

HANDBOOK

Welcome to Fullerton School District's Teacher Induction Program!

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(714) 447-2857 | FSD Induction Website: <https://bit.ly/FSDInduction2122>

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A BRIEF HISTORY OF INDUCTION

- 1988 California New Teacher Project (CNTTP): 15 projects grew to 35 projects over the course of three years
 - CNTTP Findings
 - Well over 90% of the beginning teachers who received ongoing support remained in the teaching profession. (*Compared to 50% lost in first 5 years.*)
 - Classroom teaching improved, especially the teaching of diverse student populations.
 - Support providers improved in their teaching practice, too, and were more apt to serve in teacher leadership roles.
 - There was a need to tailor the support offered to beginning teachers and their professional needs and to focus that support on the teacher's classroom instruction.
- 1992-1998: BTSA (Beginning Teacher Support & Assessment) At the beginning, BTSA was only a support system (not attached to credentialing).
- 1998 - NOW: Teacher Induction (i.e. Credentialing Program)
- BTSA offered support for the new teacher.
 - Teacher Induction offers support, coupled with professional development, mentoring, and multiple cycles of inquiry.
 - Teacher Induction must adhere to the standards set by the California Commission on Teaching Credentials.
 - Successful completion of Teacher Induction results in recommendation for the Professional Clear Credential.
- 2017 - [New Standards for Teacher Induction:](#)
 - Focus on support and the mentor relationship.
 - Less documentation
 - Teacher Inquiry is the heart of the program.

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION

[Teacher Preparation and Induction Alignment Chart](#)

[Continuum of Teaching Practice/CSTP](#)

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (CSTP) 2009

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.

FSD TEACHER INDUCTION PROGRAM OVERVIEW

Fullerton School District (FSD) serves 13,700 students in grades K-8 in a 26 square mile area that encompasses most of the city of Fullerton. FSD was formed in 1888, one year after the founding of the City of Fullerton. FSD includes 15 elementary schools, two K-8 campuses, and three Junior High Schools. Approximately 52% of FSD students qualify for Federal Free and Reduced Price meal program. Fullerton Schools employ 640 teachers and other certificated staff, as well as 615 classified support staff. Fullerton School District is proud of our mission of: *Inspiring learners to leverage the arts and innovative technology to create, collaborate, communicate, critically think, and contribute as part of a global community.* FSD has nondiscrimination policies in place. FSD Teacher Induction adheres to these policies to ensure that there is no discrimination in the practices of admission, retention, and graduation of our candidates. [FSD Non-Discrimination Policy Linked HERE](#).

FSD Teacher Induction is now the pathway to a Professional Clear Credential. FSD Teacher Induction is designed to support beginning teachers who have finished their credentialing program and have applied for, or currently hold, a preliminary Multiple Subject, Education Specialist, or Single Subject Credential. Our staff is dedicated to providing induction for teachers who hold or are working toward clearing these credentials in the Fullerton School District, Buena Park School District and La Habra City School District.

Our mentoring-based, job-embedded program provides Clear Credential candidates with the opportunity to deeply consider the application of the strategies and skills that were emphasized in the teacher preparation experience. With a knowledgeable and experienced Mentor, teachers are guided through the inquiry process over a two-year period. The new teachers' professional growth goal is the catalyst for an individualized inquiry. For experienced teachers, there is an [Early Completion Option](#) for which teachers may apply.

If, for any reason, the FSD Teacher Induction Program should close, FSD assures that all currently enrolled candidates will be afforded the opportunity to complete the program requirements and clear their credentials by developing a teach-out plan. This plan will include individual transition plans for each candidate as well as a plan for candidates and graduates to access their student records.

Currently, in the 2020-21 program year, the FSD Teacher Induction Program is supporting 45 Candidates. Of those, 18 are in their first year of Induction and 27 are working to complete their second year. With 43 Mentors, our program averages a 1:1 Candidate/Mentor ratio.

TEACHER INQUIRY

The FSD Teacher Induction Program is organized around two cycles of inquiry per year, over a two year period. Our goal is that teachers will investigate an individual problem of practice, develop an action plan with the support of their Mentor, apply a new teaching practice, and finally reflect on its effectiveness and apply their new learning.

FSD Teacher Induction

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[FSD Teacher Induction Program Flow Map Overview](#)

[FSD Teacher Induction ILP At A Glance](#)

[Induction Schedule](#)

CANDIDATE DOCUMENTS

The FSD Induction program matches our Candidates with a Mentor within 30 days of the Candidate's enrollment in the program. We make every effort to match the Candidate and Mentor according to credentials held, grade level, and/or subject area, as appropriate to the Candidate's employment. In the event that a Candidate/Mentor match is not appropriate or effective, Candidates may request a change in Mentor using the form provided. Candidates may also request additional assistance if needed.

[Application](#) download to fill

[Memorandum of Understanding](#)

[Early Completion Option](#)

[Request for Assistance](#)

[Protocol for Change of Mentor](#)

MENTORS

The FSD Induction program matches our Candidates with a Mentor within 30 days of the Candidate's enrollment in the program. We make every effort to match the Candidate and Mentor according to credentials held, grade level, and/or subject area, as appropriate to the Candidate's employment. In the event that a Candidate/Mentor match is not appropriate or effective, Candidates may request a change in Mentor using the form provided. Each Candidate will receive no less than one hour per week of individualized support/mentoring as coordinated or provided by the Mentor.

[New Mentor Application](#)

[Returning Mentor Renewal Application](#)

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[Accountability Log \(paper\)](#)

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SITE ADMINISTRATORS

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TECHNOLOGY

Link to [Technology 101 document](#)

Resources

FREQUENTLY ASKED QUESTIONS (FAQS)

1. **What is Teacher Induction?** Teacher Induction is the 2-year program which provides teachers a pathway to clear their preliminary credentials. Teachers are *inducted* into the profession through job-embedded mentoring, professional development opportunities, collaboration, and inquiry cycles with the ultimate goal of creating reflective practitioners.
2. **Who is eligible for Teacher Induction?** Any teacher who currently holds a preliminary credential (general education, multiple subject, single subject, and/or education specialist/special education.)
3. **How do I enroll in Teacher Induction?** Visit our website: <https://www.fullertonsd.org/> and Teacher Induction can be found under Departments and Educational Services. Feel free to contact our office at 714-447-2857.
4. **Can I get college credit for my work in Teacher Induction?** Yes! We work closely with several local universities who will allow you to apply your Induction work toward postgraduate units. Please call our office for more information.
5. **How long is the Teacher Induction program?** The program is designed to be a two-year program, completed during a teacher's first two years of teaching. However, some teachers may be eligible for the Early Completion Option, or may take longer to complete. Teacher Induction follows an individualized timeline based on teacher needs.
6. **How long does a teacher have to complete the Teacher Induction program?** Preliminary credentials expire five years after they are granted. If a teacher needs longer to clear their credential, they must apply for an extension with the CTC. Please contact our office if you believe this may be necessary.
7. **How do I find professional development opportunities?** FSD Teacher Induction provides professional development sessions based on candidate/mentor feedback. In addition to these opportunities, candidates may attend PD offered by the district, county, or outside organizations. FSD has all PD Offerings linked [HERE](#).
8. **Does a teacher have to be teaching full time to be part of the Teacher Induction program?** In order to be enrolled in the FSD Teacher Induction Program, you must be a contracted classroom teacher.
9. **Is there an alternative way for teachers to clear their preliminary credential?** Yes, teachers may choose to enroll in any state-approved, accredited Induction program.
10. **Is there a fee to participate in FSD Teacher induction?** No, FSD does not charge teachers to participate in Induction.

11. **What is the ILP?** The Individual Learning Plan (ILP) is the tool that supports the inquiry process that Induction teachers participate in twice each year. Developed collaboratively by the Candidate and Mentor, the ILP includes a focus question, defined and measurable student outcomes, a plan for action and evidence collection, professional growth goals that support inquiry, and reflection.
12. **What is BTSA?** Beginning Teacher Support & Assessment. BTSA was the name of the clear credential program before Induction and new program standards.

ALPHABET SOUP

Sometimes it can be challenging to keep track of all of the acronyms we come across in education! Here are a few definitions that might be helpful.

- BTSA (Beginning Teacher Support & Assessment) Induction of the past
- CAASPP (California Assessment of Student Performance and Progress)
- CDE (California Department of Education)
- CTC (Commission on Teacher Credentialing)
- CTP (Continuum of Teaching Practice)
- CSTP (California Standards for the Teaching Profession)
- DO (District Office)
- ECO (Early Completion Option)
- IEP (Individualized Education Program)
- ILP (Individual Learning Plan)
- LEA (Local Education Agency)
- MOU (Memorandum of Understanding)
- NEA (National Education Association)
- OCDE (Orange County Department of Education)
- PD (Professional Development)
- PT (Participating Teacher) currently called Candidate
- PLC (Professional Learning Community)
- SBAC (Smarter Balanced Assessment Consortium)
- SP (Support Provider) currently called Mentor

LINKS/RESOURCES

FSD Induction Website: <http://bit.ly/FSDInduction2122>

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