>• Creates a Coach ILP and reflects on practice</li> </ul>
Site Administrator	New Teacher Support Team
<ul style="list-style-type: none"> <li>• Conduct an initial orientation for participating teachers to inform them about site resources, personnel, procedures and policies.</li> <li>• Introduce new teachers to the staff</li> <li>• Provide information regarding health and safety code procedures</li> <li>• Encourage a community of learning that focuses on the Common Core State Standards, performance levels for students, and the California Standards for the Teaching Profession</li> <li>• Communicate regularly with the coach and participating teacher to discuss the ILP goals</li> <li>• Participate in an online survey for site administrators administered at the end of the year</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and assign a coach to each participating teacher within the first 30 days of the participants start date</li> <li>• Provide high quality professional learning for coaches</li> <li>• Collaborates with program staff to develop professional learning opportunities for new teachers</li> <li>• Solicits feedback from all stakeholders on a regular basis to improve the program</li> <li>• Calibrates program activities including observations, program documentation and teacher portfolios</li> </ul>

# Fresno Unified Induction Program

## Program Overview

Fresno Unified is the fourth largest school district in California with a diverse student population. We recognize this diversity as a strength, and we strive to have similar diversity in our teaching staff. Fresno Unified has nondiscrimination policies in place. Fresno Unified Teacher Induction Program adheres to these policies to ensure that there is no discrimination in the practices of admission, retention, and graduation of our candidates.

Fresno Unified New Teacher Induction Program is fully accredited by the Commission on Teacher Credentialing to clear preliminary general education, multiple subject and single subject credentials. Beginning teachers with a SB 2042 preliminary credential participate in a two-year state approved induction program ideally during their first few years as a contracted teacher in order to complete the state's requirements to earn a professional clear credential. This two-year job-embedded experience is designed to support the professional development of newly credentialed, beginning teachers in areas of the California Standards for the Teaching Profession (CSTP), California Teacher Induction Program Standards, and California adopted academic standards.

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 provide 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).

## **Program Rationale**

Fresno Unified's New Teacher Induction Program is fully accredited by the Commission on Teacher Credentialing to clear preliminary general education, multiple subject and single subject credentials. Beginning teachers with a SB 2042 preliminary credential participate in a two-year state approved induction program ideally during their first few years as a contracted teacher in order to complete the state's requirements to earn a professional clear credential. This two-year job-embedded experience is designed to support the professional development of newly-credentialed, beginning teachers in areas of the California Standards for the Teaching Profession (CSTP), California Teacher Induction Program Standards, and California adopted academic standards.

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 coaching 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. Kiano 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 using the rubric found on the following page. Upon successful completion of this two-year process, a clear credential is recommended to the California Commission on Teacher Credentialing.

Beginning Special Education teachers holding a preliminary Education Specialist credential may clear that credential through the Fresno County Office of Education. For details on clearing an Education Specialist Credential, contact DeAnn Carr in the Teacher Development Office.

[Deann.carr@fresnounified.org](mailto:Deann.carr@fresnounified.org)

# Portfolio & Rubric

A portfolio of evidence is housed on Kiano. The candidate and coach co-select tools in which the candidate feels represents their journey over the course of the semester. The portfolio is analyzed using the Induction Candidate Portfolio Rubric. After the portfolio has been analyzed by the panel, the candidate will receive a copy of the rubric and any feedback required to meet program requirements.



Overall Portfolio Rating	
Exceeding	21-24
Meeting	16-20
Developing	10-15
Does Not Meet	1-9

Induction Candidate Portfolio Rubric					Rating	
Category	Exceeding Program Requirements (4)	Meeting Program Requirements (3)	Developing Towards Program Requirements (2)	Does Not Meet Program Requirements (1)	S1/S3	S2/S4
<b>Individual Learning Plan</b> (CSTP 6)	<ul style="list-style-type: none"> <li>All sections clearly align</li> <li>Goal clearly identifies a change in practice and is measurable</li> <li>Actionable steps to create clear roadmap to reach goal</li> </ul>	<ul style="list-style-type: none"> <li>Most sections clearly align</li> <li>Goal identifies a change in practice and is measurable</li> <li>Actionable steps create a roadmap to reach goal</li> </ul>	<ul style="list-style-type: none"> <li>Few sections clearly align</li> <li>Goal may identify a change in practice or is measurable</li> <li>Next steps listed but do not create a roadmap to reach goal</li> </ul>	<ul style="list-style-type: none"> <li>ILP alignment is missing</li> <li>Goal does not identify and is not measurable</li> <li>Missing next steps</li> </ul>		
<b>Teacher Focus and Coaching Aligned to ILP and Teacher Need</b> (CSTP 6)	All tools in portfolio are clearly connected, strategic and intentional to the candidates' ILP, indicators, and candidate's immediate needs	Most tools in portfolio are connected, strategic and intentional to the candidates' ILP, indicators, and candidate's immediate needs	A few tools in portfolio are connected, strategic and intentional to the candidates' ILP, indicators, and candidate's immediate needs	None of the tools in portfolio are connected, strategic and intentional to the candidates' ILP, indicators, and candidate's immediate needs		
<b>Teacher Growth and Impact</b> (CSTP: 1, 2, 3, 4, 5)	All tools in portfolio clearly illustrate teacher growth, implementation of new knowledge and/or skill in teacher practice, and the impact on all students.	Most tools in portfolio illustrate teacher growth implementation of new knowledge and/or skill in teacher practice, and the impact on all students.	A few tools in portfolio illustrate teacher growth, implementation of new knowledge and/or skill in teacher practice, and the impact on all students.	None of the tools in portfolio illustrate teacher growth, implementation of new knowledge and/or skill in teacher practice, and the impact on all students.		
<b>Candidate's Reflection on Developing as a Professional Educator</b> (CSTP 6)	<ul style="list-style-type: none"> <li>In-depth and clear reflection on teacher growth and challenges all connected to ILP goal, indicators, and tools</li> <li>In depth Impact on student learning and specifically states meeting the needs of all students.</li> </ul>	<ul style="list-style-type: none"> <li>Clear reflection on teacher growth and challenges mostly connected to ILP goal, indicator, and tools</li> <li>Clear Impact on student learning and generally states meeting the needs most students.</li> </ul>	<ul style="list-style-type: none"> <li>Surface reflection on teacher growth and challenges a few connected to ILP goal, indicator, and tools</li> <li>Surface reflection on Impact on student learning and meeting the needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>Missing reflection on teacher growth and challenges or no connection to ILP goal, indicator, and tools</li> <li>Missing reflection Impact on student learning or no meeting the needs of students.</li> </ul>		
<b>Required Time and Tools</b> (CSTP 6)	<ul style="list-style-type: none"> <li>Support time over an average of 60 minutes a week.</li> <li>Portfolio includes 16-18 tools</li> </ul>	<ul style="list-style-type: none"> <li>Support time at or near an average of 60 minutes a week.</li> <li>Portfolio includes 12-15 tools</li> </ul>	<ul style="list-style-type: none"> <li>Support time below an average of 60 minutes a week.</li> <li>Portfolio includes 6-11 tools</li> </ul>	<ul style="list-style-type: none"> <li>Support time is far below an average of 60 minutes a week.</li> <li>Portfolio includes 0-5 tools</li> </ul>		
<b>Required High Leverage Processes</b> (CSTP: 1, 2, 3, 4, 5)	The Portfolio includes more than 3 High Leverage Tools for each <ul style="list-style-type: none"> <li>Planning (PCG)</li> <li>Observing Instruction (POCA)</li> <li>Analyzing Student Learning (ASL)</li> </ul>	The Portfolio includes 3 High leverage Tools for each <ul style="list-style-type: none"> <li>Planning (PCG)</li> <li>Observing Instruction (POCA)</li> <li>Analyzing Student Learning (ASL)</li> </ul>	The Portfolio includes 1-2 High leverage Tools for each <ul style="list-style-type: none"> <li>Planning (PCG)</li> <li>Observing Instruction (POCA)</li> <li>Analyzing Student Learning (ASL)</li> </ul>	The Portfolio includes 1 of each or maybe missing a High leverage Tool <ul style="list-style-type: none"> <li>Planning (PCG)</li> <li>Observing Instruction (POCA)</li> <li>Analyzing Student Learning (ASL)</li> </ul>		

## Fresno Unified School District Induction Program

### Induction Candidate Declaration of Intent

I, \_\_\_\_\_, wish to participate in the Fresno  
(First Name) (Last Name)  
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).

#### Responsibilities as a FUSD Induction Participating Teacher:

- 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 ongoing professional development opportunities provided by the district.
- Collaborate and reflect with Induction Coach on my teaching practices
- Communicate questions or concerns about the Induction Program with the Program Director or my Coach.
- Grant permission to the Teacher Development department to collect relevant documentation from my Induction Program.

Induction Participating Teacher's Signature: \_\_\_\_\_

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

### Induction: The Pathway to a Professional Clear Credential

Revised 8/19





*Preparing Career Ready Graduates*

## Mid-Program Exit Advisement

### Acknowledgments

*I understand that maintaining appropriate credential status is my responsibility and that:*

- I must contact the receiving program immediately upon hire.
- I must maintain all formative assessment and induction completion evidence for submission to the receiving program.
- It is my responsibility to share with the receiving program documented and/or demonstrated evidence supported by the FUSD Induction Portfolio Read Feedback Form. The program leadership of any new program I may join has full authority to accept or deny any of the evidence for completion that I may submit.
- I have the *originals* of all my program participation documentation and evidence. The FUSD Induction Program does not keep copies of all pieces of evidence.

*I acknowledge that I have received or will receive the following documents:*

- My FUSD Induction Portfolio Read Feedback Form (copy) which is the program's transcript

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Teacher

Print name: \_\_\_\_\_

Exit Mid-Pgm  
9/16

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1833 "E" ST, Fresno 93706

(559) 457-6072



**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

# Recommendation for a Clear Credential

Upon the completion of the program, candidates will be recommended by Teacher Development to the Commission on Teacher Credentialing. Once recommended candidates will automatically receive an email from [donotreply@ctc.ca.gov](mailto:donotreply@ctc.ca.gov) with the following information and directions:

You have been recommended for the following document:

Document Title:  
Term: Clear  
Issuance:

Authorizations, if applicable, will be in the recommendation view once you enter the website.

In order to complete the application process, you must take the following steps within 90 days. If you do not complete these steps within 90 days your application will be cancelled.

You must log into your CTC Online Educator Account using the **Educator Login** button at: <https://www.ctc.ca.gov> to view the recommended document.

**\*\*Note: You can no longer log in with your SSN and date of birth. You must type your User ID and password\*\***

If you have not logged into the CTC Online system since February 2017, you probably do not have a registered User ID. You must register to use the online system by clicking the **Create Educator Account** link on the CTC Online Login page even if you were issued a document/credential or submitted an application prior to February 2017.

## **LOGGING IN TO CTC ONLINE (technical and troubleshooting help):**

<https://www.ctc.ca.gov/credentials/ctc-online---login-help>

## **INSTRUCTIONS ON HOW TO SUBMIT YOUR APPLICATION AND PAYMENT**

<https://www.ctc.ca.gov/credentials/ctc-online---written-instructions-for-application-and-payment>

\*\*Please review the information under the Complete Your Program's Recommendation or Return Your Programs Recommendation items.

## **INSTRUCTIONS ON HOW TO CHECK THE STATUS OF YOUR APPLICATION:**


<https://www.ctc.ca.gov/credentials/ctc-online---your-educator-account>

Reference: Education Code Section 44320(d); Title 5, California Code of Regulations, Sections 80028, 80487, and 80001.

# Units for Salary Advancement

Upon completing each year of Induction, candidates may receive professional units for salary advancement. Each year of Induction qualifies for 4 Units. Fresno Unified partners with Fresno Pacific University and Courses4Teachers for these units. Information and steps for units will be provided to candidates after Year 1 and Year 2 of Induction.

All units must be submitted to Human Resources by August 31 in order to be reflected in the Salary Schedule for the upcoming school year.



**FRESNO UNIFIED**  
**INDUCTION COMPLETION FORM**

*Preparing Career Ready Graduates*

Candidate's Name		
Site		
Date in Program	Year 1:	Year 2:
Induction Coach	Year 1:	Year 2:

**NTC Formative Assessment Support**

	YR 1 Completed	YR 2 Completed	Completion Date
TPA/Teacher Information	<input type="checkbox"/>	<input type="checkbox"/>	
Self-Assessment	<input type="checkbox"/>	<input type="checkbox"/>	
ILP	<input type="checkbox"/>	<input type="checkbox"/>	
Planning	<input type="checkbox"/>	<input type="checkbox"/>	
Analyzing Student Needs	<input type="checkbox"/>	<input type="checkbox"/>	
Reflection	<input type="checkbox"/>	<input type="checkbox"/>	
Feedback/Next Steps	<input type="checkbox"/>	<input type="checkbox"/>	
Verification of Hours	<input type="checkbox"/>	<input type="checkbox"/>	

Year 1 Reviewed by:	Year 2 Reviewed by:

Teacher Development Department  
FUSD New Teacher Induction  
Teresa Morales-Young, Administrator

(559) 457-6072

# Contact Information

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## *New Teacher Support Team*

***Teresa Morales-Young***

Administrator, Teacher Development  
Teresa.morales@fresnounified.org

***DeAnn Carr***

Manager, Teacher Development  
Deann.carr@fresnounified.org

***Kim White***

Teacher on Special Assignment,  
Teacher Development

Kimberly.white1@fresnounified.org

***Gisela Cruz Hawley***

Teacher on Special Assignment,  
Teacher Development

Gisela.cruz-hawley@fresnounified.org

# Resources

- Professional Development for New Teachers
- Pipeline Flyer
- Early Completion Application
- Intent to Appeal





# New Teacher Support

Year 1, Year 2, Interns, STSPs, PIPs

2022-2023

What supports do new teachers receive in Fresno Unified?

## **Orientations**

◇ New Hire Orientation

◇ Induction Orientation

## **Face to Face Professional Learning**

◇ New Teacher Conference (August & February)

◇ Saturday, Pipeline Trainings (monthly- 6 total)

◇ Curriculum Days- Professional learning and planning (2 days)

## **Job Embedded Professional Learning**

◇ Full release Coach/Mentor (weekly+ instructional & social-emotional support)

◇ Substitute release days to observe exemplary teachers (up to 2)

## **Clear Credentialing**

◇ Support to build a portfolio for the California Commission on Teacher Credentialing in mandatory areas: Planning Aligned Effective Instruction, Analysis of Student Work, Observation and Feedback Evidence

# Saturday Pipeline Flyer



## Saturday Pipeline Training for New Teachers 2022 - 2023

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- **Mandatory training for teachers on a STSP or PIP credential**
- **Optional training opportunity for Intern & Preliminary credential teachers**
- **Earn 3 units from Fresno Pacific University**

### Dates:

- \*September 10th
- \*October 1st
- \*November 5th
- \*December 3rd
- \*February 4th
- \*March 4th
- \*April 1st

For more information, please contact  
[malcolm.ross@fresnounified.org](mailto:malcolm.ross@fresnounified.org)





## FRESNO UNIFIED SCHOOL DISTRICT Induction Program Early Completion Option

### Program Purpose

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

**Who may qualify** (all candidates must hold a California Preliminary Teaching Credential)

- Candidates with a minimum of 2 years of full-time experience prior to Preliminary Credential
- Candidates from out-of-state with 2 years full-time teaching experience
- Candidates that are currently teaching in a K-12 classroom
- Candidates with CLAD certification or equivalency
- Candidates have completed all assessments required by credential such as TPA, RICA, and or CSET)

**Application must be turned in by October 31st and include the following:**

- Submit at least two current and satisfactory teacher performance evaluations
- Submit passing score reports for all assessments required by credential
- Submit two letters of recommendation (one from a principal and one from an immediate supervisor) attesting to the appropriateness for the Early Completion Option. 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 planning and lesson design to meet the needs of all students.
  - Demonstrates the ability to assess student learning
  - Demonstrates development as a professional educator

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.

Candidate's goals and implementation plan for the year based on CSTP's

Three samples of student work with a reflective analysis of each one

Three lesson plans that are based on the analysis of student work referenced above

One classroom management plan

### Procedure for application into the Early Completion Option

- Interested teachers will contact the Induction Manager, DeAnn Carr at [deann.carr@fresnounified.org](mailto:deann.carr@fresnounified.org) to receive a link to the Early Completion Application
- Candidates will submit teaching assignments for the current school year and past 2 years as well as other related documents by **October 31st**.
- Upon approval of the application, the Early Completion Option candidate will be contacted by the Induction Manager (or designee) The candidate and coach will develop an Individual Learning Plan based on an assessment of prior experience and must complete all program requirements for the current Induction year
- The candidate will sign an agreement that lists the requirements for program completion, timelines and monitoring procedures.

## Early Completion Application Notification

Thank you for submitting an Early Completion Application by the October 31<sup>st</sup> deadline. The panel has reviewed the application submitted and the results of the application are below. If there are any questions or concerns, please reach out to the Induction Manager, DeAnn Carr @deann.carr@fresnounified.org.

- This participant has been approved to participate in the Early Completion Option. Please sign below indicating you are aware this approval is contingent upon successfully completing all program requirements during the current Induction year. This includes the development of an Individual Learning Plan, coaching cycles, and the development of a growth portfolio for CTC during the current Induction year.

\_\_\_\_\_  
Participant Signature

\_\_\_\_\_  
Date

- This participant has not been approved to participate in Early Completion Option due to the following reason(s):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
DeAnn Carr

\_\_\_\_\_  
Date

