
FREMONT UNION HIGH SCHOOL DISTRICT
APPLICATION FOR INITIAL INSTITUTIONAL APPROVAL
FOR GENERAL EDUCATION AND SPECIAL EDUCATION
TEACHER PREPARATION PROGRAMS

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MISSION STATEMENT

The Fremont Union High School District hires and supports teachers, staff and school leaders who believe that all students can achieve at high levels, and who are committed to continuous improvement of their practice to ensure that students do so. We have no illusions about the difficulty and complexity involved in this effort. However, those who choose to work in this district enter a collaborative, interdependent, professional community that will not be satisfied with the status quo.

We are committed to both excellence and equity.

- Maintaining our **excellence** requires that we commit to ensuring high levels of learning for all students: learning that is not limited to the knowledge and skills measured on state and national assessments.
- **Equity** requires a commitment to hold high expectations for all students, and to vary the allocation of resources (time, money, expertise) to ensure the success of **EVERY** student.

Our work draws from research on effective **teaching** and **organizations** and is driven by the following beliefs:

We believe that effective instruction and well-targeted interventions can narrow the gaps in student achievement associated with socio-economic, language and racial diversity.

We believe that the effectiveness of individual teachers, collaborative teams, and schools as a whole should be defined in terms of their impact on student learning.

We believe that every school, through a collaborative process, must define a set of essential learning outcomes and ways to assess progress on those outcomes for every course.

We expect that:

- Teachers teach toward those agreed-upon outcomes, assess progress toward them, and collaborate to take responsibility for the success of all students in reaching them. Likewise, **we expect**
 - schools as-a-whole to offer targeted supports and interventions as necessary to help all students achieve agreed-upon essential learning outcomes.

We believe that every school district employee plays an important role in supporting student learning.

We believe that effective schools operate as more than the sum of their parts. **We expect** every staff member to take responsibility for continuous improvement of his/her individual practice AND for contributing to the collective action of the organization as a whole. And finally.....

We expect district and school leaders to continuously examine our policies and practices in light of these beliefs and commitments; and to work with schools to deploy resources and create the conditions under which

... each school

... each staff member

... and every student

... will achieve at high levels

COMMON STANDARDS NARRATIVE

STANDARD 1: EDUCATIONAL LEADERSHIP

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Research-based Vision

The Fremont Union High School District (FUHSD) vision for educator preparation is embodied in the Organizational Beliefs document that our staff drafted collaboratively and our Board of Trustees approved unanimously. This vision is operationalized for new teachers and communicated to them in the New Teacher Handbook. At the heart of our vision is the research-based belief that intelligence is malleable, and that all people, staff and students alike, have the capacity to grow and develop in order to achieve at high levels. The research-base for this belief is broad, but Mindset, by Stanford Psychologist Carol Dweck, is the foundational work that showed the impact of the belief on student achievement. It is further supported by a vast array of research, summarized in the book, The Skillful Teacher. Here is a sample of the sources that supported the chapter of the book that relates to this fundamental belief.

The vision is responsive to California's adopted standards in a variety of ways. Beginning with the California Standards for the Teaching Profession (CSTPs): We implement this belief by searching for ways in which *all* teachers take part in a rigorous system of teacher collaboration for continual improvement (CSTP 6). For instance, all of the Professional Development (PD) activities for teachers in the district focus as much on application in the classroom as they do on learning new techniques and strategies in a workshop or seminar format. Teachers spend most of the 90 minutes reserved each week for PD working in small course-alike teams and conducting active Cycles of Inquiry. In this process, they set goals for student learning (CSTP 3), develop powerful first-time teaching (CSTP 4) designed to help students demonstrate knowledge in skills on common formative assessments (CSTP 5), and then redesign and differentiate re-teaching to ensure that all students do so (CSTP 2). California's adopted standards and curricular framework are currently changing; therefore, in recent years, our school and district PD programs have made significant shifts in our practices in order to prepare students for the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). These include hiring teacher leaders to serve as Curriculum Support Leads who deliver professional development workshops on Close Reading, Argument Writing, Transformational Geometry, and other emergent topics. These teachers also meet individually with teachers and small teams to help them develop lessons and assessments aligned to the new standards. We recognize, however, that teachers new to the profession need significant extra support in order to be fully inducted into the profession and to serve our students at the high standards that we expect. While Participating Teachers (PTs) have completed coursework and student teaching that has

prepared them for the many competencies required to be successful teachers and to meet the needs of a diverse student population, we believe that they still need significant logistical, emotional, and professional teaching support to ease the transition into the profession.

Vision Directs Programs

Newly hired teachers are introduced to our fundamental belief about intelligence within the first hour of the New Employee Workshop, and continue to revisit its implications for teaching and learning throughout the Induction program and beyond. The research behind this belief, and other fundamental beliefs that guide our work, is summarized and organized in The Skillful Teacher by Jon Saphier, et. al. This text and others guide all of our programs, including our Formative Assessment System, where they provide research-based strategies with which to experiment as PTs conduct rigorous Cycles of Inquiry with their New Teacher Advisor twice each year. The text also serves as the backbone of the professional learning for teachers in their second year of our Induction Program (PT2s).

The Organizational Beliefs document also describes the collective responsibility that we share for ensuring that all students achieve at high levels, and that we focus on *excellence* and *equity* in order to do so. This belief relates to candidate performance and experiences because it guides administrators and teachers to conversations around collaborative agreements about student performance and the close examination of student work. This program emphasizes ‘scholarship’ as all teachers and administrators must continually study the craft, and learn and grow in order to meet the goal of “excellence” stated above. Furthermore, the goal of “equity” is only achieved through a focus on “service” as teachers and leaders continually search for ways to serve those students who need extra support to meet the high standards we have set. Our district is building a series of professional development pathways, including seminars on Close Reading and Argument Writing, Academic Language Production, and a full-year course called “The Skillful Teacher” that collectively promote scholarship and service as teachers learn and work together for the benefit of students.

Active Involvement of Stakeholders

We hold ourselves internally accountable as we continually examine our programs and services to guide us toward our vision of high levels of learning for all staff and students. The New Teacher Support Advisory Board (NTSAB) oversees the governance of all new teacher support programs. A teacher chairs this board, and the majority of members are teachers, one representing each of the five schools. Also on the Board are a principal, assistant principal, the program administrator of New Teacher Induction, and one other district administrator (e.g. Director of Human Resources). The Board oversees the recruitment and hiring of all New Teacher Advisors (or “Mentors”) and also consults and advises the program administrator on program changes. Each year, they review the program by analyzing results from anonymous surveys and meeting with new teachers and other stakeholders to gather feedback and information on improvement.

Unit Leadership’s Authority and Support

A district administrator manages all aspects of the New Teacher Induction program. This role is currently 50% of the Coordinator of Academic Interventions position. This leader has the authority, institutional support, and funding needed to create effective strategies that meet the needs of the program. As a member of the Teaching and Learning team, this

administrator collaborates with other district leaders to ensure that all Induction PD is aligned well with the other PD in the district. A Senior HR Specialist and Teaching and Learning Support Specialist support the program administrator with credential analysis, clerical, logistical, and other support as needed. In the Special Education Induction program, the Director of Educational and Special Services works closely with the program administrator to ensure that additional supports for Special Ed teachers are in place and fully funded and supported. This includes professional development around the IEP process, case management, as well as support of the “co-mentoring” model described in Standard 3.

Credential Recommendation Process

As outlined in the New Teacher Handbook, the electronic Portfolios of all PTs are reviewed once in the fall semester (as a formative assessment) and then again in the spring. The review process is, therefore, rigorous in that there are many opportunities to send work back to the PT in order to better meet the requirements. The NTSAB, as part of the annual review of the program, also reviews a sample of the electronic portfolios to ensure fidelity to the program standards.

STANDARD 2: UNIT AND PROGRAM ASSESSMENT AND EVALUATION

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completer performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Assessment and Evaluation System Components

There are four main components to the unit assessment and evaluation system. First, the teacher candidates complete a Mid-Year Support Survey in January, giving the mentors actionable information in order to better serve individual teachers. This survey gets very specific about the quantity and type of support that individual teachers would like to see in the second semester. Throughout the year, teacher members of the NTSAB check in with individual teachers to make sure that their needs are being met. If any patterns emerge, the NTSAB members bring the information back to the program administrator in an anonymous fashion. The third component is a New Teacher Induction - Spring Survey, an anonymous and comprehensive evaluation of the various components of the program. And, finally, the program includes year-end “focus groups”, one made up of new teachers currently participating in the program, and the other of site principals, where they give in depth information in response to prompts developed by the mentor team to fine tune the service and draw out some of the “why” and “how” behind the survey data. After all of the data is collected, the program administrator analyzes the data and creates charts and tables to facilitate reflection and collaboration around taking next steps to improve the program

Assessment of Program Effectiveness

The program administrator coordinates with the Director of Human Resources to collect and analyze data around program completer performance, unit operations, as well as other important trends, such as teacher retention rates, which are reported to the Board of Trustees annually.

Ongoing Collection of Data on Candidate Proficiencies

The electronic Portfolios are where the most comprehensive collection of data is stored. The NTA team reviews portfolios twice per year, and uses the information to (a) fine-tune and adapt the program for particular teachers to ensure that any gaps in candidate qualifications, proficiencies, and competence are addressed, and (b) to assess the overall program effectiveness for improvement. The Director of Human Resources compiles this data for a report to the Board of Trustees on an annual basis. This report shows both the number of new hires that our district chooses to keep, and, among those that we choose to keep, how many stay.

STANDARD 3: RESOURCES

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Budget and Human Resources

As referenced in Standard 1 above, the institution (Fremont Union High School District) provides the unit (New Teacher Induction program) with a dedicated source of funding, as outlined in the Revenue Sharing Protocol (RSP) found in Section 15 of the Collective Bargaining Agreement (CBA). This includes ongoing funding for a 50% program administrator, credential analysis support from a Senior HR Specialist, clerical and logistical support from the Teaching and Learning Support Specialist, and a team of full-release New Teacher Advisors with caseloads of 15-20 teachers. In the Special Ed program, teachers are supported in a “co-mentoring” model where a full-release mentor takes primary responsibility for the induction program, and a Special Ed Coach (a teacher with the same credential as the PT) provides more targeted and specific Special Ed support.

Other Resources

Beyond the human resources, teachers in the program are provided with job-embedded professional development opportunities, as well as release time to observe veteran teachers and collaborate with colleagues.

The District maintains a robust library of books and other resources to provide important informational support to our Participating Teachers. Further, the Skillful Teacher course maintains an Online Resource Folder where teachers can find online resources to support application of the main components of the induction program.

Inclusive Process

One of the primary motivations for seeking state accreditation is for us to integrate the Induction programs for our General and Special Education teachers. The New Teacher Handbook outlines how resources are openly available to Participating Teachers from both programs, with additional resources targeting Special Ed teachers for support in IEP and case management.

STANDARD 4: FACULTY AND INSTRUCTIONAL PERSONNEL

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Qualifications of Instructional Personnel

The process of recruitment and hiring of New Teacher Advisors is rigorous and intensive in order to ensure that they are highly qualified to provide professional development and to supervise field-based experiences in each credential program. To begin with the New Teacher Support Advisory Board created a list of “Mentor Characteristics” and then aligned them with multiple data sources to evaluate candidates. These data sources include: a resume, a classroom observation (by the program administrator) followed by a written reflection, a set of reference interviews or emails with 2-3 teachers and an administrator, and an interview. The links above are from the most recent candidate selected to serve as a New Teacher Advisor and provide evidence that our most junior faculty member is highly qualified. In addition, the program includes professional development for Participating Teachers in their first year (PT1s) ~~also participate in, a fall workshop~~ on Academic Language Production, facilitated by a highly-qualified Program Administrator for English Learners (see resume for qualifications). Kate Jamentz, Ed. D. is Academic Deputy Superintendent of the Fremont Union High School District (FUHSD). In this role, she oversees leadership and curriculum and professional development efforts of the district. Before coming to FUHSD, Kate was the Director for Programs in Professional and Organizational Learning at WestEd in San Francisco. While at WestEd she led research and professional development efforts focused on leadership, organizational improvement and uses of assessment in improving instruction. Findings from that work have been published in several books and articles including, *Isolation is the Enemy of Improvement; Standards: From Documents to Dialogue* and *Charting the Course Toward Instructionally Sound Assessment*. Kate has been a classroom teacher and principal in elementary and secondary schools. While completing her graduate work at the Harvard Graduate School of Education, she served on the staff of the Principals’ Center and conducted research on the impact of merit pay in schools.

The New Teacher Support Advisory Board selects a team of New Teacher Advisors that reflects the diversity of our district and community. The Mentor Characteristics that the NTSAB uses in establishing hiring criteria includes knowledge of the various aspects of our district’s diversity, as well as a thorough grasp of academic standards, frameworks, and accountability systems. In addition to hiring highly qualified NTAs, our program recognizes that all instructional personnel must stay current and continually grow and learn. The training and support of the New Teacher Advisors begins with a rigorous

summer training program, outlined below, as well as an **Equity Training** to ensure that all Support Providers are knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. The continual development of this training is the responsibility of the program administrator.

Regular Collaboration

Our district has strong relationships with many nearby Institutes of Higher Education, including Stanford University, Santa Clara University, and San Jose State University, all of whom send teacher candidates to our schools for their pre-service clinical work every year. To formalize these collaborative relationships, our district plans to convene quarterly meetings with all relevant stakeholders to collaborate around program components, paying specific attention to the transition between pre-service and induction.

Among other provisions, “The Skillful Teacher” course provides opportunities for New Teacher Advisors to develop their skills and also prepares future advisors by including veteran teachers in each cohort of participants.

The program administrator is primarily responsible for support the New Teacher Advisors with training and other opportunities for professional development. This training begins with 8-12 hours of intensive summer training for all new NTAs. For more experienced NTAs, the professional development includes a personalized blend of the following components: regular team meetings to surface and solve problems, calibrate use of Formative Assessment Tools, and develop priorities for future growth; annual book study to focus attention on emergent areas for professional growth; peer observation and coaching; preparing for, implementing, and reflecting on Skillful Teacher sessions and other professional learning for teachers; Coaching and other training from external consultants; attendance at the New Teacher Symposium or other similar conferences.

Evaluation of Instructors

The program administrator regularly evaluates the New Teacher Advisors by using the **alternative evaluation process** that is outlined in the Collective Bargaining Agreement. Feedback from participating teachers, in the form of surveys, is also included in supervising and coaching of the Advisors. NTAs serve for a 3-year term and then return to the classroom or move on to other leadership positions.

STANDARD 5: ADMISSION

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

FUHSD Recruitment and Hiring

FUHSD has a rigorous teacher recruitment and hiring process in which Human Resources and site administration teams determine that all teachers who are offered positions have appropriate pre-professional experiences and personal characteristics, including but not limited to: sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness. For example, our **outreach materials** show photos of the ethnic diversity of staff and students and are targeted to candidates that want to work in a district with a diverse staff and student body. Furthermore, our **interview questions** and **reference check** help us determine that candidates are sensitive to diverse populations and have strong communication and academic skills. (See questions 4 and 5 of interview, part “C” of the feedback, and question 4 of the reference check for indicators of sensitivity to diversity.)

Well-defined Admission Criteria

After the hiring of highly qualified candidates into our district under the process outlined above, the eligibility requirements for the FUHSD New Teacher Induction program are outlined in the New Teacher Handbook and summarized here:

The FUHSD Induction program will provide induction support to Participating Teachers (PTs) who possess:

- Bachelor’s Degree
- CBEST—California Basic Educational Skills Test
- At least one California Preliminary Credential, including:
 - Multiple Subject
 - Single Subject
 - Education Specialist - Mild/Moderate
 - Education Specialist - Moderate/Severe
- Out-of-State credentials and fewer than two years of teaching experience¹

Admission Procedures

Once accepted into the program, BTSA program staff orients the PT to the requirements of the program as the PT signs the Letter of Commitment. The program staff also requests the results of the Teaching Performance Assessment (TPA), if available, from the PT. If the PT is transferring, the program administrator reviews transfer forms and contacts the prior BTSA program as necessary to determine previous BTSA experience and progress toward completion of Program Standards 5 and 6.

¹ For teachers credentialed out-of-state or out-of-country, additional documentation may be required.

The PT is then informed that in order to qualify for a Clear credential, he or she has the responsibility to accumulate evidence over the course of the induction program, documenting all credential requirements. These requirements include evidence of meeting induction standards in the course of a formative assessment process during program participation. Program staff ensures that the PT has the opportunity to demonstrate all induction requirements in the context of his/her position. If necessary, the Advisor will provide access to other classrooms to allow the PT to demonstrate skills (e.g., English Language-EL or special education strategies) that may not be required in his or her assignment. This allows the candidates the opportunity to have experiences that prepare them to work with the diverse student population anywhere in California. The PT is also informed that, upon successful completion of program requirements, the Portfolio must be submitted to program staff to provide evidence in support of his/her application for a Clear credential. All information to guide candidates' attainment of program requirements can be found in the New Teacher Handbook. New Teacher Advisors also review this information with PTs annually and are available for follow-up questions at any time.

STANDARD 6: ADVICE AND ASSISTANCE

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, and professional and personal development. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Qualified Advisors to Assist Participating Teachers

The New Teacher Handbook outlines the process of advising, supporting, and providing feedback to teachers as they progress toward program completion. When new teachers are first hired, they receive an overview of the program, including completion requirements. The FUHSD Credential Analyst provides this service, along with credential advising and assistance at the New Employee Workshop and on an ongoing basis.

The NTAs play key roles in assuring that PTs clearly understand their responsibilities with regards to program participation, evidence gathering and completion. The Advisor works closely with the PT throughout the two-year induction period and provides formative feedback as the participant completes program activities.

In the event that the PT is not adequately progressing toward program completion, the Advisor informs program administrator who is responsible for communicating with the PT about completion requirements. The New Teacher Handbook outlines the process for verifying completion.

Process to Guide and Advise Participating Teachers

The program's Clear credential completion process is:

1. Program placement and Commitment to Participate

Depending on individual situations, there are various times and methods to notify and inform newly hired teachers about their responsibilities to participate in an approved Induction Program and the availability of the FUHSD Induction Program to meet the requirements. Upon hire, the Human Resources (HR) staff determines program eligibility and informs the newly hired teacher of the program requirements. PTs are placed into the program as a first or second year participant as appropriate. The NTA then provides a personalized orientation to all aspects of the program, and PTs are informed that they are responsible for monitoring their own program participation. In this orientation, the NTA outlines the program components and requirements, including the process and requirements for the Early Completion Option and the possibility of receiving a program extension in the event of extenuating circumstances. Participants are required to sign a PT Letter of Commitment form that outlines requirements leading to successful program completion. The signature also indicates the teachers' awareness that they are required to participate in an induction program in order to receive a Clear credential.

PTs hired after September are oriented as soon as possible by HR staff, the program administrator and/or the New Teacher Advisor. The program administrator meets with each person who is transferring into or out of the program to provide individualized

advisement. The program administrator meets with any candidate whose extenuating circumstances require additional support or advisement.

2. Two-Year Induction Program Requirements

Year One and Year Two program requirements, outlined in the New Teacher Handbook include:

- Work with a New Teacher Advisor on a biweekly basis
- Completion of all activities included in the local formative assessment process
- Engagement in Collaborative Professional Learning activities that meet the PT's areas of need
- Annual completion of the induction Portfolio including evidence of formative assessment activities gathered over the two years in the program.

Advisors determine the criteria that constitute appropriate evidence and support PTs in identifying evidence from their work together. The team of Advisors reviews PT submissions twice annually to make sure they meet established criteria before they are submitted. The program administrator and NTAs work together to complete a Portfolio review to verify that each Portfolio contains examples of evidence for Program Standards 5 and 6 at the end of each year.

Second Year Transfer Participants

Participants entering after participation in an approved first year induction program provide evidence of successful completion of one year of participation in a State-approved induction program including formative assessment and professional development. Program staff review completed activities from the previous induction program and provide a written list of requirements remaining to successfully complete the FUHSD program.

3. Monitoring of Program Participation

Although participants are informed that it is their responsibility to monitor program participation, Advisors also monitor PT participation over the course of the program. A portion of each monthly meeting focuses on any concerns that Advisors have regarding individual PT participation, and then strategies to support the PT's participation are generated, implemented and monitored. When participation requirements are not being adequately met, the Advisor notifies the program administrator, who meets with the PT to develop more strategies to support full participation. At the end of year one, program staff review Portfolios to determine if evidence exists to demonstrate that the PT is meeting program standards and requirements. In the portfolio review process, Advisors work together to read Portfolios and verify that evidence exists to demonstrate active participation in the Induction Program and growth in relation to the tools used in the formative assessment process. At that time, Program leadership contacts any PT who is not adequately participating. Those who have not participated sufficiently in program activities will be informed of their lack of progress and what they need to do to complete the program. They will be invited to meet with their Advisor or program leadership, and then Advisors will assist them in working on program requirements. The program administrator and Advisors will provide specific advice and assistance based on each individual PT's progress in the program. PTs are given opportunities for advisement by the program administrator whenever they have a particular need.

4. Program Completion procedures

At the close of the second year of induction, BTSA Program staff meets to review all evidence of the completion of the program requirements. After review and verification, program staff signs the cover sheet indicating that evidence was submitted for the following items in the Portfolio:

- All formative assessment materials, including those, which involve application of the CSTP and curriculum standards.
- Evidence of participation in Collaborative Professional Learning that addressed the PT's needs as determined in the self-assessment process.
- Reflections from Year One and Year Two that demonstrate growth.

Although the review of Portfolios is a collaborative process, the program administrator ultimately determines if a PT has successfully completed the program. When a PT successfully meets program requirements, the program administrator completes a BTSA Induction Completion Record Form and the 41-Induction form. Copies are provided for the PT and District records. The FUHSD Credential Analyst completes the online recommendation form for each PT's Clear credential. The PT is informed of the recommendation and provided with instructions for completing the application process via email.

5. Completion, Verification and Documentation

An electronic Clear Credential Verification Folder is maintained by the program and kept on file on the District servers. The folder contains the following:

- BTSA Induction Completion Record Form signed off by program staff indicating that the participant Portfolio was complete.
- The Participating Teacher Letter of Commitment.
- When applicable, the BTSA Induction Program Extension Form
- Transportability Completion Record (for PTs transferring from into district).
- A copy of the 41-Induction Verification form.

6. Procedures for PTs who do not meet program requirements within two years of entry into the Consortium program

PTs who do not successfully complete program requirements within two years will be notified by the program administrator in writing and must respond, in writing, with a request for an extension. Program staff will then determine what activities are missing from program requirements and will review the reasons the PT has communicated for not being able to complete the requirements. It will then be determined if an extension can be granted. Special consideration will be given to extenuating circumstances due to a family emergency or health conditions beyond the control of the PT. If the extension is approved, a New Teacher Advisor will be assigned to complete the work in the following school year. Possible situations for makeup include:

- A PT has completed the **formative assessment**, but has not fully completed the **Collaborative Professional Learning**:
 - An extension may be granted to make up the missing professional learning during a specified period of time not to exceed three years after entry into the program.

- A PT has not completed the formative assessment:
 - An extension may be granted to make up the missing formative assessment during a specified period of time not to exceed three years after entry into the program.
- Participants are responsible for monitoring completion of extension requirements.

STANDARD 7: FIELD EXPERIENCE AND CLINICAL PRACTICE

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Planned Sequence of Clinical Experiences

The development of the FUHSD formative assessment program was a process of adapting the best ideas that we have learned from our previous partnerships with the Silicon Valley New Teacher Project and the Palo Alto Consortium. Our program leaders have extensive experience in the support of beginning teachers and specific knowledge of induction and beginning teacher needs.

The locally developed model of formative assessment is based on inquiry cycles of observation, instructional analysis, and reflection. A series of sequenced, research-based events occur over the course of the two-year induction period, which serve to provide candidates with clinical experiences that allow them to develop and demonstrate the knowledge and skills embodied by the BTSA Induction Standards and the CSTP. To supplement these formative assessment activities, PTs participate in a series of collaborative professional learning opportunities provided by the both district and site leaders, tailored to meet the individual needs of each Participating Teacher.

Collaborative Selection of Site and Support

The process for assigning New Teacher Advisors is **outlined** in the New Teacher Handbook. In placing PTs with Advisors, careful consideration is given to match each PT with an Advisor who has experience with the school site or the subject area, and whenever possible, both. For Special Education PTs, the Director of Educational and Special services collaborates with the program administrator and site-level Special Ed leaders to find an appropriate Special Ed coach to serve as a “co-mentor” for each PT.

Opportunities to Understand and Address Issues of Diversity

At the core of the PTs’ experiences are a series Cycles of Inquiry, where the Advisors support the PTs in applying Induction Standards and the CSTP to their classroom practice. The PTs also learn to address issues related to the needs of students of color, English learners and all aspects of a supportive and safe classroom and school climate. The Continuum of Teaching Practice serves as a benchmark for self-assessment grounded in the research around best practices. The various Collaborative Professional Learning opportunities further support teachers in developing the knowledge and skills to address issues of diversity that affect school climate, teaching and learning in order to support the development of all students.

The formative assessment activities are described in detail in Program Standard 4 and are

summarized here:

Goal-Setting and Reflection

Self Assessment and the Teaching Continuum

PTs begin the year by reviewing the California Standards for the Teaching Profession (CSTPs), indicating strengths and areas of growth for each of the six standards. They then select one or two standards to focus on, and use the Continuum of Teaching Practice to identify their current level of proficiency on the rubric. In this process, teachers *begin* to identify professional growth goals in the broadest sense.

GOAL-SETTING AND PROFESSIONAL GROWTH PLAN

PTs then use the Professional Growth Plans to turn goals into plans. This begins with making sure the goal is manageable and measurable and connected to the context of a specific class and student learning need. The PGP process is repeated at least once during the year as the teacher learns from the first Cycle of Inquiry and then shifts focus to continue learning in another Cycle in the spring.

PROFESSIONAL GROWTH REFLECTION

Once in the middle of the year, and again at the end of the year, PTs use the Professional Growth Reflection to think about what key strategies they learned, what processes facilitated their professional growth, and what goals they might want to set for their next Cycle of Inquiry.

The Cycle of Inquiry

The Cycle of Inquiry is a process of professional learning in which a teacher (or team of teachers) selects a particular area of teaching on which to focus his or her attention, and then designs a lesson to try a specific classroom strategy in order to support an identified aspect of student learning. The teacher then collects data from the classroom experience to analyze and reflect upon, making connections between the teaching strategy and the student outcomes. Skillful teachers conduct relatively rapid and informal cycles of inquiry as part of their everyday practice. PTs will conduct formal Cycles of Inquiry in order to *slow the process down* so that they can focus and develop specific teaching skills aligned with their Professional Growth Plan. Although the process is inherently cyclical, and can therefore begin anywhere, the formal process will follow the steps outlined below.

PRE-INSTRUCTION ANALYSIS OF STUDENT WORK (ASW)

As the teacher and mentor consider possible opportunities to implement the Professional Growth Plan, they select a specific class and analyze a set of student work to (a) provide baseline data to compare with data generated by the post-instruction assessment and (b) to guide them in selecting a teaching strategy to move student learning forward. The “Pre-Instruction ASW” will guide this conversation and document the work for the Portfolio. The final task in this step is the development of the Focusing Question.

THE FOCUSING QUESTION

The Focusing Question focuses a Cycle of Inquiry. Although there are many ways to write strong focusing questions, the Pre-Instruction ASW document includes the following question frame that most teachers will use in their first year:

How can I improve my [subgroup of students or specific class] students' ability to [specific skill or concept] by [teaching strategy] as evidenced by [formative assessment measure]?

LESSON PLANNING

The next step is for the teacher to plan a lesson that applies the teaching strategy to the specific context of the target students and learning objective. There are many different templates and formats for effective lesson plans, so this step allows the teacher some choice in how to explore this skill.

Teaching and Data Collection

As the teacher implements the teaching strategy, the mentor takes responsibility for capturing relevant classroom data. This can take many forms but usually includes some form of observation notes or other method of capturing the way in which the lesson plan was realized in the classroom. During this lesson, or sometimes in related subsequent lessons, the teacher collects samples of student work to analyze the impact of the teaching strategy.

POST-INSTRUCTION ASW AND REFLECTION

The “Post-Instruction ASW” document is the final step in the Cycle of Inquiry, and can also serve as the first step of the next Cycle. It begins with a comparison of the samples of student work with the pre-instruction work. The PT and mentor discuss and analyze the extent to which student learning has moved forward as a result of implementing the selected instructional strategy. Then, the teacher reflects on the process, considers applications of the learning in other contexts, and makes plans for next steps.

Menu of Supporting Activities

In addition to the Cycle of Inquiry, PTs are encouraged to select from a menu of other activities to support their growth and development. Rather than a rigid system that would require some teachers to complete processes that don’t make sense for their context, this menu system relies on the professional expertise of the Advisor to find entry points for learning that align in scope and timing to the emergent needs of each teacher. The first assignment below is the only one that is required for first year teachers, as our team has identified this area as one that can easily be overlooked, but has serious implications on a teacher’s ability to serve *all* students. The other options are flexible, with the requirement that each teacher complete *at least* three in the course of each year. We intend to continue to build more options into this menu, including a Student Perception Survey that is gaining traction around the district and has proven very enlightening for those who have explored it.

CLOSE EXAMINATION OF A SPECIAL POPULATION STUDENT (REQUIRED FOR FIRST YEAR)

In order to demonstrate application of Induction Standard 6, new teachers show that they can meet the needs of the wide variety of students in their classes. Although teachers can demonstrate application of this standard in many ways, this activity guides the new teacher through a more structured process of examination that includes accessing information from the student information systems (Infinite Campus and Cruncher), discussions with site level experts (e.g. Lead Resource Teacher or EL Coordinator), and other information such as IEPs.

LEARNING THROUGH OBSERVING

Although new teachers will learn many skills and strategies through Collaborative Professional Learning, many will want to further expand their repertoires through a day of observation. As with other activities, the structure of an observation day is loose and flexible. Some teachers will choose to watch a variety of teachers in different situations; others might select a student to shadow throughout the day. Each observation day will include a meeting with the mentor during which the new teacher will reflect upon what it is that he or she observed, connect the observation to his or her Cycle of Inquiry, and identify specific action steps to take moving forward.

COMPARING TWO CLASSES

Comparing Two Classes is a newly developed process that we are piloting this year. Rather than looking at one class through a “Class Profile”, the mentor and new teacher carefully look at *two* different classes to discuss how the context of the class might change the way that the teacher approaches delivery of content and skill-building. The process begins with a side-by-side comparison of the students, including number of students, gender balance, average grades, behavior challenges, EL students and special populations. The teacher and mentor then discuss the ways in which the differences in the profile of each class might impact instructional decisions and strategies.

CASE STUDY STUDENT

In order to deeply explore the unique factors that influence each student's learning, teachers can delve more deeply into the social and academic profile of a specific student. The process begins with a series of questions that asks the teacher to consider what she currently knows and what she wants to find out about the family, social, and academic aspects of the student's life. The teacher then connects the case study student to her Cycle of Inquiry by considering how the student performed on the pre-instruction assessment and what specific strategies might support the student's growth. After the Cycle of Inquiry, the teacher considers how the strategies impacted the student. Finally, the teacher reflects on the ways in which the learning generated by this case study might be applied more broadly in order to impact a greater number of students.

COLLABORATING WITH SUPPORT PERSONNEL

In some cases, a teacher's impact on student growth is contingent upon strong relationships with support personnel. This tool is an option for teachers who want to learn more about collaborating with the various resources available at the school and district level. Teachers who use the tool will be guided through a process of collaboration and reflection that culminates in an action plan to support the student moving forward.

COLLABORATING WITH FAMILIES

Developing meaningful and productive relationships with families is a challenge that all teachers face. This tool is designed to support new teachers in connecting with the home life of a specific student in order to start to build a stronger relationship. The questions guide the teacher through a preparation process before a phone call or an in-person meeting, so that the teacher learns how to facilitate strong and productive conversations in support of the student.

STANDARD 8: DISTRICT-EMPLOYED SUPERVISORS

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Process for Selecting New Teacher Advisors

The New Teacher Support Advisory Board (NTSAB) is responsible for supporting the program administrator in developing and implementing the process of recruiting and hiring New Teacher Advisors. This process begins with the teacher members of NTSAB holding informational meetings at all school sites to inform all eligible teachers of the process and criteria for selection, as outlined in the “Mentor Characteristics” document. The NTSAB then uses multiple data sources to evaluate candidates. These data sources include: a **resume**, a classroom **observation** (by the program administrator) followed by a **written reflection**, a set of reference interviews or **emails** with 2-3 teachers and an administrator, and an **interview**. The links above are from the most recent candidate selected to serve as a New Teacher Advisor and provide evidence that our faculty is highly qualified.

Training and Evaluation of New Teacher Advisors

The program administrator is primarily responsible for the training and **evaluation** of New Teacher Advisors. This process begins in the spring of the school year before each NTA begins, when the incoming NTAs are encouraged to shadow and meet with current NTAs to start to understand the processes and skills involved. Over the summer, the program administrator conducts a 12-hour training that includes an orientation to the basic tenet of coaching and support, a review of the Formative Assessment Processes, and introduction to the skills that the NTA will develop and the processes and resources of support that will be a part of the ongoing training. Throughout the first year, all NTAs have bi-weekly meetings with the program administrator to address emergent needs and update the training plan. In addition, all NTAs meet monthly to discuss emergent needs, and support and coach each other. NTAs also meet regularly to plan upcoming Collaborative Professional Learning, especially the Skillful Teacher sessions. The NTAs are recognized privately as part of the evaluation system, as evidenced in the sample evaluation linked above. They are recognized publicly on an annual basis at the **New Teacher Celebration**. In this ceremony, the program administrator introduces the team and recognizes the work that they have done during the year. The relevant part of the email is now highlighted in yellow...

STANDARD 9: ASSESSMENT OF CANDIDATE COMPETENCE

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Demonstration of Knowledge and Skills to Educate ALL students

As described in Common Standard 1, the specific purpose of the program is to ensure that candidates can demonstrate the skills of teaching necessary to support effectively all students in meeting the state-adopted academic standards. To accomplish this, the program's locally designed formative assessment model embeds a series of experiences and activities that address all aspects of Program Standards 5 and 6 and are captured and recorded in the Portfolio (sample). These are articulated in greater depth in the Program Standards, but here is a brief explanation of the connections between the Portfolio and the CSTPs, which embody the necessary "knowledge and skills" of the profession in California.

Reflection on the CSTPs, which demonstrates application of CSTP 6, begins in the fall of the first year and is documented on the Self-Assessment Summary. Because there are many indicators for each CSTP, the Advisor helps the PT select just a few specific areas on which to focus. The PT then uses the *Continuum of Teaching Practice* to examine a specific CSTP indicator and reflect on evidence of current practice, documenting this work in the Professional Growth Plan (PGP). The PGP then prompts the PT to connect the CSTP Goal with a specific class and context where he or she will apply the Cycle of Inquiry to demonstrate growth. While the teacher focuses on a specific CSTP indicator in each Cycle of Inquiry (to focus on *growth*), the process itself allows the PT to demonstrate *application* of other CSTPs. CSTP 1 is evident in the pre-assessment process, as well as planning meetings and observation notes. CSTP 2 is evident in observation notes and reflections. CSTP 3 is evident in observation notes and lesson plans. CSTP 4 is evident in lesson plans. CSTP 5 is evident in pre-instruction ASW and post-instruction ASW. CSTP 6, while embodied by the entire process, is also evident in supporting activities such as Collaboration assignments.

Furthermore, the Portfolio also includes specific strategies necessary for supporting special populations, including students from all ethnic and racial backgrounds, English learners, and Special Education students as required by Program Standard 6.

Assessments Indicating that Candidates Meet Competency Requirements

(New Links Added) Each PT's Portfolio is reviewed twice each year to assure progress is being made and, if not, time is available for adjustments and improvements. The Portfolio contains all formative assessment tools, which indicate demonstration of specific aspects of Program Standards 5 and 6, as outline in the paragraph above. It also contains the self-assessments and the PT's reflections on progress toward attaining the required competencies. At the Portfolio review, program staff determines that each PT has successfully met competency requirements to be recommended for a clear credential.



FREMONT UNION HIGH SCHOOL DISTRICT
NEW TEACHER INDUCTION PROGRAM

PARTICIPATING TEACHER
HANDBOOK

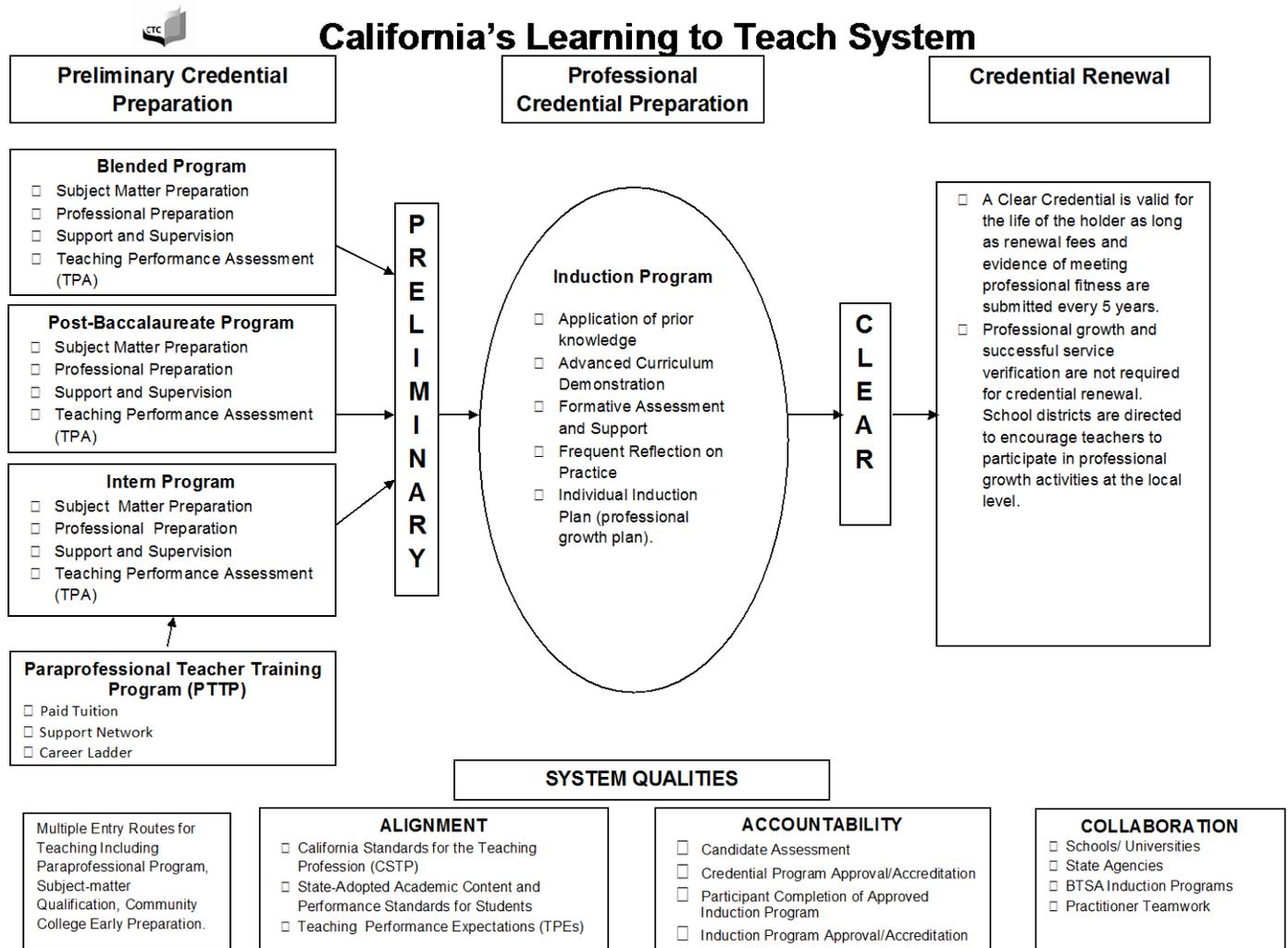
Introduction

What is Induction?

Induction is the period of support, professional development, and assessment for a teacher with a California Preliminary Credential. The California Commission on Teacher Credentialing (CCTC) and the California Department of Education (CDE) require the completion of an Induction program to fulfill the requirements for the California Clear Multiple Subject, Single Subject, and Education Specialist Credentials. Induction programs must be based on the California Standards for the Teaching Profession (CSTP) and on statewide Induction Program Standards, specifically, Standard 4: Formative Assessment System; Standard 5: Pedagogy; and Standard 6: Universal Access: Equity for All Students. For more information, visit:

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

California Department of Education: <http://www.cde.ca.gov/>



Goals of the FUHSD New Teacher Induction Program

Goal 1: Provide support to help teachers transition into their new positions

The primary goal of our program is to retain the excellent teachers we hire. In order to do so, we provide a network of support that is individualized to meet the unique needs of every teacher that is new to our district. This support can take many forms and is outlined in detail in the “One-On-One Mentoring” program component described below.

Goal 2: Provide safe and challenging environments to promote teacher growth

We know that skillful teaching requires years of practice and continual improvement. So the second goal of the program is to provide teachers with a challenging, yet safe, learning environment in which they can reflect deeply, set goals, take risks, and push themselves to continually improve. The New Teacher Advisors (referred to as “NTA” or “mentors”) create this environment by blending together the collaborative professional learning opportunities with a rigorous set of formative assessment cycles to help the Participating Teachers (PTs) develop the habits and skills of a reflective professional.

Goal 3: Provide Professional Clear Credentials for Participating Teachers

Both of the first two goals operate within the context of our district’s accreditation by the State of California to provide all of the necessary components of an Induction Program so that Participating Teachers can obtain the highest level of teacher credential: The Professional Clear Credential.

Program Components

In order to meet the three goals outlined above, the Induction program includes three components: One-on-One Mentoring, Formative Assessment Cycles, and Collaborative Professional Learning. The New Teacher Advisors play central roles in this system as they use mentoring skills to develop relationships with each new teacher in order to find a customized and individual path for each teacher to (a) demonstrate application of the CSTPs and (b) develop as a professional in his or her individual areas of focus. The Formative Assessment Cycle (also known as “Cycle of Inquiry”) is a framework for professional growth that involves goal-setting, the application of new strategies in the classroom, the collection of classroom data, and reflection upon the way in which the applied strategies impacted student learning. An electronic Portfolio, primarily developed and maintained by the New Teacher Advisor, documents the Cycles of Inquiry and provides evidence that a teacher has demonstrated the CSTPs. Finally, the New Teacher Advisors and other district and site leaders offer a menu of Collaborative Professional Learning options to support the growth of each Participating Teachers. Each of these components is described in detail below.

Eligibility Criteria

The FUHSD Induction program will provide induction support to Participating Teachers (PTs) who possess:

- Bachelor’s Degree
- CBEST—California Basic Educational Skills Test
- At least one California Preliminary Credential, including:
 - Multiple Subject
 - Single Subject
 - Education Specialist - Mild/Moderate
 - Education Specialist - Moderate/Severe
- Out-of-State credentials and fewer than two years of teaching experience²

² For teachers credentialed out-of-state or out-of-country, additional documentation may be required.

Clearing a Preliminary Credential

All induction requirements must be completed by the close of the school year of the second year of participation. Once all induction requirements have been met, the following will occur:

- The New Teacher Advisor will give the teacher an Intent-to-File form to sign and return to the District.
- FUHSD will recommend the teacher for the Clear Credential during the months of July and August.
- The CCTC will then email the teacher confirmation and request payment for the Clear Credential.

Units for Coursework

PTs will also be eligible to obtain 4 units of credit from University of San Diego. The cost for these units was \$300 in the 2014-2015 school year. Teachers must complete all items in the electronic Portfolio to be eligible for these units. The New Teacher Advisors supports teachers by providing documents in May.

Early Completion Option

Senate Bill 57 allows experienced and exceptional individuals to apply to complete a Commission approved professional teacher induction program at a faster pace than the full two years generally needed to complete all the requirements of professional teacher induction. The accepted candidate will be responsible for completing all program requirements within 1 school year. All teachers in FUHSD Induction Program will be informed of the Early Completion Option (ECO) at the time of enrollment.

Eligibility

Teachers must hold a preliminary multiple or single subject credential and be employed in a California public school. The intent of the law is to serve experienced and exceptional candidates. Teachers who meet the following eligibility criteria are invited to apply to be considered for the Early Completion Option by completing and submitting the application along with the requested documentation to the Program Administrator. The ECO Application can be found in the Resources section of this Handbook.

Eligibility Criteria

1. Submit for review authenticated performance evaluations from at least two prior years of teaching in a K-12 classroom assignment. This may include evidence from past observations.
2. Submit ECO Application along with fall semester forms documenting the first Formative Assessment Cycle.

The New Teacher Support Advisory Board and Program Administrator will review the documents and will either approve the application, deny it, or request additional evidence that may be necessary to determine a candidate's appropriateness for the Early Completion Option.

Progress Monitoring

The individual plan will take into account previous experience, portfolio evidence, and evaluations to focus the program support on your documented needs. Missing deadlines may be cause for the withdrawal of the ECO approval. PTs must continue to demonstrate that the ECO is appropriate for them and must retain the continuing recommendation of their site administrators. If they are unable to continue to demonstrate appropriate placement in the ECO, or if they elect to enter the full program, they will be responsible for completing the full length Induction Program.

Completion

ECO Applicants must submit a portfolio with evidence of Formative Assessment program completion and the reflection as stated in the Early Completion Option Application. The Program Administrator will verify completion.

Program Components

I. One-on-One Mentoring

While the New Teacher Advisors serve an official role in the induction process, we also hope they serve as true mentors to their new teacher colleagues. (In this document, the title “New Teacher Advisor”, “Advisor”, and “Mentor” are used inter-changeably.) The mentor/new teacher relationship is developed over time as the mentor learns about the teacher in order to provide individualized support. At the heart of this relationship is an agreement about confidentiality. The Teacher Advisors hold everything that they talk about with the new teacher or see in the classroom in confidence, unless otherwise expressly allowed by the teacher. This relationship allows the teacher to take risks and push herself to learn and grow in a safe environment. Early in the school year, the mentor might help a new teacher set up her room, contact department or site leaders to bring necessary resources to the classroom, and help the new teacher understand and assimilate into the school culture. Over the course of the year, the mentor uses facilitative questions to help the teacher reflect on her classroom practice and find her own solutions to complex classroom challenges. The mentors also help teachers integrate new knowledge from the Collaborative Professional Learning opportunities into their practice. Finally, mentors are responsible for collecting all of the evidence of induction requirements in an electronic Portfolio. More information about the New Teacher Advisor can be found in the Roles and Responsibilities section of this handbook.

II. Formative Assessment Cycles

The Formative Assessment Cycle (“Cycle of Inquiry”) is at the heart of the professional development program for all teachers in our district. While most teachers engage in these ongoing cycles in the context of their Professional Learning Communities (PLCs), teachers participating in Induction receive intensive support from the mentor in order to isolate the specific skills and processes within this cycle so that teachers can focus their development of these skills in a more structured and supportive environment. The initial Goal-Setting activities set the stage for teachers to then conduct two Cycles of Inquiry in which they will apply and test out new concepts and strategies in their classroom, collect classroom data, and reflect upon the way in which these concepts and strategies have made an impact on student learning. At the end of the year, PTs will reflect upon their growth, summarizing the key strategies they learned and key processes that supported their growth. In addition to the Cycles of Inquiry, PTs select at least 3 activities from a menu of options to support their growth. These activities, described in detail below, include: Close Examination of a Special Population Student, Comparing Two Classes, Case Study Student, Learning through Observing, Connecting with Support Personnel, and Connecting with Families. New Teacher Advisors support the growth of each PT by suggesting the activities that align most directly with the focus of each Cycle of Inquiry.

Goal-Setting and Reflection

SELF ASSESSMENT AND THE TEACHING CONTINUUM

PTs begin the year by reviewing the California Standards for the Teaching Profession (CSTPs), indicating strengths and areas of growth for each of the six standards. They then select one or two standards to focus on, and use the Continuum of Teaching Practice to identify their current level of proficiency on the rubric. In this process, teachers *begin* to identify professional growth goals in the broadest sense.

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PTs then use the Professional Growth Plans to turn goals into plans. This begins with making sure the goal is manageable and measurable and connected to the context of a specific class and student learning need. The PGP process is repeated at least once during the year as the teacher learns from the first Cycle of Inquiry and then shifts focus to continue learning in another Cycle in the spring.

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The “Post-Instruction ASW” document is the final step in the Cycle of Inquiry. It begins with a comparison of the samples of student work with the Pre-Instruction work. The PT and mentor discuss and analyze the extent to which student learning has moved forward as a result of implementing the selected instructional strategy. Then, the teacher reflects on the process, considers applications of the learning in other contexts, and makes plans for next steps.

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III. Collaborative Professional Learning

While we recognize that new teachers have unique needs, we also envision a New Teacher Induction program that is integrated into the broader context of professional learning in our district. Therefore, while there is a discrete program of learning for participating teachers, everything is focused on supporting each of them in integrating into the professional community at their school, so that growth will continue beyond Induction.

PROFESSIONAL LEARNING COMMUNITIES (PLCs)

Each school in our district has a unique (and constantly developing) format for professional learning, but all schools are committed to a model commonly referred to as Professional Learning Communities (PLCs). Teachers at each school spend several hours each month working in small teams to study the impact of their teaching on student learning and make collective commitments to adjusting their instruction so as to improve learning outcomes. As new teachers integrate into these teams, the induction program supports their transition by, whenever possible, connecting the work in the Formative Assessment Cycle to the goals and processes of the PLCs.

YEAR ONE PROFESSIONAL LEARNING

In addition to the weekly professional learning that happens at each site, teachers in their first year in the district (PT1s) have several other opportunities to learn with their colleagues at the district and site level:

NEW EMPLOYEE WORKSHOP (NEW)

This 16-hour workshop is split into 4 half-day sessions that are spread out over the course of the summer before new teachers begin work in August. Most teachers participate in the first two parts in June, though there are makeup sessions for late hires in early August. The final day is “Orientation” which occurs on the Friday of the week before all teachers return to work in mid-August. The 4 different components of the NEW are outlined in very broad strokes here:

- Part I – FUHSD Culture, Growth Mindset, Student Engagement
- Part II – Curriculum Planning and Professional Collaboration
- Part III – District Orientation – Routines, Relationships, Prudent Behavior
- Part IV – Site Orientation – Staff Introductions, Logistics and Systems

ACADEMIC LANGUAGE PRODUCTION (EL SUPPORT)

Starting in 2010, every teacher in the district has participated in this full-day training to develop common language and a repertoire of techniques to support all students, especially English Learners, in developing their skills in Academic Language Production. All new hires come together in September or October to collaborate and learn how our district approaches this key area of student learning.

NEW TEACHER LUNCHESES

Because every site in our district has a unique culture and context, the New Teacher Lunches are developed and implemented in a collaborative effort between a site Assistant Principal and the New Teacher Advisors. These monthly lunch meetings provide “Just In Time” professional learning on such topics as Parent Communication (Back to School Night), Grading, IEP and Special Ed Collaboration, Student Health and Safety, LGBTQ and other Equity Issues, and other site-specific topics of interest.

INQUIRY ROUND TABLES

Although the Cycle of Inquiry is primarily a process conducted by participating teachers with the support of their New Teacher Advisors, each PT has two opportunities each year to convene a group of colleagues to support their learning and advise them on their areas of growth. In January, the PT selects a group of colleagues and invites them to a Round Table lunch. At this meeting, the PT shares the Focusing Question of the spring Cycle of Inquiry and asks the panel to suggest strategies to support student growth. The PT then applies the suggestions in the spring and reconvenes the group in May to report on the outcomes.

Year Two Professional Learning

THE SKILLFUL TEACHER

Most teachers in the second year of Induction (PT2s) participate in the Skillful Teacher course as a comprehensive and rigorous exploration of key teaching skills:

COURSE MISSION AND GOALS

The mission of this course is to improve teachers' abilities to apply the knowledge base of teaching in different classroom contexts for the benefit of *all* students. Specifically, there are two goals that guided the design and organization of the course:

1. Provide second-year teachers with a coherent and challenging professional learning environment to complement their individual Formative Assessment Cycles and help them develop the habits of career-long development and growth.
2. Connect new teachers with veteran colleagues in order to develop strong collaborative relationships that would sustain growth after induction and support strong PLCs at each site.

COURSE ORGANIZATION

The course uses the book *The Skillful Teacher* as the main source of new ideas and information. Although the 500-page book provides a comprehensive look at our profession, the course will focus upon only a few of the key chapters. We will begin with the "Expectations" chapter that builds on Carol Dweck's work around creating a "Growth Mindset." This initial focus will help teachers answer this essential question:

- ***What teacher beliefs and actions lead us to best serve ALL of our students?***

Once this foundation around beliefs and expectations is established, we will progress through the year, organizing our work around a series of classroom experiments, lunch discussions, and district-wide meetings where we continually ask and answer these essential questions:

- ***What do we want students to know and be able to do?***
- ***How will we know if they know and can do it?***
- ***What do skillful teachers do to maximize the opportunity for every student to learn it?***
- ***What will we do when students don't meet our standards? What will we do if they do?***

COURSE CALENDAR

Below are the approximate dates of the District-Wide Seminars. As mentioned above, in between each seminar, teachers at each site meet for lunch to plan and then reflect on their Cycles of Inquiry. Some teachers pick one area of focus and do continuous Cycles throughout the year, while other teachers pick a new topic each time. The time between Day 5 in January and Day 6 in May is dedicated entirely to applications, so each site team decides upon a site-specific calendar for meetings to plan and reflect.

Late May - Day 1 - Orientation (2 hours after school)

August - Day 2 - Student Motivation

Sept/Oct - Day 3 - Relationships and Motivation

November - Day 4 - Objectives and Making Thinking Visible

January - Day 5 - Clarity, Equity, and Learning Experiences

Late May - Day 6 - Reflection (2 hours after school)

INQUIRY ROUND TABLES

In the 2nd year, Inquiry Round Tables become optional for new teachers. Some teachers prefer to have the opportunity to conduct as many as three Round Tables in support of their Cycles of Inquiry. Others find ample support for their Cycles through the context of the Skillful Teacher course, and select to not convene meetings with other colleagues for this purpose.

IV. PT Portfolio: Requirements and Differentiation

The electronic Participating Teacher Portfolio is a living document that will help anchor each PT's professional growth to common standards while maintaining the flexibility necessary to meet diverse needs. At the beginning of the year, it will also serve as a link to the goals and challenges of the previous year. Although all Portfolios will have common elements and minimum requirements, the PT and mentor will focus on the elements that best meet the needs of the new teacher.

INDUCTION REQUIREMENTS

In order to fulfill induction requirements, PTs will submit documents for review twice during the year. The advisor will be responsible for collecting and maintaining the documents and determining when the Portfolio is ready for review.

Mid-Year Review

Starting in the late fall, the Advisors will meet regularly to present to each other the PT Portfolios. The group will review evidence, share ideas, discuss challenges, and provide each other with a connected, yet independent perspective on the work of each teacher.

Final Review

Starting in April, the New Teacher Advisors will meet regularly to assess the performance of each new teacher. Although they will review evidence, share ideas, and discuss challenges, they will also determine whether the teacher has met the standards or if further professional growth work is required before the end of the year.

DIFFERENTIATING THE PORTFOLIO:

Advisors and PTs are encouraged to be flexible and creative in developing, implementing, and modifying the Portfolio. The following are a few suggestions for different ways in which the work might be focused to meet the needs and learning style of the PT:

Collection and Analysis of Data: The advisor and teacher can collect and analyze data in many ways:

Collecting from the three Phases of the Cycle of Inquiry:

Before Teaching: Case Study, Comparing Two Classes, Pre-Instruction ASWs, Lesson Plans

During Teaching: Observational data from advisor or colleagues, video or audio tapes, etc.

After Teaching: Informal or formal student work samples, surveys or reflections.

Quantitative vs. Qualitative Data: Teachers are encouraged to gather both types of data and use them to support each other. For instance, an advisor could keep a quantitative checklist of which students spoke out in class one day and then record what students actually said on another. The teacher should also consider using anecdotal data such as conversations with students in addition to more specific data such as a rubric for a writing assignment.

Scope of Focus: The teacher could select a single student or small group of students (or up to an entire class) and analyze its data to vary the breadth of inquiry in order to go deeper or focus on specific issues that are relevant to that class.

SUPPORTING ACTIVITIES: The menu of supporting activities is key to our differentiation strategy. While all of the activities have value on their own, the true power of them lies in their connection to a specific Focusing Question and Cycle of Inquiry. As the year progresses, the New Teacher Advisor looks for entry points and applications of these activities and supports the PT in selecting the correct tool to support a particular stage of the cycle.

COLLABORATIVE PROFESSIONAL LEARNING: Teachers are encouraged to find professional growth opportunities inside and outside of the district and incorporate them into their Portfolios. Although the Skillful Teacher course was designed and intended for PT2s, in some cases the course may not be a match for them, either because of other commitments or coursework, or their developmental level and readiness for the rigors of the course. The decision as to whether a PT2 should take the Skillful Teacher is made collaboratively by the teacher, mentor, and site principal.

Outline of Elements in the Portfolio and Projected Timeline for Completion

Element of the Portfolio	Projected Completion Month
Initial Meeting/ Letter of Commitment	August
Self-Assessment on the CSTP	August
PGP #1	October
Cycle of Inquiry #1	October/November
Pre-Instruction ASW	October/November
Pre-Observation Lesson Plan	October/November
Observation	October/November
Post-Instruction ASW Reflection	November/ December
Mid-Year Professional Growth Reflection	December/January
<i>Mid-Year Portfolio Review</i>	December/January
PGP #2	January
Inquiry Round Table #1	January/February
Cycle of Inquiry #2	January/February
Pre-Instruction ASW	January/February
Lesson Plan and Pre-Observation	February/March
Observation	February/March/April
Post-Instruction ASW Reflection	March/April
Inquiry Round Table #2	April/May
Final Professional Growth Reflection	May
<i>Final Portfolio Review</i>	May
Additional Requirements in the Portfolio	
In consultation with the New Teacher Advisor, teachers select at least three (3) of the following activities to support their growth throughout the year:	
<ul style="list-style-type: none"> * Close Examination of a Special Population Student * Learning through Observing * Comparing Two Classes * Case Study Student * Collaborating with Support Personnel * Collaborating with Families 	

Roles & Responsibilities of Teachers and Staff

Participating Teachers (PT1 and PT2)

Although there are many supports built into the system in order to support the growth Participating Teachers, the clearing of a professional credential is ultimately the responsibility of each teacher. In order to meet this responsibility, participating teachers should:

- Become familiar with specific credentialing requirements printed on his/her credential.
- Share relevant documentation from teacher preparation program with the mentor as necessary
- Develop an ongoing collaborative relationship with mentor based upon reflection on teaching practice.
- Meet with mentor regularly, and clearly communicate when meetings need to be rescheduled.
- Respond promptly to all communication from mentor and follow through on agreements.
- Complete and meet criteria for the Evidence of Application by the designated deadlines.
- Complete the FUHSD Induction Program requirements within a two-year period.
- Attend appropriate Professional Development events or design makeup events with mentor.
- Communicate questions or concerns about the program to the program director or mentor.
- Complete the online Induction Program surveys in January and May.

Note: Classroom observations and the Teacher-Mentor conversations are strictly confidential. It is the teacher's decision to share administrator evaluation information with the mentor and/or share mentor observational data with the evaluating administrator. Information from Induction is not used for evaluation of personnel.

New Teacher Advisors (Mentors)

New Teacher Advisors are released from classroom responsibilities in order to focus their time and energy on meeting the needs of Participating Teachers. In order to meet this responsibility, New Teacher Advisors should:

ONE-ON-ONE MENTORING

- Develop a sustaining and thoughtful mentoring relationship with PTs by modeling strong communication skills and a spirit of open, honest, and thoughtful inquiry and reflection.
- Maintain strict confidentiality with each PTs and communicate explicitly with them before sharing relevant information with other mentors and the program administrator.
- Develop Professional Growth Plans with each PTs in order to meet program requirements through formative assessment and professional learning activities while differentiating to meet their needs.
- Use Program tools in a thoughtful manner to support the growth of assigned PTs
- Support PTs by maintaining an electronic Portfolio of their work, and informing them in their progress toward completion of induction.
- Communicate questions or concerns about the Program or the participation of a PT to the Program Administrator in a timely manner.

LEADING PROFESSIONAL LEARNING

The New Teacher Advisors also play key roles in the development and delivery of professional learning:

- New Employee Workshops (June and July)
- Skillful Teacher (all year)
- New Teacher Lunches (all year, coordinated with site Assistant Principals)
- Inquiry Round Tables (January and May)
- Other site and district level workshops, as assigned.

Special Education Coaches

Special Ed Coaches serve the vital role of complementing the mentors' service to Special Education PTs by providing support around the specific knowledge and skills associated with their Special Ed authorization:

- Writing Individual Education Plans (IEPs) and managing the IEP process
- Case Management and matching students with school resources
- Other site and department specific support, as needed

District Administrators

Program Administrator:

The program administrator for New Teacher Induction is structured as 50% of the Coordinator of Academic Interventions position. This person is responsible for:

- Supervising the team of New Teacher Advisors, providing training and professional development as needed.
- Developing and coordinating the delivery of Collaborative Professional Learning at the District Office.
- Communicating with California CTC in order to fulfill requirements to maintain Accreditation as an LEA.
- Serving as the District Administrator member of NTSAB to coordinate governance and program evaluation.
- Monitoring Induction completion progress of PTs and coordinating Portfolio Review process.
- Evaluating the program and guiding the continuous improvement of processes and systems.

The Director of Educational and Special Services collaborates with the program administrator to ensure that Special Education teachers have additional resources and support. This includes responsibility for:

- Coordinating support for Special Ed PTs with the Program Administrator for Special Education and the Lead Resource Specialist (LRS) at each site
- Selecting and training Special Ed coaches, and assigning them to appropriate Special Ed PTs
- Evaluating the program and guiding the continuous improvement of processes and systems

Human Resources Staff

Human Resources staff:

- Works with District and Site Administrators to support the transition of new teachers into the district.
- Facilitates communication and collects documents to “On Board” teachers into the district systems.
- Verifies credentialing status of all new hires.
- Coordinates with the Program Administrator to generate and keep accurate lists of Participating Teachers.
- Submits completed applications to the CTC for California Professional Clear Credentials for eligible teachers.

Site Administrators

Site Administrators play two key roles in New Teacher Support.

- Each school has an Assistant Principal responsible for new teacher support.
 - These APs oversee the Site Orientation and New Teacher Lunches:
 - Andy Walczak, Cupertino High School
 - Jeff Rosado, Fremont High School
 - Denae Nurnberg, Homestead High School
 - Eric Wong, Lynbrook High School
 - Michael Hicks, Monta Vista High School
- Site Administrators also play the key role of evaluator and supervisor for new teachers.
In this role, they are responsible for following the Evaluation Timeline and using the process to collaborate with the new teachers in support of their growth and development.

Each semester, site administrators meet with New Teacher Advisors to coordinate support for new teachers. In these meetings, site administrators share observations and suggestions about new teachers, but New Teacher Advisors maintain confidentiality around any interactions with new teachers. Their role is to listen and learn in order to better support new teachers.

New Teacher Support Advisory Board (NTSAB)

As outlined in the Collective Bargaining Agreement (CBA Article 10), the NTSAB is a nine-person team, with the majority of members representing teachers from the five schools in our district. The other four members include two site administrators and two district administrators, including the Program Administrator.

The NTSAB is primarily responsible for advising the Program Administrator on the following components:

- Recruitment and selection of New Teacher Advisors
- Program evaluation and development.

The current members of the NTSAB are:

- Michelle Avvakumovits, Counselor, Cupertino High School
- I-Heng McComb, Teacher, Fremont High School
- Christy Heaton (Chair), Teacher, Homestead High School
- Nathan Martell, Teacher, Lynbrook High School
- Kavita Gupta, Teacher, Monta Vista High School
- Andy Walczak, Assistant Principal, Cupertino High School
- April Scott, Principal, Monta Vista High School
- Jason Crutchfield, District Administrator
- Josh Maisel, Program Administrator of New Teacher Induction

Program Governance and Evaluation

Program Funding, Administration and Support

The New Teacher Induction program funding is formalized in the Local Control Accountability Plan (LCAP) and the Collective Bargaining Agreement (CBA). Under the current agreement, funding for New Teacher Induction is an “off the top” expense, meaning responsibility is shared equally among management, certificated, and classified employees. The staffing for the New Teacher Induction program includes: Program Administrator, Teaching and Learning Support Specialist, Credential Analyst, New Teacher Advisors, and Special Ed Coaches.

Selection of New Teacher Advisors

As outlined in the Collective Bargaining Agreement ([CBA Article 10](#)), the NTSAB is responsible for advising the Program Administrator the recruitment and selection of New Teacher Advisors

Timeline for Recruitment and Selection of New Teacher Advisors:

Early March: The teacher members of the NTSAB hold informational meetings at their respective school site to inform interested teacher candidates about the Induction Program and what it means to be a New Teacher Advisor.

Mid March: The Human Resources Department announces an internal posting for the New Teacher Advisor position. Qualified applicants must have exemplary evaluations, at least six years of classroom teaching, and have demonstrated significant capacity to lead other professionals in effective teaching and learning.

Early April: Interviews are held at the District Office. All interested applicants who are qualified are interviewed. The NTSAB makes recommendations to the Program Lead Administrator. The Program Lead Administrator, working closely with the Director of Human Resources, and embark upon extensive reference checking before a final decision is made.

Mid April: The New Teacher Advisor(s) selection is announced.

Assigning New Teacher Advisor Caseloads

The Program Administrator is primarily responsible for assigning a caseload of PTs to the New Teacher Advisors. However, the process is a collaborative one that takes into account the needs and constraints that are unique to each team every year. In general, there are several principles that the team follows when developing caseloads.

- **Site Assignments** - New Teacher Advisors are more effective when they have a deep understanding of the context of a school site and department. Therefore, we try to limit the mentors to two sites, although in many cases a third site is necessary. Similarly, while we try to assign New Teacher Advisors to their home site for their first year, sometimes other factors take priority.
- **Subject Matter Expertise** – New Teacher Advisors can also be more effective when they have a deep understanding of specific Subject Matter pedagogy. Therefore, we assign mentors to PTs in their subject area when possible, and we also working to develop their repertoire of strategies for coaching teachers from other subject areas as they grow.
- **Special Education Teachers** – Because Special Education teachers require a diverse range of expertise and support, they will be assigned a team of two mentors to support their work. The New Teacher Advisor will serve the role of guiding the PT through the induction process, including the Formative Assessment system. Each PT will also be assigned a site or program-matched Special Ed Coach, a teacher with the same authorization as the PT (Mild/Moderate or Moderate/Severe). This coach will provide support around case management and IEPs, and also join the New Teacher Advisor in support of the other Induction requirements.
- **Consistency and Individual Circumstances** – New Teacher Advisors can also be more effective when they develop relationships over two years with the same PTs. Therefore, whenever possible, our team tries to maintain consistency in the assignments. However, all of the above principles can only provide a guide to the assignment of caseloads. In reality, every year presents unique circumstances and situations which require flexibility and collaboration to make sure all Participating Teachers are served to the best of our ability.

Program Evaluation and Improvement

Since 2007, the New Teacher Induction program has administered a survey in May to evaluate its impact on Participating Teachers and to reflect on ways to improve and develop. The primary evaluative question asked of PTs is, *“Considering your experiences this year, if you were not required to participate in the new teacher induction program over the last year, would you choose to have done so voluntarily?”*. Although our goal is always 100% affirmative responses, we always carefully consider the feedback from any teacher who responds “No” in order to consider changes to our program design and implementation. Furthermore, we consistently ask questions about each component of the program, how important it was to the PTs growth, and how effective we were in delivering it. The Program Administrator analyzes the survey data and brings it to the NTSAB and the New Teacher Advisors for interpretation, reflection and planning. In addition to the End-of-Year survey, we have added a survey in January that asks PTs about specific aspects of the mentoring relationship (e.g. observations, lesson planning, reflection), and whether or not the amount of time spent is Not Enough, Just Right, or Too Much. Finally, the program invites PTs for an optional “Focus Group” in May to spend time diving more deeply into their experiences and suggestions for Program Improvement.

Non-Discrimination Policies and Grievance Process

Fremont Union High School District follows relevant state laws regarding non-discrimination in hiring and employment. Participating Teachers who feel that they are being discriminated against should seek immediate support from their FEA representative, who will guide them through the complaint process as outlined in AR 4031.

Fremont Union High School District Administrative Regulation (AR) 4030 states:

Unlawful discrimination or harassment of an individual includes:

1. Slurs, epithets, threats or verbal abuse
2. Derogatory or degrading comments, descriptions, drawings, pictures or gestures
3. Unwelcome jokes, stories, teasing or taunting
4. Any other verbal, written, visual or physical conduct against the individual which:
 - a. Adversely affects his/her employment opportunities, or
 - b. Has the purpose or effect of unreasonably interfering with his/her work performance or creating an intimidating, hostile or offensive work environment

Any employee or job applicant who feels that he/she has been or is being unlawfully discriminated against or harassed should immediately contact his/her supervisor, the compliance officer or the Superintendent in order to obtain procedures for reporting a complaint. Such complaints shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor when the supervisor is the alleged offender.

(cf. **4031** - Complaints Concerning Discrimination in Employment)

(cf. **4119.11/4219.11/4319.11** - Sexual Harassment)

Any supervisor who receives a discrimination/harassment complaint shall immediately notify the Superintendent or designee, who shall ensure that the complaint is appropriately investigated in accordance with district policy and regulations.

Regulation FREMONT UNION HIGH SCHOOL DISTRICT

approved: February 4, 2004 Sunnyvale, California

Grievance Process

The District and the Fremont Education Association (your union) agree that the purpose of a grievance procedure is to process a claim of grievance and to secure, at the administrative level closest to the aggrieved, solutions to problems which may from time to time arise affecting the welfare or working conditions of unit members. This grievance procedure shall not be construed as in any way hindering, discouraging, or denying the settlement of complaints outside the structure of the grievance procedure. If you think you want to file a claim, speak to your FEA representative, who can guide you through the process.



FUHSD New Teacher Induction
Letter of Commitment



A core value of the Fremont Union High School District is a commitment to high quality individualized professional growth for every teacher for the benefit of all students. The two program objectives are to support teachers to: (a) improve teaching practices and student learning based on using the California Standards for the Teaching Profession [CSTP] and Induction Program Standards, and (b) complete requirements towards earning a California Professional Clear Credential.

As with any partnership, each member contributes to the effectiveness of the results of a shared endeavor. Each Participating Teacher plays a key role in the development of a successful partnership.

As a Participating Teacher, I understand and commit to:

- Complete all Program Requirements in order to be recommended for a Professional Credential
 - * Develop a sustaining and thoughtful mentoring relationship characterized by openness, sharing and reflection with my designated Coach
 - * Collaborate with my New Teacher Advisor on a regular basis
 - * Participate in all activities of the Formative Assessment process and use the program tools in a thoughtful manner to support my professional growth
 - * Complete a Professional Credential *Portfolio* in accordance with the requirements outlined in the Program's Completion Process
- Keep myself informed of all program requirements and track my progress toward program completion
- Communicate questions or concerns about the Induction Program to the Program Administrator, including a request for an alternate Advisor in the event of incompatibility
- Participate in the program evaluation process and complete all on-line program evaluation surveys

Confidentiality:

- I have the assurance of appropriate confidentiality concerning my work with my assigned New Teacher Advisor. Formative Assessment materials and documents will be kept between the Participating Teacher and Advisor and not used for evaluation of personnel.

I have read the Participating Teacher responsibilities as described above and agree to follow them to the best of my ability. I understand that all program requirements must be fulfilled within two years in order to receive a recommendation for a California Professional Clear Credential. If, for any reason, I am unable to fully complete program requirements in two years, I understand that I will need to contact my mentor, the program director, and my site administrator, and that it will be my responsibility to pay the costs for any remaining requirements. I further understand that extensions will only be granted under extenuating circumstances (e.g., medical / family illness or emergency).

Participating Teacher's Name _____
(Please Print)

Participating Teacher's Signature _____ Date _____



Induction Portfolio: Assessment of Completion



Name: _____

Advisor: _____

Subject: _____

School: _____

Fall Semester

- Self-Assessment on the CSTP
- PGP #1
- Cycle of Inquiry #1
- Pre-Instruction ASW
- Pre-Observation Lesson Plan
- Observation
- Post-Instruction ASW Reflection
- Mid-Year Professional Growth Reflection

Spring Semester

- PGP #2
- Cycle of Inquiry #2
- Pre-Instruction ASW
- Lesson Plan and Pre-Observation
- Observation
- Post-Instruction ASW Reflection
- Final Professional Growth Reflection

Additional Requirements in the Portfolio (Select *at least 3*)

- | | |
|---|---|
| Special Populations Examination* <input type="checkbox"/> | Case Study Student <input type="checkbox"/> |
| Learning through Observing <input type="checkbox"/> | Collaborating with Support Personnel <input type="checkbox"/> |
| Comparing Two Classes <input type="checkbox"/> | Collaborating with Families <input type="checkbox"/> |

* Required for First Year teachers.

Commendations on Fall Semester

Recommendations for Spring Semester

Final Commendations and Recommendations

Fall Semester Reviewer

Name: _____ Signature: _____ Date: _____

Spring Semester Reviewer

Name: _____ Signature: _____ Date: _____



Self-Assessment on the CSTPs



Name: _____
Subject: _____

Advisor: _____
School: _____

Date: _____

For each Standard below, identify areas of current application and areas of growth.

Areas of Current Application	Standard	Areas of Growth
	Engaging and Supporting All Students in Learning	
	Creating and Maintaining an Effective Environment for All Students	
	Understanding and Organizing Subject Matter for Student Learning	
	Planning Instruction and Designing Learning Experiences for All Students	
	Assessing Student Learning	
	Developing as a Professional Educator	

Looking at your self-assessment above, which indicators do you think you might focus on this year?



Professional Growth Plan

Name: _____

CSTP Goal:

Advisor: _____

Subject: _____

School: _____

Select One: Fall Semester

Spring Semester

Which CSTP indicators have you identified as areas for growth this semester? Why did you choose these?

Use the Continuum of Teaching Practice to describe the growth that you hope to obtain in this plan. Include evidence of your current practice as well as evidence you hope to see at the end.

Select a specific class to conduct your Cycle of Inquiry.

Describe the students in this class overall, as well as which students you might focus on...

Describe the curricular context of the class and the learning (or behavioral) outcomes you hope to meet.

Draft a Timetable for your plan:

<i>Stage of Plan</i>	<i>Date</i>
Pre-Instruction ASW and Plan	
Lesson Plan Draft sent to Advisor	
2 nd Pre-Observation Conference (if needed)	
Lesson Plan Final Draft sent to Advisor	
Target Lesson	
Post-Instruction ASW	



Cycle of Inquiry



Name: _____

CSTP Goal:

Advisor: _____

Subject: _____

School: _____

Focusing Question:

Pre-Instruction ASW and Pre-Observation Planning

Date: _____

What skills, attitudes, or knowledge are you assessing?

Describe the *general* attributes of student performance in each of the categories below.

Emerging	Approaching	Meeting	Exceeding

Group students into categories based on their performance on the assessment.

Emerging	Approaching	Meeting	Exceeding
Percent: _____	Percent: _____	Percent: _____	Percent: _____

Describe the *specific* performance of a few students in relation to the standard

Emerging	Approaching	Meeting	Exceeding

After reviewing your descriptions, what does each student need in order to move to the next level?

Emerging	Approaching	Meeting	Exceeding

What trends and patterns do you see? How will you use this assessment information to guide your planning?

Based on what you learned about your student needs, set an objective for an upcoming lesson:



Cycle of Inquiry



Name: _____

CSTP Goal: _____

Advisor: _____

Subject: _____

School: _____

Focusing Question:

What instructional strategies might you try to help the students meet the objective?

How will you measure student progress toward the objective? (This will be your post-instruction assessment.)

Draft a focusing question for your Cycle of Inquiry:

How can I improve my _____ (target student group) _____ students' ability to _____ (learning objective) _____ through use of _____ (instructional strategy) _____ as measured by _____ (post-instruction assessment) _____?

What observational data might be helpful in your inquiry? What other support might you need?

Adapted from New Teacher Center FAS Tools ©



Cycle of Inquiry



Name: _____

CSTP Goal:

Advisor: _____

Subject: _____

School: _____

Focusing Question:

“Double Plan” Lesson Planning Template

Date: _____

Teacher:	Subject:	Grade/Class:
Date/Period:	Unit/Topic/Title:	# on roll: B G
Learning Objective(s):		

Section/Timing	Student Activity	Assessment of Learning (Demonstration/Performance)	Teacher Activity/Resource(s)
Starter/ Warm-up			
Learning Segments			
Review/ Consolidation			
Homework			



Cycle of Inquiry



Name: _____

CSTP Goal:

Advisor: _____

Subject: _____

School: _____

Focusing Question: _____

Focus On Learning Lesson Planning Template

Date: _____

WHAT will students learn?	Students will be able to:	4 M's of objectives: <input type="checkbox"/> measureable <input type="checkbox"/> manageable <input type="checkbox"/> made first <input type="checkbox"/> most important
How will students PROCESS the learning?*	<i>*Important to have process activities about every 10-15 mins.</i>	Examples: <input type="checkbox"/> TPS <input type="checkbox"/> GO <input type="checkbox"/> writing prompt <input type="checkbox"/> cooperative activity <input type="checkbox"/> problem-solving
How will the teacher CHECK students' UNDERSTANDING ?		Examples: <input type="checkbox"/> cold call <input type="checkbox"/> whiteboards <input type="checkbox"/> chorale response <input type="checkbox"/> PR device <input type="checkbox"/> writing prompt <input type="checkbox"/> hand signals <input type="checkbox"/> quick quiz <input type="checkbox"/> summarizer <input type="checkbox"/> exit slip
Lesson Activities		Approx. Time (mins)
1.		
2.		
3.		
4.		
5.		



Cycle of Inquiry



Name: _____

CSTP Goal:

Advisor: _____

Subject: _____

School: _____

Focusing Question: _____

Questioning Observation Tool

Date: _____

Time	Question	Level	# hands	Wait	Boy	Girl	Call	Answer	Follow/Notes

(Push tab from the bottom right box to add rows as needed...)

Legend:

Question Script question as much as possible, or just note the topic

LEV Level of Question: (see below for details)

- Number of students who raised their hand ;

WAIT Number of seconds of wait time

BOY Boy volunteers an answer

GIRL Girl volunteers an answer

CALL Teachers call on a non-volunteer (B = Boy, G = Girl)

ANSWER Script answer as much as possible, or note form

FOLLOW Does the teacher ask a follow up?

NOTES Any interpretive notes from observer.

LEVELS OF QUESTION

Level One	Level Two	Level Three
<u>Description</u> Define, Describe, Identify, Observe, List, Name, Recite	<u>Analysis</u> Analyze, Compare, Contrast Infer, Sequence, Synthesize	<u>Application</u> Apply, Evaluate, Imagine, Predict, Judge, Speculate



Cycle of Inquiry



Name: _____

CSTP Goal:

Advisor: _____

Subject: _____

School: _____

Focusing Question:

Effective Effort – Praise and Feedback

Date: _____

Lesson Topic:

Objective/
Learning Goal

Written on Board

Explained at beginning

Referenced during class

Event	Strategy	Tally	Comments
Call on students	Wait time		
	New participants		
Respond to correct answer	Follow-up question to go deeper or extend		
	Specific feedback		
	Praise effort or risk-taking		
"Sticking with a student" after an incorrect answer	Ask a different (easier) question		
	Give cue (hint)		
	Ask to elaborate		
	Praise effort or risk-taking		
Giving help to individuals or small groups	Respond to question with a question		
	Suggest a resource		
	Give cue (hint)		
	Ask another student in the group to answer		
General praise or feedback	Specific		
	General		



Cycle of Inquiry



Name: _____

CSTP Goal:

Advisor: _____

Subject: _____

School: _____

Focusing Question:

Post-Instruction - ASW

Date: _____

What skills, attitudes, or knowledge are you assessing?

Describe the attributes of student performance in each of the categories below.

Emerging	Approaching	Meeting	Exceeding

Group students into categories based on their performance on the assessment.

Emerging	Approaching	Meeting	Exceeding
Percent: _____	Percent: _____	Percent: _____	Percent: _____

Consider the focus students you chose in the pre-instruction assessment.

Describe their performance on this assessment in relation to the pre-instruction assessment and the standard.

What was the apparent impact of your instructional strategies on the focus students?

What did you learn about your focusing question through this inquiry? What are your next steps?

Adapted from New Teacher Center and Palo Alto Consortium FAS Tools



Cycle of Inquiry



Name: _____

CSTP Goal:

Advisor: _____

Subject: _____

School: _____

Focusing Question:

Select One: Mid-Year Reflection Final Reflection

Professional Growth Reflection

Date:

What did you learn about your Focusing Question during this inquiry?

Use the Continuum of Teaching Practice to reflect on any growth you might have achieved.

What did you learn about the inquiry process?

What might you do differently next time to improve the process?

What are your next steps?

Activities to Support Formative Assessment



Special Populations Examination



Name: _____

Advisor: _____

Subject: _____

School: _____

Basic Student Information:

First Name: _____ Gender: _____

Grade: _____ Age: _____

Race/Ethnicity: _____ GPA: _____

EL Status: _____ Special Ed? _____

Goals of Examination: Why are you selecting this student? What do you hope to learn in this examination?

PART 1: Learning more about your student:

	What do you know?	What would be helpful to know to better meet the student's needs?
Family and Home Life		

<p><i>Potential questions:</i></p> <ul style="list-style-type: none"> • Who does the student live with? • What do parent/guardians do for work? • How old are siblings? • What does he or she do outside of school? 		
<p>Peer Relationships</p> <p><i>Potential questions:</i></p> <ul style="list-style-type: none"> • Does s/he get along with others? • How do others view him/her? • Who are his/her friends? 		
<p>Academic Mindset</p> <p><i>Potential questions:</i></p> <ul style="list-style-type: none"> • How or when does s/he exhibit a growth or fixed mindset? • How does s/he seek help? • In what contexts does s/he demonstrate motivation to learn? 		
<p>Academic Skills and Behavior</p> <p><i>Potential questions:</i></p> <ul style="list-style-type: none"> • How does student act in class? • What tasks does s/he perform the best? Struggle with? • What instructional strategies support this student's growth? 		

PART 2: Using Student Information Systems:

Insert relevant screenshots from Infinite Campus and/or Cruncher:

[Insert Screenshots here]

What did you learn from this data? How might this information impact your teaching strategies for this student?

(Special Education Only) Review the student's IEP. What did you learn about the student in this review? What accommodations are you legally required to make in order to support the learning of this student?

PART 3: Collaborating with Support Personnel to learn more...

Schedule a meeting with the Case Manager (Special Ed) or Site Coordinator (EL) to learn more about your student and how to best serve him or her. What did you learn about your student in this meeting?

PART 4: Applying

Based on what you have learned, what strategies might support the student's learning and growth?

PART 5: Reflecting

How did this process help you learn about your student? How can you apply what you learned to other students?



Comparing Two Classes

Name: _____
Subject: _____

Advisor: _____
School: _____

In this activity, you will analyze the similarities and differences between two classes and plan differentiation strategies to meet the needs of all learners.

	Class 1	Class 2	Notes and Important Details
Period, Block, or Time of Day			
Total Number of Students			
Male/Female Ratio			
Average Grade in Class (in %)			
Number of Students with Ds/Fs			
Number of Students with A/A+			
Number of Students with IEP/504			
Number of English Learners			
Students with Behavioral Challenges			
Other Students of Concern			

What are the most significant differences between the two classes?

Describe students whose needs aren't being met and might need alternative plans for support:

Based on what you know about each class, how might you differentiate your strategies for each period?



Case Study Student



Name: _____
Subject: _____

Advisor: _____
School: _____

Basic Student Information:

First Name: _____ Gender: _____ Grade: _____ Age: _____
Race/Ethnicity: _____ GPA: _____ EL Status: _____ Special Ed? _____

Goals of Case Study: Why are you selecting this student? What do you hope to learn in this case study?

Learning more about your student:

	<i>What do you know?</i>	<i>What would be helpful to know to better meet the student's needs?</i>
Family and Home Life <i>Potential questions:</i> <ul style="list-style-type: none"> Who does the student live with? What do parent/guardians do for work? How old are siblings? What does he or she do outside of school? 		
Peer Relationships <i>Potential questions:</i> <ul style="list-style-type: none"> Does s/he get along with others? How do others view him/her? Who are his/her friends? 		
Academic Mindset <i>Potential questions:</i> <ul style="list-style-type: none"> How or when does s/he exhibit a growth or fixed mindset? How does s/he seek help? In what contexts does s/he demonstrate motivation to learn? 		
Academic Skills and Behavior <i>Potential questions:</i> <ul style="list-style-type: none"> How does student act in class? What tasks does s/he perform the best? Struggle with? What instructional strategies support this student's growth? 		

Connect to Cycle of Inquiry: How did this student perform on the pre-instruction assessment? What strategies might support the student's learning and growth in the tasks you are assigning?

Reflection from Cycle of Inquiry: How did this student respond to your selected instructional strategies? What did you learn about your student during the Cycle of Inquiry?

Application to Broader Context: How can you apply what you learned about your Case Study student to a broader student population? How did this study change your approach to teaching students like him or her?



Learning through Observing



Name: _____
Subject: _____

Advisor: _____
School: _____

STEP 1: PLANNING:

General Information and Context:

Are you shadowing a student or observing teachers? Describe the classes you plan to observe...

Learning Goals and Focus of Observation:

What do you hope to learn through this observation? How will you be focusing your attention?

STEP 2: Observing and Note-taking:

In the space below, insert relevant observation notes or a summary of observation:

STEP 3: Reflecting:

SUMMARIZING: What did you learn during this observation?

APPLYING: How will you apply what you learned to your own teaching? What specific changes will you make?



Collaborating with Resource Personnel



Name: _____
Subject: _____

Resource's Name and Title: _____

Mentor: _____
School: _____

STUDENT INFORMATION:

What do we know about this student? What are the student's academic, social and/or emotional strengths?

What are the challenges, issues and/or concerns facing this student?

SUPPORT AND STRATEGIES:

How might we work together to support this student? How will we know if the support is effective?

PLAN NEXT STEPS:

What are some next steps? What is the timeline and follow-up?

Adapted from New Teacher Center FAS Tools ©



Collaborating with Families



Name: _____
Subject: _____

Student's Name and Contact Info:

Mentor: _____
School: _____

PREPARE FOR THE INTERACTION:

How will you greet the family? What are one or two positive, opening comments you can make that will begin to build a relationship and form a partnership? How will you explain the purpose of your interaction?

EMPHASIZE THE POSITIVE:

What are the student's strengths? What student work, performance data, or behavioral observations might you show or communicate to the family to demonstrate these strengths?

SPECIFY AREAS FOR GROWTH:

What are the one or two specific areas in which you would like to see the student improve? What student work, performance data, or behavioral observations might you show or communicate to the family to demonstrate these needs and your expectations?

PLAN NEXT STEPS:

What specific learning or behavioral goals can be set for this student? What can the family do at home to support student growth? What can the student do? What will you do?

Adapted from New Teacher Center FAS Tools ©

SAMPLE INDUCTION PORTFOLIO

NOTE: This Portfolio is significantly different from the ones that we will implement in our new program. It was implemented in 2011 when we were still a part of the SVNTP Consortium, but were also developing our own tools. So, this is a sample of the level of rigor of a Cycle of Inquiry, but not a complete portfolio as we envision it next year. It should provide an example of the quality of data analysis and reflection that we are seeking, and the application of the CSTP, but some of the processes and tools are significantly different...



Self-Assessment Summary

Name: XXXXXX

Mentor: Josh Maisel

Subject: Math

School: Lynbrook

Strengths	Standard	Areas for Growth
In first semester, I worked a lot on differentiation. I did a lot of different groupings based on student needs, and my retake system and use of tutorial allowed me to meet needs.	Engaging and Supporting All Students in Learning	I want to try to meet learning needs by delivering lessons that give choice in learning mode. Maybe I can do this when I review for the final.
Students feel comfortable talking to me, and I have seen improvement from last year in their interactions with each other	Creating and Maintaining an Effective Environment for All Students	Want to improve in getting students to take intellectual risks and ask for help.
I communicate regularly with Special Ed support staff, and use them as resources to better serve Special Ed Students.	Understanding and Organizing Subject Matter for All Students	I need to grow in terms of supporting EL students, but my main concern is with Special Ed students and others that are struggling... so I will continue to focus on that this spring.
See Standard 1 above – I have planned a lot of lessons that address student learning needs and give them a variety of ways to learn the material	Planning Instruction and Designing Learning Experiences for All Students	I want to continue to develop a broader repertoire of differentiation strategies. I want to use what I learned at the training in November...
I have been working on differentiation all fall, and I think that I can use formal assessments (tests and quizzes) to figure out misconceptions.	Assessing Student Learning	I want to learn how to use activators and summarizers as formative assessment tools, both to change instruction during the lesson (activators) and to plan for tomorrow (summarizers)
Michele and I have worked really closely to support each other in the Math Analysis class	Developing as a Professional	I am participating in the Skillful Teacher course to collaborate with others in the district so I look forward to meeting new people and learning from them.



Cycle of Inquiry



Name: xxxxxxxxxxxx

CSTP Goal: 4.4 – Planning Instruction and incorporating strategies that meet the needs of all students.

Mentor: Josh Maisel

Subject: Math

School: _____

Focusing Question: Which summarizing activities match best with my goals of formative assessment, meta-cognition, and retention?

PROFESSIONAL GROWTH PLAN (PGP)

Selecting Data and Making a Plan

Date: _____

STEP 1: Pre-assessment Evidence: What type of data will you collect? Date:

Student survey – I will ask a series of questions in a warm-up that will give me a baseline of how well students retain without any summary and what they think about their strengths and weaknesses as learners.	February
---	----------

STEP 2: Lesson Plan: How will you explore your question? Date:

This won't be a single lesson but instead will be a series of different summary activities at the end of almost every class	Feb/March
---	-----------

STEP 3: Evidence: What data do you hope to collect during the lessons? Dates:

Student Survey/Reflection	Teacher Observation Log	Mentor Observation	Dates:
Pre-post assessment will ask them to recall what they learned. Might ask them some questions about specific prompts.	Most of the data will be analysis of the student work as we try to determine which prompts best serve the stated goals.	Josh might observe specific students when I do one of the warmup or summarizers...	

STEP 4: Post-assessment Evidence: How will you measure growth? Date:

We will look at the students that are struggling the most and see if the strategies that we used had any affect on their unit assessment scores.	Early April
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Cycle of Inquiry



Name: xxxxxxxxxxxx

CSTP Goal: 4.4 – Planning Instruction and incorporating strategies that meet the needs of all students.

Mentor: Josh Maisel

Subject: Math

School: _____

Focusing Question: Which summarizing activities match best with my goals of formative assessment, meta-cognition, and retention?

What I Remember Survey

Name: _____ Per: ____

Graph the function $y = \log_3 x$. You can make a t-table if you need to. Then write the domain and range for the function and the equation of the asymptote.



Domain: _____

Range: _____

Equation of asymptote: _____

Rate the following statements on a scale of 1-5 (1 = not true at all and 5 = completely true)

	Not true			Completely true	
	1	2	3	4	5
I remember what we learned in class yesterday.					
I could teach what we learned in class yesterday to someone.					
I am aware of how often I talk with my friends in class.					
I am aware of what helps me learn math best.					
When I don't understand a problem, I go through certain steps to figure out the correct answer.					

Pre-Assessment Analysis of Student Work Date: Feb 9

What skills, attitudes, or knowledge are you pre-assessing? Describe your expectations for students.

I want to measure how much they remembered the skill from the day before (without any summarizing) and I wanted to know how much they could accurately self-assess their own knowledge. So the four categories are for content (yes/no) and for ability to self-assess (yes/no)

PERIOD 4 -Group students **Self-Assess** → "I remember what we learned"

Content No, Self - No	Content No, Self- Yes		Content Yes, Self - No	Content – Yes, Self - Yes	
Ayumi Linen	Ashley Steven Areej Ryan Sarah Andrew Andrew B.	Nika Grant Christine Gavi Ian M. Marshall AJ Kyle	Jasper Matteo	Zareen Ian W. Kimberly Brandon Jason Chris Andrea	Neeti Jessica Zoe Helen Emily Karthik Michiko
Percent: 6%	Percent: 45%		Percent: 6%	Percent: 43%	



Cycle of Inquiry



Name: xxxxxxxxxxxx

CSTP Goal: 4.4 – Planning Instruction and incorporating strategies that meet the needs of all students.

Mentor: Josh Maisel

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School: _____

Focusing Question: Which summarizing activities match best with my goals of formative assessment, meta-cognition, and retention?

PERIOD 5 - Group students into Self-Assess → “I could teach what we learned.”

Content No, Self - No	Content No, Self- Yes	Content Yes, Self - No	Content – Yes, Self - Yes
Charlotte (2) Shannon (2) Boris (2) Caroline (1) Lindsay (2)	Apoorva (4) Amy (3) Fareeha (3) Katie (4) Julian (3)	James (2) Kombeze (2)	Christine (3) Rex (4) YoungSub(3)St Adam (3) ephanie(3)Man Erica (4) eesha (3) Treena (4) Tiffany (3) Crystal (4) Victoria (5) Rohan (3) Denis (3) Nathan (4) Raz (4) Wenho(4)
Percent: 18%	Percent: 18%	Percent: 7%	Percent: 57%

What does the pre-assessment data tell you about your students?

PERIOD 4 -First thing is that at least half of the students did not accurately self-assess their own ability and knowledge. With a huge majority thinking they knew it and didn't (and a few students thinking they didn't know it when they did.) When we looked deeper, we realized that many kids who said the “remembered what we learned” also didn't feel confident in teaching (10 of the 15 rated 3 or lower on “teaching”).

The other big finding is that half of the students didn't get the question correctly even though they had practiced it many times the day before and their homework! This makes me think that it would have been interesting to have given an exit slip to see if they actually *could* do it and then forgot. This would have been clear evidence that it is a retention issue.

PERIOD 5 – The second question (could you teach) gave many fewer who thought they knew it and didn't.

Overall – half of my students did remember the material when I didn't do a summary. I am now wondering whether the other half *would have* remembered if I had done a good summarizing activity.

What are you going to do with this information? How will it inform your instruction?

I am going to try to use a few summarizing strategies to see if students who didn't do well on this pre-assessment do better at retaining the information.

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Pre-Observation Planning Meeting

Brainstorming Summarizers:

- One question quiz
- Find the error
- Describe the steps in the solution
- “Reverse” – if they have been graphing all day → give the graph and they write equation.
- Vocabulary words or pictures
- Explain it like you would to a 5-year old

Matching Issues:

- Some math analysis problems are long – so those I would want to do descriptions.



Cycle of Inquiry

Name: xxxxxxxxxxxx

CSTP Goal: 4.4 – Planning Instruction and incorporating strategies that meet the needs of all students.

Mentor: Josh Maisel

Subject: Math

School: _____

Focusing Question: Which summarizing activities match best with my goals of formative assessment, meta-cognition, and retention?

Analysis of Student Work

Date: Feb 18

What skills, attitudes, or knowledge are you assessing? Describe your expectations for students.

I want to measure how much they can accurately self-assess during the summarizer. So we will look to see if they get it right (content) and if they had confidence (self-assess) So there are four categories: content (yes/no) and confidence: (yes/no)

PERIOD 4 -Group students **Self-Assess** → 4 = teach; 3 = do it alone; 2 = do with help; 1 = can't do it

Content No, Self - No	Content No, Self- Yes	Content Yes, Self - No	Content – Yes, Self - Yes	
Niko (1) Andrew K. (2) Andrew B. (1) Kyle (no rank) Ashley (no work)	Steven (3) AJ (3) Marshall (3) Neeti (3)	Michiko (2) Brandon (2) Gauviela (2) Linen (2)	Ayumi (4) Zareen (3.5) Sarah (4) Andrea (3) Kimberley (3) Grant (4) Zoe (3)	Jessica (3) Karthik (4) Chris (4) Ian (3) Areej (3) Helen (4) Emily (3)
Percent: 18%	Percent: 15%	Percent: 15%	Percent: 52%	

What are the commonalities among the different groups that didn't self-assess well?

YES/NO - Gauvi and Brandon both have IEPs and are very loud and outspoken, but they also tend to not get things right. In fact, I am not sure that they really got the problem entirely correct.

Linen and Michiko are quieter. I think that both of them were just being modest.

NO/YES - AJ and Neeti do really well in the class, so my guess is that they just had a false sense of confidence. For Steven, he struggles in the class, so I have no idea why he gave himself a 3. Marshall has always lied on the pre-assessment – in the fall he gave himself all high scores and got an F on the test. His case manager told me that he never asks for help, so I guess he gave himself a high score to try to avoid help.

Collaborative Assessment Log

Date: Feb 19

What's Working

Challenges/Concerns/Questions

- I like the way that the warmup/summarizer has changed the class dynamic.
 - For the warmup, it has made them talk more about the HW.
 - For the summarizer, it uses the classtime better so students are packing up. It just feels nice.
- These ended up being *really* good as formative assessment.
- I am learning about how and when to *match* the different types of summarizers. For instance, the "sort by method" is only good if we are going to stay on a topic for a few days.

- "Sort by method" summarizer – kids knew *what* method to use, but didn't know *how* to use it.
- "ID the error" method – many students believed that there wasn't anything wrong!
- I think I need to focus more on my Special Ed students from here on out – Matteo, Marshall, and Andrew K.
- I am sorry that I didn't collect them sooner so that I could have used them as a formative assessment!
- I am still struggling with managing papers and don't want to have more organizing duties.
- I don't understand *why* students who don't get it think they do.



Cycle of Inquiry



Name: xxxxxxxxxxxx

CSTP Goal: 4.4 – Planning Instruction and incorporating strategies that meet the needs of all students.

Mentor: Josh Maisel

Subject: Math

School: _____

Focusing Question: Which summarizing activities match best with my goals of formative assessment, meta-cognition, and retention?

Next Steps:

Support Needed:

- I want to continue to develop a repertoire of summarizing activities.
- I want to start experimenting with how to collect the summarizers to use as FA.
- I would like to do some sort of organization system so that I don't have to pass papers back and forth.

- Find folders and hanging folders and a box?

Adapted from New Teacher Center FAS Tools ©

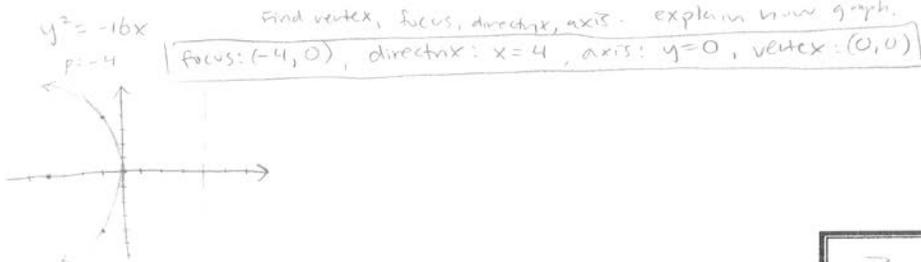
Name: Crystal X Per: 5

End of Class Activity

Each day at the end of class you will be given an activity or question to complete before you leave. Fill out the date and the topic of the day, and then answer the question. After you have answered the question, rank on a scale of 1-4 how well you understood what we learned today. The rank is as follows:

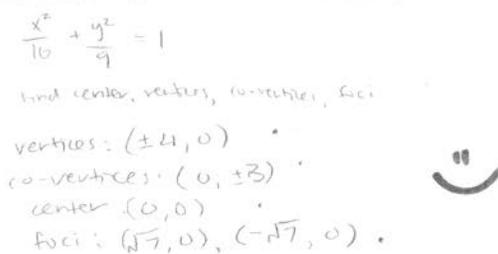
- 4 = I could teach what we learned to someone.
- 3 = I could do a problem myself (with or without notes).
- 2 = I could do a problem with help.
- 1 = I have no idea how to do what we learned today.

Date: 3/7/11 Topic we learned today: Warm-up Parabolas



Rank what we learned: 3

Date: 3/7/11 Topic we learned today: Ellipse



Rank what we learned: 3



Cycle of Inquiry



Name: _____

CSTP Goal: 4.4 – Planning Instruction and incorporating strategies that meet the needs of all students.

Mentor: Josh Maisel

Subject: Math

School: _____

Focusing Question: Which summarizing activities match best with my goals of formative assessment, meta-cognition, and retention?

Collaborative Assessment Log

Date: **March 8**

What's Working

Challenges/Concerns/Questions

- Exit Tickets have been really helpful as Formative Assessment.
 - Yesterday I learned that they weren't confused so I didn't have to review like I thought I would.
- I tried a new method of giving a problem as exit ticket and then the next morning asked them to correct the work and then explain it.
- The students have already picked up the rhythm and have gotten used to the new norms.
- In general, the beginning of class is more focused with more students on task

- On a warm-up, they did it independently, but then I went over as a class, so I couldn't use it as an FA, so I see a tension between using them as a teaching tool and getting good data.
- Students are still not good at explaining things, so I need to make it more clear about how to write a good explanation and give them more practice.
- I had a lot of time this week with CAHSEE, so I am still wondering how well I can keep this up in a normal week.
- I haven't done this with Math Analysis yet, so I need to think about if and how I want to do it.

Next Steps:

Support Needed:

- Continue to try new ways to use exit tickets and warmups for retention and formative assessment.
- Work on finding ways to assess more quickly and make this more sustainable.
- In the next chapter of MA, I might start to use exit tickets for retention and then try to spot check a few to get an idea of if they get it.

-

Adapted from New Teacher Center FAS Tools ©

Pre-Observation Conference

Date: **March 23**

What's Working

Challenges/Concerns/Questions

- 5th period, everything is going really well. They seem to "get" conics and complete the square and are prepared for the test tomorrow.

- 4th period, starting last Thursday I noticed that a lot of students weren't getting the fundamentals of conics. They didn't even know what questions to ask themselves to start to solve the problems.
- I am wondering if I need to give them another day before the test. I feel a crunch because STAR tests are coming up and I need to get to probability ASAP.
- I think I am just going to make a few adaptations to the review lesson today to see if I can catch them up.

Next Steps:

Support Needed:

- I am going to make adjustments to the review day. I am going to use a one-page organizer to help students self-assess their ability to apply the definitions and use them to solve problems. I am also going to use a warmup and exit ticket to help them study.

- I want you to focus on Jasper to see how he interacts with the material and engages in the lesson. If he is 'getting it' then I think the rest of the class will do okay.

Adapted from New Teacher Center FAS Tools ©



Cycle of Inquiry



Name: xxxxxxxxxxxx

CSTP Goal: 4.4 – Planning Instruction and incorporating strategies that meet the needs of all students.

Mentor: Josh Maisel

Subject: Math

School: _____

Focusing Question: Which summarizing activities match best with my goals of formative assessment, meta-cognition, and retention?

Scripting

Date: March 23

TIME	Teacher	Students
11:15	Stamping spot-checking HW...	Quietly completing the warmup activity and correcting homework.
11:18	You guys are so quiet. I don't know if that means you got it or your lost. Please check your answers with the people at your table. Don't just sit there if you need help...	
11:21	So you aren't sure where to look? What do you think? What makes you say that? Just a guess?? There is a slight difference between an ellipse and a circle... Look at this pink page. These two are circles, these are ellipses. Can you tell the difference? Do you know why that is true...	(Girl gives the answer) Coefficients are different (Jasper is silent, but listening and writing)
11:25	It looks like half of you got the right answer and the other half didn't. I want to go over completing the square, but before we do, I want to review how to tell what type of conic it is. How many think it is a circle? Hyperbola? Parabola? Ellipse? Oh, okay, you all seem to know that. How do you know? Chloe... Yes – (explains further)	Chloe – it is X^2 and Y^2 and the coefficients are different.
	Okay, if you got this, just watch. If you didn't get it, please write it down so that you can study it later. [Goes over problem and adds notes like "Take out coefficient in front of square" Asks questions about what numbers go where. Good, now remember you have to add the same thing to both sides... Remember, we want it to look like this. Completing the square means that you make it look like this... Does anyone remember the quick way to factor these? Just two of you? 3,4,5,6,7,8,9... Okay tell your group... Please stop talking... I can see that one person from each group shared.	About $\frac{1}{4}$ of students put fingers up to signal their answer. Kyle gets the answer orally. {Could you check again by asking students who just heard the explanation tell you?}



Cycle of Inquiry



Name: xxxxxxxxxxxx

CSTP Goal: 4.4 – Planning Instruction and incorporating strategies that meet the needs of all students.

Mentor: Josh Maisel

Subject: Math

School: _____

Focusing Question: Which summarizing activities match best with my goals of formative assessment, meta-cognition, and retention?

11:30	We are going to practice this more today, but before getting into that. I want you to see which conic it is and Why. Why, Why, Why? Silence? Have you already done it? It is okay to look at your notes or use the pink sheet...	We are thinking about it. You are so silent – Steven, do you have any answers for this?
11:33		Jasper’s group is silent. Now they are talking about different classes and teachers. Jasper is silent and starting at his paper. [It looks like most groups are talking about things other than conics at this point... the group in front of me is totally silent. The group in the middle are talking about Chem Honors. The boy in the back right is talking about getting a job.]
11:33	A few of you could say that I know that is an ellipse, but you don’t know why. It isn’t good enough to just know the answer Yes... You need to know why – this is the most important part of the test tomorrow.	Kyle – couldn’t the last one be an ellipse because of the negative sign...
11:35	How many think it is a Hyperbola? Parabola? Ellipse? Circle? Okay, so you all knew this – (maybe). What gives it away that it’s the ellipse? Chris... Well, they were all conics, but those had everything at (0,0). You will need to graph tomorrow as well.	Gaby – that’s because the Circle is the easiest. (Gives the correct answer) For the test tomorrow, are you going to mainly have conics or the stuff for the quiz too?
11:38	Okay we are going to do graphing and standard form. Let’s take a break from standard form and come back to it later to see what you remember.	
11:40	Which one is this? When you start a problem you should always ask yourself “which one is this? Because that is what will tell you what to do next. Okay can you show me what a Hyperbola looks like? Okay, so it can look like this or this. You can tell because if it is x-y or y-x. You just need to memorize which is which. Why -2 and not 2? (Continues to guide the solution to the problem...) Why do I know to go left/right and not up/down? Yes, because it is inside the parabola...	Girl – HYPERBOLA! (About half the students made the handsign...) Because it is in parenthesis (muffled)...Because it is inside the parabola



Cycle of Inquiry



Name: _____

CSTP Goal: 4.4 – Planning Instruction and incorporating strategies that meet the needs of all students.

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Focusing Question: Which summarizing activities match best with my goals of formative assessment, meta-cognition, and retention?

11:47	<p>Where do I find those in the graph (wait...) yeah zoe. Yeah, it's just the same as with... For the foci, we started with the center and how did we get this point... (2 secs wait) There are two places that I could add root 45, either to the x or y. Tell your group which one is right and why?</p> <p>Calls on same girl in the back... Yeah (explains how x,y go up or down...) Yes... great question... Yes, you can use $y=mx+b$... How do we find m? This isn't different than last night... I heard someone whisper it. Was that you, Randy? Yep. Did anyone have a different way? What do you mean by that?</p>	<p>It's where the hyperbola line thing starts.</p> <p>We count from the center...</p> <p>Boy in front of me said, "Which one?" but nobody at the table answered.</p> <p>Kyle asks a question... Boy – so we can't use $y=mx +b$?</p> <p>Yes... (gave answer) You can count. (Explains as teacher writes)</p>
11:53	<p>Okay, I want to try #6. It is very similar to this. Go through the same thought process. Yes it is, and that is the first question you want to ask yourself.</p>	<p>Is #6 a hyperbola as well?</p>
11:55		<p>Only about 12 students were pen to paper working when I checked. Some were chatting with others... others were just staring at the paper.</p>
12:03	<p>Okay, now I want you to work on these problems on the board... we are doing the completing the square again.</p>	
12:04	<p>Nice start... I see what you did. What do you think now? Okay, get out your yellow sheet or your jumpstart. Let's see what we have... Okay, look here. What do you do? Great! Why did you say that? Okay now look over here. What do these have in common? You see this four magically appear? Do you know where it came from?</p> <p>Ashley Good!</p>	<p>I don't know.</p> <p>Girl to other girl – this is hyperbola right? Another table – this can't be a circle... Okay so I didn't this and that... But what I don't understand is...</p>
	<p>Do you remember? Look at the yellow sheet from the warmup... How did it change from looking like this to looking like this?</p>	<p>Gabriela (?) asking for help...</p> <p>{Girl closest to teacher desk (by side wall) has a sketchpad under her work that she flips to and draws a picture...}</p>



Cycle of Inquiry



Name: _____

CSTP Goal: 4.4 – Planning Instruction and incorporating strategies that meet the needs of all students.

Mentor: Josh Maisel

Subject: Math

School: _____

Focusing Question: Which summarizing activities match best with my goals of formative assessment, meta-cognition, and retention?

	<p>Ian, let me see your work. Okay, I'll give you the HW to start. Guys, Ian is done so if you have any questions, ask him.</p> <p>Okay, let's look at what you did and figure it out... (I missed what went wrong)...</p>	<p>Boy at back center table: How do you do a y^2-2x? (Girls are both silent) – “Now I am really confused...”</p> <p>Most students who raise hand are asking “Is this right?” and most times they are right.</p> <p>Kids at back center table all have different answers.</p>
		<p>Ian – Steven? You don't seem to be very happy... (no response)</p>
	<p>Which was the part you looked at to know if it was a parabola? What else did you look at? So that is true for all of them. You look at.... But you don't need to look at anything else... So with $2x^2$ and $2y^2$ which one is it?</p> <p>So, Ian, you sat here for 20 minutes without knowing which was which? How else could you figure it out rather than asking me?</p>	<p>Steven – I think I got this one.. but this one I am not sure.</p> <p>Yeah... I could look in my notes... if I can find them.</p>
	<p>Okay, can you tell which conic it is? Do you remember what to do to tell which one it is?</p> <p>Okay, so you look at the board... You see the coefficient and look at the.... And then if it (continues explanation)</p> <p>Okay, so which one is it? Yep!</p>	<p>No.</p> <p>No.</p>
<p>12:35</p>	<p>Okay, so I just passed out this thing that says “I love conics” this is not HW and you don't have to do it. It will just help you organize your notes in one place. But right now I want you to look at it to see what you know and what you don't. See the words in the last column? Go through right now and think about what you know and what you don't know.</p> <p>Ian – put the cards away... do you remember what directions I just said.</p>	<p>You said it wasn't homework but it might help us. (other kids talking... to each other)</p>



Cycle of Inquiry



Name: xxxxxxxxxxxx

CSTP Goal: 4.4 – Planning Instruction and incorporating strategies that meet the needs of all students.

Mentor: Josh Maisel

Subject: Math

School: _____

Focusing Question: Which summarizing activities match best with my goals of formative assessment, meta-cognition, and retention?

	<p>Okay, can you stop talking, and wake up. Okay, many of you didn't follow the directions and just starting chatting. So I want you to take a moment and do this silently. Make notes about what you know and don't know. A Check if you know it and an ? if you don't.</p> <p>Talking to Kyle and answering his questions. The Teacher Aide is talking to a student.</p> <p>You guys are doing fine... You had 3 days of review already? Then it wouldn't be a test.</p>	<p>Most kids are silent for about 10 seconds. Then students start whispering to each other. After 20 seconds at least one student at each table is talking...</p> <p>After 30 more seconds the room got almost silent... "How hard are 7-10?" "They aren't hard, they just take a long time." The test should be Friday... Can we use this yellow sheet on the test?</p>
		<p>5 students are writing on goldenrod sheet 13 students are writing on binder paper (HW?)</p>
	<p>The last thing I want you to do is to take out the exit ticket and write down what you are going to study...</p>	<p>Most students are packing up... quick glance looks like about 5 students are doing the exit ticket...</p>

Collaborative Assessment Log

Date: March 23

What's Working

Challenges/Concerns/Questions

<ul style="list-style-type: none"> The Homework looked pretty good, but when I did the warm-up, it was clear that they didn't know and they were just sitting there. So I am glad that I did the warm-up because I might have thought they were all set. My favorite part of the lesson was the discussion about which conic it was. When they were doing the problems at the end, everyone but Matteo got it. Kyle has been great lately, and was really involved in class today and in general! 	<ul style="list-style-type: none"> I am not sure why they couldn't do the warmup. Did they just forget it? Even after I went over it, when I went to share, there were only a handful of kids that clearly understood it. Matteo and others just have trouble starting. He doesn't know what to ask himself? I think a priority is to make changes that help students like Matteo and Jasper.
--	--

Next Steps:

Support Needed:

<ul style="list-style-type: none"> Well I should start with "Wait Time." Strategies that help the struggling students get more out of class... More structure for groupwork with more accountability in all tasks. 	<ul style="list-style-type: none"> Observe again!
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Adapted from New Teacher Center FAS Tools ©



Cycle of Inquiry



Name: xxxxxxxxxxxx

CSTP Goal: 4.4 – Planning Instruction and incorporating strategies that meet the needs of all students.

Mentor: Josh Maisel

Subject: Math

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Focusing Question: Which summarizing activities match best with my goals of formative assessment, meta-cognition, and retention?

Analysis of Case Study Student Work

Date: _____

What skills, attitudes, or knowledge are you assessing? Describe your expectations for this student.

We are looking at two skills – completing the square and graphing.
Meeting Standard – Get the problem correct (except maybe missing a minus sign)
Approaching – Know how to complete the square and factor, but missing a key step in the process
Emerging – more than one missed step or don't even know what it is asking.

Place each case study student into the appropriate column

Emerging	Approaching	Meeting	Exceeding
Matteo Gavi	Jasper Brandon	Linen Michiko	

Describe the students' work in as much detail as you can.

Emerging	Approaching	Meeting	Exceeding
Matteo – He didn't complete the square in any intelligible way. He knew that it should be "squared" in the end. He did identify which conic it was Gavi – Knew to factor, but didn't add to either side to complete square.	Jasper – Completed the square perfectly on 2/4 problems, but didn't "add to both sides" for the final two Brandon – Knew to add the number to both sides, but not always the correct number, and didn't know what the answer should look like.	Linen – Got three of them perfect, and the one on parabolas she got completely wrong. Michiko – Just made one little mistake on one problem	

After reviewing your descriptions, what does each student need in order to move to the next level?

Emerging	Approaching	Meeting	Exceeding
Matteo needs one-on-one help. When he works on a summarizer, he generally can't do it alone and will ask for help if allowed. But I still don't think he gets it when someone explains it. Gavi works really hard but doesn't have a strong foundation. She has trouble retaining information. When she practices, she might be doing it wrong. Having her look at errors and pick them out is probably not as good. I think she needs for me to write steps and then she repeats it math language.	Jasper will just sit and not do the summarizer if he doesn't know how. He doesn't ask for help from me or anyone else. I feel like he needs confidence... he is too reserved and sheepish to ask for help. He did better than I thought he would, but he needs to be pushed to ask for help. Brandon just needs to be pushed more from me. He responds well when I push him to think about his work and he makes good decisions when guided more.		

What are you going to do with this information? How will it inform your instruction?

I am going to try to follow through with the steps above for Brandon, Matteo, Gavi, and Jasper. I am going to continue to work on summarizers, but finish this cycle with the final reflections...

Adapted from New Teacher Center FAS Tools ©



Cycle of Inquiry

Name: xxxxxxxxxxxx

CSTP Goal: 4.4 – Planning Instruction and incorporating strategies that meet the needs of all students.

Mentor: Josh Maisel

Subject: Math

School: _____

Focusing Question: Which summarizing activities match best with my goals of formative assessment, meta-cognition, and retention?

REFLECTION

Use the prompts below to reflect on the Cycle of Inquiry and how it helped you meet your goal.

Pre-Assessment and Planning

- (a) In what ways did pre-assessment data inform your planning?
- (b) What other data (if any) might have been helpful in the planning of your lesson?

(a) Our pre-assessment revealed that some students don't know when they know or don't know something. This was unexpected and made me think about how I can't just simply ask "Do you get it?" because they haven't learned how to tell. So we added that as a component of our research. Each time they did the summarizer, they ranked how well they knew it.

(b) The first ranking scale that we used wasn't clear because it marked a 1 and 5 as "not true" and "completely true" but there was no sense of what the middle was (see page 2). So this was unhelpful and we quickly changed to a 4-point scale (to eliminate the middle option) and added clear indicators (e.g. I could teach this.) This made it much more clear to students and helped them be more accurate in their rankings. However, since we used the original scale in our pre-assessment, it was unhelpful in that the data was inaccurate and not focused.

We also realized that, if we were going to try to measure 'retention' we needed really accurate data on whether they had the skill or knew the material in the first place. Sometimes we might have thought they "forgot" when they actually never really knew it. Throughout the process, I still found that I struggled to do this.

Data Collection

- (a) What observational data was the most informative in this cycle? What other data might have been helpful in reflecting?

(a) When I collected data from my students to look at the problems that they were doing, it was great formative assessment information that helped me adjust the lesson. The observational data was not as helpful in terms of seeing the results of the warm-ups and summarizers, but the notes added complexity and helped me to understand some of the challenges facing the struggling students. For instance, the observation notes showed that Jasper wouldn't ask his classmates when I was on the other side of the room. So the Student Work and Observational Data complemented each other and together gave me a clearer picture of what was going on with student learning in the classroom.

(b) I think I got a little unclear on what my focus was because I wanted to do so many things. The 'focus' was actually three different things, so it was too much. If we had actually focused on one thing, I think I would have a better understanding of that one thing. I think the process helped me improve my ability to gather and use formative assessment data. In terms of retention, I am not sure I really saw much of a difference or that I know there is a difference between when we started and now. For the metacognitive, I don't think I really addressed it. They ranked where they were, but they didn't really reflect on why they were there or look at their old work, or do anything that I would consider 'metacognitive'.



Cycle of Inquiry

Name: xxxxxxxxxxxx

CSTP Goal: 4.4 – Planning Instruction and incorporating strategies that meet the needs of all students.

Mentor: Josh Maisel

Subject: Math

School: _____

Focusing Question: Which summarizing activities match best with my goals of formative assessment, meta-cognition, and retention?

REFLECTION

Use the prompts below to reflect on the Cycle of Inquiry and how it helped you meet your goal.

Conclusion

(a)What did you learn through the cycle of inquiry? What is the answer to your focus question? (b)What are your next steps?

Because I was experimenting with so many different strategies, I found that it was continually difficult to gather solid data. I couldn't parse whether their knowledge was because of the summarizer, or they would have known it anyway. In terms of what I have learned, I have grown in the sense that I now have a clear understanding of why summarizers are worthwhile. It is a good way to end class, even if it doesn't clear meet goals of retention, assessment or metacognition. I also learned that you need to have a combination of consistency and variety. So I was consistent with the format and the structure, but I changed the content of the questions. I feel like I still don't clearly know when to match different summarizers to the right context. This is partly because I have not been clear about the purpose of the summarizer. I kept bouncing back and forth and wanted the summarizer to do everything. So I need to work on being clear in the planning and picking a goal before selecting a summarizer to match it. When I wrote the summarizers, I focused mainly on the math concepts instead of reflection. I think the reflection is important, but I pushed it aside. This was mostly because the math was important in the short term, but the reflection was more important in the long-term, so I usually prioritized the short term. However, in retrospect, I think I could have differentiated by class and given 5th more metacognitive tasks because they generally picked up the math concepts more.

PROGRAM FEEDBACK AND EVALUATION TOOLS

Mid-Year Support Survey

Please take a minute to complete this survey so that your mentor can better meet your individual preferences and needs in the Spring Semester.

* Required

What is your name? *

What is your BTSA Status? *

- BTSA Year 1
- BTSA Year 2
- Special Education Teacher (Not in BTSA)
- Intern or Other

Who is your mentor? *

- Chelsea
- Greg
- Kat
- Charity

How much would you like in the Second Semester?

For each of the activities and services your mentor provides, please indicate if you would like more, less, or the same in the second semester.

Classroom Observation and Debrief *

	Less of This	About the Same	More of This
Classroom Observation and Debrief	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analysis of Student Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening to My Problems and Helping Me Solve Them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suggesting Instructional Strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Goal-Setting and Reflection on Growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Less of This	About the Same	More of This
Providing Resources and Other Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenging me to push my practice forward and grow as a professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping "navigate" the school, staff, and culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used Email to Provide Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal "Drop In" Meetings or Observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the space below to clarify any responses above or share any other comments, questions, or suggestions *

Thanks!

Never submit passwords through Google Forms.

New Teacher Induction – Spring Survey 2014 (and results)

Although many of you just completed the state BTSA survey, we ask you to complete this brief survey to give our mentor team direct, timely, and specific feedback to use this summer as we plan changes for next year.

* Required

School *

BTSA Year *

- PT 1
- PT 2

Mentor *

1. Considering your experiences this year, if you were not required to participate in the new teacher induction program over the last year, would you choose to have done so voluntarily? *

- Yes
 - No
- Explain...**

Overall Program Satisfaction

These two questions ask your opinion on the major components of the program.

How important was each component in terms of helping you grow? *

This question asks the IMPORTANCE of the program component in your overall experience...

	Not important	A little important	Important	Very important	N/A
New Teacher Orientation (June/August) - 1st Year Only	<input type="radio"/>				
Skillful Teacher Course - 2nd Year Only	<input type="radio"/>				
Fall Cycle of Inquiry Process	<input type="radio"/>				
Midyear Inquiry Round Table (January/February)	<input type="radio"/>				
Spring Cycle of Inquiry Process	<input type="radio"/>				
Final Inquiry Round Table (April/May)	<input type="radio"/>				

How well did each component of our program serve your needs as a new teacher? *

This question asks the QUALITY OF SERVICE...

	Poorly-served	Adequately-served	Well-served	Very well-served	N/A
New Teacher Orientation (June/August) - 1st Year Only	<input type="radio"/>				
Skillful Teacher Course - 2nd Year Only	<input type="radio"/>				
Fall Cycle of Inquiry Process	<input type="radio"/>				
Midyear Inquiry Round Table	<input type="radio"/>				

	Poorly-served	Adequately-served	Well-served	Very well-served	N/A
(January/February)					
Spring Cycle of Inquiry Process	<input type="radio"/>				
Final Inquiry Round Table (April/May)	<input type="radio"/>				

Do you have any suggestions of how we can improve the program?

OPTIONAL - Answer only if you have new suggestions from previous surveys!

Do you have any advice for the mentor team for next year?

OPTIONAL - Answer only if you have new suggestions!

What advice do you have for next year's new teachers? *

"If I knew then what I know now..."

How often did you meet with your mentor? *

The amount of time you spent with your mentor was... *

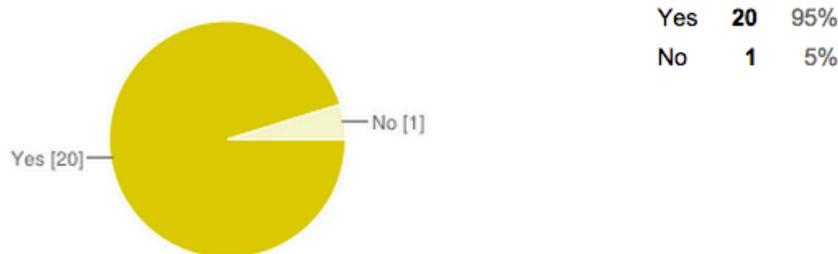
- Too little
- Just right
- Too much

Thank you!

Never submit passwords through Google Forms.

RESULTS FROM 2013-2014 School Year:

1. Considering your experiences this year, if you were not required to participate in the new teacher induction program over the last year, would you choose to have done so voluntarily?



EXPLAIN:

Because it has provided an opportunity to delve deeper into curriculum development and assessing students and provided new strategies and ideas from the mentor teacher.

I loved every aspect of my first year at BTSA. Working with Chelsea really challenged me to reflect on my skills and expose my students to the best learning experience possible. After the growth I witnessed, I can safely say that it was a successful first year.

Knowing what I know now, the program has been valuable in terms of reflecting on my practice without getting caught up in all the administrative details.

The coaching that I received is incredibly valuable. It is difficult to carve out time to develop oneself professionally - especially in the early stages of teaching - when you are trying to survive day-to-day. Fortunately, the development that I received eased the growth during this past year.

As a new teacher, there is no way that I would turn down a resource and practice.

Well, I guess I don't fully know how to differentiate between what was considered the official new teacher induction program and what was just regular new teacher orientation. For example, were our lunch meetings with counselors part of it? What about our orientation binder from CHS? What about other new-teacher specific training at the beginning of the year? Nevertheless, I do think the support was very useful. It never felt too burdensome on my time, and it was always pretty useful stuff and had time open for questions from us.

Any new teacher needs all the help they can get so I think it is very worthwhile despite the extra time it takes.

If I was informed of what support the mentor would provide, I would definitely choose to participate in the program. The support I was given throughout the year was invaluable.

I'm still not exactly clear on what the difference between BTSA and "new teacher induction program" is, so I'm answering yes to this under the assumption that they are separate things. I can't imagine completing all the BTSA work on my own, so having Kat as a new teacher mentor was vital in that regard. Additionally, having

someone "in my corner" when I had issues or questions was super awesome. Now, if I got to choose whether or not to do BTSA itself, my answer would be a little different...

I learned a lot about myself as a teacher, new techniques to use in the classroom, and got a lot of questions answered.

I think all teachers (old and new, but especially new) should have mentor support like the one provided by our district. The BTSA program truly helped me continue to develop as a teacher and felt like a support system that I could lean on rather than a hoop I had to jump through.

When you are a new teacher there are so many pieces of information that you receive that don't always make sense or that you simply don't know what to do with. The new teacher program is a place where these things can be discussed in depth with someone who is helpful and experienced. When lesson planning and evaluating student work, new teachers might notice the obvious but with the support of the mentor subtleties are brought to the forefront as well and can be explored. Having a second set of eyes both in the room as well as when looking at student work helped to clarify areas for growth as well as areas of strength.

It was extremely informative and helped me in my teaching.

I found the induction program to helpful and supportive without the program I'm not sure I would have made it through the semester.

If the program wasn't a requirement I would probably pass on participating in it. However, if I still needed to do all the BTSA requirements by myself I would definitely do the program voluntarily to get the support and guidance of a mentor working through the tasks.

He's fantastic, and having someone to throw around ideas with and get advice from was fantastic. He's extremely easy to work with, and I would do it voluntarily every year if I could.

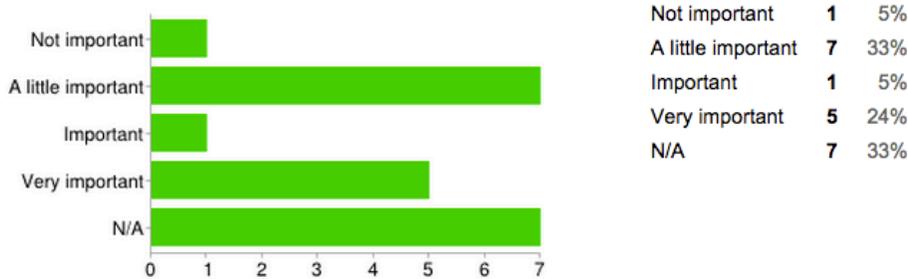
I enjoyed being able to check in with Charity every other week and talk about anything that came up during the week. I also developed some effective formative assessment techniques from my inquiries that I really value as strategies that I will be able to use moving forward.

I received a ton of much needed support. When I started I was overwhelmed with everything I had to learn and do. My mentor gave me little things to work on and helped me learn how to survive in this profession. Now at the end of my second year, I feel confident and eager to continue to learn and experiment in my classroom. I am very fortunate to work in a district that provides support like this.

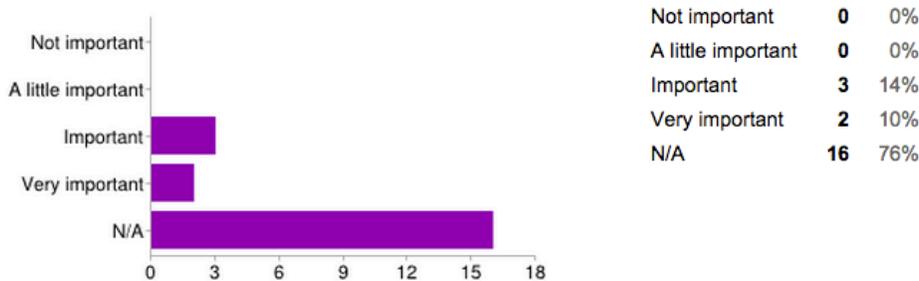
Note: In the questions below, many teachers marked "N/A" because the two components were for PT1s (Orientation) and PT2s (Skillful Teacher)... So they were instructed to mark "N/A" if they were the other year.

Overall Program Satisfaction

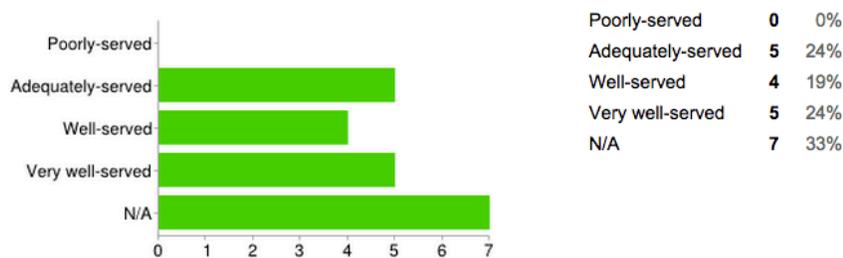
New Teacher Orientation (June/August) - 1st Year Only [How important was each component in terms of helping you grow?]



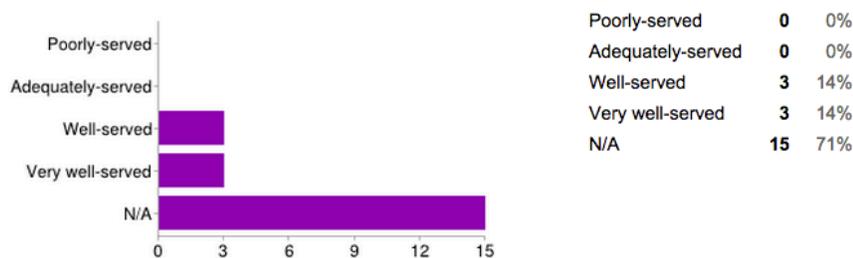
Skillful Teacher Course - 2nd Year Only [How important was each component in terms of helping you grow?]



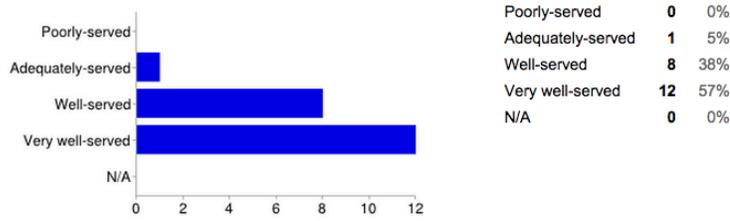
New Teacher Orientation (June/August) - 1st Year Only [How well did each component of our program serve your needs as a new teacher?]



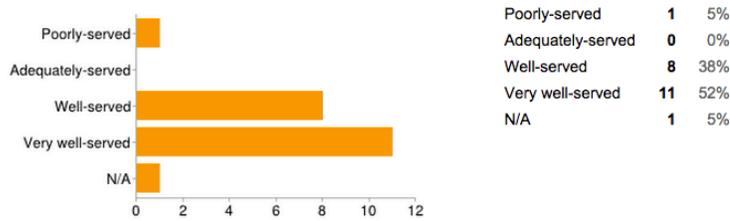
Skillful Teacher Course - 2nd Year Only [How well did each component of our program serve your needs as a new teacher?]



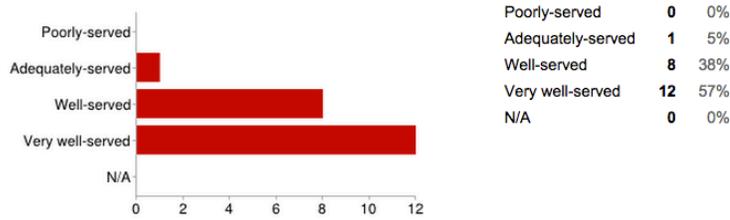
Fall Cycle of Inquiry Process [How well did each component of our program serve your needs as a new teacher?]



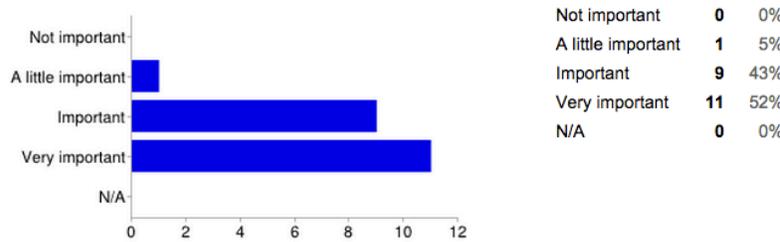
Midyear Inquiry Round Table (January/February) [How well did each component of our program serve your needs as a new teacher?]



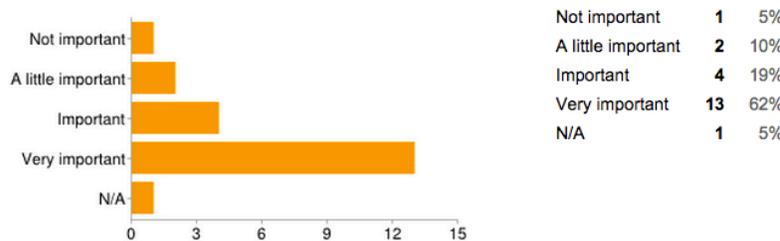
Spring Cycle of Inquiry Process [How well did each component of our program serve your needs as a new teacher?]



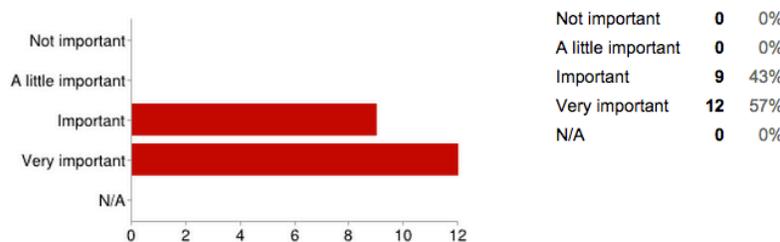
Fall Cycle of Inquiry Process [How important was each component in terms of helping you grow?]



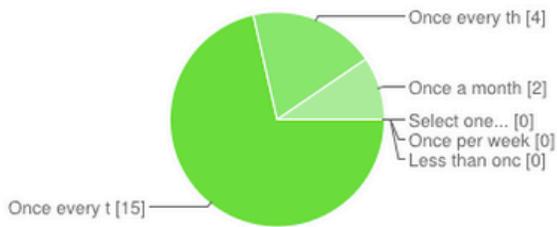
Midyear Inquiry Round Table (January/February) [How important was each component in terms of helping you grow?]



Spring Cycle of Inquiry Process [How important was each component in terms of helping you grow?]

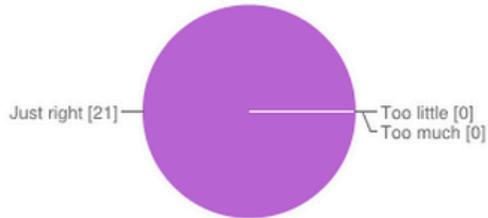


How often did you meet with your mentor?



Select one...	0	0%
Once per week (or more)	0	0%
Once every two weeks	15	71%
Once every three weeks	4	19%
Once a month	2	10%
Less than once per month	0	0%

The amount of time you spent with your mentor was...



Too little	0	0%
Just right	21	100%
Too much	0	0%

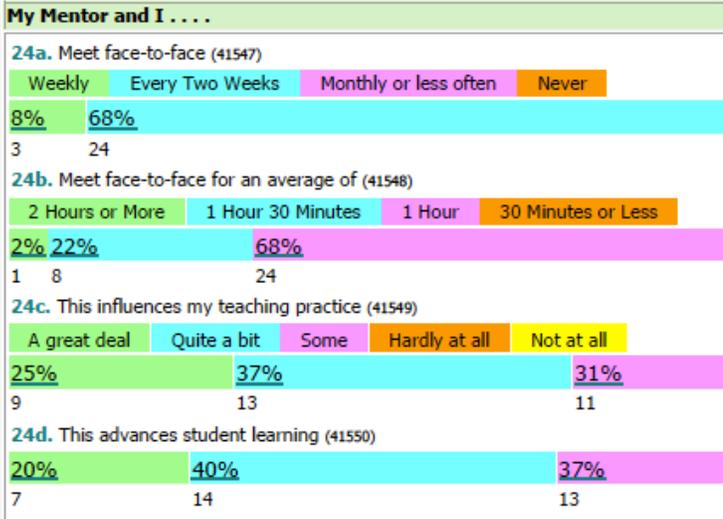
Sample End of Year Survey Reflections

What's Working	Concerns/Challenges
<p><i>Quantitative Data</i></p> <ul style="list-style-type: none"> We serve PT1s and PT2s equally well in both the components and mentor skills. There is a strong correlation between what teachers think is important and how well they think they are served. A huge majority of teachers rated meeting frequency as “just right” despite wide variation of frequency. <p><i>Qualitative Data</i></p> <ul style="list-style-type: none"> Teachers really like how we keep the paperwork down. PTs mentioned strong personal connections with mentor and the “little” personal things as very important. The Cycle of Inquiry and Peer Review were mentioned often as significant contributors to professional growth. 	<p><i>Quantitative Data</i></p> <ul style="list-style-type: none"> Cycle of Inquiry of the “most important” yet we don’t serve them better than the other components. PT1s rated the September Seminar as more important than PT2s, but they didn’t think it served them as well. A majority of those who wouldn’t participate voluntarily rated service in Inquiry Cycle as adequate or poor. Most data shows that “Planning” was still a low point. Jireh met with half of teachers less than once a month, but Terri didn’t – this raises concerns about working full-time (and teaching part-time) rather than just mentoring part-time. Quality of service dropped after mentors met less than once a month. <p><i>Qualitative Data</i></p> <ul style="list-style-type: none"> Many teachers who wouldn’t voluntarily participate cited “hoops” as a major reason. Many teachers talked about how busy 1st year teachers are in general. A few comments about not understanding the “big picture.”
Next Steps	
<ul style="list-style-type: none"> Mentors need to read and reflect on the qualitative survey data before we meet and synthesize what it means to them. Josh should take time to guide mentors through quantitative data, both to show them what it says and also to build skills in quantitative data analysis. Spend considerable time on “Applying Interpersonal Skills” as this is key to PT satisfaction with the program. Highlight “Planning “ and “ Parent Communication” as areas for growth. In general, “Understanding Context” will be new this year. Send “Mentor Orientation” to mentors and ask for priorities. 	

SAMPLE Analysis of Survey Results (From 2012)

FUHSD 2012	Analysis for 2012
<p>19. Which NTC FAS (formative assessment system) processes or resources have been most valuable to your work in advancing student achievement? (Mark All That Apply) (41541)</p> <p>25% 9 Collaborative Assessment Log</p> <p>8% 3 School/Family/Community Resources</p> <p>11% 4 Class Profile</p> <p>31% 11 Case Study Students</p> <p>40% 14 Context Reflections</p> <p>62% 22 Analysis of Student Work</p> <p>51% 18 Lesson Planning</p> <p>65% 23 Observation</p> <p>2% 1 Family Communication</p> <p>11% 4 Co-assessment on the Continuum of Teaching Practice</p> <p>28% 10 Fall Inquiry</p> <p>2% 1 None</p>	<p>Changes from Last Year ("Goal Setting" is no longer in the survey!!)</p> <ul style="list-style-type: none"> • Strong gain in Case Study (22%) • Moderate gain in Context Reflection (8%) • Significant drop in ASW (19%) • Moderate drop in Lesson Planning (8%) • Significant Drop in Family Communication (18%) • Drop in "Continuum" (14%) <p>Comparison to the SVNTP</p> <ul style="list-style-type: none"> • Moderately stronger in Context Reflection (8%) • Moderately stronger in Lesson Planning (11%) • Moderately weaker in CAL (12%) • Class Profile is lower (assumed more relevant for Elementary teachers)
FUHSD 2011	SVNTP 2012
<p>20. Which NTC FAS (formative assessment system) processes or resources have been most valuable to your work in advancing student achievement? (Mark All That Apply) (36599)</p> <p>20% 9 Collaborative Assessment Log</p> <p>18% 8 School/Family/Community Resources</p> <p>23% 10 Class Profile</p> <p>20% 9 Goals/Individual Learning Plan/(ILP)</p> <p>9% 4 Case Study Students</p> <p>32% 14 Context Reflections</p> <p>81% 26 Lesson Planning</p> <p>60% 28 Observations</p> <p>20% 9 Family Communication</p> <p>25% 11 "Continuum of Teaching Practice"</p> <p>0% 0 None</p>	<p>19. Which NTC FAS (formative assessment system) processes or resources have been most valuable to your work in advancing student achievement? (Mark All That Apply) (41541)</p> <p>37% 118 Collaborative Assessment Log</p> <p>10% 32 School/Family/Community Resources</p> <p>25% 82 Class Profile</p> <p>30% 98 Case Study Students</p> <p>32% 104 Context Reflections</p> <p>57% 184 Analysis of Student Work</p> <p>40% 128 Lesson Planning</p> <p>63% 201 Observations</p> <p>7% 25 Family Communication</p> <p>15% 50 Co-assessment on the Continuum of Teaching Practice</p> <p>23% 75 Fall Inquiry</p> <p>2% 9 None</p>

FUHSD 2012



Analysis

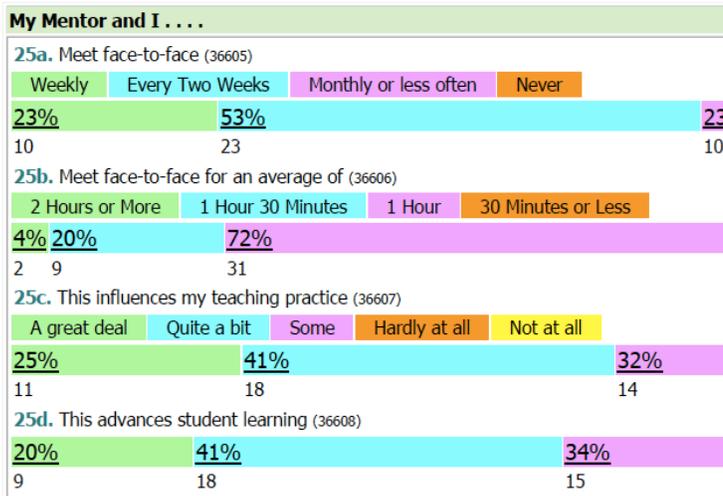
Comparison to FUHSD 2011

- More teachers report “Every two weeks” from “Weekly” but similar numbers for “Monthly or less”
- Slight decrease (4%) in impact “quite a bit” or more...

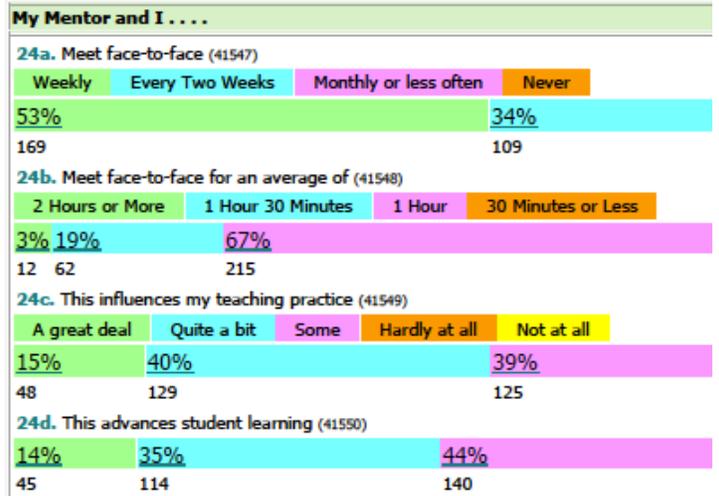
Comparison to SVNTP 2012

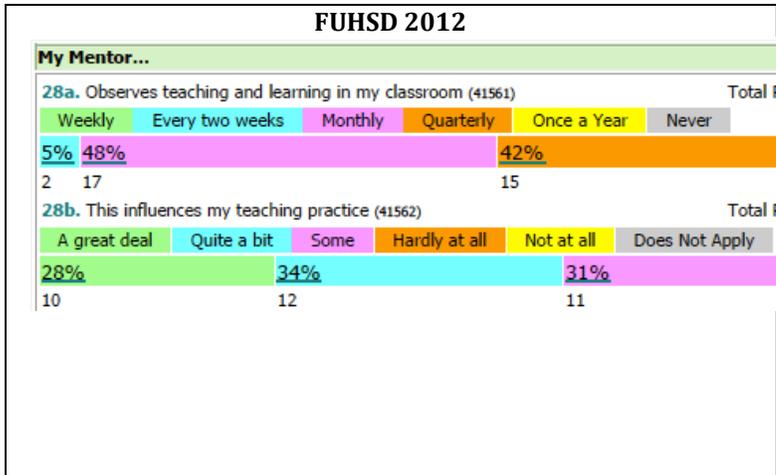
- Although we meet with teachers much less often than average (45% difference in “weekly” meetings), the influence we have is greater by 10% for “A Great Deal” and 7% for “A Great Deal” and “Quite a Bit” combined.

FUHSD 2011



SVNTP 2012



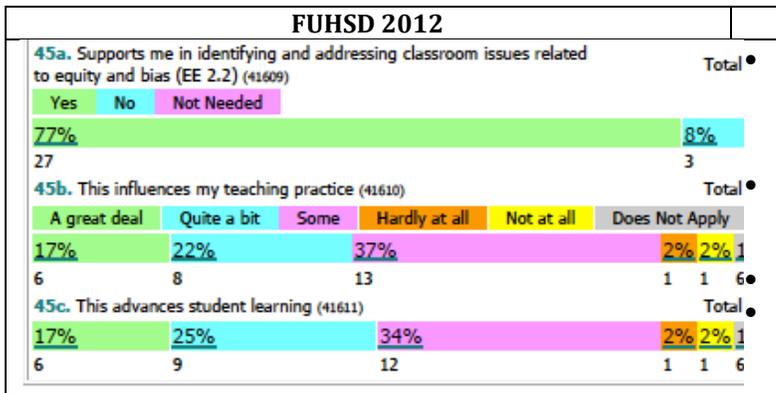
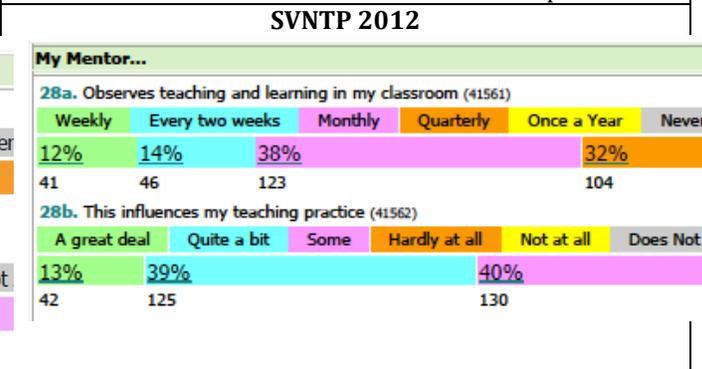
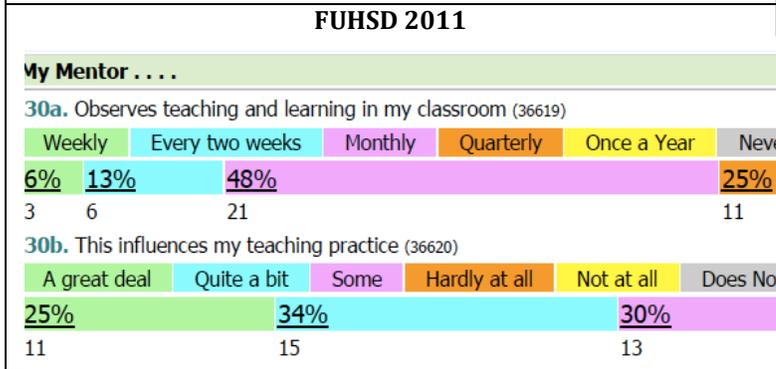


Analysis

- Significant Drop (14%) in observations that occur every two weeks or more (and 15% increase in “Quarterly” or less...)
- Drop in frequency didn’t translate into drop in influence. In fact 3% more reported “Great Deal”

Comparison to SVNTP 2012

- We clearly observe our teachers less often (12% of SVNTP get ‘weekly’ observations and we have 0%. They have 21% more observations every 2 weeks or greater.
- 15% more of our teachers report that observations have “A Great Deal” of impact.



Analysis

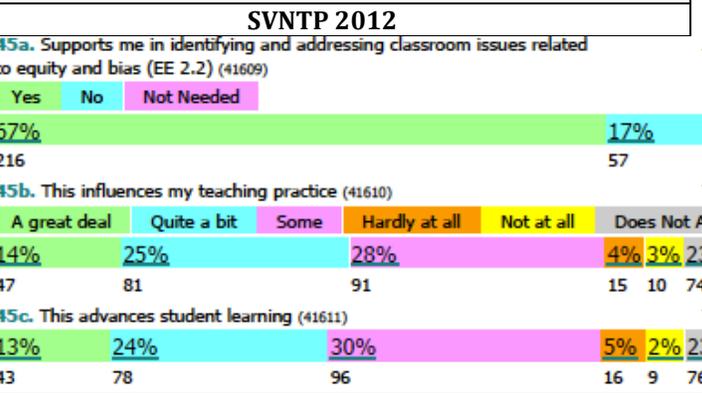
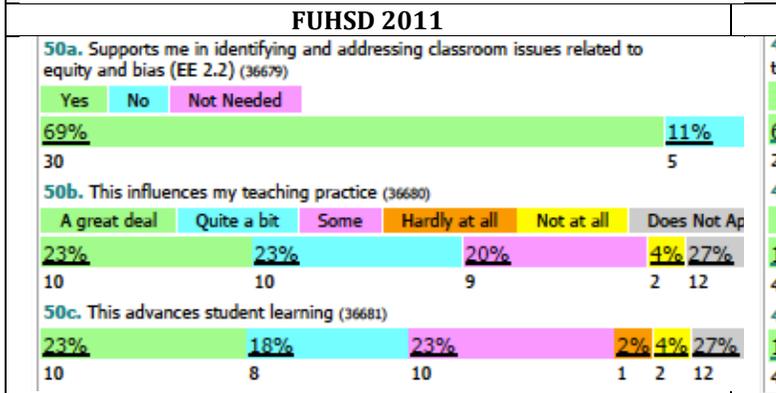
There was a slight increase (8%) in teachers reporting that we supported them identifying and addressing issues of equity and a decrease in those who thought it was “not needed” by 4%

6% drop in those that reported influence “A Great Deal”

Comparison to SVNTP

10% more report that we give this support

No significant difference in the amount that it influences teaching practice or advances student learning.



RELEVANT ARTICLES OF THE COLLECTIVE BARGAINING AGREEMENT AND BOARD POLICIES

Article 10 - New Teacher Support

To assist in the induction and development of new teachers, FEA and the District agree to establish a New Teacher Support Advisory Board, and to provide for New Teacher Advisors to assist participating teachers. To that end, the parties agree as follows.

I. Advisory Board -

The New Teacher Support Advisory Board (“NTSAB”) shall consist of nine members; five shall be unit members who are certificated classroom teachers with permanent employment status appointed by FEA, and the remaining four shall be administrators appointed by the District. The NTSAB shall establish its own meeting schedule. To form a quorum, two-thirds of the members must be present. The NTSAB is charged with establishing rules and procedures, ensuring that the program is effectively operated and periodically evaluated, and selecting New Teacher Advisors. The Superintendent shall designate a Program Lead Administrator to serve on the NTSAB.

II. New Teacher Advisors

- A. The NTSAB shall establish a process for the selection of New Teacher Advisors, and determine necessary qualifications. New Teacher Advisor positions shall be established and maintained in compliance with Article 5 XI above, as Non- standard Duty Assignments, and will be subject to all provisions of that section.
- B. To provide for availability at times most critical for new teachers, New Teacher Advisors may be required to work up to five days prior to the established first mandatory duty day of the school year. Compensation time for such service may be arranged for times of less critical need, as coordinated with the NTSAB. Any unused compensation time shall be forfeited at the end of the school year.

III. Participating teachers

Participation by unit members who are eligible for new teacher support shall be optional.

Article 14 Evaluation and discipline

V. Alternative process

Each permanent certificated unit member who has received a satisfactory rating on his or her last evaluation is entitled to opt for an alternative evaluation process. This alternative process will be developed collaboratively and agreed upon by the evaluator and the unit member and may include a mid-year process review. One purpose of this option is to allow an evaluation that is customized to the unit member’s situation, interests, and needs, and to permit the value of the evaluation process to the unit member to be maximized. Proposals for the particular process to be used may be suggested by either the unit member or the evaluator. If no agreement on the particular process to be used is reached between the unit member and the evaluator, the unit member will be evaluated according to the standard process. If the alternative process is selected, it shall remain in effect for the entire evaluation period, unless there is agreement to return to the standard process.

Article 15 - Compensation

I. Revenue share allocation process The parties agree that the revenue share allocation process shall serve as a basis for working together to determine unit members' fair share of District revenues, and to acknowledge the need for the continuing fiscal integrity of the District. The District and FEA acknowledge the value and need to give consideration to compensation paid to comparable school districts, as well as the criteria set forth in Government Code section 3548.2. The parties further agree that revenue share allocation is subject to the grievance procedure of Article 17.

A. Reserves

unrestricted reserves, not including the Retiree Health Benefits Reserve (Fund 58), Building Fund (Fund 52), Cafeteria Fund (Fund 70), Deferred Maintenance Fund (Fund 57), Capital Facilities Fund (Fund 54), Adult Education Fund (Fund 59), Special Projects Fund (Fund 24), Tax and Revenue Notes Fund (Fund 29), or school site carry-overs of unexpended allocations, will not exceed the reserve limit. The negotiated reserve limit for the term of this CBA shall be five percent (5%) of total General Fund expenditures.

Based on

B. Excess reserves

limit, then a one-time, off salary schedule payment shall be made to the current unit members. The amount available for distribution shall be sixty-six cents (.66) of each dollar in excess reserves (greater than the reserve limit). ~~These one-time~~ off-schedule payments shall be paid to the current members in the manner to be decided by FEA, but payments shall be issued no later than the end of February, unless otherwise agreed, of the school year in which the calculations are taking place.

the amount of unrestricted

C. Carry-overs

~~The annual aggregate school site carry-over~~ shall not exceed the single highest level over the prior five years. Any surplus that exceeds this amount will be considered excess and distributed according to the procedure in section B. immediately above. For each dollar in excess, 66 cents will be made available for one-time, off-schedule bargaining unit compensation.

The annual aggregate school site carry-over

D. Transfers

into any restricted funds must not be carried over into the next school year as restricted reserves (excluding the Retirees Health Benefits Reserve).

1 Fund unrestricted

E. New reserves

Association, except as required by law.

The District shall not

F. Revenue comparisons

include all Unrestricted Revenue Limit Income as defined by the J201 (excluding summer school/remedial intervention funding), changes in the class size reduction income, and changes in contributions made as required by law to restricted programs as defined by the J201. However,

For comparison

(1) revenues shall not include any revenues arising from approval by the voters of a parcel tax;

(2) revenues for comparison purposes shall be reduced by expenses for utilities, property and liability insurance premiums, cost of student bus passes, cafeteria costs, and Category A and B stipends under section V G below, and adjusted for any costs or savings (salary, salary driven costs, and health and welfare costs for each additional or reduced FTE) resulting from changes in student enrollment or in average student course requests; and

(3) estimates for the expenses in (2) above, and for the contribution made as required by law to restricted programs such as special education, shall be adjusted in a subsequent year using the actual data.

G. Bargaining unit expense

The bargaining unit

reflected in the October salary scattergram for certificated staff members (which includes base salary, career increments, Advanced Degree Stipends), insurance of all types, District contributions for retirement (STRS), Medicare, unemployment insurance, workers compensation insurance and the discounted present value of transfers to the Retiree Benefits Fund for prior year bargaining unit retirees. However, if FEA chooses to change pay items other than those reflected in the above, then the cost of the change in such compensation will be included in the cost of the bargaining unit.

1. One time, off schedule payments from reserves shall not be included as bargaining unit expense for comparison purposes.
2. Expenses created by the assignment of administrative duties to unit members shall not be included as a bargaining unit expense.
3. The cost of all unit members being compensated from restricted funds shall be deducted from the total cost of the bargaining unit prior to making any year to year comparisons.
4. An actuarial average of the retirement burden, a five year moving average, or another smoothing algorithm, as may be agreeable, may be used instead of the discounted present value of transfers to the Retiree Benefits Fund for prior year bargaining unit retirees.

H. Comparison calculations

Using the au

County Controllers Estimates, as of December for the current year, year to year comparisons shall be made of the unrestricted revenues as defined above. Bargaining unit comparisons shall be based on staffing as prescribed by this CBA unless otherwise agreed. Using the data from the previous year's calculations and the most recent data for the current year, year to year comparisons shall be made of the bargaining unit expenses defined above. These comparisons shall be made between the past school year and the current school year to determine if unrestricted revenues and/or bargaining unit expenses have increased or decreased. Any annual increase in unrestricted revenues (as defined above and at a ratio of 66 cents for each dollar of new revenues) and/or any year to year increase or decrease in Bargaining Unit expenses (as defined above) resulting from these comparisons shall determine any changes in the current salary schedule in the following manner:

I. Changes in bargaining unit expense

Any increa

comparison will be offset (at a ratio of 66 cents for each dollar of revenues) by any increase in unrestricted revenues. If the increase in bargaining unit expenses is greater than the total sum of the increase in unrestricted revenues available to the bargaining unit, then the bargaining unit will decide the manner to be used to make up the shortfall. The bargaining unit will inform the District of their decision by the end of February, unless otherwise agreed. The total sum of any decrease in Bargaining Unit Expenses resulting from the above comparison will be made available to unit members as ongoing, on-schedule increases to the salary schedule or at the option of the Bargaining Unit to be used in any manner they see fit.

J. Changes in unrestricted revenues

Any i

(reduced by the total cost of additional FTE's as defined above) shall (1) become available for any increased bargaining unit compensation at a rate of 66 cents for every dollar of increased revenue and (2) be applied to bargaining unit compensation in the following manner:

First - to offset any increase in Bargaining Unit Expense as described above, and

Second - to provide that any remaining dollars shall be ongoing compensation increases to unit members as determined by FEA.

Any compensation increase generated from a decrease in bargaining unit expenses and/or increase in unrestricted revenues (as described above) shall be paid out no later than the end of February, unless otherwise agreed, of the school year in which the calculations are taking place. The current salary schedule shall also be adjusted accordingly at this time.

K. Annual salary schedule adjustments

following the close of the fiscal year) is different from the estimates used to establish the salary schedule for the previous year, then the base salary schedule for the prior year will be corrected (at a rate of 66 cents for each dollar) to reflect actual data before the next round of adjustments for the current year. Additionally, if the actual revenues are greater than the Controllers Estimate, an off schedule payment will be made to the unit members reflecting this change at a rate of 66 cents for each additional dollar. These one-time off-schedule payments shall be paid to the current members in a manner to be decided by FEA. Under no circumstances shall such an adjustment result in any obligation by unit members to return moneys paid to them.

In the

Article 17 Grievances

In consideration of the terms and conditions of this CBA, the parties agree that for the duration of this CBA FEA will not engage in or sanction a strike or withholding of the services to the District required by this CBA, and the District will not lock out FEA. Conflicts between FEA and the District are to addressed through negotiation or through the provisions of this Article. The parties agree that the purpose of a grievance procedure is to process a claim of grievance and to secure, at the administrative level closest to the aggrieved, solutions to problems which may from time to time arise affecting the welfare or working conditions of unit members. This grievance procedure shall not be construed as in any way hindering, discouraging, or denying the settlement of complaints outside the structure of the grievance procedure.

Administrative Regulation 4031

Complaints Concerning Discrimination In Employment

The intent of this complaint procedure is to address any allegation of a violation of Federal State Laws or regulations governing educational programs including allegations of unlawful discrimination.

(cf. **0410** - Nondiscrimination in District Programs and Activities)

(cf. **4030** - Nondiscrimination in Employment)

(cf. **4032** - Reasonable Accommodation)

(cf. **4119.11/4219.11/4319.11** - Sexual Harassment)

1. The complaint must be filled no later than six months after a complainant knew, or should have known, of the alleged discrimination.
2. All parties involved in allegations of discrimination shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made. The parties also shall be notified of their right to appeal the decision to the next level.
3. When a complaint is brought against the individual responsible for the complaint process at any level, the complainant may address the complaint directly to the next appropriate level.
4. Meetings related to a complaint shall be held at times the district determines appropriate to the circumstances.
5. For the protection of all the parties involved, complaint proceedings shall be kept confidential insofar as appropriate.

6. All documents, communications and records dealing with the investigation of the complaint shall be placed in a confidential district personnel complaint file and not in the employee's individual personnel file.

(cf. **1340** - Access to District Records)

(cf. **3580** - District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. **4119.23/4219.23/4319.23** - Unauthorized Release of Confidential/Privileged Information)

7. Time limits specified in these procedures may be revised only by written agreement of all parties involved. If the district fails to respond within a specified or adjusted time limit, a complainant may proceed to the next level. If a complainant fails to take the complaint to the next step within the prescribed time, the complaint shall be considered settled at the preceding step.

I. UNIFORM COMPLAINT PROCEDURE

If the complainant is unable to put the complaint in writing, the District will assist the complainant in the filing of the complaint.

A. Step I: Submitting a Complaint

1. When an individual, responsible agent or representative believes there is cause, a written and signed complaint may be filed with the immediate supervisor, the building principal, an administrator, or Associate Superintendent outlining the date and specific circumstances of the alleged action.

2. The written complaint must be forwarded to the appropriate compliance officer within 24 hours of receipt from the complainant.

B. Step II: Investigation by Compliance Officer

1. The Compliance Officer shall review the written complaint and within 30 calendar days shall conduct an investigation and render a written response to the complainant, together with corrective actions, if appropriate.

Mediation

Within three days of receiving the complaint, the compliance officer shall informally discuss with the complainant the possibility of mediation. If all parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with an investigation of the complaint.

2. In the event the complainant is not satisfied with the response rendered at Step II he or she may within 10 calendar days of receiving said response, appeal to the Superintendent or designee.

3. The report of the district's investigation to the complainant shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the district will arrange a meeting at which an interpreter will be provided for the complainant. The complainant shall receive an audio-tape of the meeting.

C. Step III Appeal

1. The Superintendent (or designee) shall hold a hearing within 10 calendar days of receiving the appeal and shall review the appeal, hear testimony and study other evidentiary materials as may be appropriate.

2. Within 10 calendar days of said hearing, the Superintendent shall render a written decision to the complainant, together with any supporting evidence and/or recommended corrective action, if appropriate. Such decisions shall be considered final insofar as this administrative procedure is concerned.

At said hearing, the Superintendent shall advise the complainant of the complainant's right to appeal the local educational agency decision to the California Department of Education, and the procedures to be followed for initiating an appeal to the California Department of Education.

II. REPRESENTATION

At all levels of this procedure, complainants may represent themselves or select whomever they wish to represent them at the presentation of their complaint and throughout the investigation and resolution process.

III TIME LINE

Step I - File Complaint

Step II - Compliance Officers Investigation

Receive/Mediate//Investigate/Respond - 30 Calendar Days

STEP III - Dissatisfied with Response

Request hearing 10 Calendar Days
Hearing held within 10 Calendar Days
Final decision rendered/Notice
of right to Appeal within 10 Calendar Days
TOTAL TIME REQUIRED: 60 CALENDAR DAYS

V. PROGRAMS AND SERVICES COVERED UNDER THE UNIFORM COMPLAINT PROCEDURE

- i Adult Education: General and Basic
- i Child Development
- i Child Nutrition, School Nutrition, and Child Care Food
- i Consolidated Categorical Aid
- i Migrant Education
- i Gender Equity
- i Special Education
- i Vocational Education
- i Nondiscrimination Requirements and Civil Rights

NEW TEACHER SUPPORT ADVISORY BOARD MATERIALS

FUHSD New Teacher Support Advisory Board

Rules and Procedures

The New Teacher Support Advisory Board (NTSAB) serves as the oversight body for the program and determines the program guidelines that are consistent with the terms of the Collective Bargaining Agreement between FEA and the District. The NTSAB consists of five members selected by the Association, who shall compose a majority of the Committee, and four members, who shall be administrators, selected by the District. The NTSAB shall meet as often as it deems necessary in order to discharge its duties. The Board shall select annually a chairperson by mutual agreement. In order for a vote to be taken, a quorum must be present. Minutes shall be kept for each meeting.

NTSAB Chair

The Chair of this Board shall be a member of the bargaining unit. The Chair's responsibilities shall include:

- Communicating and meeting with the Program Administrator with respect to the management of the new teacher induction program
- Setting the agenda for the NTSAB meetings
- Coordinating responsibilities of NTSAB members
- Ensuring that the program is run according to these established rules and procedures

Program Administrator

The Program Administrator (PA) shall be chosen by the Superintendent or designee, and also serves on the NTSAB. The PA's responsibilities shall include

- Determining the number of eligible participating teachers
- Determining available funding for the program administration
- Determining, in consultation with the NTSAB Chair, the number of New Teacher Advisors employed for each given school year.
- Supporting the New Teacher Advisors in their work
 - Ensuring the advisors have the needed resources
 - Engaging in regular meetings with the advisors
- Being the liaison between the New Teacher Advisors and the Local Education Agency in charge of credentialing (currently SVNTP)
- Attending Steering Committee meetings of the Local Education Agency (LEA; currently SVNTP)
- Informing Superintendent of the status and development of the program
- Communicating and meeting with the NTSAB chair with respect to the management of the new teacher induction program
- Maintaining the relevant induction-related records of Participating Teachers
- Ensuring that the program is run according to these established rules and procedures

NTSAB Responsibilities:

- 1) Establish its own rules of procedure by consensus, or in the absence of mutual agreement, a majority vote shall prevail.
- 2) Establish a procedure for application as a New Teacher Advisor.
- 3) By May 1 of each year, based upon need and budgetary constraints, release the names of the New Teacher Advisors. Names of additional eligible New Teacher Advisors shall be maintained for one year. In as much as possible, a balance will be achieved within the pool of New Teacher Advisors based upon subject area, school sites and area of expertise.
- 4) Meet with New Teacher Advisors to discuss the progress of their assigned Participating Teachers.
- 5) Review the budget and make recommendations with respect to resource allocation
- 6) Make an annual report to the Board of Trustees describing the goals, progress, and challenges of the program.

Selection of New Teacher Advisors

- 1) It is the intent of the NTSAB to provide applications in early spring and complete the selection of New Teacher Advisors by April 15.
- 2) Posting for available New Teacher Advisor positions shall be made in accordance with provisions in the Collective Bargaining Agreement (Article 8, Section 1 – District-wide posting of vacancies).
- 3) The NTSAB shall select New Teacher Advisors from among applicants meeting the following qualifications

- A credentialed classroom teacher with permanent status who has received a satisfactory evaluation for the last two evaluation cycles
- At least six (6) years of recent experience in classroom instruction
- Demonstrates exemplary teaching ability, as indicated by, among other things, effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of students in different contexts.

4) New Teacher Advisors shall be selected by consensus, or in absence of mutual agreement, a majority vote of the NTSAB after applicants have completed the interview process. All applications and their references shall be treated with strict confidentiality. Applicants who are not accepted as New Teacher Advisors or alternates shall be notified of that fact in writing by the District's Human Resources department.

Budgetary Advisory Role

The NTSAB shall receive an annual report on the budgetary expenditures from the Program Administrator each year. The NTSAB shall make recommendations that may include, but are not limited to:

- Additional training for New Teacher Advisors, Participating Teachers, and NTSAB members
- Stipends/released time for teacher members of the NTSAB
- Administrative Support

Note: additional compensation and released time must be negotiated in accordance with the provisions contained in the Collective Bargaining Agreement

Annual Evaluation of the New Teacher Induction Program

The NTSAB shall evaluate annually the impact of the New Teacher Induction Program in order to improve the program. This evaluation may include the following:

- Interviews and surveys with New Teacher Advisors and Participating teachers
- Feedback from site administrators, teachers, and other staff members

The NTSAB shall incorporate the evaluation into the annual report to the FUHSD Board of Trustees.

New Teacher Advisors

New Teacher Advisors shall provide assistance to the Participating teachers. This support shall include, but it not limited to facilitating the induction standards as described by BTSA, for the purpose of obtaining a California State Clear Credential.

New Teacher Advisors shall be evaluated each year. The Program Administrator shall be the evaluator. The evaluation shall be based on the below listed Mentor Standards and be governed under the Alternative Evaluation section in the CBA (Article 14 section V).

Mentor Standards

- Engages, supports and advances the professional learning of each teacher
- Creates and maintains collaborative and professional partnerships to support teacher growth
- Utilizes knowledge of student content standards, teaching pedagogy and professional teaching standards
- Utilizes knowledge of student content standards, teaching pedagogy and professional teaching standards
- Designs and facilitates professional development for teachers
- Develops as a professional leader to advance mentoring and the profession

The term of a New Teacher Advisor shall be three years. However, a New Teacher Advisor may choose to abridge the term, and return to the classroom. Terms of this return shall be governed by Article 7 section VII "return from leaves". Under current language (2005-2008 CBA), a new teacher advisor shall have the right to return to their former school and assignment in as much as possible (there are certain exceptions that are delineated in the CBA).

Additionally, it is recognized that from time to time performance issues may arise. In that event, the Program Administrator, may for good cause, reassign the New Teacher Advisor to a different position. However, it is expected that this is done sparingly and only as necessary.

Also, the number of New Teacher Advisors employed is heavily influenced by factors such as number of participating teachers as well as available budgets. If a situation arises where there needs to be a reduction in the number of New Teacher Advisors, the NTSAB shall convene and come up with personnel recommendations to address the current situation. The Superintendent
Fremont Union High School District

or Designee shall have the final determination as to the number of New Teacher Advisors the District shall employ. The NTSAB shall have the final decision as to who those individuals shall be. The NTSAB may use, but is not limited to, the following criteria in making such a selection:

- Subject matter areas of mentors
- School site familiarity
- Performance of the mentor
- Experience

Additional Duty Days: (This section is subject to negotiation with FEA and the District)

If requested by the Program Administrator, New Teacher Advisors shall be required to work a total of up to five additional days prior to the start school year for the purpose of mentor training or planning job-related activities. Compensation time of up to 5 hours per day may be earned for the additional days. Dates for these additional days and use of the corresponding compensation time will be negotiated between the New Teacher Advisor and the PA.

Participating Teacher

A participating teacher is one who is eligible for the BTSA support program as defined by the California Education Code. As of the 2007-2008 school year, eligibility is defined as preliminary credential holders who have yet to complete their clear credential. Participating teachers may choose not to participate in the program, and pursue other means by which to clear their credential.

Participating teachers will be assigned a New Teacher Advisor by the Program Administrator in consultation with the NTSAB Chair. Assignments will be reported and approved by the NTSAB. Participating teachers may request a change of a New Teacher Advisor. The request must be submitted in writing to a member of the NTSAB describing the reason(s) for the change. No assurances can be given to honor the request.

Summary

The above referenced rules and procedures are guidelines for the New Teacher Advisor program. They may be amended by a majority decision of the New Teacher Advisor Support Board. Nothing contained herein has the force of contract, and if there is any incongruence between this document and that of the Collective Bargaining Agreement, the CBA shall take precedence.

NTSAB Meeting Notes

February 29, 2012 @ 3:15pm

Present: Nate Martell, I-Heng McComb, Christy Heaton, Jason Crutchfield, Tom Avvakumovits, Kavita Gupta, Josh Maisel, Michelle Avvakumovits, Andy Walczak

Absent: April Scott

Agenda Item	Facilitator	Notes/Discussion	Action/Outcome/Follow-up
Welcome	Christy	<p>Review of NTSAB Rules & Procedures (handout)</p> <p>Contract language (handout)</p> <p>Can mentors reapply after 3 years? Long discussion about allowing mentors to reapply for an extension</p> <p>What is the priority in hiring mentors? Serve new teachers? Serve Advisors so that they go back and improve their classroom? Is the role changing so much that they need specialized expertise? How hard is it to go back to the classroom?</p> <p>Pros: Why send out best trained mentors back to the classroom and start over?</p> <p>Cons: Hard to return to the classroom after 3 years, what about 6? Lose connection to the classroom – how good of a mentor <u>teacher</u> are you if you are that far removed? Without term limits an amazing leadership opportunity for experience teachers is unavailable Would require a contract change</p> <p>Consensus: Ability to extend if needed Needs based goals of extension: Staggered terms Home school spread around (site equity) Subject matter needs/balance</p> <p>Requirements for Program Evaluation</p> <p>Must report to the board yearly Josh shared financial details</p>	<p>CBA has the term listed at a single 3 year term, would need to be negotiated</p> <p>Lead Admin. can go to negotiations with our suggestions for changing contract language</p> <p>Informational lunch meetings with prospective advisors a must</p> <p>Add some of our goals to the posting of jobs</p> <p>Discussions done by Lead Admin. with current advisors to discuss the goals of allowing them to reapply and explaining that there might be many reasons that their terms are not renewed.</p> <p>Need to discuss details: how many more years? 1, 2, 4?</p>

			Josh will work on report to board
Program Update	Josh	<p>Josh shared the budget summary</p> <ul style="list-style-type: none"> • Josh requested help in creative budgeting for next year <p>Follow Up on previous discussion of general ed vs. special ed teacher to be the mentor role for special ed teachers, which will alleviate the case load on the mentors (Josh was checking with Trudy)</p> <ul style="list-style-type: none"> • Having mentors serve SPED teachers is vital and important and Trudy offered to “pay for it” • Part of our role is to pay for Special Ed mentoring (.6 FTE) • If # goes up additional SPED mentor might be hired • Sue still does IEP mentoring <p>Follow up on talks we had by site about the program</p>	<p>We’ll revisit \$19,000 price tag for June New Employee Workshop at our next meeting</p>
New Teacher Induction and Support Framework	Josh	<p>More coherent curriculum for 1st year teachers that is an introduction to Skillful Teacher (as well as discussion around whether or not Skillful Teacher should be mandatory for PT2’s)</p> <ul style="list-style-type: none"> • Issues: time & content specific • Mentors have had push back on requiring skillful teacher of PT2 (need to have ST in 4 – 5 years) • And we offer no skillful teacher or seminars for PT1 • What’s lacking? Classroom management, ability to use formative assessment, need to make connections across district • Thought of using CAHSEE for release time, but that can’t happen now with Monta Vista and Fremont’s format 	
School Site Lunches	Christy	<p>Follow up from last meeting, should there be a list of topics covered at the lunches.</p> <p>Need to be intentional</p>	To discuss topics more at next meeting
Next Meeting	Christy	<p>Future agenda items:</p> <ul style="list-style-type: none"> • Job description • Site support coordination (orientation/lunches) • 1st year support • Cost management (ie. June New Employee Workshop) 	<p>NEXT MEETING: April 4, 3:30 – 5pm at DO</p>

NTSAB Meeting Agenda

February 8, 2013 @ 12pm

Present: Nate Martell, I-Heng McComb, Christy Heaton, Jason Crutchfield, Tom Avvakumovits, Kavita Gupta, Josh Maisel, Michelle Avvakumovits, Kate Jamentz, Andy Walczak, April Scott, Jon Stark

Agenda Item	Facilitator	Notes/Discussion	Action/Outcome/Follow-up
Welcome	Christy	Review of Agenda	
Update on Mentor Roles & Professional Development Plan	Kate & Josh	<p>History of new teacher support in the district</p> <ul style="list-style-type: none"> • PAR to SVNTP to now... • Remaining connection to SVNTP: they are still the formal credential clearing mechanism for our new teachers <p>Professional development overview</p> <ul style="list-style-type: none"> • District professional development context: PLCs/Course-Alikes, Skillful Teacher (PT2s and selected veteran teachers), Language Production <p>Information on the current role of mentors</p> <ul style="list-style-type: none"> • Mentor role in professional development has increased, but priority has been new teacher support roles. Non-anonymous survey of new teachers show that the vast majority believe mentor time/attention in different areas is "about right" (vs. too much/too little). Mentors have pushed back at times to ensure that extra professional development roles do not encroach on time for their mentees. • Kate's Vision: Hand off new teachers after two years to a system of support among colleagues...perhaps an advisory group for professional development, with NTSAB as a subgroup. <p>Job description (major changes)</p> <ul style="list-style-type: none"> • new Special Ed teachers as well as Participating Teachers • added SVNTP clause (because of yearly agreements with SVNTP) • role with Skillful Teacher and other district-/site-level PD <p>Funding notes</p> <ul style="list-style-type: none"> • this job is only 50% funded by the State • unfunded mandates qualify for off-the-top expenditure, but with shifting roles, maybe only 80% of the job is mandated • fiscally, this is not a great year for things that might cost more 	
Discussion of the "Patch"	Josh & Christy	FEA has approved a one year "Patch" to allow us to extend the terms of the current mentors for one year if we choose	We (with some reservations) will not post mentor positions

		<ul style="list-style-type: none"> • NTSAB issues were: 1) how to stagger mentor terms, and 2) is three years the right term length? District PD issue was: how to keep and continue the momentum and expertise that has built up with the current team • At Rep Council, when discussing the patch, the concerns that came up were regarding opening up the opportunity to mentor to other teachers. • All 3 current mentors have expressed a strong interest in continuing in the mentor role. • There are benefits of staying in the mentor/PD role and benefits in return to the classroom. Is there a system that can offer both? <p>Decision on whether or not we open up the application process this year</p> <ul style="list-style-type: none"> • It seems unethical to open the application process if we believe new candidates would not be selected over the current mentors. • One possibility is to go to potential future applicants with the job description and suggestions on how to strengthen qualifications for the roles • We could create a role such as "mentor in training" (unpaid).... • How do things change if we renew all 3 mentors right now? (We still need staggered terms. What will we do one year from now?) • If we don't open up the process, will we be closing off opportunities for teachers? If we take this year to figure things out, will that create new roles for teacher leadership? <p>Criteria for Applicants – how would we decide who not to renew?</p>	<p>for this year.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Josh will notify the current mentors that their term has been extended for one year. • We will meet to discuss criteria for future mentor selection and what elements of the program to make sure we keep. We will have mentors in the room for this discussion. (Christy will help us find a date.) • Kate will ask principals who should bring discussion of opportunities for teacher leadership to staff. • Kate will map out a "re-envisioning" process and eventually convene a group including the NTSAB.
Going Forwards	Christy	<p>NTSAB Rule & Procedures review</p> <p>Hiring procedure (if needed)</p> <p>Review procedures from the past & make necessary changes</p> <ul style="list-style-type: none"> -post - announce to staff at each site - lunch information meetings with mentors and NTSAB - application process - interviews <p>Brainstorm of big ideas we'd like to see in the new plan for teacher induction?</p>	

Projected Budget presented by the program administrator to the NTSAB for 2014-2015

Expense Summary	
Administrator Salary/Benefits	\$86,148.00
Mentor Salary/Benefits	\$345,000.00
Hourly Pay - 111701/114100	\$5,658.00
Substitutes - 11500 / 119001	\$16,700.00
Food - 431000	\$8,100.00
Books/Supplies - 420000	\$4,700.00
Total Other 441004 / 522000	\$2,400.00
Indirect Costs	\$36,840.29
TOTAL Expenditures	\$505,546.29

Substitute Teachers - 115000	
Number of Teachers	45
Full Session Cost per Teacher	\$120.00
Cost per session	\$5,400.00
Number of Sessions	3
Skillful Teacher Total	\$16,200.00
Other Hourly Pay	
Teacher Observations	
Subtotal	\$500
Total	\$16,700.00

WORKSHOP - 111701	
New Employee Workshop	
<i>June Sessions</i>	
Number of New Hires	25
Number of Hours (June)	8
Number of Veteran "Buddies"	15
Number of Hours (June)	4
Hourly Rate	\$35.00
Subtotal for June	\$9,100.00
<i>Makeup Session</i>	
Number of Teachers	20
Number of Hours	4
Hourly Rate	\$35.00
Subtotal for Makeup	\$2,800.00
<i>August Session</i>	
Number of Teachers	45
Number of Hours	4
Hourly Rate	\$30.00
Subtotal for August	\$5,400.00
Total NEW	\$17,300.00
Skillful Teacher	
<i>August Session</i>	
Number of Teachers	45
Number of Hours	6
Hourly Rate	\$35.00
Total Skillful Teacher	\$9,450.00
TOTAL WORKSHOP - 111701	\$26,750.00

Food - 431000 (Classroom/Office Supplies)	
Skillful Teacher Workshops	
Cost per Breakfast	\$150.00
Number of Breakfasts	4
Cost per Session Lunch	\$250.00
Number of Lunches	4
Subtotal Workshop Food	\$1,600.00
Skillful Teacher Site Lunches	
Number of Teachers	45
Cost per teacher per lunch	5
Number of lunches	10
Subtotal Site Lunch Food	\$2,250.00
Skillful Teacher Total	\$3,850.00
New Employee Workshop	
Number of Sessions	3
Cost per Breakfast	\$150.00
Total	\$450.00
Peer Review Meetings	
Number of Teachers	35
Cost Per Year	\$100.00
Total	\$3,500.00
Mentor Meetings	
Number of Meetings	6
Cost Per Year	\$50.00
Total	\$300.00
Food Total	\$8,100.00

Books/Supplies - 420000	
New Employees	
Teach Like a Champion	\$25.00
Conscious Classroom Mgmt	\$25.00
Number of New Hires	40
Subtotal New Teachers	\$2,000.00
Skillful Teacher	
The Skillful Teacher	\$60.00
Number of Teachers	45
Subtotal New Teachers	\$2,700.00
Book Total	\$4,700.00

OTHER	
Capital Equipment - 441004	
Mentor Computers	\$1,400.00
Mentor ipads	\$1,000.00
Total	\$2,400.00

New Teacher Induction 14-15	
Estimated Costs for our own program	
Lost Revenue	
SVNTP	\$(10,000.00)
Saved Expenses	
Palo Alto	\$60,000.00
Added Costs (not added expense... just our time)	
Administrator Time in days (10%)	20
Administrator Pay in days	\$(666.00)
HR Specialist time in days (5%)	10
HR Specialist Pay in days	\$(260.00)
Total Added Costs	\$(15,920.00)
Total Savings to switch	\$34,080.00

FREMONT UNION HIGH SCHOOL DISTRICT

Job Description: New Teacher Advisor

1. MINIMUM QUALIFICATIONS

A. California Credential: A Clear California credential (Ryan, 2042, or Life)

B. Education: BA or BS degree

C. Experience: six years teaching experience, permanent status and satisfactory evaluations

2. TERM All New Teacher Advisors are hired for a two-year term. A third year can be requested and granted if approved by the New Teacher Support Advisory Board.

3. GENERAL RESPONSIBILITIES A New Teacher Advisor provides assistance to Participating Teachers in meeting the 2042 Induction Standards and in advancing their skills and knowledge of the California Standards for the Teaching Profession through coaching and classroom observation. The Advisors also provide mentoring and support to new Special Education teachers and interns. In addition, New Teacher Advisors design and present professional development to Participating Teachers and their colleagues in a variety of school-based and district-wide contexts.

3. MAJOR AREAS OF RESPONSIBILITY

A. Manages a caseload of 15-20 Participating Teachers, new Special Ed teachers, and interns.

Caseloads and site assignments are made by Program Administrator based on annual induction numbers and the recommendations of the New Teacher Support Advisory Board.

B. Guides Participating Teachers through the State Induction process.

The New Teacher Advisor and Participating Teacher follow the Formative Assessment System (goal setting and review, lesson planning, classroom observation, analysis of student work, etc) and gather documents necessary to fulfill the requirements of the California Professional Clear Credential.

C. Mentors and supports other new teachers

Provides informal mentoring and support, as needed, for new Special Education teachers and interns, including lesson planning, classroom observation and debrief, analysis of student work, etc.

D. Fulfills annual professional development and training requirements.

Requirements change depending on the New Teacher Advisor's years of experience as well as the agreements between the Fremont Union High School District and our partner, the Silicon Valley New Teacher Project.

E. Works with Program Administrator to develop and implement the Skillful Teacher course and other district and site-level professional development.

Maintains a flexible work schedule that involves summer planning, June and August Orientations, Staff Development days, site lunches, and after-school meetings.

Mentor Characteristics	Assessment
<p>STRONG INTERPERSONAL SKILLS:</p> <ul style="list-style-type: none"> • Great listener... asks questions and actively listens. • Connect with a wide variety of teachers, including those with diverse culture, language, ethnicity and gender. • Works well with the other mentors and “good fit” for the current team. • A person that teachers can go to confidentially and trusts the mentor to be compassionate, yet real and honest. 	<ul style="list-style-type: none"> • Reference: <ul style="list-style-type: none"> ○ Q1: Best qualities ○ Q2: Challenges • Interview <ul style="list-style-type: none"> ○ Q3: Role Play Debrief with teacher ○ Q2: Principal has feedback ○ Q6: Differentiation for different teachers ○ Q5: Challenging PLC
<p>PEDAGOGICAL KNOWLEDGE/SKILLS</p> <ul style="list-style-type: none"> • Lesson observation showed clear and specific objective • Wide variety of strategies and responses to student learning • Rapport and connections • Organization of classroom, materials, etc. • Teacher reflection focuses on students movement toward the objective 	<ul style="list-style-type: none"> • Observation and Reflection • Reference: <ul style="list-style-type: none"> ○ Q1: Best Qualities ○ Q3: Have you seen the person teach? Describe. • Interview: <ul style="list-style-type: none"> ○ Q4: How has lesson planning changed over your career? ○ Q3: Role Play Debrief
<p>GROWTH MINDSET and REFLECTION</p> <ul style="list-style-type: none"> • Motivated to grow and learn <ul style="list-style-type: none"> ○ <i>Looking for someone who looks at this as professional growth for themselves too; not solely as a way to “give back”</i> • Sees new teachers as individuals with different strengths and needs. Considers how to build trust and relationships, how to provide feedback, how to assess needs and respond to them. • What will they do with this mentor experience afterwards? 	<ul style="list-style-type: none"> • Observation and Reflection • Reference: <ul style="list-style-type: none"> ○ Q1: Best qualities • Interview: <ul style="list-style-type: none"> ○ Q4: Lesson planning changed ○ Q2: Principal concern ○ Q5: Challenging PLC ○ Q7: Skillful Teacher Prep
<p>ORGANIZATIONAL SKILLS</p> <ul style="list-style-type: none"> • Can handle scheduling meetings and observations with 15-20 across 2-3 campuses. • Can track and organize BTSA portfolios for 	<ul style="list-style-type: none"> • Observation and Reflection • Reference: <ul style="list-style-type: none"> ○ Q1: Best Qualities ○ Q2: Challenges

<p>15 different teachers to ensure that they each complete the requisite activities.</p>	
<p>ADULT LEADERSHIP SKILLS</p> <ul style="list-style-type: none"> • Can “command the room” in the context of Skillful Teacher large group sessions • Can facilitate small groups (Skillful Teacher cohort and Inquiry Round Table) 	<ul style="list-style-type: none"> • Reference: <ul style="list-style-type: none"> ○ Q5: Leading PD Question ○ Q6: PLC question • Interview: <ul style="list-style-type: none"> ○ Q5: Challenging PLC ○ Q6: Differentiation ○ Q7: Skillful Teacher
<p>EQUITY</p> <ul style="list-style-type: none"> • Understanding of what “Equity” looks like in a classroom • Help teacher focus on “the other” students that aren’t engaging and growing in the classroom environment. 	<ul style="list-style-type: none"> • Observation and Reflection • Reference: <ul style="list-style-type: none"> ○ Q1: Best Qualities ○ Q3: Seen the person teach

If all of the above characteristics don’t reveal a top candidate, panel will consider:

- Subject Area – The mentor team will be most effective with a balance of subject area expertise.

After subject area, among equally qualified candidates, the panel will consider:

- School Site – The mentor team will be most effective with a balance of teachers with knowledge of the cultural and organizational structure of all five sites
- School Site –the mentor team will be most effective with a mentor from the sites that have the most new teachers.

Sample Resume of New Teacher Advisor Applicant

sons and facilitated reflecting conversations post-observation.

ont High School Algebra 1 Team (2007-2011)

Classroom Observation for Hiring New Teacher Advisor
Selective Scripting Observation Tool

Date: March 20

TIME	Teacher	Students
10:35	<p><i>(At board) with half the class at a large table near her... other groups of 4 at other tables, chatting quietly and cutting out shapes from colored papers.</i></p> <p>Can you turn and check in with the person next to you to make sure that that makes sense?</p> <p>Thank you for asking... I am going to ask Amit to share out what he just said...</p> <p>Great, so little r changes as we change our slice... say that again? Yes. It could be anyway.</p> <p>Okay, if you are not okay, you should ask because we are doing something really challenging.</p> <p>Oh, are you doing that? Yes? Oh, that's awesome.</p> <p>Okay so if you look down at the disc, and I am just looking at the cross-section, when I take this slice, is it R or r And what is the area?</p> <p>So then on the right hand side, and I think roman is really working on building us that visual, so we can see it. But if the top, if I don't take slices and just fill it with beans, what does it look like... (Shows on paper)... this is called an amulus, which we talked about before. So the area of this shape – let me see if I can make that clear... it looks like this.</p> <p>Can you talk to the person next to you. Is there a way you can find the area of that shape... it has R and r...</p> <p>Okay, so that is great to clarify, that point is the tip of the cone and the point of the cylinder. <i>(Student goes to board)</i></p> <p>Can you tell us what Pi R squared is?</p> <p>Okay, good, we have this part, so how to we proceed?</p> <p>How do I do that thought?</p> <p>Why does that make sense?</p> <p>So, here is the big idea, calvery? Wants us to prove that this area is the same as this, all of the time. So I want to prove that this equals this <i>(circles)</i></p> <p>Now I lost you. Can someone restate it?</p> <p>So, where we take the slices changes the area... Can you guys hear? It's loud in here. You can? Can you speak up anyway?</p>	<p>All students at the group are talking...</p> <p>R Pi r squared</p> <p>The small just keeps changing... The big R is...</p> <p>So that would be the top of the... The small chunk is the top?</p> <p>PiR2 – Pir2.</p> <p>You lost me...</p> <p>I get ____ but I don't get ____.</p>
10:44	I am going to move us to this section, where it says, the goal is to	

	prove that these are congruent...	
10:46	<p>I know we haven't done Pythagorean theorem in this class, but can you try to express the theorem using this example?</p> <p>Amit?</p> <p>I agree with you... but I think the question is "Why?"</p> <p>I am totally with you, and I think if you talk to Daniel about it, you guys can come up with the solution?</p>	<p>$h^2 + r^2 = R^2$</p> <p>How would that be R? Because it is on the edge of the sphere...</p> <p>I want to show you on the paper...</p> <p>Amit – Do you understand this? I said this is R? And this is πR^2, so...</p>
	<p>Okay, guys come here... Tan has something to share, Tan can you share what you just said to me...</p> <p>So what Amit just said is really important... this isn't a typo... this is a huge breakthrough that we needed. If you know that you can do... some work... I think you two needed that...</p>	<p>... and you need R here for the ratio.</p>
	<p>I am struggling because there was a group who was attacking this in a way that I didn't predict, which is great, but I was also stuck in my approach, so if there is a group that wants to present that would be great...</p> <p>Can you explain what this means to Jeff?</p> <p>But how does that help?</p> <p>But it comes from somewhere... where do you think it comes from? So... do you think there is a way for you to visually show that idea? Like could you sketch the relationship on the back. I can tell you what I took away, you are saying if there is a hemisphere, and if you double it, to show $\frac{4}{3}$... I think the visual would really help to connect to _____ approach and help us understand the sphere.</p>	
	<p>Yeah! I love that you did that... is that the first way that came to your brain? Because I was going to make you do it two ways, because I thought this way would come quickly... so that is what I want you to ask your group.. Because this is the dimensions of the base, but not the area...</p>	<p>Is that right?</p>
	<p>Okay, so what are you doing? I actually really love this idea, because then we can see the way that the volume changes... but that wasn't what I asked you in the challenge... I asked you how the dimensions would change...</p>	
11:07	<p>Chime... okay, we have only a few minutes left.</p> <p>Okay, this group wants to present, so can you please make sure there is nothing in your hands that might distract you... Amit, can you look forward...</p>	<p>WOW! That went by quickly...</p> <p>Okay, we took a hemisphere, and we know that the area of a circle is πR^2... the part in</p>

	<p>Is there a question from group 5?</p> <p>Okay, what other questions and comments? I want to chime in but give you a chance...</p> <p>Okay, I am confused... and I know I am always... yes, I am confused because I am picky...</p> <p>But is this a prism? Is it the same shape from the top to the bottom. All the people here over here are building them.</p> <p>Here is what I want to say – I think they have the correct conclusion, but forgive me for saying, for the incorrect reasons... Bell.. hold on please.</p> <p>____ I know you had to add something...</p> <p>Okay, we are going to continue this on Monday...</p>	<p>purple... and we know the height is to the radius. So $\pi R^2 + R = \pi R^3$. And we know that a cylinder is similar to a cone... and the cylinder is 3/3 of the shape, and the cone is ... (Kind of lost her there)... So a hemisphere = 2/3. So since a sphere is two hemispheres.</p> <p>Yes, I got it, but isn't it times R and not plus r... Yes, that was a mistake.</p> <p>Confused? (laughter)</p>
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New Teacher Advisor Reflection Sample

Reflection from March 20, 2015

1. What did you think “went well” in the lesson segment that I observed?

I wanted to design a lesson that would allow all my students to see how area and volume relate to one another—specifically how the area of a 2D cross-section relates to the volume of the 3D solid from which it was taken. However, since making sense of Cavalieri’s Principle is a “plus” standard in the Common Core, I knew I had to teach this lesson at a level appropriate for each student. In the segment you observed, students had just chosen to work on one of the following tasks: (1) Prism Volume Task (find the volume of a prism by multiplying its base area and height; see how changing the dimensions changes the volume), or (2) Sphere Volume Task (apply Cavalieri’s Principle to make sense of the volume formula for a sphere).

Student engagement was very high in the group that wanted to make sense of the volume formula for a sphere. By differentiating this segment of the lesson, I gave my students high cognitive tasks that targeted them at the “right” level. In particular, the group that took on the sphere volume task grappled with really important mathematical ideas. They had to decipher what exactly each variable represented in the cross-sections taken from two different 3D solids, figure out how the variables related to one another, and consider how they would write a proof about the areas of these cross-sections to then derive the volume formula for a sphere. Overall, I was really proud of my students who engaged in this work because they used the kind of thinking that is often used in Calculus BC and later math classes.

The groups that worked on the prism volume task were able to see that they could quadruple a prism’s volume by quadrupling either the prism’s height or base area. Because one of the groups had actually built four rectangular prisms, they physically saw that doubling (not quadrupling) the dimensions of the base would quadruple the prism’s volume, an important concept I wanted students to take away from the task.

2. What challenges did you face as a teacher during that segment?

I faced several challenges in this segment of the lesson. With regard to the sphere volume task, I found it challenging to make sense of what my students understood about the problem because there were so many complex ideas going on at one time! When planning the lesson, I had intended to lead students through the proof directly and had identified the moments at which I wanted to pause for quiet think time, pair share, and share-out time with the group. However, in enacting the lesson, I went against my initial planning because my students seemed to have already made some promising connections. Shifting my teaching in the moment created some difficulties; students gained time and space to explore the volume of the hemisphere and the volume of the cylinder-without-the-cone in a variety of ways, but I definitely lost some control over whether they had really applied Cavalieri’s Principle in this task. I wanted all my students to experience a profound “Aha!” moment on their own, but I sense that some just did not have enough time to truly get there.

I also found it difficult to run two different lessons at the same time. I felt distracted while working with the sphere volume group because I wanted to know what the prism volume group was doing, what progress they were making, and whether they understood how manipulating the dimensions of their prisms would change the volume. A small part of me doubted whether the prism volume groups were working as effectively as possible. I wanted to give both groups equal attention, which I could not do in this lesson. Managing the feeling of wanting to be in several places at once while I facilitated a challenging lesson content-wise was difficult and mentally taxing.

3. I observed a lot of risk-taking and strong student behaviors in that classroom. Let’s say you were observing that same classroom with a new teacher, who walked out and said, “Wow! Those kids were soooo well-behaved!” How would you respond to that teacher?

I would want to know what the new teacher saw that led him/her to walk away with that impression. I would want to know more about how the teacher noticed risk-taking and what the teacher believes “strong” student behaviors look and sound like. I would also want to know what the teacher didn’t see happening and how that might have given him/her the impression that this is a classroom where students take risks and exhibit “strong” behaviors.

I would start by asking this new teacher some questions. What did the teacher see with regard to student interaction with each other and with me? What, if anything, indicated to the teacher that students were engaged in their work? What kind of work did the teacher see students produce? With regard to risk-taking, to what extent did students seem willing to share a still-developing idea with the person next to them, the group, or on the whiteboard? What evidence was there that students were willing to experiment aloud, agree or disagree with each other's ideas, correct each other, and respond to being corrected? How did students' body language and words indicate it was safe to take risks and make mistakes? What does the teacher think I had to do from August to March 20th to get my students to this point?

I would also want to ask the teacher how what he/she saw connects to his/her own classroom setting. How do the students' behaviors compare and why? How do the teachers' moves compare? What are the day-to-day group work norms and expectations, routines and procedures, and accountability structures that help shape one's classroom culture? What does the new teacher hope to continue doing? What moves might the new teacher consider experimenting with to encourage students to take greater risks?

I would also encourage the teacher to consider the fact that this is a Geometry Enriched class. While there is a range of students in the class, there is a certain cachet that comes with being in an "enriched" class, which affects students' experiences in the class and how they work.

4. I know that was a Geometry Enriched class, and that you also have taught Double Block Algebra and other students who really struggle. When thinking about your **teaching strategies** for those different populations, what changes and what stays the same?

Overall, the strategies I have used for students who struggle are the strategies I still use in classes like Geometry Enriched and Algebra 2/Trig. Regardless of the class, I find that I need to implement a variety of participation structures to keep students engaged and to hold them accountable to the learning. I have to make efforts to use appropriate scaffolds to support student learning. I have to use group roles, take notes on how students work in groups, and point out how these groupwork behaviors led to important mathematical insights. I have to create organizers to help students clarify their own thinking. I have to stay disciplined in color-coding my work. I have to teach and model literacy strategies to help my students make sense of a crazy looking equation, table, or graph and know how to talk about it. I have to provide protocols for how students share out about their thinking and give feedback to others. I have to use student work strategically to get them to critique each other's reasoning and see opportunities to revise their work. This list is just a start, but I am confident there are more strategies that overlap all the classes I might teach.

When I taught classes like Double Block Algebra, I focused more on ensuring my students could access the content of the lessons I would teach. I had to make sure students had the prerequisite skills and knowledge needed for the lesson, which, at times, required me to pre-teach an idea, teach mini refresher lessons, and re-engage students when a lesson wasn't as effective as I had hoped it would be. I provided a greater amount of structure in tasks, chunking tasks into several parts and incorporating multiple checkpoints; I also gave students lots of structure when asking them to write about their thinking, providing sentence frames, word banks, and examples of what I was looking for.

This "structured" approach differs from what I have done since I started teaching Geometry Enriched, perhaps due to the differences in both student population and mathematical content. In Geometry Enriched, I write tasks that, for the most part, feel simple and largely free of structure, which gives students the freedom to pursue the answer to a question in all kinds of ways. The basic underlying "structure" of most tasks involves me asking, "What do you notice about _____?" and students conducting an experiment, comparing their results with each other to look for patterns, generalizing the patterns by formulating a conjecture, and proving their conjecture.

5. Anything else you would want the panel to know about your teaching, or about what I observed?

In teaching the lesson to the next class, I was able to clarify the sphere volume task without lowering cognitive demand. During lunch, I took pictures of the cross-sections of the cylinder-without-the-cone, which helped my next class of students make sense of the variables and how they related to each other. I wanted to share these pictures because they were really powerful!



Sample New Teacher Advisor Reference

I am definitely happy to answer questions about Jessica. To provide a little background, I am an eighth grade teacher at Sunnyvale Middle School. I was a student teacher in Jess' classroom for just three months, and I came into her class in the middle of the year (November 2012 - February 2013). Since then, we have continued to meet and collaborate throughout my first and second years of teaching.

1. In your work with the candidate, what were her best qualities in providing you support?

Jess has provided me with support in so many ways. First, she provided me with a model for how I want my classroom to look and feel, and how I want to teach. Jess was the first person who made me believe that a student-centered, inquiry-based classroom that is centered around group work and kids really delving deeply into challenging problems can actually exist outside of a teaching best-practices book. Her classroom is amazing, because she has set up the environment so that students actually work together and discover math. They take positive risks and make powerful connections in front of each other, and she has successfully set all of that up.

Since I came into Jessica's classroom in the middle of the year, and I was initially nervous about teaching in front of her students. It seemed like everything she did was so great, I did not want to mess it up. Jess pushed me to try out launching a task, or leading a wrap up discussion after a discovery. My first time leading a wrap up discussion was actually disastrous. After I finished the class, she let me talk about all of the issues that I had with it, and let me come to my own conclusions about how to fix it next, and make changes for the next class. She knew that I liked to figure out how to fix my own problems. She saw that I felt self-conscious about it, and she spent her time making me stop and point out all of the parts that I had done well, which I had skipped over in my initial rant. I remember Jess told me that she often forgets to notice the pieces that are going well when she self-reflects, so she wanted to make sure that I did that.

During my time as her student teacher, Jess and I spent entire days unit planning or individual lesson planning. Jess showed me how she plans and organizes a unit, by taking out all of the materials from previous years, and seeing what we should add or change. She always listened to my ideas, and let me take the lead on pieces to be added that year. She showed me how much detail that she puts into each individual lesson plan, down to the questions that she will ask kids as they debrief. She also taught me to write down notes about what actually happened on the lesson plan, which I currently do.

As a Master Teacher with Better Lesson, Jess has posted a year's worth of curriculum online. This is especially convenient for me this year, as I picked up Geometry Enriched as a third prep. Jess has encouraged me to follow her curriculum, and has asked for my feedback on lessons and descriptions. I can call or email her for more detail, or with pictures of my students' work, and we pass ideas back and forth that way. It sometimes feels like we are co-teaching at different schools. Jess is so collaborative and willing to share with me and listen to me.

2. What challenges might she face in transitioning to this position?

The only challenge that I can think of that Jess might have is that she will undoubtedly miss teaching. Jess is always thinking about her students, and how she can get them to think more deeply about math problems. She will pour over a math problem that tripped up her class for hours. She will completely redesign a unit

around a new idea because it might serve that new group of students better. I know that Jess will treat her teachers with equal attention and be equally as dedicated to their causes, but I know that she will miss working directly with the students.

3. Have you watched her work in small groups with colleagues (e.g. PLC or course-alike teams)? If so, describe her in these situations.

I have watched Jess work in small groups with colleagues when I was her student teacher and in district transformational geometry team meetings that I also attend as a middle school teacher in a feeder district. Jess is often quiet in meetings. She listens to other people's ideas, and invites other quiet people to speak. She is willing to let other teachers run the meetings and share their opinions, but she participates actively by giving feedback, or doing whatever task or activity (peer grading assessments, doing a sample math problem, redrafting an assignment, etc).

Jess also has a very unassuming way of getting teachers to break down mathematical ideas and clarify exactly how they would help students access the math. For example, she uses phrases such as "I'm just trying to clarify my thinking here," or "I'm still stuck on this idea; what do you think?" She has made me feel like I am an important part of the team many times, by presenting our common ideas as "Brittany had an idea that I thought was particularly powerful..." As my cooperating teacher, Jess made sure to make me feel comfortable in PLC meetings.

Jess was also doing some part time coaching when I was her student teacher. I went with her to observe teachers and attended the post-observation meetings. Jess asked the teachers what they wanted her to focus on, and then she allowed the teacher to explain her thoughts and reflections, and then build on those ideas, instead of trying to force her own ideas on teachers.

4. Is there anything else we should know about the candidate?

In October of my first year of teaching, when I felt frustrated and overwhelmed, Jess took me out to dinner. We talked for hours. She told me that she was proud of me, and that it was all going to work out, because I know what is important to me in my classroom, and I will keep working until I make that a reality. So far, she has been right.

Jess is so kind, she actually mentored my friend in her first year teaching. Jess had never met my friend before. This friend had an extremely rough first year, and Jess took emergency phone calls from her, met with her after school, and strategized with her. Jess shared with her some of the challenges of her own first year, and continued to check in for the rest of the year. I felt like I could trust Jess during some of those awful times when I had no one else to turn to about helping my friend.

Jess will make an excellent coach. I am confident in this because she has already been an incredible coach for me. I apologize for the length of this email - apparently I get a little carried away when I talk about Jess!

New Teacher Advisor Interview Questions

1. What aspects of this job do you find exciting and interesting? Why are you a good fit for this position?
2. The Principal has some concerns about one of your teachers and needs to give critical feedback in an upcoming meeting. The teacher asked you to help him prepare beforehand. What would you say in this preparation meeting?
3. Role Play Time!!
Scenario: A new teacher prides herself on her rapport with students and engaging classes. In yesterday's observation, you saw that many students were engaged; but your notes show that she called on the same 3-4 students most of the time, and a couple of students had heads on desks or were listening to iPods.
Beginning of Conversation:
You (the mentor): *"How do you think the lesson went?"*
Teacher: *"I thought the lesson was awesome! Kids were really into it!"*
Continue this conversation...
4. How has your lesson planning changed over the course of your career?
5. Please describe a time that you encountered a challenge in working with a small team of teachers (PLC). What did you learn from this experience and how would you use what you learned to coach a new teacher who might experience a similar situation?
6. In what ways do you anticipate that you will need to 'differentiate' your service to new teachers? What will be the major differences that you will need to make adjustments for?
7. Leading *The Skillful Teacher* is a part of this position. In what ways are you already prepared for this part of the job, and what will you need to be fully prepared?
8. Do you have any questions for us?

OTHER FACULTY RESUMES AND QUALIFICATIONS

JOSHUA MAISEL

3036 SAN LUIS REY AVENUE - SAN JOSE - 95118 • JOSH_MAISEL@FUHSD.ORG
HOME PHONE: (408) 979-9793 • CELL PHONE: (408) 677-6732

Summary of Qualifications

- A variety of leadership and teaching experience across different programs and schools
- Career focus on improving teaching and learning through collaborative inquiry and reflection
- Entrepreneurial spirit that drives growth and organizational improvement

WORK Experience

06/2013 TO PRESENT ***Fremont Union High School District*** ***Sunnyvale, CA***

COORDINATOR OF ACADEMIC INTERVENTIONS

- *New Teacher Induction* – train, lead and support a district team of New Teacher Advisors.
 - Responsible for managing state BTSA induction process for new teachers across district.
 - Design and implement a system of professional development for new and veteran teachers across the district.
- *INTERVENTIONS* – manages various district level programs and collaborates with site leaders on site level interventions including:
 - SUMMER ACADEMY Focus on developing the curriculum and improving instruction across all programs.
 - ONLINE LEARNING - Develop systems and procedures to meet the needs of a variety of at-risk students.

06/2011 TO 2013 ***Fremont Union High School District*** ***Sunnyvale, CA***

PROGRAM ADMINISTRATOR

- *New Teacher Induction* – (see above)
- *Educational Options* – work with Coordinator to manage and lead a variety of alternative education programs, including Community School, Young Parent, and GED Prep programs.
 - Focus on developing the curriculum and improving instruction across all programs.
 - Develop systems and procedures to meet the needs of a variety of at-risk students.

09/2007 TO 06/2011 ***Fremont Union High School District*** ***Sunnyvale, CA***

NEW TEACHER ADVISOR

- Served as “Lead Mentor” in 2010-2011, performing many of the duties of Program Administrator for New Teacher Induction.
- Mentored and advised a caseload of 17 first and second-year teachers in all curricular areas.
- Engaged new teachers in the Formative Assessment System (goal setting and review, lesson planning, classroom observation, analysis of student work, reflection, etc.).
- Attended trainings and met with other mentors and district personnel to continually monitor and adapt induction program to meet the needs of new teachers.

WINTER 2013- PRESENT ***Stanford University*** ***Stanford, CA***

INSTRUCTOR

- Language: Policies and Practices (STEP Graduate Program)
 - Responsible for 16 Social Science Teacher Candidates to earn the CLAD credential
 - Designed instruction to support candidates in applying theory to their classroom placements in a variety of school settings.

FALL QUARTERS ***Stanford University*** ***Stanford, CA***
2005 - 2007

INSTRUCTOR

- Education 101X: Undergraduate Teaching Practicum
 - Facilitated students’ weekly observations of secondary school classrooms
 - Led weekly seminar discussions on topics such as: Teaching Pedagogy, Multiple Intelligence Theory, Multicultural Education, and No Child Left Behind.

09/2001 TO 06/2007

**Fremont High School
Fremont Union High School District**

Sunnyvale, CA

TEACHER

- Courses Taught: World Studies, World History, US History, AP Government, Economics, AVID
- Master Teacher for STEP student teachers (2003 – 2007, 2010)
- Professional Development Planning Team Leader (2010-2011)
- Standards and Curriculum Leader (2005)
- AVID Site Coordinator (2005-2007)
- Staff Leadership Council (2003-2004)
- Girls' and Boys' Tennis Coach (2002-2005)

01/1997 TO 06/2000

**Walden West Outdoor School
Santa Clara County Schools Program**

Saratoga, CA

FIELD TEACHER

- Taught experiential-based science curriculum to classes of 20 5th and 6th graders.
- Founder of "Walden West Backpack Adventures" summer backpacking program in 1998.

Education

JUNE 2001

Stanford University

Stanford, CA

MASTER OF ARTS, EDUCATION

- Professional Clear Teaching Credential in Social Studies (CLAD emphasis)
- Stanford Teacher Education Program (STEP)
- Coursework included: Curriculum/Instruction, Adolescent Development, Principles of Learning and Teaching, Heterogeneous Classrooms, Classroom Management, Educating for Equity

JUNE 1995

Stanford University

Stanford, CA

BACHELOR OF ARTS, PUBLIC POLICY

- Coursework included: American Government, Constitutional Law, Foundations of Racial Strife in America, Economics, Urban Studies

Awards/Professional Development

- Completed all coursework to earn Tier 2 Administrative Credential
- Selected by senior class as "Baccalaureate Speaker" (2005)
- Selected by students and staff as "Teacher of the Year" (2004)
- Completed Krause Center Summer Institute for Technology Integration (2005)

Welton Kwong

648 42nd Avenue San Mateo, CA 94403 Phone: (650) 867-6128 E-Mail: wwkwong@post.harvard.edu

Education

Columbia University, Teachers College	New York, NY	6/11-present
Ed.D. (expected December 2015), Adult Education Guided Intensive Study (AEGIS), Adult Learning and Leadership Dissertation: <i>Learning to step up among colleagues: An examination of how teacher leaders learn from experience and in communities of practice.</i>		
Columbia University, Teachers College	New York, NY	6/07-8/08
Ed.M., Summer Principals Academy (SPA), Education Leadership		
Stanford University	Stanford, CA	6/97-6/98
M.A., (Secondary) Education, Stanford Teacher Education Program (STEP), School of Education		
<ul style="list-style-type: none">Honors: Andrew Mellon Foundation Fellowship, APLE Award		
Harvard University	Cambridge, MA	8/92-3/96
A.M., East Asian Literature and Civilizations		
<ul style="list-style-type: none">Minor field in American Literature		
University of California, Berkeley	Berkeley, CA	1/89-5/92
B.A., Asian Languages		
<ul style="list-style-type: none">Honors: Valedictory Citation, Departmental Honors, Highest Honors in General Scholarship, Phi Beta Kappa, Golden Key Society, Dean's ListGPA: 3.99/4.00		

Certifications

- California, Clear Single Subject Teaching Credential with CLAD
- California, Clear Administrative Services Credential
- New York, School Building Leader (SBL) Initial Certificate

Professional Experience

Fremont Union High School District	Sunnyvale, CA	8/98-Present
<i>Program Administrator for English Learners (2008-Present)</i>		
<ul style="list-style-type: none">Oversaw academic program of studies and budget for approximately 1000 English LearnersCreated and implemented systemic professional learning around English Learner instruction, consisting of workshops, coaching, peer observations and professional learning communitiesDesigned and facilitated a 4-day summer professional development workshop "Close Reading and Argumentative Writing in the Era of Common Core"Co-designed and co-facilitated "Courageous Conversations among Leaders and Followers," a series of monthly seminars for teacher leaders and administratorsDesigned and co-facilitated "Academic Language Production," a full-day workshop for all teachers and administratorsAuthored and monitored implementation of Title III Improvement Plan Addendum (Year 2 and 4) (judged "exemplary" by the California Department of Education)Coordinated state categorical program monitoring (CPM) compliance reviewCoordinated annual California English Language Development Test (CELDT) testing		

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- Organized and facilitated parent advisory committee meetings (District English Learner Advisory Committee/DELAC)
- Planned student activities and events, including an annual district-wide English Learner speech contest for 400 students

Teacher on Special Assignment (2005-2008)

- Coached teachers of English Learners
- Conducted training on various English Learner instruction topics
- Co-authored District Master Plan for English Learners
- Led redesign of district English Language Development (ELD) curriculum

Homestead High School English Learner Department Coordinator (2000-2007)

- Administered CELDT assessment
- Placed and scheduled students
- Monitored student progress and communicated with parents
- Supervised Para-educator
- Built Master Schedule
- Managed department budget
- Maintained data and record for legal compliance
- Organized informational and social events and English Learners and their families

Teacher (1998-2007)

- Instructed multiple levels of English Language Development (ELD) and Mandarin Chinese
- Supervised Key Club

Columbia University, Teachers College, Summer Principals Academy New York, NY Summer 2009-2013

Instructor

- Co-instructed ORLA 5029 “Supervision of Teaching and Learning” and ORLA 5532 “Program Development: Curriculum, Learning, and Assessment”

Cushing Academy

Ashburnham, MA

1/96-6/97

Teacher

- Instructed secondary private school students Chinese, Japanese, Chinese Literature in Translation and Japanese History
- Supervised freshman boys’ dorm
- Advised Speech and Debate Team

Other Professional Activities

- Co-Presenter, “Keeping ELD and CC Standards Rigorous: A Sample Unit about Art,” California Association of Bilingual Education (CABE) Conference, San Diego, CA (March 2015)
- Co-Presenter, “Art as a Catalyst for Adult Learning,” Adult Education Research Conference, Penn Sate College, Harrisburg, PA (June 2014)
- Consultant, “Academic Language Production” workshop, Burlingame High School, Burlingame, CA (Spring 2014)
- Co-Presenter, “Keeping ELD and CC Standards Rigorous: A Sample Unit,” California Association of Bilingual Education (CABE) Conference, Anaheim, CA (April 2014)
- Co-Presenter, “Not Just Brawn: A Case Study of Collegiate and Professional Athletes in Team Sports and the Role of Reflection-in-Action in their Learning,” Transformative Learning Conference, Burlingame, CA (November 2012)

Welton Kwong

2

- Co-Presenter, “Silos No More: Journey of an English Language Development Professional Learning Community,” Learning Forward Conference, Anaheim, CA (December 2011)
- Internship Coach for Summer Principals Academy student, Columbia University, Teachers College, New York, NY (2010-2011)
- Presenter, “Can We Talk? Developing Academic Language through Substantive Conversations,” 8th Annual Academic Success for English Learners and Migrant Students: Using Research-Based Practices, Santa Clara County Office of Education (SCCOE), San Jose, CA. (March 2010)
- Performance Assessment for California Teachers (PACT) Evaluator, Notre Dame De Namur University, Belmont, CA and San Jose State University, San Jose, CA (since 2008)
- Guest Lecturer, “Let Them Talk: Incorporating Quality Talk into Instruction for English Learners,” Notre Dame de Namur University, Belmont, CA (2008-2011)
- Presenter, “Strategies in Vocabulary Instruction for English Language Learners,” 5th Annual Academic Success for English Learners and Migrant Students: Using Research-Based Practices, Santa Clara County Office of Education (SCCOE), San Jose, CA. (March 2007)
- Presenter, “Strategies in Building an ELD Professional Learning Community: Lessons Learned by a Secondary School Teacher,” National Association of Bilingual Education (NABE) Annual Conference 2007, San Jose, CA. (February 2007)
- Summer Fellow, Industry Initiative for Science and Math Education (IISME), San Francisco Bay Area, CA. (Summer 00, 01, 02, 05, 06)
- Discussant, Association for Asian American Studies (AAAS) Conference, Los Angeles, CA. (April 2005)
- Participant, Stanford Program on International and Cross-Cultural Education (SPICE)—East Asia Seminar Series, Stanford, CA. (January 2003-May 2003)
- Co-Presenter, “Bells and Whistles: Using Multimedia to Instruct World Languages,” Computer Using Educators (CUE) Conference, Sacramento, CA and California Language Teachers Association (CLTA) Conference, Fresno, CA. (February 2000 and April 1999)
- Co-Presenter, “Theme-based Instruction: Developing Cognitive, Academic and Sociolinguistic Competence in SDAIE Classes at the Secondary Level,” California Association of Bilingual Education (CABE) Conference, San Jose, CA. (February 1998)

Professional Honor

Teacher of the Year, Fremont Union High School District, 2007–2008

Publications

Gaby, R., Kwong, W., Rosini, E., & Segree, R. (2014, June). *Arts as a catalyst for adult learning*. In R.R. Wright, A. Greenawalt. *Proceedings of the 55th Annual Adult Education Research Conference*. Paper presented at The 55th Annual Adult Education Research Conference, Middletown, PA (203-208). Middletown, PA: Penn State Harrisburg.

Kwong, W. (2015, January 15). [Review of the book *How to Teach Adults: Plan Your Class, Teach Your Students, Change the World*, by Dan Spalding]. *Teachers College Record*, Date Published: January 15, 2015.

Kwong, W. (2010, November 16). [Review of the book *The Education of English Language Learners: Research to Practice*, by Marilyn Shatz and Louis C. Wilkinson (eds).]. *Teachers College Record*, Date Published: November 16, 2010.

Kwong, W., & Mitra, B. (2012, December). *Not just brawn: A case study of collegiate and professional athletes in team sports and the role of reflection-in-action in their learning*. In M. Schwartz, C. Lubell, R. Gall, A. Omer. *The Proceedings of the 10th International Conference on*

Sample Source Material as “Research-base” for program vision

The Skillful Teacher

curricula and programs that bring students physically out of the school into the workplace where they can meet role models and mentors who look like them. A fully successful school in these circumstances has alliances with the community (churches, businesses, clubs, nongovernmental organizations, social service agencies) and uses all the resources it can muster to put social capital at the disposal of the neediest youngsters. Our society owes them that. Our democracy owes them that.

The peer culture also exerts a huge influence on students' willingness to commit themselves to academic learning. Jackson (2003) cites schools and programs that create “academic microcultures” and support children to develop a “student identity,” that is, they see themselves as students and permit themselves to be seen by others as committed students. It is accepted, even cool, to be working on academic improvement of oneself. Sad to say, in most American city high schools, this student culture is rare. Whereas individual teachers can work on such cultures within the four walls of their classrooms, the job, especially in American inner cities and among the rural poor, is to build such cultures schoolwide. A book on the “how-tos” of this job building academic microcultures among students would examine the reward system of the school, extracurricular programs, and many other aspects of the social architecture of the institution.

To check your knowledge about Expectations see the quiz on our Web site at www.RBTeach.com/rbteach/quiz/expectations.html.

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New Teacher Advisor Evaluation Example

{Mentor Name Removed}

Alternative Evaluation Plan: 2013-2014

Goals:

1. Use my mentoring skills and understanding of differentiation strategies to maximize the impact of the Skillful Teacher on the classroom practices of the HHS cohort:
 - a. I hope to see that 100% of the HHS Skillful Teacher cohort completes Experiment & Reflect cycle that includes: a written plan, something new in the classroom, observational data, and a reflective meeting before the next lunch. I also want their cycles to be high-quality in the sense that they have good data with a minimal number of variables and real connections to measurable student outcomes. Finally, I want for the cohort to have internalized the process so that they can develop good questions and targeted practice on their own without the formality of the process
 - b. I want to differentiate my level of support and involvement so that I am more instructive with teachers that don't find success in the early stages to do specific things that will improve the cycle.
 - c. I also want the lunches to be valuable and a great use of time for the teachers. This includes: 100% attendance; good communication in rare occasions when they can't be there; use of strategic grouping and other facilitative strategies such as sample prompts and other coaching tips to make the debrief experience valuable and informative.

Challenges:

1. I don't always feel that I have the inner authority to push veteran colleagues to do more than they are doing or to do it differently.
2. Grouping challenges – subject area, personality, years of experience, E&R option chosen
3. Feedback – I've had only partial success in the past with individual written process reflections and group verbal check-ins, finding myself still needing to react to late feedback from individuals that comes after their frustrations have built without letting me know things weren't working for them on the reflection sheets. I need to be more pro-active at the individual level to learn how to best serve all of the teachers in the cohort.

Hopes for Learning:

1. Differentiating to the individual level, combined with the skills I am developing in ATSR, will apply most immediately to my work with PTs, but more importantly, these will help me in the long-term goal of helping teachers grow in contexts that aren't as controlled as the BTSA processes. I will learn how to quickly assess the needs of a teacher, and be able to make decisions about selecting a focus or method of feedback that leads to growth and application of new skills in the classroom.

How will I know if I am successful?

1. Low level- Attendance at meetings and turning in the written paperwork
2. Observation during the lunch meetings and analysis of feedback forms
3. Analysis of the cycle plans and reflection.
4. Many of the "real" ultimate indicators would only be measurable the following year as the cohort works with other colleagues in the PLC framework.

Support:

1. Debrief and check in with me after the lunch meetings to look at data and set next steps
2. As problems arise, I would like to strategize and problem-solve with Josh.

Josh Maisel

Admin Name

Admin Signature

Date

Teacher Signature

Date

Mid-Fall Check in:

What's Working	Challenges
<p>Everybody created the first plan... and implemented it... this is a huge improvement from last year. (Including the fact that they all had someone else observe.)</p> <p>This process is already pushing me on the 'inner authority' part of challenging veterans.</p> <p>I framed the debrief with very explicit instructions about how long the 'presenter' should talk and what types of questions the group can ask...</p> <p>I did a good job in the moment of being flexible when a group was not following the process, and making sure that they knew the goal was a productive discussion that leads to growth.</p> <p>In listening to the debrief, I heard: probing questions, concrete next steps, vulnerability and openness to support on challenges.</p> <p>Feedback was generally positive "Relaxed yet Focused" "Honest" ...Valuable to talk across disciplines... Validation by seeing others' struggles... Liked having observers in their classrooms/and liked observing others... Reminders were helpful! Groups of 3 are good for debrief... wanting to try what others just tried...</p>	<p>... some of the plans were a bit unclear and likely the implementation wasn't as rigorous as it could be...</p> <p>I forgot to send the "teaching schedules" to give all of the cohort so that they can reach out for other people gather data for each other.</p> <p>I didn't actually see any of the data that they collected or read or listen to the reflections, so I am not sure about the QC on all of it.</p> <p>I said, "I won't harrass you if you don't give me feedback..." But I want feedback from everyone – that was a bit of inner apology... but I did end up following through.</p> <p>Cool Feedback – teacher felt the options were uneven because they take different amount of time to implement. She chose one option simply because it was easier to observe...</p>
Next Steps	Support
<p>I am into the next round of E&R cycle... I am differentiating between BTSA and non-BTSA... I want to read their plans and give them feedback (I did this a little bit for the first one... more gentle questioning and challenging...)</p> <p>I want to do this but need to do it fast enough... because some people have already started...</p> <p>GOALS – feedback on plans</p> <p>MONITOR – figure out casual ways to check in on the pairs and their progress...</p> <p>Ed – Kind of copied Erin's plans and used them, so he is a few steps behind...</p>	

End of Semester – Mid-year Check-in

What I did after the first checkin:

- Check in email after the planning meeting – added an extra note to Greg...
 - All teachers, except Erin and Dara, responded and gave substantive details about cycle.
- Sent an email reminder for the next lunch (and Dara checked in after that)
- 2nd Lunch – mostly the same feel as the 1st reflection lunch... felt like they got into a little bit deeper discussions.
- Before the next lunch – Dara emailed asking to miss the lunch to pick up a friend... I put it back on her with a request that one of us had to let Greg know... she ended up working it out and attending.
- 1st planning lunch – 100% attendance.
 - 5 of the 8 gave me a plan within 24 hours (best ever!).
 - 2 plans were excellent – I gave specific praise and offers for support.
 - 3 plans were fuzzy... I gave substantive feedback or asked clarifying question and asked for them to come back with an update.
 - 1 gave back update immediately, 1 did so later, 1 didn't at all...
 - By one week later, only Catherine and Christina had not turned in plans...

What's Working	Challenges
<ul style="list-style-type: none"> • I did much better at getting the plans, giving immediate substantive feedback, and getting “workable” revisions within a week of the planning meeting. • I had much more “inner authority” in requesting plans and giving feedback. • Some success with “differentiating” on the challenges... 	<ul style="list-style-type: none"> • Christina and Catherine are each the special cases that need individual differentiation. <ul style="list-style-type: none"> ○ I emailed with Catherine and am working on the balance between pushing and encouraging. ○ I followed up with Christina in a BTSA meeting – she was totally overwhelmed and I pushed it off to January... • Although I offered to be more involved in the actual experiments, nobody took me up on it.
Next Steps	Support
<ul style="list-style-type: none"> • I need to find a way to get a better sense of what is happening in the implementation phase in order to make sure that there is Quality Control and that it is more than just a template. 	<ul style="list-style-type: none"> • Continue to support through email and feedback when I face challenges!

[Mentor Name Removed]
Alternative Evaluation Summary Conference: 2013-2014

What did you end up doing?

In the mid-year, we discussed Catherine as a teacher that needed different support... we started with me giving her no critical feedback, and just finding opportunities for positive reinforcement. I implemented this consistently through the winter over many weeks, including an entire experiment and reflect Cycle. At the January planning meeting, she took her partner on a tangent and got them both off task. I sat with them and even tried to steer the conversation back to topic, but to no avail. Subsequently, she sent the written plan (success!) about activators, and I replied with all positive feedback and one additional idea. At the next lunch, she shared out and stayed on task... After weeks of this treatment, she finally reached out and asked for feedback on a plan, and I struggled with how to find positive comments to share back. I finally used the strategy of imagining that she was an eager and vulnerable first year teacher, and this allowed me to reframe the work and find positives to share. In the end, I mixed mostly positive feedback with a few ideas for improvement. She responded so positively!!! She did misunderstand one of my compliments as a criticism, but she still took it all and asked for more! The bottom line is that she shared her work with a colleague, took feedback, and then asked for more in order to improve the product. This shows a changed attitude to growth and improvement that wasn't there in the fall.

In what ways did you meet your goals?

Attendance – Near perfect attendance at every lunch, and every non-attender were legitimate and mostly out of their control. I had one person almost missed, but in my interaction with her, she made it work... and this was because of my pushing myself to have more inner authority.

Experiment and Reflect – A lot of success where people would send written plans within 48 hours of the first request, but a second reminder or small follow up fixed the rest...I was also more flexible in terms of the format that they could give me the information. I also was really conscious of “assuming the best” and finding personal and real ways to connect with the teachers.

Quality of Application – Through the year, the quality of plan in terms of focus on student learning, solid data collection, and clear use of new strategies... there were varying rates of success, but growth among all of them.

How did the process facilitate learning and growth?

Case Study Strategy - Focusing the work on Catherine lead to real growth for me in terms of reframing my work with veteran teachers to not assume that they “should be” doing things or have better skills. It allowed me to learn to take each teacher where he or she is and moving from there.

Selected a good goal (serve veterans in the Skillful Teacher) – This has been on my mind as an area of growth for years, but was always on the back burner. This process elevated it to become as important as my primary job as mentor to new teachers. I created systems to track and think about it and give it the attention that it needed in order to see improvement.

Josh continued to engage and kept checking in – If he hadn't taken it seriously and remembered to ask about it, it could have slipped down in the priority list. He continued to probe and helped me to reflect and plan...

What are your next steps?

I feel like I did a lot to refine the processes this year, so next year I am excited about just continuing with what I have learned. I have sufficient inner authority, and a new understanding of how to differentiate and support teachers without being condescending or “top-down”. I have also learned a lot about recruitment, and I am taking a pro-active and more direct role in the recruitment to make sure we get the best match for the program. I guess I would like to meet with individuals and even observe them at some point...

Josh Maisel

Admin Name

Admin Signature

Date

Teacher Signature

Date

Email Invitation to New Teacher Celebration

From: <Maisel>, josh_maisel <josh_maisel@fuhsd.org>

Date: Monday, April 21, 2014 at 1:26 PM

To: "Scott, April" <april_scott@fuhsd.org>, "Emmert, Bryan" <bryan_emmert@fuhsd.org>, "Giglio, Greg" <Greg_Giglio@fuhsd.org>, "Dwyer, John" <John_Dwyer@fuhsd.org>, "Tomberlain, Kami" <kami_tomberlain@fuhsd.org>, "Jamentz, Kate" <kate_jamentz@fuhsd.org>, "Bove, Polly" <polly_bove@fuhsd.org>, "Martell, Nate" <nate_martell@fuhsd.org>, "Avvakumovits, Michele" <michele_avvakumovits@fuhsd.org>, "Heaton, Christy" <christy_heaton@fuhsd.org>, "McComb, I-Heng" <i-heng_mccomb@fuhsd.org>, "Gupta, Kavita" <Kavita_Gupta@fuhsd.org>, "Walczak, Andy" <andy_walczak@fuhsd.org>, "Fey, Jon" <jon_fey@fuhsd.org>, "Heskett, Jason" <jason_heskett@fuhsd.org>, "Avvakumovits, Tom" <tom_avvakumovits@fuhsd.org>

Cc: "Perez, April" <April_Perez@fuhsd.org>, "Glenny, Christine" <christine_glenny@fuhsd.org>, "Goularte, Diana" <diana_goularte@fuhsd.org>, "Himan, Jackie" <jackie_himan@fuhsd.org>, "Broman, Jan" <jan_broman@fuhsd.org>, "Gillani, Judy" <judy_gillani@fuhsd.org>, "Merrick, Greg" <greg_merrick@fuhsd.org>, "Crawford, Chelsea" <chelsea_crawford@fuhsd.org>, "McElwee, Katheryn" <Katheryn_McElwee@fuhsd.org>, "Purse, Charity" <charity_purse@fuhsd.org>

Subject: Save The Date! New Teacher Celebration at BJs - Wednesday, May 28, 4pm to 6pm

Hi Friends of New Teachers,

I will send an official calendar invitation requesting "RSVP" commitments in early May, but I wanted to get the date and time on your calendar before it fills up. So please save the date!

What: New Teacher Celebration (this is just for BTSA-Induction Participating Teachers)

Where: BJs Brewery and Restaurant

Date: Wednesday, May 28

Time: 4pm to 6pm

Why: To recognize the outstanding work of our New Teacher Advisors and celebrate the accomplishments of our Participating Teachers

Thanks!

Josh

NEW TEACHER ADVISORS SUMMER TRAINING PLAN

Summer Orientation Plan: 4 days in July and August

Time	Activity	Objectives	Materials	Description
8:00	1.1 Connector	<ul style="list-style-type: none"> Connect with each other as people to build foundation for collaborative work. 		<p>Mentors share:</p> <ul style="list-style-type: none"> Favorite day of the summer Description of 1 or 2 PTs that you will mentor this year.
8:30	1.2 Survey Data	<ul style="list-style-type: none"> Reflect on New Teacher Survey data to inform training and next steps. Use a computer to document a conversation while simultaneously engaging in active listening, questioning and dialogue. 	<p>Summary Graphs</p> <p>NT Survey.xls</p> <p>Josh/Tom Reflections</p> <p>Collaborative Log</p>	<ol style="list-style-type: none"> Josh shares files for the day, introduces the system and shows “forms” function. Mentors work in pairs to analyze quantitative data: <ol style="list-style-type: none"> Trade roles of analyzer and coach/recorder: Separate: What do you see? What does it say? Record What’s working/Challenges/Next Step Team shares findings and reflections. Mentors trade partners and repeat for qualitative.
9:30	1.3 BTSA and Induction Framework	<ul style="list-style-type: none"> Explain the scope and sequence of the BTSA and FUHSD requirements Use “Induction Framework” to explain the components of PTPD. 	<p>Acronym Matching Game</p> <p>Acronym Answers</p> <p>Induction Framework</p>	<ol style="list-style-type: none"> Acronym Matching Game <ol style="list-style-type: none"> Mentors match the acronym to the definition Ask questions about any confusing terms. Induction Framework Review. <ol style="list-style-type: none"> Mentors review framework for five minutes Quiz each other on the induction.

Time	Activity	Objectives	Materials	Description
10:00	1.4 Exploring the CSTPs	<ul style="list-style-type: none"> Identify the six CSTPs. Use NTP “Essential and Choice Elements” and “Continuum” to guide PT to reflect and identify strengths and weaknesses on Self-Assessment Summary. Use a computer to document a conversation while simultaneously engaging in active listening, questioning and dialogue. 	<p>CSTPs</p> <p>CSTP Continuum</p> <p>Self-Assessment Summary</p> <p>CSTP Matching</p>	<ol style="list-style-type: none"> Self-Assessment <ol style="list-style-type: none"> Mentors review “Essential Elements” and use the Continuum PDF document to search for evidence and highlight their spots on the continuum. Share with partner, who records on a SAS Discussion – How do we use this tool with PTs? <ol style="list-style-type: none"> Balancing the timing in September Balancing support and challenge. CSTP Matching Game – <ol style="list-style-type: none"> Mentors match the text with the CSTP
11:30	Lunch	Connect with each other as people to build foundation...		
12:30	1.5 Mentor Language	<ul style="list-style-type: none"> Strategically move around the ICF spectrum to meet the diverse needs of PTs. Use a variety of sentence stems to paraphrase, clarify, probe, etc. 	<p>ICF Framework</p> <p>Transcript</p> <p>Stems</p>	<ol style="list-style-type: none"> Review the I-C-F Framework Mentors read Nikki’s transcript and label her language. <ol style="list-style-type: none"> Where was she on the spectrum? What did she achieve by being in each of the different spots? What did this exercise teach you about ICF? Mentors read Mentor Language Stems for use

				below
Time	Activity	Objectives	Materials	Description
1:00	1.6 FASTool Introduction	<ul style="list-style-type: none"> Strategically move around the ICF spectrum to meet the diverse needs of PTs. Use a variety of sentence stems to paraphrase, clarify, probe, etc. 	Observation Notes Brainstorming Worksheet Collaborative Log	1. Sample Observation Notes and Debrief <ol style="list-style-type: none"> Mentors Read OB document and brainstorm strategy for debrief. (ICF / Language options). Mentors share strategy. Read Collaborative Log Debrief
1:30	1.7 Case Studies	<ul style="list-style-type: none"> Analyze “Case Studies” from 2009-2010 to identify PT needs, infer mentor differentiation, and discuss implications for mentoring. Use a variety of sentence stems to paraphrase, clarify, probe, etc. 	Mikes’s Folder Moniques’s Folder Jenna’s Folder	1. Each Mentor reads documents from one of their PTs <p>Chelsea – Mike Amarillas Greg – Monique Machado Kat – Jenna Smith</p> 2. Mentor shares insights from the FAS documents. <ol style="list-style-type: none"> What are PTs strengths and weaknesses What does this tell you about your role Other Mentors use Language Stems to probe, clarify, etc.
2:45	1.8 Debrief	<ul style="list-style-type: none"> Reflect on self-assessment to inform training and next steps. 	Self-Assessment Collaborative Log	1. Mentor self-assess on objectives 2. Team uses CAL to reflect on the day.

Day 2

Time	Activity	Objectives	Materials	Description
8:00	2.1 Connector	<ul style="list-style-type: none"> Connect with each other as people to build foundation for collaborative work. 		Mentors share: <ul style="list-style-type: none"> Plans for next week Description of 1 or 2 PTs that you will mentor this year.
8:30	2.2 Skillful Teacher Day 2 Plan	<ul style="list-style-type: none"> Explain the outline of a plan for August 17 –Day 2 – Skillful Teacher Evaluate the pros and cons of various organization and communications systems for the course. 	TST LP Day 2 TST Day 2.pptx Expectations Quiz TST Course Outline TST Facebook Draft of Letter	<ol style="list-style-type: none"> Josh shares plan with Mentors. Mentors make suggestions for next round of planning. TO FIGURE OUT: <ol style="list-style-type: none"> How does ARM fit into today? How do we develop common language? What terms? Focus on “Praise and Feedback” or “Effective Effort” or both? How to use the “Quiz” Reading Guide? What are my assessments? How do I use the data? BIG PICTURE Discussion: Binders Facebook Online Environment “ARC” vs. “Experiment and Reflect” Email to Participants
10:00	2.3 PT Needs Assessment	<ul style="list-style-type: none"> Identify which PT “Needs” are highest priority and how to serve them. 	21 st Century Mentor Handbook	<ol style="list-style-type: none"> Team reviews page 242-243 Team uses Needs Assessment or creates our own (If time) Review 1st week
10:30	2.4	<ul style="list-style-type: none"> Identify 	Conscious	Explore the use of the

	Responses to PT Needs	challenges likely to face PTs and select strategies to address them.	Classroom Teach Like a Champ Kagan Book	summer reading books and discuss “entry points” for introduce the ideas from the books... Any ideas???
12:00	Lunch	•		
1:00	2.5 Orientation Planning	<ul style="list-style-type: none"> Explain the outline of a plan for August 13 Orientation morning 	Orientation Plan School Savvy.ppt Red Flags School Savvy.pdf	<ol style="list-style-type: none"> Review last year’s agenda. Set Objectives Consider “School Savvy” seminars from last year to replace “Prudent Behavior”
2:30	2.6 Systems	<ul style="list-style-type: none"> Select a system to file PT documents and information for BTSA Select a system to calendar meetings and manage various responsibilities 	PT Tracker PT To Do Teacher Schedule Evidence of Application	By this point, we might be a little tired. I can at least show you the systems that I have used, and then we can pick up the conversation in August...
2:45	2.7 Debrief	<ul style="list-style-type: none"> Reflect on self-assessment to inform training and next steps. 	Day 2 Self-Assess Collaborative Log August Objectives	If we run out of time, mentors can complete this afterward and send it to me.

Day 3

Time	Activity	Objectives	Materials	Description
8:00	3.1 Connector	<ul style="list-style-type: none"> Connect with each other as people to build foundation for collaborative work. 		Mentor’s Choice!
8:30	3.2 Induction Framework	<ul style="list-style-type: none"> Use “PT Intro To Do” to organize and guide official work with PTs in August/September. Use “Induction Framework” to explain the components of 	Evidence of Application BTSA Induction Calendar PT Intro To Do	<ol style="list-style-type: none"> Mock Introduction (in pairs) <ol style="list-style-type: none"> Each mentor rehearses what he or she will say to PTs to introduce

		<p>PTPD.</p> <ul style="list-style-type: none"> Explain the scope and sequence of the BTSA and FUHSD requirements 	<p>Induction Standards</p> <p>Induction Quicksheet</p> <p>Induction Framework</p> <p>SVNTP Intro PPT SVNTP Background PPT SVNTP PT Pre-Assessment</p>	<p>BTSA and induction requirements.</p> <p>b. Partner asks questions from PTs.</p> <p>6. Review SVNTP Orientation</p> <p>7. Plan Orientation introduction</p> <p>a. Discuss Needs Assessment and what to do in first 15-minute meeting on Friday.</p>
10:00	3.3 Orientation Plan	<ul style="list-style-type: none"> Implement a plan for August 13 Orientation 	<p>Needs Assessment</p> <p>Orientation Plan</p> <p>Orientation.pptx First 5</p> <p>Red Flags</p> <p>School Savvy</p> <p>Summarizers</p>	<ol style="list-style-type: none"> Rehearse intro for timing/feedback Write objectives and discuss scope. Continue planning until Jason Heskett arrives at 11am. Review previous years and objectives of "Prudent Behavior" Discuss scope of "School-Savvy Etiquette" portion and decide who will lead which parts. When to do Needs Assessment - what to do with PTs at 10:45 What to do at 10:45 with veterans and psychologists?
12:00	Lunch	<ul style="list-style-type: none"> Connect with each other! 		

Time	Activity	Objectives	Materials	Description
1:00	3.4 Skillful Teacher Plan	<ul style="list-style-type: none"> Explain the plan for the Skillful Teacher Day 2 	<p>TST LP2 – Expectations</p> <p>TST – Expectations.pptx</p> <p>Tasting Failure</p> <p>Potential Activity materials</p> <p>Script</p> <p>Script with Answers</p>	<p>Points to discuss:</p> <ul style="list-style-type: none"> Intro – Too long? Use “Tasting Failure” How to organize the “Values/Belief/Challenges” part Observation and Feedback – Use this video and activity? <p>http://www.rbteach.com/rbteach2/Flash/VideoPlayer/Streamer/NaturalResources/NaturalResources_Video.asp</p> <ul style="list-style-type: none"> Action Research Menu Handouts
2:00	3.5 Fall Focus Preview	<ul style="list-style-type: none"> List the official BTSA documents due in the fall Describe the goals for implementing each aspect of the fall focus. 	<p>Induction Standards</p> <p>Induction Quicksheet</p> <p>FUHSDContextPT1</p> <p>FUHSDContextPT2</p> <p>Josh Class Profile</p> <p>School Resources</p> <p>Parent Communication</p> <p>School Communication</p> <p>SVNTP ContextPT1</p> <p>SVNTP ContextPT2</p> <p>SVNTP Iceberg</p>	<ol style="list-style-type: none"> Review Induction Standards documents to preview information we will need to communicate. Quickly scan remaining documents to understand scope and purpose of the fall focus. Open discussion on clarifying questions and to make plan for tomorrow.

Day 4

Time	Activity	Objectives	Materials	Description
8:00	4.1 Connector	<ul style="list-style-type: none"> • Connect with each other as people to build foundation for collaborative work. 		Mentors Choice!
8:30	4.2 BTSA Fall Focus	<ul style="list-style-type: none"> • Revise to implement Fall Focus: “Understanding and Assessing Context” <ul style="list-style-type: none"> ○ CSTP Self-Assessment ○ Context Reflection <ul style="list-style-type: none"> ➤ Pre-Assessment Data ➤ Class Profile ➤ Home communication ➤ School Resources ○ Mid-Year Peer Review 	FUHSDContextPT1 FUHSDContextPT2 Josh Class Profile School Resources Parent Communication School Communication SVNTP ContextPT1 SVNTP ContextPT2 SVNTP Iceberg	(This plan to be developed on Wednesday afternoon)
11:30	Lunch	<ul style="list-style-type: none"> • 		
12:30	4.3 Loose Ends			<ol style="list-style-type: none"> 1. Tom is available to meet with us to discuss any emergent issues. 2. We can finalize plans for Orientation. 3. I just want to leave time for anything else you need or want to do before tomorrow...

MENTOR EQUITY TRAINING MATERIALS AND NOTES

EQUITY TRAPS

Review by Kathy Spiess

November 19, 2007

I reviewed “Equity Traps” by Kathryn Bell McKenzie and James Joseph Scheurich. This article appeared in Educational Administration Quarterly, December 2004.

This article is part of a research project that is proposed to be used as a tool for the preparation of principals. The authors identify 4 “equity traps”, define them, and offer strategies for elimination of these traps for both current educators and university students planning to become administrators.

The researchers chose 8 experienced white teachers from an elementary setting who taught in a school where 95% of the students were from low-income households. 56% of the students were African-American and 40% Latino.

The first equity trap is the deficit view of students and their families. This deficit view holds that teachers believe that students of color enter school with many deficits including lack of motivation, behavior issues, and cultural and generational inadequacies. In one case, a first grade teacher classified her students as gangsters. Neighborhood walks, where staff goes door to door to welcome families, was one strategy that was presented. By engaging in these walks, teachers came away with a better understanding of their students, the families, and the community. Another strategy is for teachers to engage students and their families in creating oral histories. The final strategy was threeway conferencing. This is a type of conference, often held at the child’s house, where all stakeholders, parents/child/teacher, gather to set and monitor goals for the student. The members determine responsibilities and specific goals. The student then presents a portfolio at the end of the term demonstrating their progress. At the university level preservice administrators conduct neighborhood surveys and discuss the change in perceptions of the community and/or the families they encounter.

The second equity trap is racial erasure. This is similar to the concept of color-blindness: the belief that teachers don’t see color and treat all children the same. The researchers discovered that even though many teachers claimed color-blindness, their conversations quickly demonstrated the opposite. The strategies offered to deal with this equity trap include book and study clubs where teachers would read works by selected authors and meet to discuss issues presented in the book, organizing book studies around a particular theme, and equity audits, where teachers review disaggregated data and then discuss their findings and implications. At the university level, students are trained in conducting equity audits.

The third equity trap is teachers trying to avoid the watchful eye of administration and attempting to quiet teachers who did not accept the students as being the problem. Teachers felt they could avoid the scrutiny of parents and administration and have more leeway in treating students negatively if they taught at schools where most of the children were from disadvantaged situations. They also expect other teachers in the building to accept the deficit model and these teachers often use negativity to achieve this goal. The strategy suggested to eliminate this trap is having schools make a commitment to hire new teachers who believe that all students can learn and have high expectations for all students, and to create committees capable of achieving this goal. They also suggest developing democratic learning communities and strong collaboration among staff members. At the university level, 3 strategies are suggested that will help pre-service administrators understand and use these techniques. They are: role-play interviewing, conducting classroom discussion so that all points of view are considered and respected, and partnerships with current teachers.

The fourth, and final equity trap is false reasoning, where teachers blame students’ behaviors for their own

[shortcomings]. Strategies for elimination of this trap include, (1) having teachers spend time in classrooms where teachers are successfully teaching similar students or observe while a master teacher teaches in the teacher's own classroom; or (2) principals identifying staff members who are advocates of equity. At the university level it is suggested that students visit schools and observe successful master teachers or have a mentor teacher, and that principals be developed who are advocates of equity.

MENTOR EQUITY PD NOTES

Comments on the "Identifying Inequities" Interview:

- The "they" and "we" language is problematic- it wrongly assumes that all students have a similar background/culture/values and that all teachers do, also. It creates a division in the classroom.
 - If teachers are giving vague generalities like this, try to push them to get more specific or point out examples to them of differences amongst students & teachers
 - The "cross the line" or "step forward/step back" activity is effectively revealing of differences
 - Her comment about "putting down their culture" was actually putting down their culture- as if their parents don't want them to be successful. Although she is trying to show concern for this.
 - She is "thrilled" about them getting through "any years of high school"- very low expectations
 - How do we presume positive intentions when dealing with a teacher with this worldview? Enid does build on the positives- the teacher's comment on "building on their successes" by moving the teacher to identify what the students' successes actually have been.
- **You can see Enid picking & choosing her battles, she doesn't take the bait on the teacher implying that students are not doing critical thinking. She waits for a different entry point.
- Enid says "well as an educator you would want that, right?" and "I can't imagine you wouldn't" and sort of forces the teacher to agree.
 - Once one issue is addressed, the teacher brings up a different one to blame the problem on, such as "the standards", but Enid allows her to do that and validates that concern and then later gives a strategy for how to meet the standards.
 - Enid asks the teacher "what do you think the parents are hoping for?" to dispel the idea that it's part of their culture to not go to college and possibly to build empathy for the point of view of the parents.
 - When the teacher says all kids can't be expected to end up at university, Enid paints a picture of a world in which they could and asks if the teacher would want that, so she has to agree.
 - Where does Enid fall on the ICF continuum and in terms of mentor vs. PT talk? It's a fairly instructive stance, putting new ideas out there. Enid talks quite a bit, at least 50% of the time.
 - There's a turning point where she gets the teacher to agree to the goal and asks "what would have to be in place for this to happen?". The teacher says to get rid of the standards, but Enid doesn't take that bait, just says "what else?"

**Enid manages to surface some “right” thinking from within the teacher’s own memories/experiences-her approach at adult school, her memory of American Indian student. We can learn from that and work on strength based coaching by identifying other experiences our PTs have had in which they’ve had success- such as parenting, coaching, tutoring, running summer camp to leverage those into their classroom practice. Positive rewards are very powerful shapers of behavior.

STRENGTH-BASED COACHING

- Laura’s comment: “How can you start with negative feedback, I always look at the positive feedback to determine next steps”
- We all need to do this more- apply the strengths they have to the weaknesses they have
- It can be difficult when the PT gets a “needs improvement”

CASE STUDIES

•Case Study: Sharon

Strengths- relationships with students

Weaknesses- planning, curriculum design

Difficult to connect these two together? What is it that allows her to have good relationships with the kids? Caring about them, empathy. Try: Clearly you care about these kids, let’s put ourselves in their shoes, so apply by not planning what you are going to say/do, but what students are going to do/experience.

•Case Study: Delila

Strengths- caring about the kids, being willing to put in the time

Weaknesses- low rigor, poor classroom management

Try: The idea of giving the students the lower bloom’s info and then asking them to do higher level analysis. Or if can’t start with a strength, try: Giving her an idea that you’ve had success with and getting her to be willing to experiment with it, observe, then praise her success. Or taking her on a VTO to see the success someone else can have, especially with her same kids.

•Case Study: Sarah

Examined IAP, pre-obs CAL, selective scripting obs, debrief CAL

Student 2 in the discussion really didn’t contribute. When asked about Student 2, her response was “he never tries, has always failed” and dismissing him. She may be having a hard time connecting to his personality, too. The teacher has a lot of stress in her life and a lot of meeting time is spent counseling. It’s hard to get to the equity part of the conversation. Maybe she wasn’t ready for that conversation.

BIGGER QUESTIONS

- Do we default to dealing with PTs anger, emotions first (Maslow’s hierarchy) because they won’t be able to focus on and learn the equity piece anyway? We can try to wait for when the PT is in a better place and try to come back to the conversation later.
- Is it okay to pass on the equity conversation and just work on teaching “most” of the students or do we need to start with “all” students no matter what?

- When we decide to pass on a conversation, it's at the expense of what? We need to analyze which conversations are the most important to have.
- Choosing an entry point based on different types of personalities in the room (jocks, etc.) could be more comfortable than focusing on race when discussing equity with a PT.
- Is it okay to not focus attention on, for example, the white males because they've historically not been disadvantaged? Or is that white guilt? We need to focus on "all" students, no matter what.
- Equity is about the hidden kids, whoever they are at any given school.
- Does getting better at this work close the achievement gap? It's the first step.
- Reminder to try the roster activity- asking people to list who is in their class and seeing what patterns emerge and who is on their radar.

QUESTIONS FOR OUR PROGRAM

- Do we need more of a shared learning experience for our PTs? To ensure consistency of message and set aside time to work on certain things without the possibility of having the work be superseded by personal concerns.

NEXT STEP?

- Read the article in dark purple covered packet- "Focusing new teachers on diversity and equity: Toward a knowledge base..."

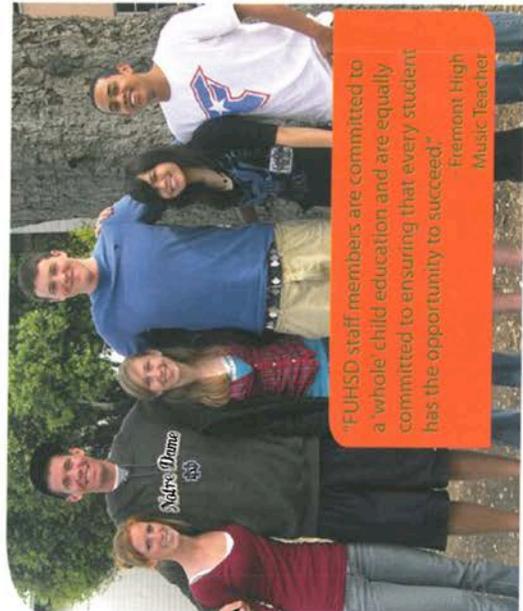
FREMONT UNION HIGH SCHOOL DISTRICT

"The special education staff really show they care about our kids, their challenges, and exposing them to opportunities not usually open to students from other districts and areas of the nation."

- HHS Special Education Teacher

community

- Relentless Pursuit of Excellence
- Highly Skilled & Supportive Staff
- Diverse Students & Personnel
- Strong Parent Support
- Involved Administration Team
- Distinctive Special Education Programs



"FUHSD staff members are committed to a 'whole' child education and are equally committed to ensuring that every student has the opportunity to succeed."

Fremont High Music Teacher

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FAST FACTS about FUHSD

- FUHSD enrollment is almost 11,000 Students
- Over 250 student-run clubs and organizations at all campuses
- In 2013, 88% of the 3,000 students who took an AP exam scored a 3 or higher



collaboration

- Strong Partnership Between Employee Groups & Management
- Personalized New Teacher Support & Mentoring
- Two Prep Periods Per Day
- Strong Commitment to Teacher Leadership
- Opportunities to Continue to Grow as a Professional

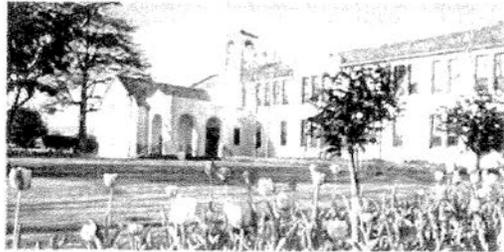
"FUHSD is a place where I feel supported in my role as a teacher and educator, where I am surrounded by innovative and committed teachers and students"

- MVHS English Teacher

compensation

- Competitive salaries beginning at \$51,607
- One of the finest benefits packages in Santa Clara County
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Fremont Union High School District



Why You Want to Teach at FUHSD:

- Top Rated High Schools in California
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**For more information and to apply, please go to:
www.fuhsd.org and click on Human Resources, then
Employment.**

Cupertino, Fremont, Homestead,
Lynbrook, and Monta Vista High Schools



FREMONT UNION HIGH SCHOOL DISTRICT
INTERVIEW RESPONSE SHEET



Your Name: _____ Candidate: _____

Once completed, please circle the number that corresponds to your overall rank of the candidate:

1 1+ 2- 2 2+ 3- 3 3+ 4- 4 4+ 5- 5

1 = below average/poor 2 = Average candidate 3 = good candidate 4 = great candidate 5 = wow, hire today

1. Please tell us about your background and experiences and what brought you here today to interview for a teaching position, specifically at Cupertino high school.
2. Please describe a unit you have taught that you felt was particularly successful and explain the critical elements that made it successful.
3. What methods do you use to assess student progress throughout a lesson, project or unit?
4. Describe your experience in working with English Language Learners and share with us some strategies you have used to do this effectively.
5. What background, training or experience do you have the make you sensitive and understanding of the enormous diversity that enriches our classrooms throughout all of our schools?
6. Scenario: In your World History class, you notice that there is a large disparity in the students' level of proficiency. Describe how you would design your curricular strategies so that all students receive a thoughtful, appropriate educational experience.
7. Describe a situation where you collaborated with colleagues to improve student outcomes. What do you see as some of the benefits as well as some of the challenges of collaborating with colleagues in your subject matter area?
8. Describe a teaching experience you have had that did not go well. Describe what didn't work and what you would do differently if you could teach that lesson over again tomorrow.
9. Suppose you give an exam to your class, and after grading it, you see that the test results are significantly worse than what you had expected. What do you do?
10. What distinguishing quality do you have that makes you the right person for this job?

FEEDBACK – Once the interview is completed, please provide specific feedback about the candidate in each of the following areas.

A	Energy, enthusiasm and attitude	
B	Ability to relate/connect to high school students	
C	Keen understanding and appreciation of cultural diversity	
D	Teaching methods, strategies and/or approaches – as well as broad range of competence.	
E	Collaboration and professionalism	
F	Willingness/ability to improve throughout his/her career	
G	Reflective humility, and a keen sense of their own role in achieving student success	

FREMONT UNION HIGH SCHOOL DISTRICT TEACHER CANDIDATE REFERENCE CHECK FORM
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Candidate Name: _____	Date: _____
Subject Applied: _____	
Reference Name: _____	Position: _____

- 1. Tell me your overall impression of the candidate.**

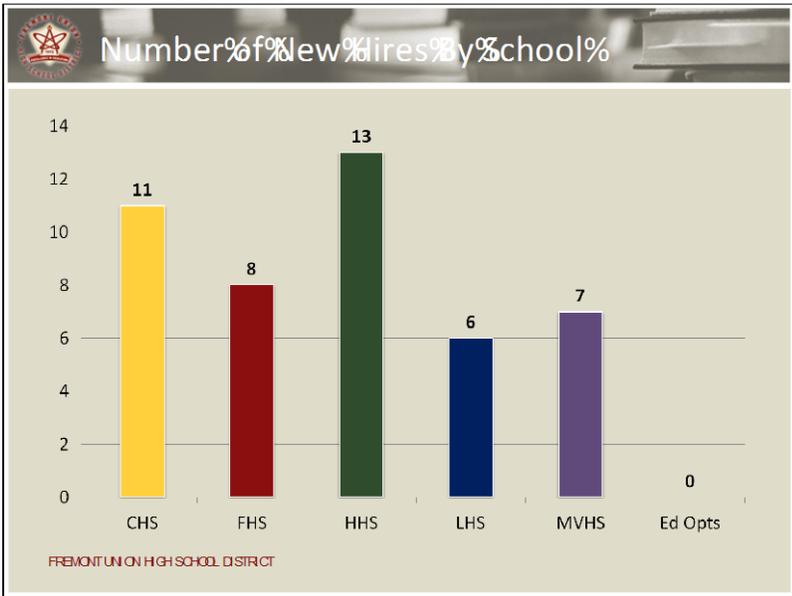
- 2. What are his/her very best qualities?**

- 3. What are his/her challenges?**

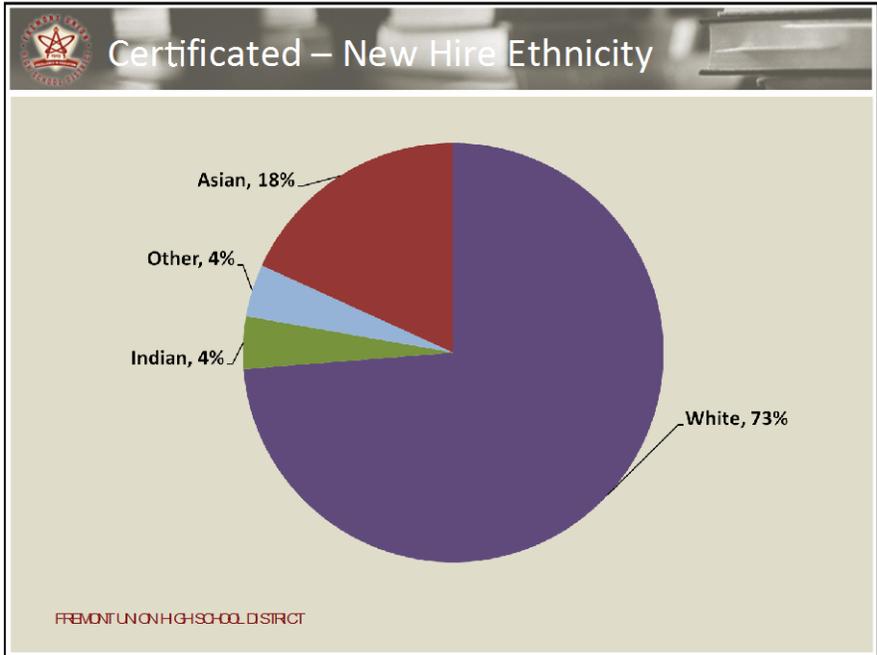
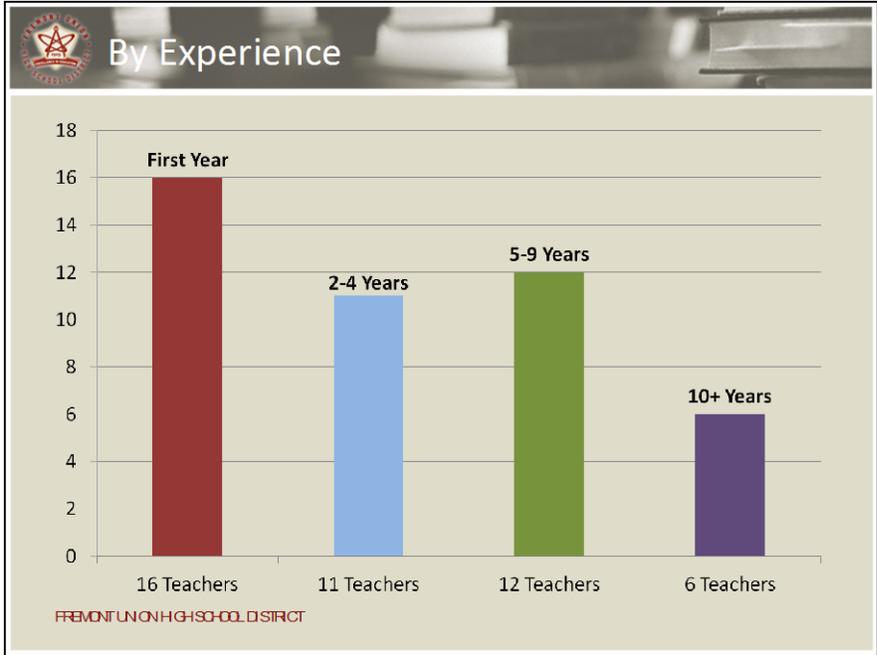
- 4. How would you describe the candidate's ability to work with a diverse population of staff and students?**

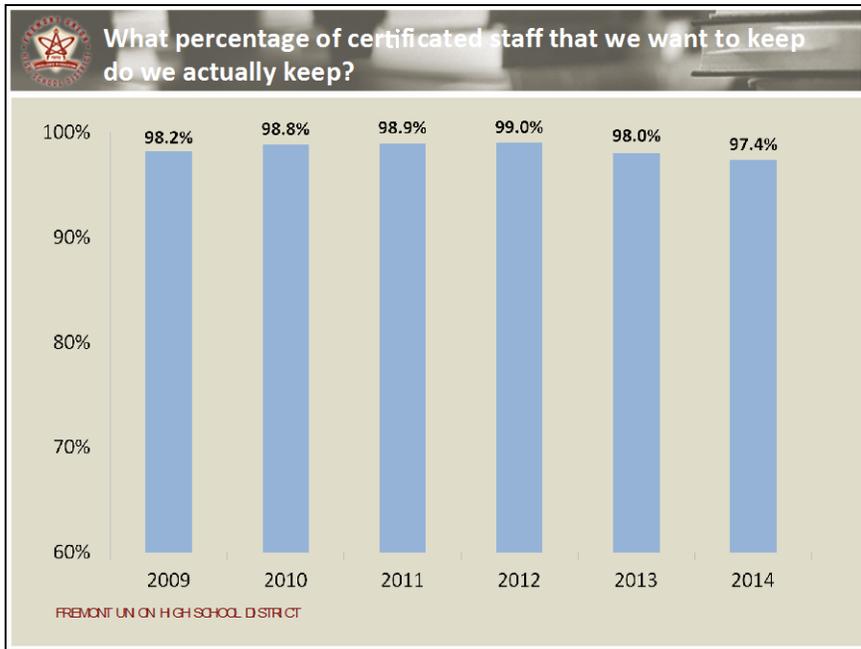
- 5. Is there anything else you would like to share about this candidate?**

Checker Name: _____	Signature: _____
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1%





LETTER OF VERIFICATION FROM PRESIDENT OF THE BOARD OF TRUSTEES



FREMONT UNION HIGH SCHOOL DISTRICT

Cupertino High School | Fremont High School | Homestead High School | Lynbrook High School | Monta Vista High School | Adult & Community Ed.

SUPERINTENDENT
Polly M. Bove

December 17, 2014

BOARD OF TRUSTEES
Jeff Moe
Nancy A. Newton
Barbara F. Nunes
Hung Wei
Bill Wilson

To: Superintendent Polly Bove

From: Barbara Nunes, President of Board of Trustees

Dear Polly,

This letter verifies that the Fremont Union High School District Board of Trustees approves of the sponsorship of a New Teacher Induction Program. In doing so, we acknowledge that:

Once a candidate is accepted and enrolls in an educator preparation program, Fremont Union High School District must offer the approved program, meeting the adopted standards, until the candidate:

- i. completes the program;
- ii. withdraws from the program;
- iii. is dropped from the program based on established criteria; or
- iv. is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization in the event the program closes. In this event, an individual transition plan would need to be developed with each candidate.

Sincerely,

Barbara F. Nunes
President of the Board of Trustees
Fremont Union High School District

589 W. Fremont Avenue, PO Box F, Sunnyvale, CA 94087 | TEL (408) 522-2200 | FAX (408) 245-5325 | WEB www.fuhsd.org

APPENDIX B – PROFESSIONAL DEVELOPMENT COURSE MATERIALS

NEW EMPLOYEE WORKSHOP PLANS

New Employee Workshop

Day 1 - June 10 2014

Outcomes: Participants will:

- Describe the difference between a Fixed and Growth Mindset and explain how a teacher’s mindset about the nature of intelligence can have a significant impact on student motivation and learning.
- Explore *Conscious Classroom Management* to prepare to read it this summer.
- Explore *Teach like a Champion* to prepare to read it this summer.

Materials:

Lunch Judy	Handouts PDF of PPT Late Work HO 321.doc	Reading Supplies Sticky notes Highlighters Pens	Books 15 of each from the library
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Time	Activity	Description	Person
9:00 (15)	Agenda and Introductions	Josh introduces the day and previews the 3 day “NEW” Starting with mentors, each person introduces him/herself: - Name, School, Subject, Menu Question	All
9:15 (45)	Growth Mindset	Introduce the FUHSD Mission. Mindset presentation: <ul style="list-style-type: none"> • There are two views about the nature of intelligence. (10 min) • There is a continuum between fixed and growth and multiple views along different intelligences, and people have different views on all of them. (PROCESS Wheel) (10 Min) • Society has taught us to believe in a fixed mindset, but science shows that the brain can grow. So, even as we say “All Can Learn”, we still find ourselves reverting to “Fixed Mindset” statements and actions. We regularly underestimate the ability to change... (5 min) • Dweck teaches us to transcend the debate because, despite reality, our beliefs and actions affect the reality for self and students. So we need to act with a Growth Mindset in order to promote the types of actions we want our students to display. (5 min) 	Josh
10:00 (50)	Applying Mindset	Applying Growth Mindset in the Classroom: <ul style="list-style-type: none"> • All Motivation comes down to these three messages • Teachers need to Saturate the Environment with 3 messages • Green Sheet PROCESSING • How you run your class and what you say matters (Pygmalion study, a few examples of responses to students) • (If time) Reflect on a time when somebody said something that mattered. 	Josh
10:50 (10)	Professional Development at FUHSD	<ul style="list-style-type: none"> • “Skillful Teaching” as a Growth Mindset concept, • the Cycle of Inquiry as a Process, • and PLCs as the structure for teachers to grow. 	Josh
11:00 (5)	-Hook- Role Play	<ul style="list-style-type: none"> • Charity does the role-play to demonstrate the difference between inner authority and inner apology. 	Charity
11:05 (10)	Inner Authority	Inner Authority Use T-Chart to debrief the role play	

		Read pgs 26-29 to see how “inner authority” is foundational and that mastering it is essential...	Charity
11:15 (45)	Lunch	Eat, drink, relax	
12:00 (45)	Strict	Read sections of book Watch Clips Reflect on Connections to Beliefs 1,2,4	Charity
12:45 (45)	Warm	Props / J-Factor / Emotional Constancy / Positive Framing Assume the Best / Apology / Choice / Kind v. Nice	Viv
1:30	Review and Closure	3-2-1 Big Picture Agenda Review – Check	Summarizer Josh

New Employee Workshop – Day 2 – June 11, 2014

Outcomes: Participants will:

- Connect with teachers in their department and school
- Know the scope and sequence of the classes they will teach
- Know that effective daily lesson plans include: objectives, process activities and checks for understanding.

Materials:

- PDF of PPT, Questions for Buddy, 3 LP templates, CFU Handout, DVD

Time	Activity	Description	Person
8:00	Breakfast	As people arrive, they find seats NEXT TO BUDDY and get food.	
8:30 (10)	Welcome and Introductions	Table share: Name, Courses, Menu Question	Josh
8:40 (10)	Collaboration in FUHSD	Josh shares the Organizational Beliefs – teachers talk about collaboration in their departments...	Josh
8:50 (10)	Curriculum Design Intro	Table 15.3 – Use to describe the different levels Figure 16.2 – Use to describe importance of objectives Table 15.2 – Use to show flow from Year to Day	Josh
9:00 (60)		Curriculum Design Work Time	
10:00 (15)	Break	10:03 -10:10 Josh shared FUHSD mindset curriculum	
10:15 (15)	Procedures	<ol style="list-style-type: none"> 1. Intro- recap Belief 2, transition to Belief 3- why must we teach procedures? 2. Why must procedures <i>precede</i> content? 3. Laying the Tracks- how to teach procedures-TLAC Clip 13 Mr. McMurry 4. Teaching procedures is an <i>investment</i> of time 5. Look at list of procedures & discuss which are important 6. Set aside time in first lesson plans of the year to explicitly teach procedures 	Viv
10:30	Daily Lesson	<ol style="list-style-type: none"> 1. What do I want students to know and be able to do? 	Charity

The Skillful Teacher Course Description

Course Mission and Goals

The mission of this course is to improve teachers' abilities to apply the knowledge base of teaching in different classroom contexts for the benefit of *all* students. In order to achieve this mission we have structured the course to help all of us:

- ✓ Expand our teaching repertoires through reading, discussion, experimentation and reflection.
- ✓ Use day-to-day student learning data to plan, teach, and reflect on our teaching.
- ✓ Foster a culture of ongoing professional conversation about teaching and learning.
- ✓ Strengthen our conviction that we can make a difference in the life and learning of *all* students.

Course Organization

The course uses the book *The Skillful Teacher* as the main source of new ideas and information. Although the 500-page book provides a comprehensive look at our profession, the course will focus on only a few of the key chapters. We will begin with the "Expectations" chapter that builds on Carol Dweck's work around creating a "growth mindset." This initial focus will help teachers answer this essential question:

- ***What teacher beliefs and actions lead us to best serve ALL of our students?***

Once this foundation around beliefs and expectations is established, we will progress through the year, organizing our work around a series of classroom experiments, lunch discussions, and district-wide meetings where we continually ask and answer these essential questions:

- ***What do we want students to know and be able to do?***
- ***How will we know if they know and can do it?***
- ***What do skillful teachers do to maximize the opportunity for every student to learn it?***
- ***What will we do when students don't meet our standards? What will we do if they do?***

Participant Responsibilities

Experiment in the Classroom - Participants form small teams of 2-4 teachers to support each other in applying knowledge through *experimentation* and *reflection*. The experiments are targeted and simple; in order to fit into a teacher's busy schedule, they are designed to take about 1-2 hours of time outside of one's regular instructional practice.

Discuss at Site Lunches - Teachers will meet for lunch 1-2 times per month to discuss a chapter of the book, plan how to apply new ideas in the classroom, and debrief and reflect on experiments they have done in the previous weeks. These lunches (food provided) will be facilitated by a mentor and will take place throughout the entire school year at each site.

Participate in District-Wide Seminars - Participants will meet for a series of 4 full-day seminars, one in August, and the others as release days in the fall semester. These seminars are bookended by two briefer after-school sessions to introduce and close the course in May (see calendar below for approximate dates). Teachers are expected to have read the relevant chapter(s) before each seminar so that meeting time can be spent in course-alike and other mixed groups discussing the book and sharing ideas on how to apply new knowledge in specific contexts.

The Skillful Teacher 2014-15

Course Calendar

Month	Required Meetings	Topic and Description	Focusing Questions to Guide the Work	Chapter Title (Pages)
May 2014	District Seminar: Wednesday May 22 (3:30 - 5:30pm) <i>Fremont HS Library</i>	Reflection/Introduction: Teachers will work in small groups to discuss the “big picture” issues of the challenges we face and how to continuously improve our craft. <i>NOTE: This is both the last meeting of the previous year and the first meeting of the next year.</i>	What is ‘skill’ in teaching? What is the connection between teacher beliefs and teacher behaviors?	Chapter 1 <i>Introduction</i> (1-10) Chapter 2 <i>Teacher Beliefs</i> (11-16)
August	District Seminar: Tuesday, August 12 9am to 3pm	<i>What teacher beliefs and actions lead us to best serve ALL of our students?</i> In preparation for the start of school, teachers consider how to structure their courses and communicate expectations that all students can achieve at high levels.	How do I communicate to <i>all</i> students that what we’re doing is important, that they can do it well, and that I won’t give up on them?	Chapter 12 <i>Expectations</i> (261-317)
September	District Seminar: Friday, October 3 8am to 3pm Site Lunch: 1	<i>What teacher beliefs and actions lead us to best serve ALL of our students?</i> Teachers share experiences with the start of the school year and plan to reinforce expectation messages and build relationships with ALL students.	How do I use language and apply strategies to enable students to put forth <i>effective effort</i> ?	Chapter 13 <i>Personal Relationship Building</i> (317-326)
October	Site Lunches: 2	Teachers meet at lunch to plan experiments and then meet at the end of the month to reflect and discuss how to continue to reinforce expectation messages to raise the effort and achievement of all students.		

Month	Required Meetings	Topic and Description	Focusing Questions to Guide the Work	Chapter Title (Pages)
November	District Seminar: <i>Thursday, November 13 8am to 3pm</i> Site Lunch: 1	“What do students need to know and be able to do?” “How will I know if they know it?” “What do I do if they don’t get it?” Teachers consider how to use “objectives” to focus their work and how to figure out what students know and what they are still struggling with.	How do I frame lesson objectives so they guide my planning and focus on student achievement? How do I use questioning and other skills to “get inside students’ heads”?	Chapter 16 <i>Objectives</i> (371-394) Chapter 9 <i>Clarity</i> <i>(Pt 2)</i> (191-216)
January 2014	District Seminar: <i>Tuesday, January 27 8am to 3pm</i> Site Lunch: 1	“What do skillful teachers do to maximize the opportunity for every student to learn it?” “What do I do if they don’t get it?” “What do I do if do?” Teachers consider strategies to teach, re-teach, and further reinforce concepts with a focus on learning rather than teaching	How do I make concepts and skills clear and accessible to students? How do I use activators and other framing skills to prepare students to learn?	Chapter 9 <i>Clarity</i> <i>(Pt. 1)</i> (161-190) Chapter 18 <i>Learning Experiences</i> (411-430)
February	Site Lunch: 1	<p style="text-align: center;"><u>“Focus on Application” Phase of the Course</u></p> <p>At this point, with the bulk of the reading completed, teacher teams at each site continue to experiment and reflect, using the lunch meetings to make plans, share the results of experiments, and focus attention on new resources or sections of the book that are most relevant and important to their context.</p>		
March	Site Lunches: 2			
April	Site Lunches: 2			
May 2015	District Seminar: Mid-May After School (3:30 - 5:30pm) Site Lunch: 1	Reflection/Introduction: Teachers will reflect on the year, and consider how to continue learning and growth in future years.	How do my personal passions show up in a “No Child Left Behind” world?	Chapter 20 <i>Overarching Objectives</i> (521-528)

ACADEMIC LANGUAGE PRODUCTION WORKSHOPS

Academic Language Production Plan 2014

Time	Activity	Slide Number	Facilitator Does...	Participants do...	Materials
8:00	Introduction (Welton)	1-16	<ol style="list-style-type: none"> 1. What is ALP? 2. Connect to PLC 3. Registers 4. Agenda 	Sit in department groups... TPS – Fish in water...Registers	Table Tents
8:40	Learning Theory (Josh)	17-20	<ol style="list-style-type: none"> 1. Introduce “how to divide fractions” 2. Negotiate Meaning Slide 3. Cone of Learning Slide 	What consequences might student A face? TPS – What do these graphics mean?	
9:00	BREAK				
9:10	Analysis of a Lesson Plan (Josh)	21-23	<ol style="list-style-type: none"> 1. Give Teachers LP and Analysis Doc 2. Teachers analyze LP with Two Column Chart 3. Discussion: What % of student actions? How might this analysis change lesson planning? 	Analyze Lesson Plan Group Discussion Mix, Pair, Share – how did this experience make you think about your own LP?	Subject LPs Analysis Sheets
9:40	Vocabulary – Brick and Mortar words (Josh)	24-31	<ol style="list-style-type: none"> 1. Focus on 2 aspects of Linguistics 2. Show Science Reading. 3. Vocabulary – Show the three tiers and brick/mortar 	Highlight important words Identify Tier 2/3 Words Identify Phrases	
10:00	Organization Frames Starters Banks (Welton)	32-47	<ol style="list-style-type: none"> 1. Frames 2. Starters 3. Banks 4. Language → Thinking 5. Example 3 column chart 	<ol style="list-style-type: none"> 1. Construct Ideal Response – 2. Label type of thinking 3. Construct appropriate frames 	Handout to guide Reteaching
10:45	Example from Teaching Channel	48	Show first 3:11 of Teaching Channel Video	Discuss how teacher supports language and thinking...	
11:00	Planning Lessons –	49-51	<ol style="list-style-type: none"> 1. Set Work Time and Debrief Time... 2. Work – Individuals or Pairs - 	Working on lessons...	
12:00	Lunch				
12:45	Structured Interaction Introduction (Josh)	53-68	<ol style="list-style-type: none"> 1. Quickwrite 2. Debrief 3. Groupwork vs. Cooperative Learning 4. Principles of Structure 5. Example - Washington Week (Quick Model) 6. Debrief 	<ol style="list-style-type: none"> 1. Quickwrite about morning planning 2. Pair/Share with a twist 3. Brainstorm Pros/Cons 	

				Discuss how PIES is (and is not) apparent in Washington Week	
1:20	Kagan Structures Jigsaw (Josh)	69-73	<ol style="list-style-type: none"> 1. Give each table a set of expert cards and Structure Jigsaw 2. Set Time Limits 3. Monitor Time 	<ol style="list-style-type: none"> 1. Jigsaw → Summarize → How does it meet principles → Challenges/Solutions → Application to Classroom 	4 "expert" cards
1:50	Return to Pinwheel Video	74-76	<p>Show 3:11 to end Discuss PIES</p> <p>Formative Assessment Analysis</p>	<p>Discuss how PIES is (and is not) apparent in Pinwheel activity</p> <p>Discuss what teacher would do with the data</p>	
2:15	Planning Lessons (Welton)	77-79	<ol style="list-style-type: none"> 1. Show Kat's double lesson and other lesson planning templates 	Work in pairs or alone to	Kat's lesson; LP template
2:45	Feedback and Closure (Both)	80-91	<ol style="list-style-type: none"> 1. Written Feedback (10 minutes) 2. Pair/Share – Mix a cross the room? 3. Summary Slides 		Feedback Half-Sheet

NEW TEACHER LUNCH CALENDARS

Mon.	Fremont	Lynbrook	Cupertino	Homestead	Monta Vista
Aug	Open forum – Check in after first week (Jeff Rosado)				1. Long Range Plan- 2. EL practices 3. WASC
Sept	Back to School Night Special Ed and IEPs (Jeff Rosado & Sharon Boyd)	Back to School Night, Safety Drills, Homecoming-Participation & Survival (Dave Erwin)	Back to School Night Tips (Andy and Greg)	(NEWBIES) Professional Distance, Back to School Night Strategies (Graham, Christy, Chelsea)	4. School Site Council 5. Bond/Parcel Tax/Modernization 6. LEGOs 7. Keys/Supplies 8. PTA \$\$\$ support
Oct	Classroom Observations and Evaluations (Bryan Emmert & Maia Goodman)	Guidance Department, Student Advocate support, SAT (Kathleen Sullivan Dawn Bridges)	Special Education Information/Resources (LRS and AC teachers)	(ALL NEW HIRES) Grades, Progress Reports, Support Services (Christy, Chelsea, Support Personnel)	9. Leadership/Rallies 10. Green Sheets 11. Websites 12. Grading Calendar 13. Emergency procedures 14. Activities Supervision
Nov	Health and Safety— Students Scenarios (Cindy Gowen, Noe Ochoa, Susan Lake, Chuck Herrera)	Classroom Issues - Participation credit, Academic Honesty, Attendance (Sydney Marsh and Staff)	Health and Safety Procedures/Staff Members (Student Conduct Specialist, Student Advocate, “Safety” AP)		15. School wide testing 16. Daily Bulletin 17. Bell schedule 18. Attendance 19. Payday BBQ 20. Sonitrol/Facilities 21. Duplicating
Dec	English Learners (Di Yim & Akane Tanaban)	Semester grades and tricky issues (Maria Jackson)	Guidance and Final Exam Tips (Guidance Counselors)		22. Parent communication 23. Back to School Night 24. Homecoming 25. Athletics
Jan	PLCs – How are you contributing Teacher Health (Jeff Rosado)	Safety and Discipline Scenarios (Sydney Marsh)		(NEWBIES) Checking In—Taking Care of Yourself (Christy)	26. Journalism 27. Yearbook Library/LLT 28. Technology support 29. SAT Team 30. 504 accommodations
Feb	Technology ideas in the classroom (Menko Johnson)	Construction Preparation & Impact (Gail Davidson)			31. Special Education 32. Guidance Counselors 33. Richard Prinz 34. Career Center
Mar	Standardized Testing & Why it Matters (Bryan Emmert & Jeff Rosado)	STAR “Open Microphone” (Sydney Marsh)		(ALL NEW HIRES) Master Schedule: How is your teaching schedule developed? (Laura and Christy)	35. Classroom management 36. Discipline 37. Zero tolerance 38. Award Programs 39. Study Buddy program
Apr	Finish the year strong/How much content can I cram? (Jeff Rosado)				40. Class coverage-peer observation 41. Evaluation

INQUIRY ROUND TABLE EXPLANATION

Rationale:

This process was developed as a method of providing new teachers with a formal structure to reflect on progress from the Fall Cycle of Inquiry and receive feedback and guidance for work on the Spring Cycle of Inquiry.

Details:

When:

- Introduce process at the beginning of the year.
- Panel meets after each semester (January and May).

Who:

- Each teacher selects 3-5 people to serve on the Peer Review Panel.
- Panelists can be colleagues, administrators, or friend (see samples below).

How:

- 40-60 minute meeting (see sample agendas on the back).
- Mentor facilitates Mid-Year Review Meeting in January.
- If ready, teacher facilitates Final Peer Review in May.

Key Considerations:

- Teacher chooses members of the panel.
- Teacher and mentor spend significant time developing discussion questions.
- District provides lunch or refreshments for panel.

Examples of teachers' goals and the panels they chose:

Teacher	Goal	Panel
Business	Wanted to integrate skills of core departments into the curriculum of his business class.	Chose one teacher from each core department (Math, Science, English, Social Science) and an Assistant Principal
Sheltered History	Wanted strategies to reach EL students	Chose ELD teacher, English sheltered teacher, History teacher and the Assistant Principal who works with EL.
French	Goal was focused on group work in French, but she also wanted to connect with her mentors from previous years.	Chose her university supervisor, cooperating teacher, and a veteran French teacher who had retired, and one of her current colleagues.
Algebra 1 (Special Ed inclusion)	Wanted to develop a binder system to help at-risk students with organization skills	Chose her Special Ed teaching partner, and AVID teacher, the Math DC, and one other math teacher

Sample Mid-Year Inquiry Round Table Agenda

Focusing question:

What types of routines and procedures, or lesson design formats, will help to develop a more academic tone in a sheltered Physics class?

- 11:15 - Get food and look over materials
- 11:20 – Quick Review of previous work in the fall.
 - Successes/Challenges
- 11:25 - Questions from group about work in the fall.
- 11:30 – Group discusses and Mike takes notes and listens
- 11:45 – Mike reflects on what he has heard and asks questions of group.
- 11:50 – Final comments!

Questions to guide group discussion:

- ✦ *What are the characteristics of a classroom with an academic tone?*
- ✦ *If I want to use handouts that support language learners with fill-in-blank type answers, how do I make sure that students don't just copy from each other?*
- ✦ *In what ways would a more academic tone manifest itself in student work?*
- ✦ *How do you find the balance between teaching academic English and allowing students to use native language to understand content?*

Sample Final Inquiry Round Table Agenda

Focusing question:

What types of routines and procedures, or lesson design formats, will help to develop a more academic tone in a sheltered Physics class?

- 11:15 - Get food and look over materials
- 11:20 – Review of work since the Mid-Year.
 - Suggestions
 - What I did
 - Results
- 11:25 - Questions from group about work in the spring.
- 11:30 – Group discusses and Mike takes notes and listens
- 11:45 – Mike reflects on what he has heard and asks questions of group.
- 11:50 – Final comments!

Questions to guide group discussion:

- ✦ *What systems do you use to help students organize their materials?*
- ✦ *What systems do you use to organize and manage student work?*
- ✦ *How do you encourage an academic tone when students are participating and discussing (so that they listen to and respond to each others' comments?)*
- ✦ *Any other suggestions of how to take "academic tone" to the next level?*