

ATTACHMENT 1
SITE ADMINISTRATOR ROLES AND RESPONSIBILITIES

Site Administrator understands that his/her knowledge, attitudes, and actions are critical to the success of an effective Induction Program. In order to create and nurture the positive climate necessary for this success, each Site Administrator shall have certain responsibilities for facilitating the successful implementation and operation of the Induction Program (“**Induction Program**”), which responsibilities include but are not limited to the following:

1. Annually meet with FCSS’ staff that are responsible for the implementation of the Induction Program (“**Program Staff**”) and attend any periodic informational meetings.
2. Keep informed about the activities and requirements of the Induction Program by reviewing written Induction Program materials and communicating with the Induction Program Staff as necessary.
3. Select fully-credentialed teachers with a minimum of three years of exemplary teaching experience that meet Induction Program selection criteria (as stated on the Induction Coach Nomination Form) to work as Induction Coaches (“**Coaches**”) who will meet regularly for a minimum of 1 hour per week with Participating Teachers (“**PTs**”) to provide the PT with on-going assistance, support, ILP development, and monitoring of completion of the requirements for the Clear General Education Teaching Credential and/or Clear Education Specialist Credential. **(must be completed within two years) Failure to complete requirements in a timely and consistent manner within two years may result in an extended program for the Participating Teacher. When a Participating Teacher is required to continue the program into the next fiscal year the School shall be invoiced \$1,250 per semester beyond the initially established two-year plan.**
4. Appropriately match, well in advance of the beginning of the School Year, PTs with Coaches at the same site based on credentials held, subject matter/grade level taught, and relevant experience. If an exact match is not possible within a pair, another veteran teacher with the same credential type must be made available in addition to the assigned Coach to offer specialized support to the PT via phone/video, email, or in person.
5. Assign one PT (two maximum) to each Coach, unless the Coach is on full or part-time release.
6. Place PTs in classroom assignments that provide opportunities for success and professional growth and provide additional assistance to PTs assigned to work in more challenging settings.
7. Provide necessary release time for PTs and Coaches to attend scheduled trainings and or ILP related professional development (4 full days per school year) and a minimum of four half-days of release time for Coach and/or PT to complete required observations.
8. Participate in formal and informal evaluations of the Induction Programs.
9. Understand that the School must provide and cover the costs of substitutes for the School’s PTs and Coaches, pay any stipends for Coaches (if School elects to pay such stipends), and provide release time for observation.
10. Understand and agree that the activities of the Induction Program can play no part in the formal evaluation process of any PT.
11. Respect and maintain the confidentiality between each PT and each Coach.
12. Conduct an initial orientation for PTs to introduce them to the staff and learning community, and to inform them about site resources, personnel, procedures, and policies. Conduct training with all PT that includes: site and School safety/crisis response plans; fire, earthquake, evacuation and lock down drills; medication dispensary procedures; handling of hazardous materials and blood borne pathogens; CPR; epilepsy and asthma response; child abuse prevention mandated reporter training; parental rights and notification; discrimination, harassment, and sexual harassment policy; bus safety; first aid procedures; weapons on campus and conflict resolution; and guidelines for accessing and using outside speakers.
13. Provide input into the PTs ILP, based on needs determined by PT and provide applicable professional development opportunities relating to that focus. Goals for each PT must be developed within the context of the ILP within the first 60 days of the teacher’s enrollment in the program.
14. Monitor and be involved in each PT and Coach’s progress as deemed necessary by the FCSS’ Induction Program Staff.