San Juan Unified School District Induction Program
Education Specialist
Program Summary

Description of the San Juan Unified School District

The San Juan Unified School District (SJUSD) is the local educational agency for the San Juan Unified Induction Program. Located in suburban Sacramento County, SJUSD educates a diverse student population numbering over 40,000 in thirty-three elementary schools, eight K-8 schools, eight middle schools, and twelve high schools. Additionally, SJUSD has five alternative schools (three that offer specialized programs for students with special needs).

The Induction Program is housed under the Division of Teaching and Learning. With a commitment to implementing the vision of the Induction Program Standards, the SJUSD Induction Program design is based on the ongoing research of the New Teacher Center, which calls for a comprehensive Induction Program with multiple levels of support.

Program Design

Following the passage of SB2042 (Alpert/Mazzoni, Ch. 548, Statutes of 1998), the Commission made substantial revisions to its standards for teacher preparation. As a result, and in accordance with Education Code section 44259 (c), the San Juan Unified Induction Program developed and implemented the teacher induction program in accordance with the standards adopted by the Commission and the Superintendent of Public Instruction. (Education Code 44279.2 (c) (1))

For Education Specialists, the San Juan Induction Program requires that an Individual Learning Plan must be developed using the Essential Elements from the Continuum of Teaching Practice and the Induction Standards to guide their work. Education Specialists also are required to create a portfolio of evidence to demonstrate mastery of Induction Standard 7.

The SJUSD Induction Program is designed to be individualized, job embedded professional development in which we provide the tools, resources, and time for Participating Teachers to meet the goals of their Individual Learning Plan (ILP).
Participating Teachers (PTs) are matched with a highly trained Support Provider (SPs) who meets with them weekly for observation and reflection of teaching practice, analysis of evidence of student learning and engagement with the NTC Formative Assessment System (FAS). NTC FAS is a set of tools and processes that systematically guides a PT (in partnership with a trained support provider) in monitoring progress and growth in relation to the California Standards for the Teaching Profession and Induction Standards Five and Six. Additional supports and resources in the SJUSD Induction include: professional learning seminars, Induction Events, observations of exemplary veteran teachers, and access to online resources. There are specifically designed FAS tools for the Education Specialist.

The SJUSD Induction Program has two types of Support Providers: Consulting Teachers (CTs) and Sites Coaches (SCs). CTs are released full time from the classroom and generally support Year One PTs. SCs, who have classroom teaching assignments, generally support Year Two PTs at their site. SCs are trained and supported by CTs through regular professional learning opportunities and one to one support meetings. In addition to attending training on district initiatives, CTs receive on-going training in the use of FAS Tools and hold weekly collaboration meetings on improving their skills in learning focused conversations.

The SJUSD Induction Program stays relevant to the current conditions of teaching and learning in the district through intentional design of the program’s administrative components. The SJUSD Induction Program is administered by the Center for Teacher Support Governance Panel, which serves as the governing body for the program. The Governance Panel makes decisions regarding the evaluation of the program, implementation of program modifications, policy decisions, and fiscal decisions. The Governance Panel is comprised of seven members: two Co-Directors, three classroom teachers and two site administrators. One of the Co-Directors is the Assistant Superintendent of Secondary Education and the other is the President of the San Juan Teacher’s Association. The make-up of the Panel allows for strong collaboration between the District and the Association and well as ensuring the perspective of current practices both in the classroom and at the school site level.

The Governance Panel meets every six weeks for an entire school day to attend to program needs. CTs meet individually with the Governance Panel during these meetings and the Lead CT delivers a formal report. The purpose of the regular
meetings with CTs is to receive up-dates on needs of current PTs, review program data, and discuss any needed program modifications.

**Program Modification, Stakeholder Input, and Collaboration:**

The Governance Panel uses multiple measures to make program modifications including mid-year and end-of-the-year survey data, induction event evaluations, data from the Credential Clearing Interviews, and data from the Completer surveys. Examples of program modifications in the last two years based on data include: the development of Professional Learning Seminars that meet the needs of Participating Teachers, development of Case Study Rubrics, and a modification of Site Coach training to reflect Learning Focused Interactions.

The Governance Panel seeks input from stakeholders in a variety of ways. Three times a year the Governance Panel meets in a joint meeting that includes the Director of Human Resources, a professor of Teacher Education from California State University, Sacramento, and the CTs. A larger group of stakeholders can provide their input through various methods including: participating in the Mid-Year and End-of-the-Year State Surveys; participating in Administrator meetings one or two times a year; and one-on-one communication through email and/or phone.

In addition to collaboration with District personnel and Institutes of Higher Education, the SJUSD Induction Program collaborates with other programs and P-12 organizations to provide a quality program for PTs. CTs are knowledgeable about the NTC FAS system. All induction programs using NTC FAS meet at Leadership Networks receiving on-going training throughout the year. Team members also attend Cluster meetings in order to collaborate with other Induction Program leaders and to receive timely professional development in teacher preparation and induction, formative assessment, support and current research. Additionally, CTs attend regional meetings with IHEs and local Induction program representatives to keep abreast of current practice in preliminary teacher preparation programs.

**Course of Study (Curriculum and Field Experience)**

SJUSD uses the FAS system to guide teachers in their growth as professionals, focusing on meeting the learning needs of all students, and becoming reflective
practitioners. Participating teachers engage in individualized, job-embedded professional learning that follows a cycle of plan, teach, reflect, and apply. With the assistance of a Support Provider, Participating Teachers identify areas of strength and needed growth, then create an Individual Learning Plan (ILP) that utilizes the California Standards for the Teaching Profession (CSTP) and the Induction Program Standards (IPS).

The New Teacher Center’s FAS System supports three central processes: Understanding Context, Setting and Reflecting on Professional Goals, and Examining Practice Through Inquiry. The components of standards, evidence and criteria are the frames for each of these central processes. In addition, Education Specialist PTs complete a portfolio to provide evidence of competence to meet Induction Standard 7. The topics covered are Advancing Teaching and Learning Through Inquiry, Positive Environment/Behavior Management, Transition, and Communication/Collaboration.

PTs collaborate with their SPs to use a variety of FAS Tools and district resources to develop lesson plans, determine instructional strategies, and scaffold instruction to meet the diverse needs in their classrooms and caseload. FAS Tools include, but are not limited to, the Analysis of Student Work Tool, Class Profile Tool, Collaborative Logs, and Case Studies on an English Learner (year 1) and Student from a Special Population (year 2). Planning and engaging students in standards-based instruction is at the heart of the work with PTs. Learning how to differentiate instruction is a critical element for ensuring academic success for all students and is an integral part of the FAS program.

Assessment of Candidates and Program Advisement

PTs attend a Program Orientation at the beginning of the year. Those who arrive after the Orientation receive an individual orientation at their school site. At the Orientation, program requirements and expectations are outlined and reviewed, and PTs sign their Letter of Commitment.

SJUSD Induction program conducts several Induction Events throughout the year. At the Mid-Year Advisement, PTs and their Support Providers meet with a CT to create an Action Plan for meeting Program Requirements.

The PT creates a portfolio for use during their Credential Clearing Interview using
evidence collected with FAS tools. FAS documents for the Setting and Reflecting on Professional Goals event are submitted to Program Leadership for progress monitoring.

Year Two PTs share their portfolio and complete a Credential Clearing Interview with members of the Governance Panel and their representatives. A Credential Clearing Interview rubric is used as the evaluation tool. PTs must earn a combined score of “6” to pass the interview. PTs who do not pass may have another opportunity to successfully complete the interview. Upon successful completion of all program requirements, a recommendation is made to the Commission on Teacher Credentialing for a Clear Credential.