



Teacher Induction

Program Handbook

induction.fcoe.org

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Fresno County Superintendent of Schools Teacher Induction

Teacher Induction Program Leadership		
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Individualized Support for Teachers & Coaches

Designated Team Member: To identify who your designated Induction team member is, access our contact page (induction.fcoe.org/contact). This webpage will identify the district/credential support by each FCSS Teacher Induction team member. Whenever you have a question/concern, please email/call your designated Induction team member for support.

Weekly Office Hours: Teacher Induction Office Hours are every Wednesday over Zoom (3:00pm-4:00pm) with the exception of a few Wednesdays. [Click here for the zoom link and additional information.](#)

FCSS TEACHER INDUCTION PROGRAM OVERVIEW



1



INTEREST & ENROLLMENT (JUNE-OCT)

Teacher Induction is a 2 year job-embedded system of coaching support for new teachers required by the CTC for teachers to clear their credentials. An overview of FCSS Teacher Induction can be found on this resource. There is a one-year Early Completion application option for experienced and exceptional teachers. For information on the criteria and application process, visit induction.fcoe.org/eco-eligibility. **To enroll in FCSS Teacher Induction, teachers must contact their District HR department as they will initiate the enrollment process. Mid-year starts beyond October will be facilitated with the Induction staff and district leadership.**

2



PROGRAM INITIATION (AUG-OCT)

Once the teacher enrollment is complete, FCSS will email the teacher and their coach next steps, the first of which is registering for Induction Collaboration. Year 1 teachers and their coaches will attend this 1-day session together at FCSS to orient themselves with the program and develop their professional learning plan. Registration information will be emailed upon enrollment completion. (Year 2 teachers/coaches engage in the Year 2 Induction Collaboration webinar.)

3



FALL REQUIREMENTS (SEPT-DEC)

After participating in Induction Collaboration, teachers/coaches begin meeting weekly for 1 hour. Alongside the support of their coaches, teachers engage in research and implementation of their Individualized Learning Plan (ILP) during the fall semester. All information for this process will be provided during Induction Collaboration. Teachers submit one observation this semester. Coaches submit monthly logs for September-December.

4



SPRING REQUIREMENTS (JAN-APR)

Teachers/coaches continue meeting weekly for 1 hour. Spring semester requirements are launched through a 1.5-hour webinar that teachers/coaches participate in together. Alongside the support of their coaches, teachers engage in weekly reflective journaling around their Focus of Practice during the spring semester. Teachers submit one observation this semester. Coaches submit monthly logs for January-April.

5



COMPLETION OF YEAR/PROGRAM (APR-MAY)

Year 1 Teachers:

Teachers and coaches will complete their weekly 1-hour meetings, unless an alternative timeline has been designed. Once all requirements have been confirmed by the Induction staff as completed, Year 1 teachers will receive information about their Year 2 program for the upcoming school year via email.

Year 2/Approved ECO Teachers:

Teachers and coaches will complete their weekly 1-hour meetings, unless an alternative timeline has been designed. Once all requirements have been confirmed by the Induction staff as completed, Year 2 and approved ECO teachers receive a detailed email with next steps regarding their Clear Credential application. Once the application has been submitted by the teacher, the FCSS Credentials staff will complete the recommendation with CTC.

QUESTIONS? Visit induction.fcoe.org or contact Program Assistant, Malani Maroney (mmaroney@fcoe.org)



*Full Cabinet



Fresno County Superintendent of Schools Teacher Induction

Mission

Our purpose is to advance teachers on their journey to become innovative practitioners for all 21st century students.

Vision

- Program Leaders will provide a progressive induction experience to meet the dynamic and diverse needs of all students.
- Induction Coaches will be highly skilled instructional leaders capable of guiding beginning teachers towards innovative practices through ongoing collaboration, mentoring, modeling, and reflection.
- Teachers will demonstrate professionalism, pursue teacher leadership, and positively impact generations of student achievement, building upon evidence-based practices through cycles of inquiry, reflection, and collaboration.
- All educational partners will continuously collaborate to prepare, support, and advance teachers through relevant and meaningful experiences leading to a highly qualified professional community equipped for the 21st century.

Program Overview

FCSS Teacher Induction provides standards-based, individualized advice and assistance that combines the application of theory learned in the preliminary teacher preparation program with mentor-based support and formative assessment feedback. Support and professional development are provided to enable teachers to be effective in teaching students who are culturally, linguistically, and academically diverse.



Fresno County Superintendent of Schools Teacher Induction

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, Individualized Learning Plan (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, which includes the ILP, 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.



Fresno County Superintendent of Schools Teacher Induction

Human Resources Roles and Responsibilities

Each School employee who is designated as a human resource contact (**"Human Resources Contact"**) for the Induction Program **"Induction Program"** understand that he/she has certain responsibilities, including but not limited to the following:

1. Understand the eligibility for the PT to participate in Induction Program.
2. Understand and notify eligible Participating Teachers (**"PT"**) that they must complete the Teacher Induction Program within two years.
3. At the point of hire, determine whether or not newly hired teachers qualify for Induction Program, using the Notification of Eligibility for Induction form provided by FCSS staff that is responsible for implementing the Induction Program (**"Induction Program Staff"**).
4. Notify each PT of his/her responsibility to enter a professional teacher induction program and complete the Notification Form.
5. Complete a Notification of Eligibility Form and submit online, within 15 working days of the date on which the PT was hired.
6. Provide a copy of the completed Notification Form to the PT and retain one copy for the School's records.



Fresno County Superintendent of Schools
Teacher Induction

INDUCTION COACH QUALIFICATIONS, ROLES, AND RESPONSIBILITIES
[Must be signed by each Induction Coach upon entrance into the program]

Print Name: _____
Signature: _____
Date: _____

**Signed at
first meeting**

District: _____
School Site: _____
Grade/Subject: _____

**Signed at
first meeting**

I, being the person named above, understand that my work as an Induction Coach ("Coach") is crucial to the success of the Fresno County Superintendent of Schools ("FCSS") Induction Program. I verify that I have a minimum of three or more years of exemplary teaching experience; understand best instructional practices; have knowledge of beginning teacher development; have knowledge of State-adopted frameworks and academic content standards and performance levels; and I am committed to support each Participating Teacher ("PT") who is assigned to me through a collaborative relationship. I agree to assume certain responsibilities for ensuring and facilitating the successful implementation and operation of the Induction Program, including but not limited to:

1. Work collaboratively with the PT by meeting on a set day and time a minimum of 1 hour per week for planning, coaching, problem solving assistance, facilitating reflective practice, working on the ILP, completing program requirements, and providing just in time support. I understand that the PT's failure to complete requirements in a timely manner will result in meetings with FCSS staff who are responsible for implementing the Programs ("**Induction Program Staff**") and/or notification to my School's site administrator.
2. Participate in and maintain professional conduct in all Coach trainings, collaborative meetings, and other related events or activities to acquire the skills needed to effectively complete program requirements and to provide specific support based on the California Standards for the Teaching Profession ("CSTP").
3. Participate in ongoing training and support for coaches that includes, but is not limited to coaching and mentoring, goal setting, use of appropriate coaching tools such as the Coaching Toolbox, best practices in adult learning, support for individual coaching challenges, reflection on coaching practice, opportunities to engage with coaching peers in professional learning networks, and program processes design to support PT growth and effectiveness.
4. If either the PT or I are dissatisfied with the pairing, the dissatisfied party will contact the Induction Program Staff at the earliest practical opportunity. Additionally, I can contact the Induction Program Staff if additional circumstances arise that prevent me from supporting my PT for a two year commitment.
5. I understand that I must demonstrate honesty, integrity and adherence to professional conduct standards regarding all Induction Program requirements and activities. Failure to do so will result in an adverse recommendation for a clear credential. I further understand the FCSS or employing agency may report any misconduct to the CTC.
6. Complete and submit to Induction Program Staff monthly collaboration logs as evidence of monthly collaboration with PTs. I understand that delinquent monthly collaboration logs and or any other missing Induction documents or incomplete requirements will be reported to my district and will affect my ability to further participate as an induction coach and may impact my PT's completion of Induction. I understand that if any stipend is made available by the district, it may be affected.
7. Guide and assist the PT to develop and implement and periodically revise an Individual Learning Plan (ILP) and to collect evidence required for credential completion within two years.
8. Assist the PT in collecting and demonstrating all required evidence in their Digital Account that demonstrates progress towards professional growth objectives as they relate to CSTPs, state adopted frameworks and adopted curriculum.
9. Participate in local and State evaluation activities of the Induction Program and their operations (i.e. surveys, questionnaires, and interviews).
10. Understand and agree: (A) School may make a stipend available for work performed outside of regular work hours, completion of program requirements, and required documentation; (B) my failure to fully perform in accordance with this Attachment or submit documents on time will result in a loss or reduction of the stipend, if any stipend is provided by School; (C) PT's participation in an Induction Program has no bearing on, and plays no part in, the PT's

formal evaluation process in the School; and (E) Coach effectiveness survey information will be collected, analyzed, and shared with applicable program partners, used in state reporting, and considered for future individual nomination.

11. Maintain appropriate confidentiality (with site administration, colleagues, etc.) and professional discretion concerning my work with the PT.

12. I also hereby consent to the recording and/or transmission of my image and/or voice (hereinafter "Recordings") during my participation in the Induction Program. I acknowledge that FCSS will own such Recordings and further grant my consent to FCSS to copyright, display, use/reuse, modify, transmit, exhibit, print and reprint, publish and distribute such Recordings, in whole or in part, without restriction and without compensation, now and in the future, in any manner whatsoever related to FCSS business, including without limitation publications, advertisements, brochures, website posts, or other electronic displays and transmissions thereof for instructional, promotional, artistic, trade, commercial or other purposes. I further waive any right to inspect or approve the use of such Recordings, or other electronic displays and transmissions thereof. I further release and hold FCSS harmless from any and all liability arising out of the use of the Recordings in any manner or media whatsoever.

YES

NO

13. I acknowledge that my signature on this document constitutes a binding obligation to adhere to all existing contractual requirements between F and my employing agency.



Fresno County Superintendent of Schools
Teacher Induction

PARTICIPATING TEACHER, QUALIFICATIONS, ROLES, AND RESPONSIBILITIES
[Must be signed by each Participating Teacher upon entrance into the program]

Print Name: _____

District: _____

Signature: _____

School Site: _____

Date: _____

Signed at
first meeting

Signed at
first meeting

I, being the person named above, understand and agree that to receive the full benefits provided by the Fresno County Superintendent of Schools ("FCSS") "Induction Program," my participation and enrollment begins today upon signing of this document. My participation and enrollment carries with it certain personal responsibilities and expectations, which include but are not limited to, the following:

1. Work collaboratively with my assigned Induction Coach ("Coach") by meeting on a set day and time a minimum of 1 hour a week, and communicating on a regular basis.
2. Collaborate with my Coach to complete and submit to FCSS staff who are responsible to implement the Program ("Induction Program Staff") collaboration logs.
3. Use the California Standards for the Teaching Profession (CSTP) as a guide for self-assessment.
4. Work collaboratively with my Coach to develop an ILP that includes professional growth objectives based on evidence, reflection, and the California Standards for the Teaching Profession (CSTP).
5. If either I or the Coach assigned to assist me are dissatisfied with the pairing, the dissatisfied party will contact Induction Program Staff at the earliest practical opportunity.
6. I understand that I must demonstrate honesty, integrity and adherence to professional conduct standards regarding all Induction Program requirements and activities. Failure to do so will result in an adverse recommendation for a clear credential. I further understand the FCSS or employing agency may report any misconduct to the CTC.
7. Attend regularly scheduled meetings, trainings, and workshops related to induction requirements, bring all required materials to the collaborative meetings, and maintain professional conduct throughout the meetings.
8. Complete all Induction Program requirements in collaboration with my Coach. I understand that failure to complete requirements in a timely manner will result in additional meetings and/or observations with the Induction Program Staff and/ or notification to my School Site Administrator. 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 \$1250 per semester beyond the initially established two-year plan.
9. Collect all required evidence in my Digital Account that demonstrates professional growth objectives as they relate to CSTPs, state adopted frameworks, and adopted curriculum. Participate in local and State evaluation activities of the Induction Program and their operations (i.e. surveys, questionnaires, and interviews).
10. Level I teachers may need to complete additional requirements. Any and all costs related to these additional requirements are the responsibility of the PT.
11. Understand the following: (A) my participation in an Induction Program has no bearing on, and plays no part in, my formal evaluation process in the School; (B) The Induction Program and my responsibilities to the program and for obtaining my clear credential were explained to me. I am expected to complete the Induction Program within 2 school years; (C) I may request an extension by completing an Induction Program Extension Request only if personal catastrophic incidents or illness prevent me from completing the Induction Program within the two years; ((D) I must successfully complete all Induction Program requirements within two school years in order to be recommended for my Clear Teaching Credential; and

(E) Feedback on my Coach's effectiveness will be collected, analyzed, and shared with applicable program partners, used in state reporting, and considered for future Coach nomination.

12. An Early Completion Option (ECO) is available for qualified teachers with at least three years of prior teaching experience and who successfully meet all ECO application requirements; interested teachers must attend a mandatory ECO informational meeting to move forward in the application process.

13. I understand the Advice and Assistance Process for the FCSS Induction Program. I understand that my participation in the Induction Program will be monitored and documented. This monitoring includes ongoing approval of requirements and may include additional advice and assistance. Lack of adequate progress may be reported to my employer.

14. I understand that during the course of my participation in the Induction Program, I will be privy to the "educational records" of students at the School Site, as that term is defined by and used for purposes of the Family Educational Rights and Privacy Act ("FERPA"). Accordingly, I agree to abide by all of the confidentiality provisions and policies of FERPA with respect to such "education records." Specifically, I acknowledge the rights of parents and students to maintain the privacy of "education records."

15. I acknowledge having received from FCSS a "Notification of Rights Under FERPA" regarding my Induction Program records.

16. I hereby authorize FCSS to release all of my Induction Program records and/or any information contained therein to my employer, to determine amount and conditions of funding, and to assess progress toward completion of the Program.

17. I hereby authorize and acknowledge that FCSS may release all of my Induction Program records and/or any information contained therein to the Commission on Teacher Credentialing to facilitate my completion of the Program, and as required by the Commission on Teacher Credentialing.

18. All participant documentation from each year will be retained for an additional two years upon program completion. All documents beyond this timeline will be deleted from our database.

19. The Fresno County Superintendent of Schools does not discriminate on the basis of actual or perceived race, color, national origin, ancestry, religious creed, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, gender identity, gender expression or sexual orientation, or any other basis protected by federal, state or local law, ordinance or regulation, *in its educational program(s), employment or in the admission, retention, or graduation of students in the induction program.*

20. I also hereby consent to the recording and/or transmission of my image and/or voice (hereinafter "Recordings") during my participation in the Induction Program. I acknowledge that FCSS will own such Recordings and further grant my consent to FCSS to copyright, display, use/reuse, modify, transmit, exhibit, print and reprint, publish and distribute such Recordings, in whole or in part, without restriction and without compensation, now and in the future, in any manner whatsoever related to FCSS business, including without limitation publications, advertisements, brochures, website posts, or other electronic displays and transmissions thereof for instructional, promotional, artistic, trade, commercial or other purposes. I further waive any right to inspect or approve the use of such Recordings, or other electronic displays and transmissions thereof. I further release and hold FCSS harmless from any and all liability arising out of the use of the Recordings in any manner or media whatsoever.

YES NO

21. I acknowledge that my signature on this document constitutes a binding obligation to adhere to all existing contractual requirements between FCSS and my employing agency.

FCSS Teacher Induction: Notice of Enrollment



**Fresno County
Superintendent of Schools**
Dr. Michele Cantwell-Copher, Superintendent

Induction Eligibility Criteria:

- Teachers with a valid California Preliminary/Level I Credential or teachers with an out-of-state credential and less than 2 years of out-of-state experience are eligible for induction.
- Candidates with SB 2042 Preliminary Credentials are required to complete a state-approved Induction Program in order to earn their California Professional Clear Credential.

Within 15 days of hire, a district HR Representative must submit this form.

For questions please call Rachel Miller, Teacher Development Director, at (559) 774-6081.

Participating Teacher Information

First Name *

Middle Name

Last Name *

School Email Address *

This will be used to create the Participating Teacher's Induction account in our program!

Confirm Email *

Personal Email Address

Optional – May be used as an additional means of contact.

Induction Program *

Program Transfer

If a teacher has started Teacher Induction in another district, they are considered a Program Transfer. Please note that years as an Intern do not count towards the Induction Program.

Teaching Experience *

- First year beyond student teaching
- Has previous teaching experience
- Unsure

Participating Teacher Personal Information *

Last 4 of Social Security Number *

Date of Birth *

Gender *

Race *

- African American
- American Indian
- Asian (Chinese, Japanese, Korean, Vietnamese, Asian Indian, Laotian, Cambodian, Filipino, Hmong)
- Hispanic
- Pacific Islander (Hawaiian, Guamanian, Samoan, Tahitian)
- White/Caucasian
- Decline to State

Residential Address *

City *

State *

ZIP *

Phone *

Employment Information *

FCSS Employee

Is this teacher currently employed by Fresno County Superintendent of Schools?

School *

Start typing the School name to search. School and district are shown together.



Fresno County Superintendent of Schools
Dr. Michele Cantwell-Copher, Superintendent

Credential Information

Full Legal Name on Credential

Please type the applicant's full legal name as listed on their credential.

Credential Origin *

- CA Credential
 Out of State Credential (Further requirements beyond the induction program may be required to be recommended for clear credential.)

To complete the following 3 questions, please reference the [CTC website](#) (Secured Search) for the Participating Teacher credential information. You will need the full social security number and date of birth to retrieve credential information.

To participate in FCSS Teacher Induction, the Participating Teacher must hold one or more of the following document titles:

- PK-3 ECE
- Multiple-Subject
- Single-Subject
- Mild/Moderate
- Mild to Moderate Support Needs (MMSN)
- Moderate/Severe
- Extensive Support Needs (ESN)
- Deaf and Hard of Hearing (DHH)
- Early Childhood Special Education (ECSE)
- Language and Academic Development (LAD)
- Physical and Health Impairments (PHI)
- Visual Impairments (VI)

Credential Type *

Credential Primary Document *

Credential Secondary Document(s) – If Applicable

Please note: You will only mark in this section if a teacher has 2 or more preliminary credentials to clear. This teacher will be enrolled in Induction with their Credential Primary Document listed in the section above, but if the teacher has additional preliminary credentials to clear, please mark these below.

- PK-3 ECE
- Multiple-Subject
- Single-Subject
- Mild/Moderate
- Mild/Moderate Support Needs
- Moderate/Severe
- Extensive Support Needs
- Deaf and Hard of Hearing
- Early Childhood Special Education
- Language and Academic Development
- Physical and Health Impairments
- Visual Impairments

Credential Expiration *

University / IHE Attended for Credential *

1

Participating Teacher
Information

2

Participating Teacher
Credential Information

3

Induction Coach Information

4

Acknowledgement

5

Complete



**Fresno County
Superintendent of Schools**
Dr. Michele Cantwell-Copher, Superintendent

Induction Coach Has Been Selected *



Yes



No (Please notify induction staff via email as soon as Induction Coach has been identified.)

Coach Information

Coach First Name

Coach Last Name

Coach Email

Coach School Site

Coach Occupation / Classroom Setting

Grade Level(s) (if applicable)

Subject(s) (if applicable)

Coach Credential Information

To complete the following 4 questions, please reference the [CTC website](#) (Secured Search) for the Induction Coach credential information. You will need the full social security number and date of birth to retrieve credential information.

Full Legal Name on Credential

Credential Term

Document Title(s)

Credential Expiration

Previous

Continue



**Fresno County
Superintendent of Schools**
Dr. Michele Cantwell-Copher, Superintendent

As the HR Representative for the District, I have informed the Participating Teacher of their responsibility to enter a professional teacher induction program at the start of their initial teaching contract date. I have informed the Participating Teacher that they must successfully complete all program requirements in two years in order to be recommended for a Clear Credential. I understand and agree that my typed full name below serves as my electronic signature indicating that the above information is accurate to the best of my knowledge.

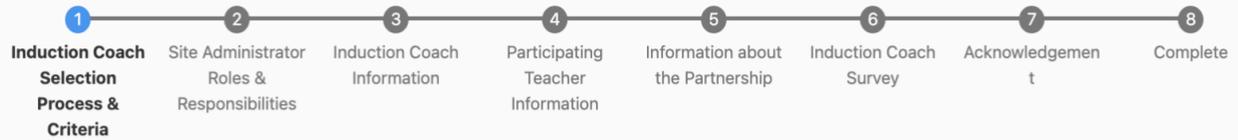
Full Name *

Contact Email *

Previous

Submit

Principal's Nomination of Induction Coach



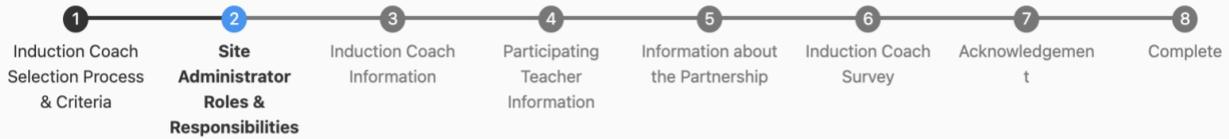
Fresno County
Superintendent of Schools
Dr. Michele Cantwell-Copher, Superintendent

Induction Coach Selection Process & Criteria

Site Administrators will carefully assign qualified Induction Coaches to Participating Teachers, making every effort to partner participants in a successful working relationship. The administrator and/or Induction Staff will consider input from Participating Teachers. Induction Coaches should be:

- Assigned to the Participating Teacher within the first 30 days of the participant's enrollment in the program.
- Located at same site as Participating Teacher. (If this is not possible, site administrator must identify on the Principal Nomination Form what assistance will be provided to assure that off-site matches are successful.)
- Assigned to Participating Teacher in same or very similar grade level and/or content area.
- Education Specialist Participating Teachers and Induction Coaches that are paired must have matching credential types. If an exact match is not possible within a pair, another veteran teacher with the same credential type must be made available to offer specialized support to the Participating Teacher via phone, video conference, email, or in person.
- Assigned to only one Participating Teacher (two maximum) unless the Induction Coach is a full or part-time released teacher.

Continue



**Fresno County
Superintendent of Schools**
Dr. Michele Cantwell-Copher, Superintendent

Site Administrator Roles & Responsibilities

Site Administrators, who know their staff and the context of each teaching assignment, select Induction Coaches according to the specific criteria established by the program. FCSS Teacher Induction reserves the right to select and retain only those Induction Coaches who are effective, as measured by multiple sources of evidence, including feedback from the site administrator and each Participating Teacher. In selecting Induction Coaches, the following criteria and Roles and Responsibilities must be met and certified on the Principal's Nomination form:

1. Fully California Credentialed teacher with minimum of three (3) years of exemplary teaching experience as teacher of record.
2. Commitment to work collaboratively with Participating Teacher(s) a minimum of one hour a week, to coach the Participating Teacher(s) in successfully completing all program requirements within the 2-year program.
3. Commitment to engage in reflective conversations with assigned Participating Teacher(s).
4. Familiarity with state-adopted academic content standards and performance levels for students, content specific pedagogy, frameworks, accountability systems and the specific needs of the student population taught by the Participating Teacher(s) to whom they are assigned.
5. Knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation.
6. Demonstration of effective professional practices in teaching and learning, scholarship, and service.
7. Participation in professional training to acquire the knowledge and skills needed to be an effective and successful Induction Coach.

This training includes, but is not limited to:

- Trust/Relationship Building
- Listening Skills
- Building Rapport
- Reflective Conversations
- Conducting observations & providing feedback
- Continuum of Interaction - Consulting, Collaborating, Coaching
- Goal-setting

Please contact the FCSS Teacher Induction Staff if you have any questions:

Rachel Miller – Director
Email: rmiller@fcoe.org
Phone: (559) 774-6081

Previous

Continue



**Fresno County
 Superintendent of Schools**
 Dr. Michele Cantwell-Copher, Superintendent

Induction Coach Information

First Name *

Last Name *

School *

Coach's School Email *

This will be used to create the Induction Coach account in our program!

Confirm email *

School Grade Level(s) *

Subject(s) (if applicable)

Occupation / Classroom Setting *

Credential(s) Held (select all that apply) *

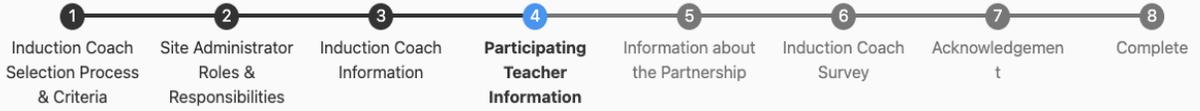
- Clear Multiple Subject
- Clear Single Subject (Indicate subject below)*
- Level II or Clear Mild/Moderate
- Clear Mild to Moderate Support Needs (MMSN)
- Level II or Clear Moderate/Severe
- Clear Extensive Support Needs (ESN)
- Level II or Clear Early Childhood Special Education (ECSE)
- Level II or Clear Visual Impairments (VI)
- Level II or Clear Physical and Health Impairments (PHI)
- Level II or Clear Deaf and Hard of Hearing (DHH)
- Level II or Clear Language and Academic Development (LAD)

Full Name on Credential

Please type the applicant's full legal name as listed on their credential.

Previous

Continue



Fresno County Superintendent of Schools
Dr. Michele Cantwell-Copher, Superintendent

Participating Teacher Information

Participating Teacher #1

Credential(s) Held

Current Grade Level / Subjects

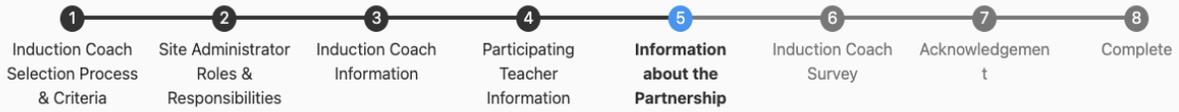
Participating Teacher #2

Credential(s) Held

Current Grade Level / Subjects

Previous

Continue



**Fresno County
Superintendent of Schools**
Dr. Michele Cantwell-Copher, Superintendent

Information About the Partnership

Please reflect on the caliber of the Induction Coach you are choosing. This individual will play a vital role in developing and shaping the mindset, professionalism, and overall teaching practice of their Participating Teacher(s).

Why do you feel this individual will serve as an effective and credible Induction Coach? *

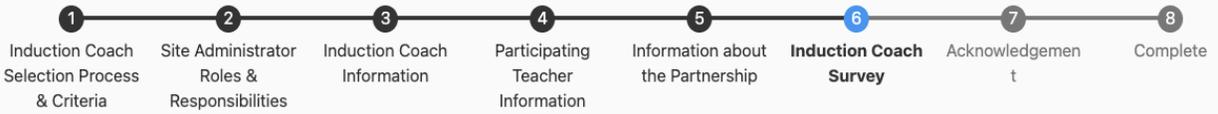
How does this individual demonstrate high levels of professionalism? *

What additional roles/duties does this Induction Coach hold? Please thoughtfully consider these as you assign this additional duty, which requires a minimum commitment of one hour a week. *

How will you, as a site administrator, ensure and support that the Induction Coach and Participating Teacher(s) will meet on a consistent basis? *

Previous

Continue



**Fresno County
Superintendent of Schools**
Dr. Michele Cantwell-Copher, Superintendent

Induction Coach Survey

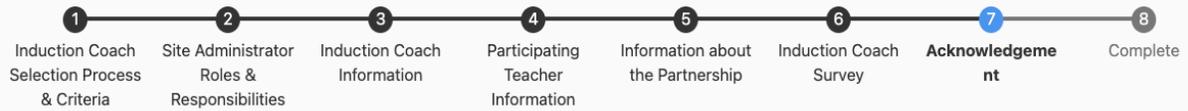
Please check the criteria below that apply to this Induction Coach *

	Very Effectively	Effectively	Neutral	Somewhat Effectively	Not Effectively
How well does this individual build relationships with colleagues? *	<input type="radio"/>				
How well does this individual effectively and respectfully communicate with all staff members? *	<input type="radio"/>				
How does this individual serve as a positive force at your site? *	<input type="radio"/>				
How does this individual respond to professional learning opportunities? *	<input type="radio"/>				
How does this individual respond to due dates and time management? *	<input type="radio"/>				

If you would like to clarify any of your selections above, please use the space below:

Previous

Continue



**Fresno County
Superintendent of Schools**
Dr. Michele Cantwell-Copher, Superintendent

Acknowledgement

Administrative support and understanding of the roles and responsibilities of the Induction Coach is critical. Induction Coaches will only be successful if they are highly qualified and are available to meet the needs of the Participating Teacher to which they are assigned. Additional assignments beyond the Induction Coach position need to be feasible to the extent that the individual can effectively meet the expectations and demands of the Induction Coach position. I have read and understand the **Induction Coach Selection Process & Criteria** and understand what will be required by the candidate. I understand that upon review of application materials by the FCSS Teacher Induction staff, additional evidence may be requested before application approval (i.e. class observations, phone interview, etc.). I understand that Participating Teachers have input into the selection of their Induction Coach. **I have also read and understand the Roles and Responsibilities of Site Administrators included at the beginning of this form and am committed to selecting and supporting highly qualified Induction Coaches at my site.** I verify that the above named candidate for Induction Coach has at least three years of exemplary teaching experience as teacher of record and meets all of the requirements of the FCSS Teacher Induction Selection Criteria. If either the Induction Coach or Participating Teacher is dissatisfied with the match, they must notify the Induction Director within 30 days of the initial contact.

FCSS Teacher Induction reserves the right to select and retain only those Induction Coaches who are successful, as measured by multiple sources of evidence, including feedback from the site administrator and Participating Teachers.

I understand and agree that my typed full name below serves as my electronic signature:

Principal Full Name *

Principal Contact Email *

Principal School *

< Previous

Submit



Event Schedule

2025-2026

FALL SEMESTER

INDUCTION COACH TRAINING

Based on coaching years of experience with FCSS Teacher Induction

1 st Year Coach with FCSS	2 nd Year Coach with FCSS	3 rd + Year Coach with FCSS
<p><u>Mentoring Academy Part I & II</u></p> <ul style="list-style-type: none"> • Part I: Pre-recorded webinar sent in welcome email • Part II: 1-day training at FCSS (8:30am-3:00pm) <ul style="list-style-type: none"> • Option 1: 10/2/25 • Option 2: 10/3/25 • Option 3: 10/23/25 • Option 4: 10/24/25 • Option 5: 10/30/25 	<p><u>Mentoring Refresher</u></p> <ul style="list-style-type: none"> • Live 2-hour Zoom Training <ul style="list-style-type: none"> • Option 1: 9/3/25 (8:00am-10:00am) • Option 2: 10/6/25 (12:00pm-2:00pm) • Option 3: 11/5/25 (3:45pm-5:45pm) 	<p><u>Building Safe Spaces in Coaching</u></p> <ul style="list-style-type: none"> • 1-day veteran coaching training at FCSS (8:30am-3:00pm) <ul style="list-style-type: none"> • Option 1: 11/3/25 • Option 2: 11/4/25 • Option 3: 11/5/25 • Option 4: 11/17/25

INDUCTION COLLABORATION TRAINING

Teachers & Coaches

Year 1 Teachers & Year 2 TRANSFER Teachers (w/Coach)

Year 1 and Year 2 Transfer Teachers will choose **one day** to attend Induction Collaboration at FCSS. This is a collaborative training, so it is required that Induction Coaches attend with their teachers.

9/10/25 (8:30am-3:00pm, FCSS)

9/11/25 (8:30am-3:00pm, FCSS)

9/17/25 (8:30am-3:00pm, FCSS)

9/18/25 (8:30am-3:00pm, FCSS)

9/23/25 (8:30am-3:00pm, FCSS)

9/24/25 (8:30am-3:00pm, FCSS)

9/25/25 (8:30am-3:00pm, FCSS)

*10/9/25 (8:30am-3:00pm, FCSS)

*10/10/25 (8:30am-3:00pm, FCSS)

*Training held for late enrollees.

Year 2 Teachers* (w/Coach)

*This webinar is for Year 2 Teachers who participated in FCSS Teacher Induction for their Year 1 program. If a Year 2 Teacher participated in a different Induction program for Year 1, they will attend the in-person session listed above.

Complete Webinar and Webinar Survey by or before **September 26th**

Teachers & Coaches will engage in this webinar together and submit a webinar survey.

SPRING SEMESTER

DEVELOPING YOUR FOCUS OF PRACTICE WEBINAR

Teachers (Year 1 and Year 2) & Coaches

Complete Webinar and Webinar Survey by or before **February 13th**

Teachers & Coaches will engage in this webinar together and submit a webinar survey.

CTC SITE VISIT: March 23-25, 2026

Site Administrators, Coaches, and Teachers may be asked to participate in a short interview with CTC to gather feedback/evidence on our Teacher Induction program at FCSS.



Optional Professional Learning

2025-2026

OPTIONAL Professional Learning Sessions (FCSS, 8:30am-3:00pm)

Priority in registration will be given to FCSS Teacher Development participants. There is no cost to attend these sessions; however, participants will need to contact their district for approval and substitute arrangements.



Classroom Management & Responsive Discipline (8/7/25 and 8/11/25)

Presenters: Amanda Ibal, FCSS Teacher Induction Content Specialist & Deni Dayan, School Psychologist, LEP

Are you ready to create a classroom where every student feels supported, engaged, and empowered to learn? Join our Classroom Management workshop, designed specifically for TK-12 educators. This interactive session will equip participants with practical strategies to create a structured, inclusive, and engaging learning environment. Participants will discover tools to maximize instructional time, foster positive student behavior, and cultivate a classroom culture where all learners thrive.



Trauma Informed Classroom (10/17/25)

Presenter: Deni Dayan, School Psychologist, LEP

This workshop provides a clear understanding of how trauma affects the developing brain through the lens of the triune brain model. Participants will learn about the five types of trauma, how they impact brain development and behavior, and gain insights into supporting students of all ages.



Building Classroom Community through Class Circles & Restorative Practices (11/14/25)

Presenter: Dee Dee Buchanan, FCSS SEL Content Specialist

A positive class culture can have a profound impact on learning. Creating this environment takes intention and on-going reflection and practice. In this session, teachers will learn both "the why" and "the how" of conducting class circles and implementing restorative practices where students are viewed as partners and owners of their classroom learning, and community.



Supporting English Learners with the Instruction They Need (11/17/25)

Presenter: Lisa Clark, FCSS Content Coordinator (ELA, English Learner Instructional Services, History/Social Studies)

Are you new to ELD? Does creating an ELD lesson plan seem complicated? Is the ELPAC a mystery to you? Join us for an introductory, interactive workshop that will introduce you to the ELD standards, ELD proficiency levels, ELPAC tasks, and some lesson planning basics for ELD.



Leveraging AI to Enhance Teacher Workflow and Student Access (12/10/25)

Presenter: Jessica Peterson, FCSS EdTECH Content Coordinator

Join us to discover how new teachers can harness the power of AI to streamline their teaching workflow, reduce barriers in the classroom, and support diverse student needs. Participants will explore practical AI tools and strategies to enhance lesson planning, grading, communication, and student engagement. Whether you're managing individualized learning needs or optimizing your daily tasks, this session will empower you to integrate AI in ways that foster a more inclusive, efficient, and dynamic learning environment.



Classroom Management & Responsive Discipline (1/15/26)

Presenters: Amanda Ibal, FCSS Teacher Induction Content Specialist & Deni Dayan, School Psychologist, LEP

Are you ready to create a classroom where every student feels supported, engaged, and empowered to learn? Join our Classroom Management workshop, designed specifically for TK-12 educators. This interactive session will equip participants with practical strategies to create a structured, inclusive, and engaging learning environment. Participants will discover tools to maximize instructional time, foster positive student behavior, and cultivate a classroom culture where all learners thrive.



Cultivating Young Mathematicians: Collaborative Approaches for K-6 Teachers (1/26/26)

Presenter: Shannon Crass, FCSS Math Content Specialist

In this engaging workshop, K-6 teachers will explore innovative strategies to foster thinking classrooms that breathe life into the mathematical practices essential for success in the SBAC assessment and beyond. Participants will learn how to cultivate young mathematicians through a repertoire of mathematical routines that can be integrated into any curriculum, K-6 grade level and school site.



Beyond Passive Learning: Empowering Students Through Active Engagement (2/3/26)

Presenter: Dee Dee Buchanan, FCSS SEL Content Specialist

We know students learn best when they are engaged in classrooms. But how do we facilitate a learning environment where students are not just passive recipients of information, but actively involved in doing the heavy cognitive lift? In this session, K-12 teachers will learn how to cultivate high student engagement and accountable participation through research-based cooperative learning structures and strategies.



Universal Design for Learning (UDL): An Introduction to the Essentials (2/25/26)

Presenter: Dr. Jessica Lambert, FCSS UDL & Math Content Specialist

Universal Design for Learning (UDL) is a powerful approach to improve and optimize learning for all students by setting clear, rigorous goals, anticipating barriers, and proactively designing lessons to minimize those barriers. In this introductory session, K-12 teachers will be introduced to the why, what, and how of UDL. Teachers will have time to apply the framework to design an upcoming lesson and walk away with actionable next steps to move them forward in their UDL implementation journey.



Universal Design for Learning (UDL): Enhancing Access for Special Populations (3/12/26)

Presenter: Dr. Jessica Lambert, FCSS UDL & Math Content Specialist

Whether you're an ED Specialist or General Ed teacher in the K-12 realm, this session will deepen your understanding of how UDL can be implemented to benefit ALL students. All really does mean all and this session is tailored to support teachers in understanding how to effectively implement UDL to improve learning outcomes for special populations, including English learners, culturally diverse students, learners with IEP or 504 plans, students with medical needs, as well as advanced learners. Teachers will walk away inspired and equipped to reduce barriers, effectively address learner variability, and optimize learning outcomes for all students.



Practices in Action: Next Generation Science Standards (NGSS) for K-6 (4/22/26)

Presenter: Lesley Gates, FCSS Science Content Specialist

Engage in the three-dimensional world of the Next Generation Science Standards and discover how centering instruction on the Science & Engineering Practices transforms how students learn and do science. Explore strategies that unlock natural cross-content connections with ELA and Math, putting students in the driver's seat of sense-making. You'll leave with practical tools to elevate equity and engagement that integrate into any K-6 science curriculum.

Supporting Students with Unique Educational & Behavioral Needs

External Professional Learning Sessions Available

Diagnostic Center, Central California: dcc-cde.ca.gov/professionaldev/trainingcalendar/index.aspx

The Diagnostic Center, Central California (DCC) services are provided by expert, transdisciplinary teams of diagnostic professionals, including educational specialists, speech/language specialists, school psychologists, clinical psychologists, and a pediatrician who address the unique educational needs of Central California's students with complex learning and behavioral challenges enrolled in special education programs. The DCC operates from a "whole child" perspective focusing on the needs of the students we serve. The DCC is one of three regional assessment centers operated by the State Special Schools and Services Division of the California Department of Education. The Centers provide assessment, training, and technical assistance to all Local Educational Agencies (LEAs) in California.



These offerings are all **free of charge**. Visit the link above to see all trainings that you are available to register for. Please know this list of offerings will change over time, so please continue to revisit for all offerings provided.

Fresno County SELPA (For SELPA members ONLY)

The Fresno County SELPA provides trainings to its members around various special education topics. Areas of training include the understanding of the assessment process, eligibility for special education, special education legal updates, classroom behavior management strategies, conflict resolution, and alternative dispute resolution.

If your district is listed as a member on the webpage selpa.fcoe.org/about-us, reach out to your school site for more information on attending one of these trainings.



Participating Teacher Requirements

Fall Semester 2025-2026

Per CTC Induction Standards, it is required that teachers receive an hour a week of individualized support from their induction coach, as reflected in the **monthly log** submitted by induction coaches at the beginning of every month for the duration of your program. Below is a snapshot of the requirements that will be collaboratively discussed over the course of the year and submitted by teachers.

INDUCTION COLLABORATION

Year 1 & Year 2 TRANSFER Teachers and Coaches

Together attend Year 1 Induction Collaboration @ FCSS and complete training survey

Teaching Practice Framework (Fall)

Due by or before _____

Teaching Practice Framework (Fall) is ready for submission on or before _____ after you've completed the following steps:

- Reflected on all domains by identifying your current placement on each marker and providing evidence
- Shared your ratings with your coach if you didn't complete it together

Initial ILP (Cells 1-4)

Due by or before _____

Initial ILP is ready for submission on or before _____ after you have completed the following steps:

- Induction Collaboration with your coach, including survey
- Cells 1-4 of your ILP and Initial Administrator Collaborative

Final ILP (Cells 1-7)

Due by or before _____

Final ILP is ready for submission on or before _____ once 4-6 weeks of research have been documented and Cells 1-7 have been completed.

Mid-Year Survey

Due by or before _____

Teachers and Coaches will complete a Mid-Year Survey. More information about this survey will be sent out in November.

Observations

There are two observations that must be conducted during the year. One observation is due in the Fall by or before _____. The 2nd observation is due by or before **March 20th**.

- Please upload as you complete each observation by or before the due date. Both observations may be completed in the fall semester; however, it is required that at least one observation is submitted by _____. The 2nd observation can be submitted in the Fall or Spring, but no later than the aforementioned March due date.

Observation Options

At least one observation within the year must be an Observation by Coach. The remaining observation can be another Observation by Coach or an Observation of a Peer. Consider which observation will best support your learning.

Observation of a Peer – In-person

Observation of a Peer – Virtual Instruction (Zoom, Google Meet, etc.)

Observation of a Peer – Online Teaching Videos (YouTube, Edutopia, Atlas, etc.)

Observation by Coach – In-person

Observation by Coach – Virtual Instruction (Zoom, Google Meet, etc.)



Participating Teacher

Spring Semester 2025-2026

Teaching Practice Framework (Spring)

Due by or before **January 23rd**

Teaching Practice Framework (Spring) is ready for submission on or before **January 23rd** after you have completed the following steps:

- Reflected on all domains by identifying your current placement on each marker and providing evidence
- Shared your ratings with your coach if you didn't complete it together

DEVELOPING YOUR FOCUS OF PRACTICE WEBINAR & SURVEY

Complete Webinar **and** Webinar Survey* by or before **February 13th**

Teachers & Coaches will engage in this webinar together and submit a webinar survey. *The webinar survey is required as this will mark your attendance for the mandatory webinar.

Focus of Practice: Part I

Due by or before **February 13th**

Focus of Practice: *Part I* is ready for submission by or before **February 13th** after you have completed the following steps:

- Developing Your Focus of Practice webinar with your coach, including survey
- Responded to all sections in Part I (Cells 1-4)

Focus of Practice: Part I, II & III

Due by or before **April 10th** (Year 2 & Pending ECO Teachers) and **April 24th** (Year 1 Teachers)

The Focus of Practice: *Part I, II & III* is ready for submission by or before April 4th (Year 2 & Pending ECO) and April 25th (Year 1) after you've completed the following steps:

- At least 4 weeks of journal entries have been documented (Part II)
- The Summative Reflection (Part III)
- Culminating Debrief of Learning (Part III)

End of Year Survey

Teachers will receive more information about the End of Year survey in late April/early May.

Observations

There are two observations that must be conducted during the year. One observation was due in the Fall by **November 7th**. The 2nd observation is due by or before **March 20th**.

- Please upload as you complete each observation by or before the due date. At this point, you should have completed and submitted at least one observation. Your 2nd observation can be submitted any time prior to or by the aforementioned March due date.

Observation Options

At least one observation within the year must be an Observation by Coach. The remaining observation can be another Observation by Coach or an Observation of a Peer. Consider which observation will best support your learning.

Observation of a Peer – In-person

Observation of a Peer – Virtual Instruction (Zoom, Google Meet, etc.)

Observation of a Peer – Online Teaching Videos (YouTube, Edutopia, Atlas, e

Observation by Coach – In-person

Observation by Coach – Virtual Instruction (Zoom, Google Meet, etc.)

FCSS Teacher Induction 25-26

INDUCTION COACH TRAINING

Based on coaching years of experience with FCSS Teacher Induction

Level I	Level II	Level III
<u>Mentoring Academy Part I & II</u> <ul style="list-style-type: none">• <u>Part I</u>: Pre-recorded webinar sent in welcome email• <u>Part II</u>: 1-day training at FCSS (8:30am-3:00pm). *Register with your digital account.<ul style="list-style-type: none">• Option 1: 10/2/25• Option 2: 10/3/25• Option 3: 10/23/25	<u>Mentoring Refresher</u> <ul style="list-style-type: none">• Live 2-hour Zoom Training• Register by clicking on the zoom links below:<ul style="list-style-type: none">• Option 1: 9/3/25 (8:00am -10:00am)• Option 2: 10/6/25 (12:00pm – 2:00pm)• Option 3: 11/5/25 (3:45pm- 5:45pm)	<u>Building Safe Spaces in Coaching</u> <ul style="list-style-type: none">• 1-day veteran coaching training at FCSS (8:30am-3:00pm). *Register with your digital account.<ul style="list-style-type: none">• Option 1: 11/3/25• Option 2: 11/4/25• Option 3: 11/5/25• Option 4: 11/17/25

**If you have any questions regarding registration, contact Teacher Induction Staff.*

INDUCTION COLLABORATION

Year 1 & Year 2 TRANSFER Teachers and Coaches

Together attend *Year 1 Induction Collaboration @ FCSS* and complete training survey

Year 2 Teachers and Coaches

Engage together in the *Year 2 Induction Collaboration Webinar* and complete webinar survey* by or before **September 26th**. *The webinar survey is required as this will mark your attendance for the mandatory webinar.

Coach Roles & Responsibilities

Sign and submit to Induction Staff

- More information about your Coach Roles & Responsibilities will be provided at your designated coaching training.

Mid-Year Survey

Due by or before **December 12th**

- Teachers and Coaches will complete a Mid-Year Survey. More information about this survey will be sent out in November.

Monthly Logs

The following monthly logs will be submitted by Coaches in the fall:

- September log (Due by October 1st)
- October log (due by November 1st)
- November log (due by December 1st)
- December log (due by January 1st)

TEACHER REQUIREMENTS

Work with your teacher as they complete their requirements this semester, including their ILP and first observation. *Your teacher's requirements can be found on their digital dashboards. Remember, one of the observations they submit within the school year must be conducted by you, their coach -- Observation by Coach.* Ensure that your teacher thoughtfully completes the program requirements and that your teacher submits the appropriate requirements by or before the deadlines provided.



Induction Coach

Spring Semester 2025-2026

DEVELOPING YOUR FOCUS OF PRACTICE WEBINAR

Complete Webinar and Webinar Survey* by or before **February 13th**

- Teachers & Coaches will engage in this webinar together and submit a webinar survey. **The webinar survey is required as this will mark your attendance for the mandatory webinar.*

Monthly Logs

The following monthly logs will be submitted by Coaches in the spring:

- January log (due by February 1st)
- February log (due by March 1st)
- March log (due by April 1st)
- April log (due by May 1st)

TEACHER REQUIREMENTS

Work with your teacher as they complete their requirements this semester, Focus of Practice and second observation. Your teacher's requirements can be found on their digital dashboards. Remember, one of the observations they submit within the school year must be conducted by you, their coach -- Observation by Coach. Ensure that your teacher thoughtfully completes the program requirements and that your teacher submits the appropriate requirements by or before the deadlines provided.

FCSS Teacher Induction

Individualized Learning Plan (ILP)

ILP Submission Requirements: Must be typed and have 2 sources of ongoing research that spans 4-6 weeks.

*Please know that you have the ability to modify your ILP as needed based on your professional growth needs.
To start this process, please discuss with your coach and then reach out to your designated Induction team member for next steps.*

Initial ILP: Cells 1-4 & Initial Administrator Collaborative – Blue		Final ILP: Includes Initial ILP Cells 1-4 and Cells 5-7 – Green	
Participating Teacher: <input style="width: 100%;" type="text"/>	Induction Coach: <input style="width: 100%;" type="text"/>	Teaching Assignment & Grade Level: <input style="width: 100%;" type="text"/>	
Check one: <input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2		Credential Type: <input style="width: 100%;" type="text"/>	
PROFESSIONAL GROWTH GOAL			
Based upon the transition document reflections from your preliminary program, prior field experiences, Teaching Practice Framework, and collaboration with your Induction Coach/Induction Staff/Site Administrator, develop a professional growth goal to support your professional learning.			
1. a) Teaching Practice Framework Domain: <input style="width: 100%;" type="text"/>			
b) Teaching Practice Framework Marker: <input style="width: 100%;" type="text"/>			
c) CSTP Element: Use the Teaching Practice Framework: CSTP Connections resource to identify the CSTP Element that most closely relates to your chosen Teaching Practice Framework Domain & Marker: <input style="width: 100%;" type="text"/>			
2. Professional Growth Goal: <input style="width: 100%;" type="text"/>		3. Qualitative <u>and/or</u> Quantitative Outcome(s): <input style="width: 100%;" type="text"/>	

INITIAL ILP ADMINISTRATOR COLLABORATIVE	
After you've developed Cells 1-4 of your ILP (Cell 4 contains your two research sources), schedule a 15-minute meeting with your administrator (in-person or virtually) to share your Initial ILP for this semester.	
<ul style="list-style-type: none"> • Share Cells 1-4: Teaching Practice Framework/CSTP Connections, your professional growth goal, outcome(s), and your planned two sources of research. • After sharing your ILP, you and your site administrator will discuss how they can support your ILP process. Please consider any feedback given. • The administrator will complete the comments box (optional) and sign and date (required). • Upload this document (Cells 1-4 & Initial Administrator Collaborative) to your digital account. 	
Administrator, through a discussion with your teacher, identify ways your site might support them through their research: <i>(Encouraged, not required)</i> <input style="width: 100%;" type="text"/>	
Signature of Administrator: (required) <input style="width: 100%;" type="text"/>	Date: <input style="width: 100%;" type="text"/>
I understand and agree that the ILP cannot be used towards the teacher's evaluation in any manner. I understand and agree that my typed full name serves as my electronic signature.	

RESEARCH DESCRIPTION AND OUTCOMES

Initial ILP: Cell 4: With your coach, discuss and decide on two sources of research that will best support you in your development of the identified professional growth goal over the next 4-6 weeks, and describe these research sources in detail.

Final ILP: Cell 5: Indicate the actual start and end date for each piece of research and implementation. Ensure your research spans 4-6 weeks.

Cell 6: Throughout the next 4-6 weeks of research, record your key learnings/insights and your progress/results. Cell 7: Provide a reflective summary of the progress made in your identified CSTP Element, professional growth goal, and your next steps to continue growing in this area.

4. Research:

You will need **two research sources** to help you explore and achieve your professional growth goal.

All research sources must be credible and vetted, meaning they are based on valid data, rigorous methodology, and peer-reviewed findings. If using an observation as a source, it must last at least 30 minutes.

5. Timeline:

Indicate the **actual start and end date** for each piece of research and corresponding implementation in your classroom.

Research cycle must span 4-6 weeks.

6. a) Key Learnings/Insights:

- What were your learnings and insights from each piece of research that spanned throughout the 4-6 weeks?

b) Progress/Results:

- How did you implement your learning, and **what were the results in terms of your progress toward the outcomes listed in Cell 3?**

Note: This should be a detailed response that is individualized to your teaching assignment and your students. Answer both questions (a and b) for each piece of research below.

First Research Source	Describe in detail the who, what, and why: <input type="text"/>	Indicate the <u>actual start and end date:</u> <input type="text"/>	a) <u>Key Learnings/Insights:</u> <input type="text"/> b) <u>Progress/Results:</u> <input type="text"/>
Second Research Source	Describe in detail the who, what, and why: <input type="text"/>	Indicate the <u>actual start and end date:</u> <input type="text"/>	a) <u>Key Learnings/Insights:</u> <input type="text"/> b) <u>Progress/Results:</u> <input type="text"/>

7. Summative Reflection:

- How have you grown in your identified **CSTP Element** (Cell 1c) and **professional growth goal** (Cell 2)?
- What are your **next steps** to continue your progress (Cell 6b) and to move towards your professional growth goal (Cell 2)?

Focus of Practice (Part I)

Participating Teacher:	Induction Coach:	Teaching assignment and grade level(s):
Part I Due – February 13 th (For all teachers) Part I, II & III Due – Year 1: April 24 th Year 2 & Pending ECOs: April 10 th		

Directions: As you view the *Developing Your Focus of Practice webinar* with your coach, you will be asked to review your *Spring Semester Teaching Practice Framework* and respond to the prompts in Part I: Plan Development (Cells 1-5). Refer to “Abby’s Focus of Practice”, specifically pages 1-2, while developing your plan for Part I.

Submission Requirements: Cells 1-5 must be fully completed and typed in order to meet submission standards.

Part I: Plan Development						
<p>1. Based on the Teaching Practice Framework (Spring) Reflection you completed, which domain is an area of focus for you? Check or highlight the box below.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><input type="checkbox"/> Domain I: Professionalism</td> <td style="width: 50%; border: none;"><input type="checkbox"/> Domain IV: Student Engagement & Agency</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Domain II: Instructional Culture & Classroom Management</td> <td style="border: none;"><input type="checkbox"/> Domain V: Data-Driven & Differentiated Instruction</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Domain III: Effective Use of Lesson Design & Instructional Time</td> <td style="border: none;"></td> </tr> </table>	<input type="checkbox"/> Domain I: Professionalism	<input type="checkbox"/> Domain IV: Student Engagement & Agency	<input type="checkbox"/> Domain II: Instructional Culture & Classroom Management	<input type="checkbox"/> Domain V: Data-Driven & Differentiated Instruction	<input type="checkbox"/> Domain III: Effective Use of Lesson Design & Instructional Time	
<input type="checkbox"/> Domain I: Professionalism	<input type="checkbox"/> Domain IV: Student Engagement & Agency					
<input type="checkbox"/> Domain II: Instructional Culture & Classroom Management	<input type="checkbox"/> Domain V: Data-Driven & Differentiated Instruction					
<input type="checkbox"/> Domain III: Effective Use of Lesson Design & Instructional Time						
<p>2. Which Marker within this domain is your highest professional priority?</p>						
<p>3. Using the Teaching Practice Framework: CSTP Connections resource, identify the CSTP Element that most closely relates to your chosen Teaching Practice Framework Domain & Marker.</p>						
<p>4. Considering the Teaching Practice Framework reflection, what specific aspect of your teaching practice do you want to focus on intentionally? Explain your choice by providing a rationale that connects to why this area is important in your practice. Your explanation should relate to what is currently happening in your classroom. This identified area will serve as your Focus of Practice for the next 4-6 weeks.</p>						
<p>5. Identify Two Initial Actions: Consider two specific actions you will take to begin implementing your Focus of Practice. These actions serve as your starting point, and while they may evolve over the 4-6 week cycle, they will help guide your initial efforts.</p> <p style="font-size: small;">Note: An action refers to a specific step or strategy you plan to implement in your classroom to improve student learning or classroom management. It is something intentional and measurable that directly impacts your teaching practice and student outcomes.</p> <p style="font-size: x-small; margin-top: 10px;"><i>Example Action: I will introduce a visual schedule and model transitions daily to help students move smoothly between activities.</i></p> <p style="margin-top: 20px;">Action 1:</p> <p>Action 2:</p>						

What to Expect in Part II: Reflective Journal

You will be reflecting on your Focus of Practice by writing a reflective journal entry each week.

Purpose of Weekly Journal Entries: These reflections help you **assess how your actions impact student learning**. By analyzing your practice over time, you'll identify the most effective strategies and refine your instruction for greater impact.

When & How: Each week, for 4-6 weeks, you will complete a journal entry guided by four questions. This consistent reflection will help you track progress and analyze your growth over time. The four questions are listed below.

1. **What specific action did I implement this week?**
2. **Was this action effective? Why or why not? Please provide a rationale, data and/or detail.**
3. **What did I learn from this week's implementation of my selected action?**
4. **Based on this, what changes might I want to make next? (*Consider how this will impact your original area of focus.*)**

Who is Your Target Population:

- Considering your teaching assignment and your focus area you may choose to implement a weekly action for your whole class, one period of a class, or a specific group of students. (Education Specialist teachers, you may also focus on one student depending on your caseload.)
- Weekly, you will reflect on the action you implemented and how it affected the population you chose above.

As a reminder, no matter who your target population is, you MUST answer all four questions each week.

Focus of Practice (Part II)

Participating Teacher:	Induction Coach:	Teaching assignment and grade level(s):
Part I, II & III Due – Year 1: <u>April 24th</u> Year 2 & Pending ECOs: <u>April 10th</u>		

Directions: Each week, as you carry out an intentional action to improve your Focus of Practice, you will:

- 1) Reflect weekly using the four questions below and record your responses in your Reflective Journal. Please be consistent with the target population you chose to implement your actions with.
- 2) Review your reflections with your coach weekly to explore potential adjustments and improvements for the following week, fostering continuous growth.
- 3) For an example of a journal entry that meets standards for Part II, refer to "Abby's Focus of Practice", specifically pages 3-5.

Submission Requirements: Your reflective journal must be typed and include 4-6 weeks of entries.

Part II: Reflective Journal	
The four reflection questions are included in each weekly journal entry. In addition, feel free to include any other important insights, details, or examples—such as "aha" moments or takeaways from your coaching conversations—that may not be directly addressed by the questions.	
Week 1 Date:	<ol style="list-style-type: none"> 1. What specific action did I implement this week? 2. Was this action effective? Why or why not? Provide a rationale, data and/or detail. 3. What did I learn from this week's implementation of my selected action? 4. Based on this, what changes might I want to make next? <i>(Consider how this will impact your original area of focus.)</i>
Week 2 Date:	<ol style="list-style-type: none"> 1. What specific action did I implement this week? 2. Was this action effective? Why or why not? Provide a rationale, data and/or detail. 3. What did I learn from this week's implementation of my selected action? 4. Based on this, what changes might I want to make next? <i>(Consider how this will impact your original area of focus.)</i>
Week 3 Date:	<ol style="list-style-type: none"> 1. What specific action did I implement this week? 2. Was this action effective? Why or why not? Provide a rationale, data and/or detail. 3. What did I learn from this week's implementation of my selected action? 4. Based on this, what changes might I want to make next? <i>(Consider how this will impact your original area of focus.)</i>

Week 4 Date:	1. What specific action did I implement this week? 2. Was this action effective? Why or why not? Provide a rationale, data and/or detail. 3. What did I learn from this week's implementation of my selected action? 4. Based on this, what changes might I want to make next? <i>(Consider how this will impact your original area of focus.)</i>
Week 5 (Optional) Date:	
Week 6 (Optional) Date:	

Focus of Practice (Part III)

Directions

Part III Summative Reflection: At the end of the 4–6 week reflection cycle, you'll summarize your key insights and findings related to your Focus of Practice, highlighting how it has influenced your growth and development as an educator.

Part III Culminating Debrief of Learning: As your final step, share your learnings with a credentialed educator (excluding your Induction Coach) or your administrator. You may choose a peer at your site or district or share with your administrator. Follow the steps below for detailed instructions.

Part III: Summative Reflection

Summarize your reflective process over the last 4-6 weeks. In your summary, please be sure to **address the two prompts below:**

- In Part I: Plan Development, Cell 3, you identified the CSTP Element most relevant to your Focus of Practice. Reflect on your key insights and findings regarding this element in relation to your instructional practice over the past 4-6 weeks. Be sure to include supporting details and evidence related to your students and instructional environment.*
- Based on your response to prompt (a) above, what are some next steps for your professional growth? These steps may focus on your current Focus of Practice or a new area that has emerged from your learning over the past 4-6 weeks.

Part III: Culminating Debrief of Learning (With a Credentialed Peer or Administrator)

After you've completed all reflective journals and noted your final insights in your summative reflection, you will schedule a 15-minute meeting with a credentialed peer (excluding your Induction Coach) or your administrator to share your process and learnings from your Focus of Practice.

Be sure to share the components of your Summative Reflection including:

- How your Spring Semester Teaching Practice Framework informed the development of your Focus of Practice*
- Your greatest insights and findings throughout this process*
- How the process of reflecting weekly in a journal impacted your teaching practice*
- The next steps are you considering*

After sharing with your credentialed peer or administrator, they will complete the corresponding comments box and verify with a digital signature, email, and date.

Credentialed Peer or Administrator Comments: *(Encouraged, not required)*

Signature of Credentialed Peer or Administrator: **Required**

I understand and agree that my typed full name serves as my electronic signature.

Email Address of Credentialed Peer or Administrator: **Required**

Date: **Required**

Monthly Collaboration Log

Logs are due on the 1st of every month

Directions: Coaches, meet a minimum of 1 hour per week with your teacher. Use the [Monthly Collaboration Log Resources](#) for support in facilitating your weekly meetings. **Coaches, at the end of the month, include your signature and obtain your teacher's electronic signature before uploading the log to your digital account.**

Induction Coach Name:		Participating Teacher Name:				Teacher Placement (Grade Level & Subject):				Month of:	Total hours:	
Date:		Date:		Date:		Date:		Date:		Date:		Notes to Program:
Hours:		Hours:		Hours:		Hours:		Hours:		Hours:		

Coaches, each week document the highlights and insights from your weekly conversations to provide evidence of teacher growth over the course of the month. **Please clearly distinguish from one meeting to the next by dating or color coding.** If needed, here are [sample guiding questions](#) to guide your conversation.

<p><u>Strengths or Current Celebrations:</u></p>	<p><u>Current Focus or Challenges:</u></p>
<p><u>Discussion of goals related to ILP/Focus of Practice:</u> <i>Coaches, share the insights your teacher has described as it relates to their weekly ILP/Focus of Practice reflections.</i></p> <p><u>Discussion of other long term/short term goals:</u> <i>Focus, challenges, CSTP actionable next steps and/or teacher needs (Encouraged, not required)</i></p>	<p><u>Induction Coach's NEXT STEPS to Support Teacher:</u> <i>In relation to goals, any current teacher needs, CSTP growth and/or teacher's ILP/Focus of Practice</i></p>

Coaches, take a moment to review this month's notes with your teacher, discuss the questions below, and document teacher responses to both prompts. Your teacher should be reflecting across all CSTPs over the course of their program, so if you are seeing the same CSTPs emerging month after month, contact your designated Induction team member for guidance.

End of Month CSTP Reflection:

a) Based on the information captured from this month's conversations, which Domain is emerging as a key theme? (Highlight Domain below)

Domain I: Professionalism	Domain IV: Student Engagement & Agency
Domain II: Instructional Culture & Classroom Management	Domain V: Data-Driven & Differentiated Instruction
Domain III: Effective Use of Lesson Design & Instructional Time	

b) Based on the Domain you selected above, use the [CSTP Connections](#) document to identify one specific CSTP element you have grown in this month. Please identify the entire CSTP element (number and title). (See Exemplar)

Additional Support

(If you refer your teacher to meet with someone else besides yourself for a different area of expertise, please reflect with your teacher after the meeting and respond to the questions below. This is not required every month. Document this time and date in your total monthly hours and below.)

- **Title of individual & reason for referral:**
- **Date and time spent:**
- **How was this meeting/observation beneficial to you? How might you use this in your practice?**

Signature of Induction Coach:	Signature of Participating Teacher:
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I understand and agree that my typed full name above serves as my electronic signature. **Signatures Required**



Teacher Induction Basics

Welcome to the FCSS Teacher Induction Program

You are a **PROFESSIONAL** entering a two-year induction program designed for teacher support and earning a clear credential(s). It is expected you present yourself in a professional manner. This includes attitude, respect, academic honesty, attention and participation in meetings.

The purpose of an induction program is to provide advanced study that builds on the coursework you completed for your preliminary credential. It is your responsibility during the course of two years to provide evidence you can demonstrate and apply the required knowledge in your classroom on a day-to-day basis.

- This is a coaching based model of professional growth. It's a requirement to meet at least one hour a week with your Induction Coach. These meetings will be documented by your coach as evidence of coaching, collaboration, and professional growth.
- Participating Teachers will participate in program webinars and/or meetings (virtual and/or in-person) over the course of the induction program.
 - o The expectation is that you will work alongside your coach to participate in and/or complete the webinars/meetings in their entirety.
- Participating Teachers and Induction Coaches may be contacted by the induction staff throughout the year to provide additional coaching support.
- There is an Early Completion Option (ECO)
 - o A one-year option is available to teachers who have had at least three years of relevant and exemplary teaching experience as teacher of record.
 - o For eligibility requirements, please visit our website (<https://induction.fcoe.org/eco-eligibility>) or contact Denise Guerrero (dguerrero@fcoe.org).
- Units and/or Credit towards a Master's Degree will be available
 - o In the spring, 3-4 units will be available for purchase through one of our partner universities based on a teacher's completion of FCSS Teacher Induction. For more information about each university, click on the link below.
 - <http://induction.fcoe.org/university-units>
 - o Several institutions now waive a number of credits towards a Master's Degree based on a teacher's completion of FCSS Teacher Induction. For more information about using your experience in induction as credits towards a Master's Degree, please contact the institution directly.
 - <http://induction.fcoe.org/mastersdegree>



Teacher Induction Advice & Assistance

Advice and Assistance Process

As required by the California Commission on Teacher Credentialing (CTC), FCSS Teacher Induction is designed to be completed in a teacher's first two years of teaching with a preliminary credential.

Process to reassign Induction Coach if pairing is not effective:

- If deemed by the Participating Teacher that the current Induction Coach assigned is not effective, please follow the steps below:
 1. Contact your designated Induction team member for a confidential conversation at your earliest convenience via phone or email, accessing the [program's contact information webpage](#). Your designated Induction team member will work with you to find a resolution based on the information shared. Additional educational partners will be included in the process as needed and as approved by the teacher.
 2. Based on the meeting and/or plan developed with your designated Induction team member, if you are still not satisfied with the resolution, contact the Induction Director via phone or email, accessing the [program's contact information webpage](#). Additional educational partners will be included in the process as needed and as approved by the teacher.
 3. Induction program staff are here to support you and your Induction experience. Please know that we will work with you and your district to ensure that an effective match is in place for you.

Process to inform Participating Teachers (PT) of progress:

- Current status of documents, meeting attendance and other requirements available on the participating teacher's digital account.
- Program Requirement Documents read frequently and progress reported as
 - Growth Demonstrated
 - Additional Evidence Needed
- Ongoing feedback from Induction Coach, Induction Reviewer and Induction Staff
 - Email correspondence
 - Phone conferences
 - Induction Coach and PT meetings
- Required Meetings
- Completed Monthly Collaboration Logs which reflect frequent and ongoing collaboration and evidence of teacher growth or lack thereof (submitted by Coach)

Advice and Assistance for Participating Teachers lacking progress:

(Any of the steps listed below may be used in the Advice and Assistance Process as necessary)

- Ongoing communication from Induction Coach, Induction Reviewer and Induction Staff
- Additional scheduled meetings may include any of the following:
 - Participating Teacher and Induction Coach
 - Participating Teacher, Induction Coach, and Induction Staff
 - Participating Teacher, Induction Coach, Induction Staff, and Site Administrator
- Notification sent to the PT's Administrator and/or District with information about inadequate progress towards credential completion.
- If progress continues to be insufficient, a formal Advice and Assistance meeting will take place with the PT, Induction Coach, Site Administrator, and Induction Staff where an Individual Action Plan will be created.

Special Assistance Request/Grievance Process

As you are aware, your participation in the FCSS Teacher Induction carries with it certain commitments and responsibilities. It is your responsibility to complete all program requirements for earning your clear credential. It is imperative that you contact our office immediately if you need additional help. If at any time you would like to request special assistance, please utilize any of the steps below.

- Discussion with Induction Coach
- Email or call Induction Staff
 - Request a meeting with Induction Staff
- Visit our FCSS Teacher Induction Office

- Meet with Induction Staff at Required Meetings (Before, During, After)
- Contact FCSS Human Resources Executive Director

FCSS Teacher Induction Early Completion Option (ECO) Application Information and Process

Application materials will be released to candidates that have been reviewed and deemed eligible to participate in the ECO Application Process. Application materials will only be accepted until November 17th. **Late application materials will not be considered.** Review the information below for details on each of the **three phase** application process.

PHASE 1

1. ECO Informational Webinar and Survey

- View the ECO Informational Webinar to learn about eligibility to apply and the phases of the application process.
 - Once you view the webinar, you will be prompted to complete a survey that will include the Teaching Experience Form.
- #### 2. Teaching Experience Form
- (Prepare ahead of time: [Click here to prepare the information you will need to submit](#))
- The Teaching Experience Form needs to be completed and submitted to the survey system by **September 30th**.
 - **Once your information on this form is reviewed, you will be notified about your eligibility to participate in the application process. If eligible, you will move onto PHASE 2**

PHASE 2

Application materials will be released once eligibility to apply has been determined. You will receive access to submit the following materials until **November 17th only.**

3. Signed ECO Roles and Responsibilities (ECO R&R)

- Read these responsibilities using the ECO R&R Survey link in your application materials. Your submission acts as your acknowledgement and agreement of the described responsibilities to maintain professional conduct throughout the duration of the program.
- **These Roles and Responsibilities are specific to the ECO Program and are *in addition to* your Participating Teacher Roles and Responsibilities for your Induction program.**

4. CSTP Reflections

- Thoughtfully review and reflect on the questions provided using the CSTP Reflection Survey link in your application materials. *During your scheduled ECO observation(s), Induction staff will collect evidence of your teaching practice related to these CSTPs.*

5. Formal Evaluation (**signed and dated by the evaluator**)

- Submit your most recent formal evaluation (must be within two years). If your current administrator has not formally observed you yet, you may include a signed formal evaluation from the previous administrator (still within the two-year requirement). *This will be submitted through a Formal Evaluation survey link provided with your application materials.*

Also in PHASE 2, the current administrator will submit a recommendation:

6. Administrator Recommendation

- Once the candidate is determined by the program to be eligible to apply and all PHASE 2 application materials above have been submitted by the candidate, **Induction staff will contact your current administrator.**
- **FCSS Teacher Induction Staff will provide the recommendation survey link directly to the current administrator.**
- This survey is completed by the current administrator and submitted directly to our survey system by **Dec. 11th**.
- Any administrator recommendations for candidates to complete the two-year program will be honored.
- If a recommendation is not received, the candidate will continue in the two-year program.

PHASE 3

7. ECO Observation (**Scheduling window January 12th – January 23rd**)

Please note: ECO observations are exclusive to candidates applying for the ECO program and are **in addition to** the two observations that are required as part of your Induction Requirements. Subsequent observations and support will likely be scheduled as determined by Induction staff and/or the ECO Review Panel.

a. Scheduling your Observation:

ECO observations **will be conducted by Induction staff in February or March of the Spring Semester.** You will schedule this observation during the **January scheduling window of January 12th – January 23rd**.

- To schedule your ECO Lesson Observation, you will be provided a survey link to **submit your 1st, 2nd and 3rd choice date/time options and other important details necessary for successful scheduling. You are encouraged to complete this survey at the time it is released** as the calendar fills up quickly.
- Once a majority of candidates have submitted their choices, our team will consider your dates (in the order they are received), regional location and scheduling trends among other candidates. Once a draft schedule is complete, you will receive information to confirm your scheduled observation.

b. Observation Length:

- Observations are 30-45 minutes in duration so schedule the observation around the first 30-45 minutes of a lesson of your choice (in the area of your credential type that you are enrolled in Induction for).

c. Submit your Formal Lesson Plan at least **two school days prior to your scheduled ECO Observation date:**

- Submit the lesson plan at least **two days prior** to the Lesson Plan survey link in your application materials.
- **Highlight** opportunities for Checking for Understanding (CFU) and Student Engagement in your lesson plan.
- You may use any district-aligned lesson plan template or your preferred **formal** lesson plan template.
- **Lesson plans must be developed by you to address your chosen lesson and the individualized needs of your current students.** Subsequent ECO Observations, if requested, will also require a formal lesson plan.

Recommendations: All candidates will remain in Pending ECO status until all ECO observations are complete, and the ECO Review Panel has the evidence needed to make a recommendation for a one year or two-year program.

Additional Resources



FCSS Teacher Induction

California Standards for the Teaching Profession (2024)

CSTP 1	
Engaging and Supporting All Students in Learning	
Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.	
1A	Focus on Students: Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.
1B	Knowledge of Students: Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social-emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.
1C	Student Backgrounds and Family Engagement: Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.
1D	Diversity and Equity: Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.

CSTP 2	
Creating and Maintaining Effective Environments for Student Learning	
Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.	
2A	Learning Environment: Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social-emotional growth.
2B	Student Behavior: Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.
2C	Organizational and Resource Management: Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.
2D	Inclusive Environment: Teachers build on students' assets—students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences—to ensure that students' identities are included in classroom interactions and future learning experiences.

CSTP 3	
Understanding and Organizing Subject Matter for Student Learning	
Teachers integrate content, processes, materials, and resources into a coherent, culturally relevant, and equitable curriculum that engages and challenges learners to develop the academic and social-emotional knowledge and skills required to become competent and resourceful learners.	
3A	Knowledge of Subject Matter and Pedagogy: Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students' social-emotional and language development.
3B	Connecting Subject Matter to Real-World Contexts: Teachers engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.
3C	Curriculum and Resources for Specific Students and Student Groups: Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social-emotional concepts, to promote each learner's growth.
3D	Content and Skills across Subjects: Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.
3E	Curriculum Materials and Resources: Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social-emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.

CSTP 4	
Planning Instruction and Designing Learning Experiences for All Students	
Teachers set a purposeful direction for instruction and learning activities, intentionally planning, and enacting challenging and relevant learning experiences that foster each student's academic and social-emotional development.	
4A	Planning Instruction for Student Learning: Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests.
4B	Designing and Developing Instruction for Student Learning: Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.
4C	Facilitating Instruction for Student Learning: Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy.
4D	Adapting Instruction for Student Learning: Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.



FCSS Teacher Induction

California Standards for the Teaching Profession (2024)

CSTP 1	
Engaging and Supporting All Students in Learning	
Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.	
1A	Focus on Students: Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.
1B	Knowledge of Students: Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social-emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.
1C	Student Backgrounds and Family Engagement: Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.
1D	Diversity and Equity: Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.

CSTP 2	
Creating and Maintaining Effective Environments for Student Learning	
Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.	
2A	Learning Environment: Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social-emotional growth.
2B	Student Behavior: Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.
2C	Organizational and Resource Management: Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.
2D	Inclusive Environment: Teachers build on students' assets—students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences—to ensure that students' identities are included in classroom interactions and future learning experiences.

CSTP 3	
Understanding and Organizing Subject Matter for Student Learning	
Teachers integrate content, processes, materials, and resources into a coherent, culturally relevant, and equitable curriculum that engages and challenges learners to develop the academic and social-emotional knowledge and skills required to become competent and resourceful learners.	
3A	Knowledge of Subject Matter and Pedagogy: Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students' social-emotional and language development.
3B	Connecting Subject Matter to Real-World Contexts: Teachers engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.
3C	Curriculum and Resources for Specific Students and Student Groups: Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social-emotional concepts, to promote each learner's growth.
3D	Content and Skills across Subjects: Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.
3E	Curriculum Materials and Resources: Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social-emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student.

CSTP 4	
Planning Instruction and Designing Learning Experiences for All Students	
Teachers set a purposeful direction for instruction and learning activities, intentionally planning, and enacting challenging and relevant learning experiences that foster each student's academic and social-emotional development.	
4A	Planning Instruction for Student Learning: Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests.
4B	Designing and Developing Instruction for Student Learning: Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.
4C	Facilitating Instruction for Student Learning: Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy.
4D	Adapting Instruction for Student Learning: Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.

CSTP 5	
Assessing Students for Learning	
<p>Teachers employ equitable assessment practices to help identify students' interests and abilities, to reveal what students know and can do, and to determine what they need to learn. Teachers use that information to advance and monitor student progress as well as to guide teachers' and students' actions to improve learning experiences and outcomes.</p>	
5A	<p>Understanding and Using Assessments: Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being.</p>
5B	<p>Interpreting and Using Assessment Data to Inform Student Learning: Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social-emotional learning.</p>
5C	<p>Communication of Assessment and Data: Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.</p>
5D	<p>Assessment for Continuous Improvement: Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.</p>

CSTP 6	
Developing as a Professional Educator	
<p>Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacity, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.</p>	
6A	<p>Reflection on Practice: Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.</p>
6B	<p>Focused Professional Learning: Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social-emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals.</p>
6C	<p>Collaboration with Colleagues: Teachers collaborate with colleagues in developing a common understanding of effective practices for students' academic and social-emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.</p>
6D	<p>Collaboration with Families, Guardians, and the Community: Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.</p>
6E	<p>Ethical Conduct and Professional Responsibilities: Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being.</p>
6F	<p>Activating Access and Equity: Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.</p>
6G	<p>Personal Growth and Well-Being: Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.</p>



Continuum of Teaching Practice 2025



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