



## FCSS Teacher Induction Preconditions Evidence Guidance

Precondition	Evidence for Precondition
<p>1. Each Induction Program must be designed to provide a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.</p>	<p>The FCSS Teacher Induction Program is designed as a two-year, individualized, job embedded, system of mentoring support and professional learning that begins in the teacher's first year of teaching.</p> <p>This information is made available on the Teacher Induction website (<a href="http://induction.fcoe.org">http://induction.fcoe.org</a>) and during program orientation. (<a href="#">Agenda &amp; Induction Basics</a>) The 2-year design is also communicated to all district superintendents and district administrators during annual district visits. (<a href="#">District Visit Notes/Agenda</a>)</p>
<p>2. The Induction Program must identify and assign a mentor to each participating teacher within the first 30 days of the participant's enrollment in the program, matching the mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant's employment.</p>	<p>1. Mentors in the FCSS Teacher Induction Program are assigned within the first 30 days of the participant's enrollment in the program. <i>Participating Teachers are officially enrolled and matched in the program when teachers attend their orientation meeting with their Induction Coach and sign their Roles &amp; Responsibilities.</i></p> <p>In collaboration with site administrators and or district personnel, the mentors are matched according to the participating teacher's grade level and/or subject area, as appropriate to the participant's employment. Induction Coach Nomination requirements are discussed annually with district Superintendents and all Site Administrators during district visits (<a href="#">District Visit Notes/Agenda</a>). The Induction Coach Nomination form is provided and reviewed. This form is also housed on the <a href="#">Induction website</a>, and is emailed to administrators multiple times throughout to nominate coaches. Administrators nominate potential Induction coaches for Induction Staff to review and approve. As noted on the <a href="#">Nomination form</a>, 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. (<a href="#">Site Administrator Roles and Responsibilities</a>)</p> <p>2. <a href="#">Participating Teacher/Mentor match spreadsheet</a></p>



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<p>3. Each Induction Program must assure that each participating teacher receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the mentor.</p>	<p>1. The following program documents highlight the requirement that each participating teacher receives at least one hour per week of individualized support: <a href="#">Site Administrator Roles and Responsibilities</a>, <a href="#">Induction Coach Roles &amp; Responsibilities</a>, <a href="#">Participating Teacher Roles &amp; Responsibilities</a>, <a href="#">Monthly Collaboration Log</a>, <a href="#">Induction Basics</a></p> <p>2. At the end of every month, Induction Coaches electronically submit their <a href="#">Monthly Collaboration Log</a> which provides evidence of the hours (per week) coaches met with their participating teacher as well as captures specific evidence of growth teachers made in their practice that month along with plans for future growth. The program has trained Induction Reviewers who verify these monthly collaboration logs on a monthly basis. They first look at the log to ensure that teachers and coaches are in fact meeting every week for an hour (outside of holidays or special circumstances) and then they look at the log to see if the coach has provided specific evidence of the teacher's growth and plans for future growth. If the Induction Reviewers have any concerns about a meeting as noted in the log, the Induction Reviewers reach out to the Induction Staff. Induction Staff will then reach out to the coaches (and teachers) for more information. If a log is missing and/or has not been submitted by the end of the month, the Reviewers will notify the Induction Staff who will follow-up with the teacher, coach, and administrator as necessary.</p>
<p>4. Goals for each participating teacher must be developed within the context of the Individual Learning Plan (ILP) within the first 60 days of the teacher's enrollment in the program.</p>	<p>1. The <a href="#">Site Administrator Roles and Responsibilities</a> (Statement #13) and Teacher Induction website (<a href="#">Professional Learning Resources webpage – Year 1 Induction Collaboration</a>) state that 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.</p> <p>2. Participating Teachers (PTs) develop their <a href="#">ILP</a> goals alongside their Induction Coach during the initial orientation of the year. Orientations occur within the first 6 weeks of the school year and attendance is mandatory by the PT and the Coach. PTs are officially enrolled in the program when teachers attend this first orientation meeting with their Induction Coach and sign their Roles &amp; Responsibilities. <a href="#">Agenda</a> At this meeting, Induction Coaches have a facilitation guide to skillfully guide their teacher in crafting the goal that is most relevant to them. <a href="#">Guide</a> The Induction Staff is also available to assist teachers with their ILP goal development. After participating in their orientation, teachers will meet with their administrator to finalize their ILP</p>



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	and then submit their plan. Induction Reviewers provide feedback to the teachers within a week of submission, and if needed, teachers make applicable adjustments to their ILP. Teachers begin their research and will submit their Final ILP again for feedback in December.
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5. The ILP must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.	<ol style="list-style-type: none"> <li>1. <a href="#">Signed Assurance by Unit Head</a></li> <li>2. <a href="#">Teacher Induction Website: PL Resources</a></li> <li>3. The <a href="#">Site Administrator Roles and Responsibilities</a> (Statement #10) set in place with districts, states that no part of Induction (and thus the ILP requirement) may be used for evaluative purposes. This is also discussed with administrators at their annual district visits. <a href="#">(District Visit Notes/Agenda)</a></li> </ol>
6. An Induction Program sponsor must make available and must advise participants of an Early Completion Option for “experienced and exceptional” candidates who meet the program’s established criteria.	<p>The FCSS Teacher Induction program will make available and advise participants of an Early Completion Option for “experienced and exceptional” candidates who meet the established criteria. Criteria information is shared on our <a href="#">Teacher Induction website (Eligibility webpage)</a> prior to our first meeting of the year. At the initial meeting of the year, further details and eligibility information are discussed with all participants, and resources to apply are posted in participants’ digital account resources. <a href="#">(ECO Application) (Agenda)</a></p>