



Fresno Unified School District

# *New Teacher Support & Induction Handbook*



Fresno Unified School District

**TEACHER DEVELOPMENT**

2026-2027

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**BOARD OF EDUCATION**

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**SUPERINTENDENT**

Robert G. Nelson, Ed.D.

August 17, 2026

Dear New Teacher,

Congratulations! You are about to begin one of the most exciting times in your life! You will put into action the theory and subject matter you have studied and learned. What an exciting adventure! Making a difference in the lives of students and creating positive and lasting change are rewards like no other.

This will be an exciting journey for you and one that demands a great deal of work. It will take an enormous amount of your time and energy. You must be genuinely involved in the process of becoming a thoughtful and reflective practitioner who sets high standards for yourself and equally high standards for your students, colleagues, and the larger educational community.

You will begin to develop your own unique teaching style and practice the methods and strategies that are effective in helping students learn. Approach the beginning of your teaching career with an inquiring mind. Learn to share your own experiences that you bring to the classroom but also develop an interest in learning all that you can from the teachers on your staff, the students that you serve, and parents that you are working with.

You will be provided with resources to get you started. Some of the materials that you will be provided this year will be the Common Core State Standards, English Language Development Standards, and the California Standards for the Teaching Profession FUSD Continuum. By exploring these resources, you will be starting your own professional growth. I encourage you to continue your own professional learning to develop your skills. If I can in any way support your efforts, please do not hesitate to contact me.

Sincerely,

*Teresa Morales-Young*

Teresa Morales-Young  
Administrator  
Teacher Development|  
457-6072

# FRESNO UNIFIED NEW TEACHER SUPPORT & INDUCTION ORGANIZATION CHART

Fresno Unified School District Board of Directors



**MISTY HER**  
Superintendent



**CARLOS CASTILLO**  
Chief Academic Officer



**MARIE WILLIAMS, ED.D**  
Associate Superintendent

## Fresno Unified School District Phone Numbers

Induction Support Team (559) 457-3178  
Human Resources (559) 457-3500  
IT Department (559) 457-2600  
Payroll (559) 457-3514  
Substitute Line (559) 457-3492



**TERESA MORALES-YOUNG**  
Administrator, Teacher Development



**TRACI TAYLOR**  
Director, Teacher Development



**DEBORAH FRIESEN**  
TSA, Teacher Development



**MELISSA FARR**  
TSA, Teacher Development



**ELICA GUTIERREZ**  
TSA, Teacher Development



# Contact Information

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## *New Teacher Support Team*

### ***Teresa Morales-Young***

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Fresno Unified  
School District

## FACTSHEET

### EARLY LITERACY

The percentage of 1st graders who are proficient in literacy based on iReady results will increase from 48% in June 2024 to 80% June 2030.

## OVERVIEW

Fresno Unified School District serves nearly 70,000 students, from preschool through grade 12, helping students achieve their greatest potential through high-quality instruction, district programs and services, and resources. The district is the third largest in California.

## MISSION

We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment

### LITERACY INTERVENTION

The percentage of 3rd-8th grade students who are more than one year behind as measured by Smarter Balanced (SBAC) English Language Arts (ELA) who make more than one year's growth will increase from X% in June 2024 to Y% by June 2030.

### COLLEGE & CAREER READINESS

The percentage of students graduating from high school who are college and career ready based on CCI will increase from 43% in June 2024 to 64% by June 2030.

### LIFE SKILLS

The percentage of 6th, 8th, and 12th grade students who demonstrate benchmarked competencies in the skills listed in the Portrait of a Learner using age-appropriate assessments will increase by X% in June 2027 to Y% by June 2030.

## GOALS

## STAFF

- 16,327 Total Staff
- 4,338 Certificated
- 6138 Classified
- 690 Management Certificated
- 464 Management Classified
- 4,697 Subs / Supplemental

## STUDENTS

- 69,997 Students
- 3,027 Students in Early Learning Programs
- 14.9% Students with disabilities
- 80.8% Socioeconomically Disadvantaged
- 18.7% English Learner
- 0.71% Foster Youth
- 7.18% African American
- 0.6% American Indian
- 10.20% Asian
- 0.20% Filipino
- 0.70% Native American
- 69.83% Hispanic
- 3.84% Two or more races
- 0.43% Pacific Islander
- 7.18% White



Fresno Unified School District

TEACHER DEVELOPMENT

## FACTSHEET

### FACILITIES

- 68 Elementary Schools
- 3 K-8 schools
- 14 Middle Schools
- 18 High Schools (including Specialty Schools)

### BUDGET

\$1.6 Billion 24-25 Adopted  
Budget

# SUPERINTENDENT Misty Her



Misty Her, born in a POW camp in Laos during the Vietnam War, faced early life challenges that shaped her resilience and dedication to education. After relocating to the U.S. at age five, her passion for education was nurtured in Fresno. Misty earned degrees from Fresno State University and became the first Hmong Vice Principal and Principal in the U.S. She has served as Deputy Superintendent of Fresno Unified School District since 2021, focusing on student achievement and community engagement. Misty is Fresno Unified's first female superintendent since the district's inception in 1873. Committed to transforming lives through education, she has been recognized with multiple awards for her contributions. Her mission is to inspire hope and potential in the next generation.



## GUARDRAILS

### COMMUNITY ENGAGEMENT

The superintendent may not propose major decisions to the Board without first having a community engagement plan.

### EFFECTIVE STAFF

The superintendent will not allow the hiring, promotion, or lateral movement of staff who are performing "does not meet standard" as defined by CPSELs, CSTPs, and classified standards.

### EQUITABLE ACCESS

The superintendent may not meet the goals by leaving out or denying access to any distinct and/or vulnerable population groups (for example, African American, English Learners, Foster Youth, Homeless and SWD) or schools.

### HEALTH & WELLNESS

The superintendent may not meet the goals at the cost of unreasonably compromising the health and wellness of students and staff.



# Vision Statement

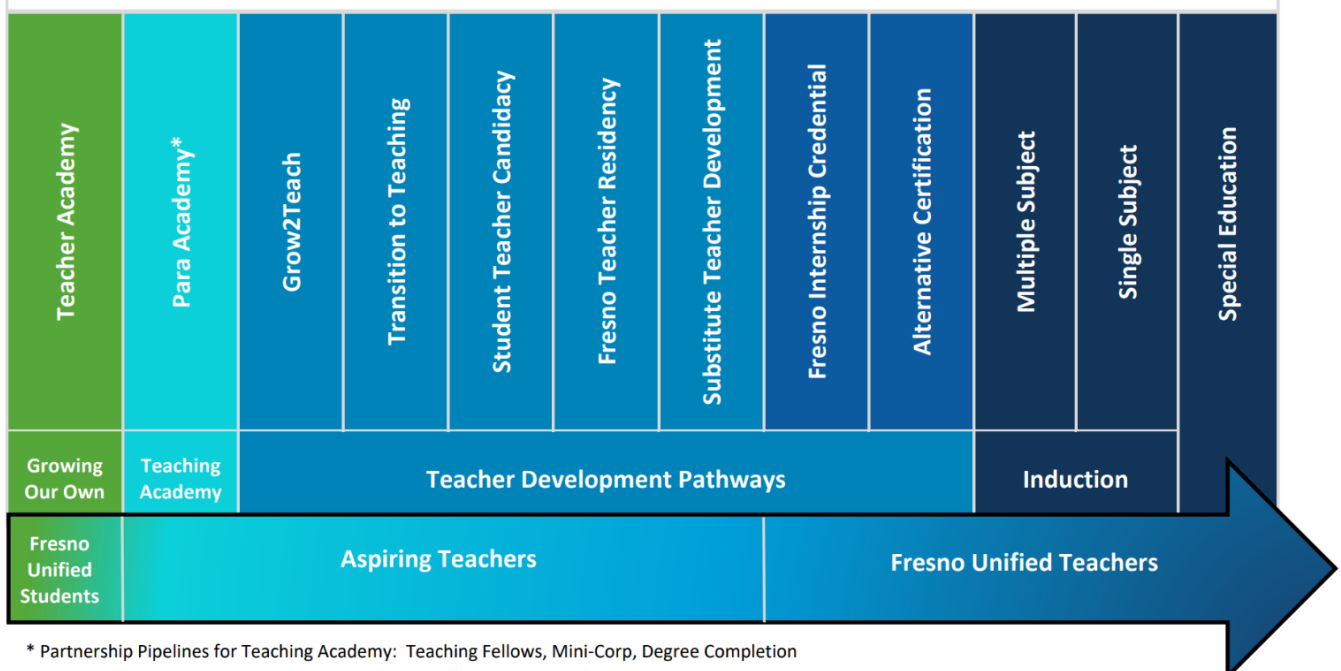
The vision of the Teacher Development Department is to ensure that every classroom has a highly effective teacher/leader who demonstrates the ability and desire to educate students at a high level. Fresno Unified is committed to building a teaching workforce that reflects the values, linguistic skills, and cultural diversity of the community of students it serves in order to close the achievement gap.

## Teacher Pipeline Programs

### Teacher Pipeline Programs

Vision: Every classroom has a highly effective teacher/leader where students thrive.

Purpose: A coherent continuum for teacher development.





## New Teacher Support Program

## FACT SHEET

### Program Purpose and Overview:

**Vision: Every classroom has a highly effective teacher where students thrive**

New Teacher Support is committed to recruit, train, and retain highly effective teachers who demonstrate the ability and desire to educate students at a high level. In this program new teachers are supported by a coach to effectively transition into the teaching profession. Coaches collaborate with new teachers to promote teacher professionalism, foster positive attitudes, accelerate instructional practices, and impact student learning.

### Induction Information: Preliminary Credentials Only

- Full-release coach
- Two-year program
- Induction Orientation
- Mandated process by SB 2042 & SB 1209
- Completion expected within two years
- Collaboratively create an Individual Learning Plan (ILP) with coach and site administration
- Substitute release days to observe exemplary teachers
- Complete a digital portfolio capturing evidence of growth towards ILP for the California Commission on Teacher Credentialing (CTCC).
- Recommended to CCTC for a clear credential upon successful program completion
- Units available for FUSD Induction

"My coach positively pushed me to "uncomfortable" limits that have seriously made me grow so much as a teacher! Without her push, I wouldn't have had the courage to do some of the things I do now."

~Anonymous Teacher  
Program Quality Survey 2023

## At-a-Glance

### Candidate Responsibilities

- Participate in an average of one hour per week of individualized support provided by a coach
- Develop a thoughtful relationship with coach characterized by openness, sharing, and reflection
- Reflect on teaching practices during ongoing coaching cycles
- Actively participate in coaching activities that include observations, feedback, modeling, analyzing student work, side-by-side planning, and co-teaching.

### NTS Program Supports:

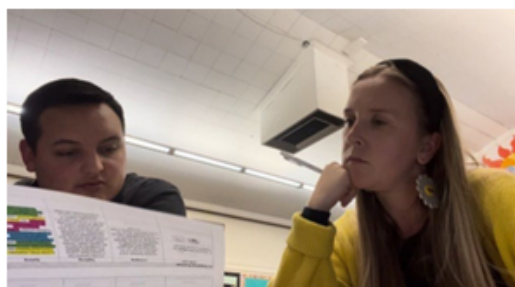
- New Hire Orientation
- Saturday Pipeline Trainings
- Monthly Professional Learning
- Curriculum Professional Learning

### More Information:

<https://www.fresnounified.org/departments/teacher-development>

## Contacts

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## SUPERINTENDENT

Misty Her

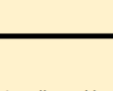
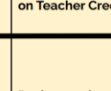
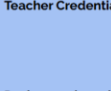


# Beginning Teacher's Year-at-a-Glance

The beginning teacher's journey starts by creating an Individual Learning Plan (ILP) with the support and guidance of their New Teacher Support Coach. The ILP guides the coaching process and is driven by the California Standards for the Teaching Profession (CSTP). The CSTPs are the foundation of this process and offer the new teacher a reference to reflect on during learning-focused conversations with their New Teacher Support Coach. New Teacher Support Coaches also provide social emotional support as teachers navigate the challenges of their first years.

After completion of the ILP, the New Teacher Support coach and beginning teacher engage in a variety of coaching practices to accelerate progress towards the ILP goal. Coaching support includes observations, collaboration, feedback, just-in-time coaching, analyzing student work, side-by-side planning and co-teaching, and viewing effective teachers during instruction. These practices are flexible, to meet the individual needs of the teacher. The ILP is the road map for coaching support, and all activities are job-embedded, and completed with the support of the site administrator, and the New Teacher Support Coach. Kiano is an organized and secure online platform which provides a narrative of these individualized coaching practices.

At the close of each semester, teachers submit evidence of progress made towards achieving their ILP goal with the support of their coach. During this mid-year and final review, the teacher and coach receive feedback on their progress and next steps are considered.

| New Teacher Support Year at-a-Glance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>The Vision:</b> Every classroom has a highly effective teacher where students thrive.<br/>           New Teacher Support coaches value and empower new teachers by co-creating a goal and engaging in coaching cycles to create equitable learning environments, accelerate teacher growth and impact student learning. Coaching processes are connected, strategic, and intentionally focused to support teachers in meeting the goal set and build autonomy. Tools are utilized and collected on <a href="#">KickUp</a> to narrate the story of growth and build a portfolio.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Aug - Sept                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Sept - October                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Nov- Dec                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Dec- Jan<br>Mid-Year Read                                                                                                                                                                                                                                                                                                                                                                                                             | Feb-May                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | May-June<br>End-of-Year Read                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Build relationships, trust, and support immediate needs<br><br>Begin co-collecting data to understand teacher's strengths and areas of growth<br><br>Use data to co-construct a professional goal and connect to indicators (ILP)<br><br>Meet and consult admin on goals & support                                                                                                                                                                                                                                                                                                        | Support teacher and student growth by engaging in Connected, Strategic and Intentional Teaching and Coaching Cycle(s).<br><br><br><br>Co-collect evidence of teacher growth and impact on student learning by using tools in KickUp<br><br>Continue communication with admin about coaching process<br><br>HLT Benchmark<br>1- Planning<br>1- Observation<br>1- Analyze Student Learning | Support teacher and student growth by engaging in Connected, Strategic and Intentional Teaching and Coaching Cycle(s).<br><br><br><br>Co-collect evidence of teacher growth and impact on student learning by using tools in KickUp<br><br>Continue communication with admin about coaching process<br><br>HLT Benchmark<br>2- Planning<br>2- Observation<br>2- Analyze Student Learning | Reflect on coaching process and co-select evidence of teacher growth and impact on student learning to create portfolio for Commission on Teacher Credentialing<br><br><br><br>Review goals and use data to co-construct a mid-year professional goal and connect to indicators (ILP)<br><br>Meet and consult admin on goals & support (Admin CAL) | Support teacher and student growth by engaging in Connected, Strategic and Intentional Teaching and Coaching Cycle(s).<br><br><br><br>Co-collect evidence of teacher growth and impact on student learning by using tools in KickUp<br><br>Continue communication with admin about coaching process<br><br>HLT Benchmark<br>3- Planning<br>3- Observation<br>3- Analyze Student Learning | Reflect on coaching process and co-select evidence of teacher growth and impact on student learning to add to portfolio Commission on Teacher Credentialing<br><br><br><br>Review goals and use data to co-construct an end of year professional goal and connect to indicators (ILP)<br><br>Meet and celebrate progress on goals and coaching process with Admin<br><br>Collect program data using teacher and admin survey |

| 2026-2027 Induction Requirement Due Dates                 |                                                                                   |                                  |                         |
|-----------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------|-------------------------|
| Requirement                                               | Year 1                                                                            | Year 2                           | ECO                     |
| Orientation and Enrollment Documentation                  | September, 2026 or February 6, 2027                                               | N/A                              | September 19, 2026 Fall |
| Fall ILP Submission                                       | September 26, 2026                                                                | September 26, 2026               | September 26, 2026      |
| Early Completion Application                              | N/A                                                                               | N/A                              | October 31, 2026        |
| Engage in Coaching Cycles<br>Average of 60 minutes a week | Ongoing                                                                           | Ongoing                          | Ongoing                 |
| Portfolio and Reflection                                  | January 14, 2027                                                                  | January 14, 2027                 | January 14, 2027        |
| ILP Submission                                            | January 14, 2027 for traditional Fall start<br>February 13, 2027 for Spring start |                                  |                         |
| Engage in Coaching Cycles<br>Average of 60 minutes a week | Ongoing                                                                           | Ongoing                          | Ongoing                 |
| Portfolio and Reflection                                  | May 20, 2027                                                                      | May 20, 2027                     | May 20, 2027            |
| Spring ILP Submission                                     | May 20, 2027                                                                      | May 20, 2027                     | May 20, 2027            |
| Program Survey                                            | December 19, 2026 and May 15, 2027                                                |                                  |                         |
| Complete Clear Credential Recommendation                  | N/A                                                                               | January 22, 2027 & June 11, 2027 | June 11, 2027           |

# California Standards for the Teaching Profession

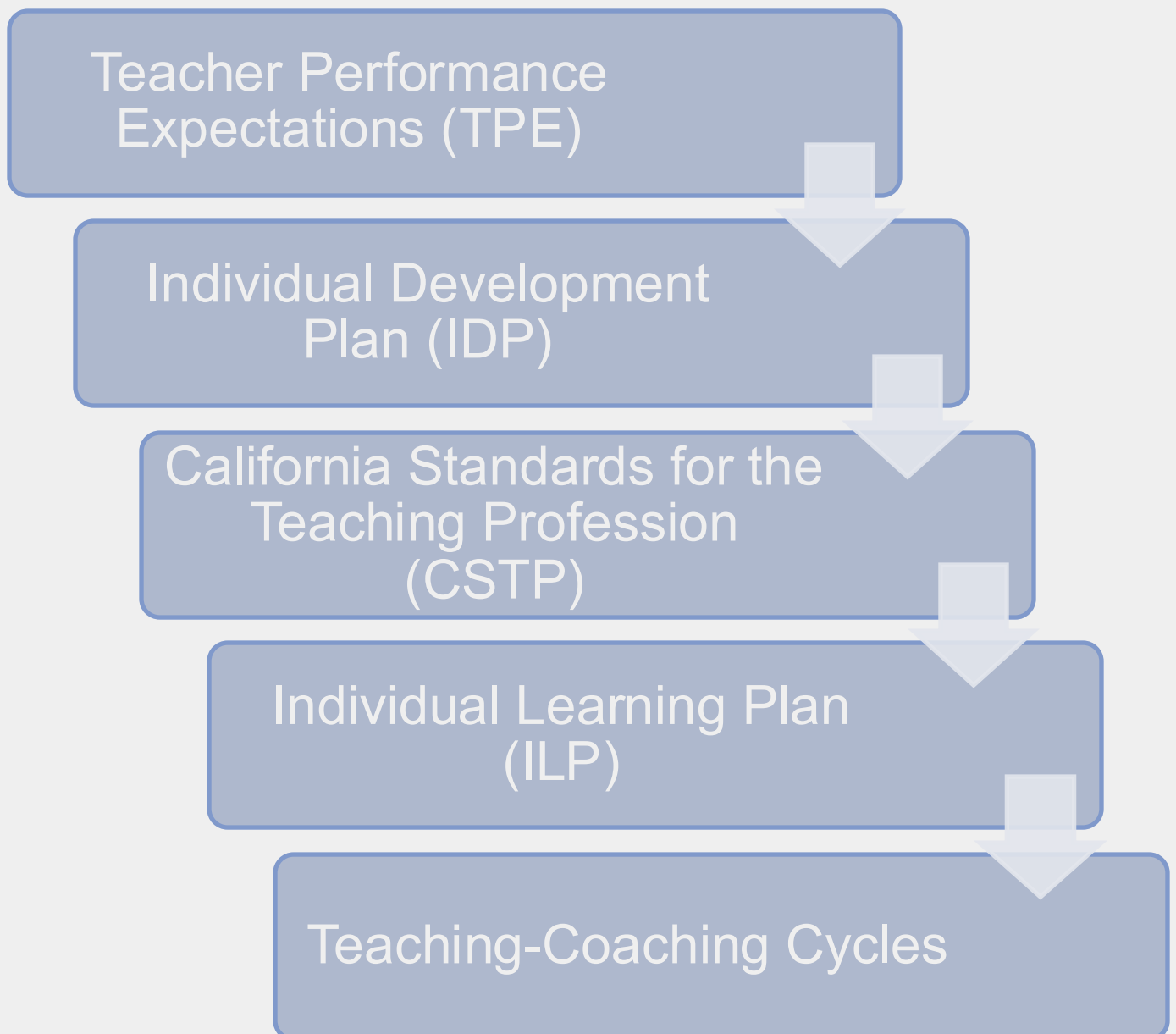
The California Standards for the Teaching Profession (CSTP) provide a common language and a vision of the scope and complexity of the profession by which all teachers can define and develop their practice. The standards seek to serve and support professional educators in fulfilling their professional roles and responsibilities from pre-service teacher to experienced practitioner. The standards guide teachers as they develop, refine, and extend their practice. The CSTPs have been used for a variety of purposes, including the following:

- to prompt reflection about student learning and teaching practice;
- to formulate professional goals to improve teaching practice in support of student learning; and
- to guide, monitor, and assess the progress of a teacher's practice toward professional goals.

|                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>CSTP 1</b><br/><b>Engaging and Supporting All Students in Learning</b></p> <p>Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.</p>                                                                | <p><b>CSTP 2</b><br/><b>Creating and Maintaining Effective Environments for Student Learning</b></p> <p>Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.</p>                                                                                                                                     | <p><b>CSTP 3</b><br/><b>Understanding and Organizing Subject Matter for Student Learning</b></p> <p>Teachers integrate content, processes, materials, and resources into coherent, culturally relevant, and equitable curricula that engages and challenges students to develop the academic and social-emotional knowledge and skills required to become competent and resourceful learners.</p> |
| <p><b>CSTP 4</b><br/><b>Planning Instruction and Designing Learning Experiences for All Students</b></p> <p>Teachers set a purposeful direction for instruction and learning activities, intentionally planning and enacting challenging and relevant learning experiences that foster each student's academic and social-emotional development.</p> | <p><b>CSTP 5</b><br/><b>Assessing Students for Learning</b></p> <p>Teachers employ equitable assessment practices to help identify students' interests and abilities, to reveal what they know and can do, and to determine what students need to learn. Teachers use varied assessment information to advance and monitor student progress as well as to guide their own and students' actions to improve learning experiences and outcomes.</p> | <p><b>CSTP 6</b><br/><b>Developing as a Professional Educator</b></p> <p>Teachers develop effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacities, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.</p>             |

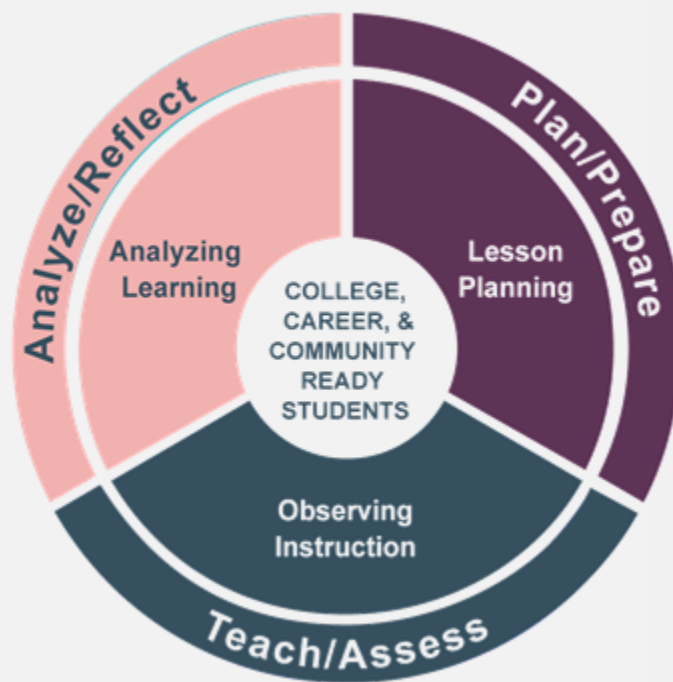
# Individualized Learning Plan

**California Standards for the Teaching Profession (CSTP)** [Open PDF in current window.](#) and the Individual Learning Plan (ILP) Professional teaching standards provide the foundational expectations for the teacher induction program, with the expectation that candidates will progress towards mastery of the CSTP during their participation in induction. With mentor-based support candidates develop their individual learning plan (ILP) goals addressing areas within the CSTP standard categories. Within the ILP candidates practice and refine effective teaching practices through focused cycles of inquiry cycles, professional support, and the practice of reflection.



# Teaching Coaching Cycle

Over the course of the program teachers and coaches will collaboratively select various processes to develop the habits of mind of effective practitioners aligned to the candidates ILP. Processes include lesson planning, observation and feedback and analyzing student learning as well as meeting the immediate needs of the candidate as they arise. Research has shown these three tools to have the greatest impact on teaching and learning.



Teachers, in partnership with the coach, utilize a platform, KickUp, a data base that captures teacher-coach interactions. Tools provide a narrative of the teacher's growth over the course the program. An Interaction Log captures amount of time spent in collaborative coaching practices/activities. A menu of tools is available to coach and teacher to support planning, observation and feedback, goal setting, and analyzing student learning. Teachers may access their account on KickUp at any time to note their progress towards their ILP goals.

# Roles and Responsibilities

| Participating Teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | New Teacher Support Coach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Sign Letter of Commitment</li> <li>• Participate in New Teacher Orientation</li> <li>• Assigned a New Teacher Support (NTS) Coach within the first 30 days of start date</li> <li>• Participate in an average of one hour per week of individualized support provided by NTS Coach</li> <li>• Develop a thoughtful relationship with NTS Coach characterized by openness, sharing and reflection</li> <li>• Collaboratively create an Individualized Learning Plan (ILP) with coach and administrator within the first 60 days of start date</li> <li>• Reflects on teaching practices</li> <li>• Build a digital portfolio capturing evidence of growth towards ILP goals</li> <li>• Complete surveys</li> </ul> | <ul style="list-style-type: none"> <li>• Meet with participating teacher- on average a minimum of 1 hour per week</li> <li>• Helps in the development of the teacher's ILP</li> <li>• Develops and maintains a confidential, collegial relationship with participating teachers</li> <li>• Provides instructional support which include: Co-planning lessons, Analysis of Student Learning, Observation and feedback, Modeling Best Practices and Co-Teaching, Just-in-Time Coaching,</li> <li>• Social and Emotional Support, and Coordinate classroom visitations to view effective teaching</li> <li>• Utilizes KickUp platform to capture evidence of growth towards teacher's ILP goal(s)</li> <li>• Participates in monthly professional learning for instructional coaches</li> <li>• Creates a Coach ILP and reflects on practice</li> </ul> |
| Site Administrator                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | New Teacher Support Team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>• Conduct an initial orientation for participating teachers to inform them about site resources, personnel, procedures and policies.</li> <li>• Introduce new teachers to the staff</li> <li>• Provide information regarding health and safety code procedures</li> <li>• Encourage a community of learning that focuses on the Common Core State Standards, performance levels for students, and the California Standards for the Teaching Profession</li> <li>• Communicate regularly with the coach and participating teacher to discuss the ILP goals</li> <li>• Participate in an online survey for site administrators administered at the end of the year</li> </ul>                                         | <ul style="list-style-type: none"> <li>• Identify and assign a coach to each participating teacher within the first 30 days of the participants start date</li> <li>• Provide high quality professional learning for coaches</li> <li>• Collaborates with program staff to develop professional learning opportunities for new teachers</li> <li>• Solicits feedback from all stakeholders on a regular basis to improve the program</li> <li>• Calibrates program activities including observations, program documentation and teacher portfolios</li> </ul>                                                                                                                                                                                                                                                                                        |

# Fresno Unified Induction Program

## Program Overview

Fresno Unified is the third largest school district in California with a diverse student population. We recognize this diversity as a strength, and we strive to have similar diversity in our teaching staff. Fresno Unified has nondiscrimination policies in place. Fresno Unified Teacher Induction Program adheres to these policies to ensure that there is no discrimination in the practices of admission, retention, and graduation of our candidates.

Fresno Unified New Teacher Induction Program is fully accredited by the Commission on Teacher Credentialing to clear preliminary general education, multiple subject and single subject credentials. Beginning teachers with a SB 2042 preliminary credential participate in a two-year state approved induction program ideally during their first few years as a contracted teacher in order to complete the state's requirements to earn a professional clear credential. This two-year job-embedded experience is designed to support the professional development of newly credentialed, beginning teachers in areas of the California Standards for the Teaching Profession (CSTP), California Teacher Induction Program Standards, and California adopted academic standards.

The Fresno Unified School District Induction Program is designed to provide an effective transition to support new teachers meet the current and future needs of today's ever changing educational environment. Preparing students to meet today's demanding College and Career Standards means many teachers can struggle to assess, align, adapt, and refine their instructional practice. This comprehensive coaching program led by skilled New Teacher Support Coaches provide assistance in effective transitioning, support teacher professionalism and positive attitudes, and accelerate instructional practice of beginning teachers. This leads to an increase in teacher retention and student achievement.

New teachers are in the program for two consecutive years where they are guided through the process of clearing their Preliminary Credentials. The program promotes the academic, social, and career development of participating teachers by providing them with support grounded in the California Standards for the Teaching Profession (CSTP).

## **Program Rationale**

Fresno Unified's New Teacher Induction Program is fully accredited by the Commission on Teacher Credentialing to clear preliminary general education, multiple subject and single subject credentials. Beginning teachers with a SB 2042 preliminary credential participate in a two-year state approved induction program ideally during their first few years as a contracted teacher in order to complete the state's requirements to earn a professional clear credential. This two-year job-embedded experience is designed to support the professional development of newly-credentialed, beginning teachers in areas of the California Standards for the Teaching Profession (CSTP), California Teacher Induction Program Standards, and California adopted academic standards.

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New teachers are in the program for two consecutive years where they are guided through the process of clearing their Preliminary Credentials. The program promotes the academic, social, and career development of participating teachers by providing them with support grounded in the California Standards for the Teaching Profession (CSTP).

## **Induction Process**

Induction begins with the candidate creating an Individual Learning Plan (ILP) with the support and guidance of their New Teacher Support Coach. The ILP guides the coaching process and is driven by the California Standards for the Teaching Profession (CSTP). The CSTPs are the foundation of the Induction process and offer the new teacher a reference to reflect on during learning-focused conversations with their New Teacher Support Coach. New Teacher Support Coaches also provide social emotional support as teachers navigate the challenges of their first years.

After completion of the ILP, the New Teacher Support coach and beginning teacher engage in a variety of coaching practices to accelerate progress towards the ILP goal. This intensive mentoring support includes observations, collaboration, feedback, just-in-time coaching, analyzing student work, side-by-side planning and co-teaching, and viewing effective teachers during instruction. These practices are flexible, to meet the individual needs of the teacher. The ILP is the road map for mentoring support, and all activities are job-embedded, and completed with the support of the site administrator, and the New Teacher Support Coach. KickUp is an organized and secure online platform which provides a narrative of these individualized coaching practices.

At the close of each semester, the beginning teacher submits evidence of progress made towards achieving their goal with the support of their coach. During this mid-year and final read the beginning teacher and coaches receive feedback on their progress and next steps are considered using the rubric found on the following page. Upon successful completion of this two-year process, a clear credential is recommended to the California Commission on Teacher Credentialing.

## Portfolio & Rubric

The candidate and coach co-select tools in which the candidate feels represents their journey over the course of the semester. The portfolio is analyzed using the Induction Candidate Portfolio Rubric. After the portfolio has been analyzed by the panel, the candidate will receive a copy of the rubric and any feedback required to meet program requirements.



Fresno Unified School District

| Overall Portfolio Rating |       |
|--------------------------|-------|
| Exceeding                | 21-24 |
| Meeting                  | 16-20 |
| Developing               | 10-15 |
| Does Not Meet            | 1-9   |

| Induction Candidate Portfolio Rubric                                               |                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                      | Rating |       |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|-------|
| Category                                                                           | Exceeding Program Requirements (4)                                                                                                                                                                                                                                        | Meeting Program Requirements (3)                                                                                                                                                                                                                | Developing Towards Program Requirements (2)                                                                                                                                                                                                          | Does Not Meet Program Requirements (1)                                                                                                                                                                                                               | S1/S3  | S2/S4 |
| <b>Individual Learning Plan</b><br>(CSTP 6)                                        | <ul style="list-style-type: none"> <li>All sections clearly align</li> <li>Goal clearly identifies a change in practice and is measurable</li> <li>Actionable steps to create clear roadmap to reach goal</li> </ul>                                                      | <ul style="list-style-type: none"> <li>Most sections clearly align</li> <li>Goal identifies a change in practice and is measurable</li> <li>Actionable steps create a roadmap to reach goal</li> </ul>                                          | <ul style="list-style-type: none"> <li>Few sections clearly align</li> <li>Goal may identify a change in practice or is measurable</li> <li>Next steps listed but do not create a roadmap to reach goal</li> </ul>                                   | <ul style="list-style-type: none"> <li>ILP alignment is missing</li> <li>Goal does not identify and is not measurable</li> <li>Missing next steps</li> </ul>                                                                                         |        |       |
| <b>Teacher Focus and Coaching Aligned to ILP and Teacher Need</b><br>(CSTP 6)      | All tools in portfolio are clearly connected, strategic and intentional to the candidates' ILP, indicators, and candidate's immediate needs                                                                                                                               | Most tools in portfolio are connected, strategic and intentional to the candidates' ILP, indicators, and candidate's immediate needs                                                                                                            | A few tools in portfolio are connected, strategic and intentional to the candidates' ILP, indicators, and candidate's immediate needs                                                                                                                | None of the tools in portfolio are connected, strategic and intentional to the candidates' ILP, indicators, and candidate's immediate needs                                                                                                          |        |       |
| <b>Teacher Growth and Impact</b><br>(CSTP: 1, 2, 3, 4, 5)                          | All tools in portfolio clearly illustrate teacher growth towards ILP, implementation of new knowledge and/or skill in teacher practice, and the impact on all students.                                                                                                   | Most tools in portfolio illustrate teacher growth toward ILP, implementation of new knowledge and/or skill in teacher practice, and the impact on all students.                                                                                 | A few tools in portfolio illustrate teacher growth towards ILP, implementation of new knowledge and/or skill in teacher practice, and the impact on all students.                                                                                    | None of the tools in portfolio illustrate teacher growth towards ILP, implementation of new knowledge and/or skill in teacher practice, and the impact on all students.                                                                              |        |       |
| <b>Candidate's Reflection on Developing as a Professional Educator</b><br>(CSTP 6) | <ul style="list-style-type: none"> <li>In-depth and clear reflection on teacher growth and challenges all connected to ILP goal, indicators, and tools</li> <li>In-depth Impact on student learning and specifically states meeting the needs of all students.</li> </ul> | <ul style="list-style-type: none"> <li>Clear reflection on teacher growth and challenges mostly connected to ILP goal, indicator, and tools</li> <li>Clear Impact on student learning and states meeting the needs of most students.</li> </ul> | <ul style="list-style-type: none"> <li>Surface reflection on teacher growth and challenges a few connected to ILP goal, indicator, and tools</li> <li>Surface reflection on Impact on student learning and meeting the needs of students.</li> </ul> | <ul style="list-style-type: none"> <li>Missing reflection on teacher growth and challenges or no connection to ILP goal, indicator, and tools</li> <li>Missing reflection Impact on student learning or no meeting the needs of students.</li> </ul> |        |       |
| <b>Required Time</b><br>(CSTP 6)                                                   | <ul style="list-style-type: none"> <li>Support time is well above an average of 60 minutes a week.</li> <li>Consistent and ongoing</li> </ul>                                                                                                                             | <ul style="list-style-type: none"> <li>Support time at an average of 60 minutes a week.</li> <li>Consistent and ongoing</li> </ul>                                                                                                              | <ul style="list-style-type: none"> <li>Support time below an average of 60 minutes a week.</li> <li>Inconsistent or intermittent</li> </ul>                                                                                                          | <ul style="list-style-type: none"> <li>Support time is far below an average of 60 minutes a week.</li> <li>Inconsistent or intermittent</li> </ul>                                                                                                   |        |       |
| <b>Required High Leverage Processes and Tools</b><br>(CSTP: 1, 2, 3, 4, 5)         | The Portfolio includes more than 3 High leverage Tools for each <ul style="list-style-type: none"> <li>Planning</li> <li>Observing Instruction</li> <li>Analyzing Student Learning</li> <li>Total of 16-18 tools</li> </ul>                                               | The Portfolio includes 3 High leverage Tools for each <ul style="list-style-type: none"> <li>Planning</li> <li>Observing Instruction</li> <li>Analyzing Student Learning</li> <li>Total of 12-15 tools</li> </ul>                               | The Portfolio includes 1-2 High leverage Tools for each <ul style="list-style-type: none"> <li>Planning</li> <li>Observing Instruction</li> <li>Analyzing Student Learning</li> <li>Total of 6-11 tools</li> </ul>                                   | The Portfolio includes 1 of each or may be missing a High leverage Tool <ul style="list-style-type: none"> <li>Planning</li> <li>Observing Instruction</li> <li>Analyzing Student Learning</li> <li>Total of 0-5 tools</li> </ul>                    |        |       |



Fresno Unified School District

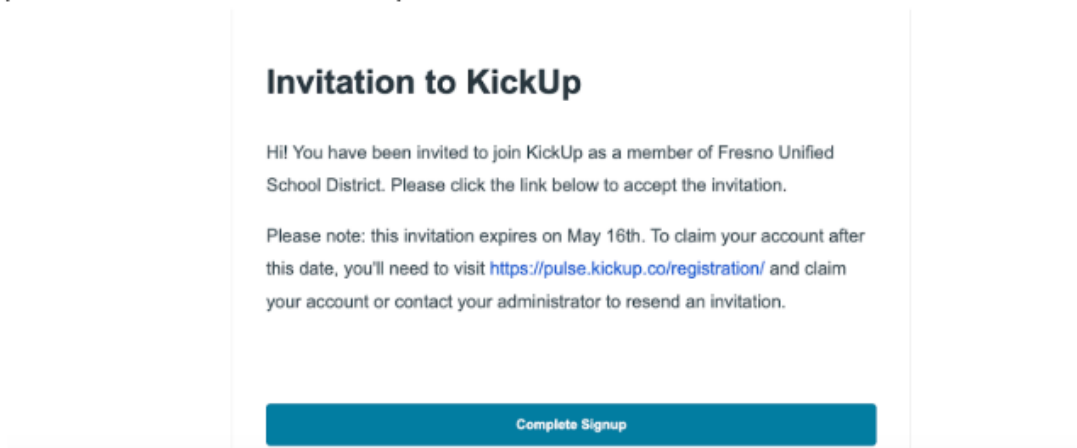
TEACHER DEVELOPMENT

# Navigating KickUp

KickUp's Coaching product connects you with personalized professional development opportunities and expert coaches to help you grow as an educator and enhance your classroom practice.

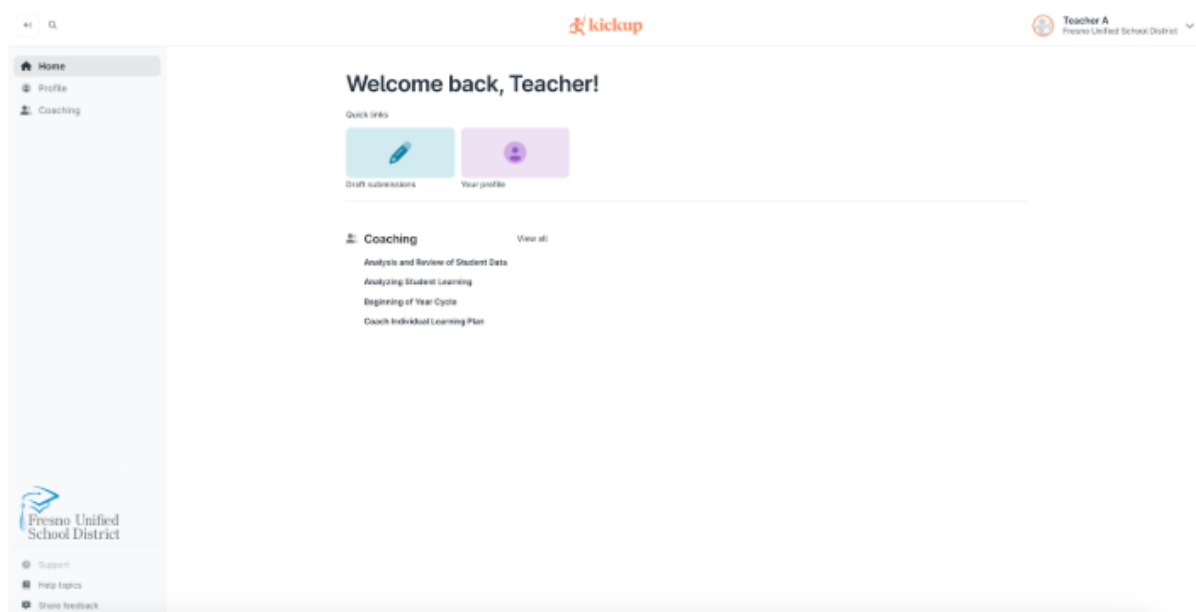
## Activating your KickUp Account

An account has been set up for you within KickUp using your district email address. An invitation from KickUp will be emailed to your district email address with a link to create an account and password. See screenshot example below:



## Accessing Your Account

Once logged into KickUp, you will see your home page, where you can navigate to your profile, access existing logs and any action items assigned to you.





## Fresno Unified School District Induction Program

### Induction Candidate Declaration of Intent

I, \_\_\_\_\_, wish to participate in the Fresno  
(First Name) (Last Name)  
Unified School District Induction Program. I have read the Induction Participating Teacher Responsibilities as described below 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 participate fully in the Induction Program, I understand that I will need to contact my Induction Coach and the Program Director directly. I further understand that extensions will only be granted under extenuating circumstances (e.g., medical/family illness or emergency).

#### FUSD Induction Candidate Responsibilities:

- Review my eligibility for Induction and credential expiration date with my district/county credential analyst as needed.
- Develop a thoughtful relationship with my Induction Coach characterized by openness, sharing and reflection.
- Meet with my Induction Coach an average of one hour per week.
- Complete and modify an Individual Learning Plan (ILP) based on the *California Standards for the Teaching Profession* (CSTP) and, with the assistance of my Induction Coach, collect evidence of completion of my professional growth activities.
- Participate in job-embedded, ongoing professional development opportunities provided by the district.
- Collaborate and reflect with Induction Coach on video evidence of my classroom teaching.
- Communicate questions or concerns about the Induction Program with the Program Director or my Coach.
- Grant permission to the FUSD Teacher Development department to collect relevant documentation from my Induction Program.

Induction Candidate's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Induction: The Pathway to a Professional Clear Credential



## Mid-Program Exit Advisement

### Acknowledgments

***I understand that maintaining appropriate credential status is my responsibility and that:***

- ☐ I must contact the receiving program immediately upon hire.
- ☐ I must maintain all Induction completion evidence for submission to the receiving program.
- ☐ It is my responsibility to share with the receiving program documented and/or demonstrated evidence supported by the FUSD Induction Completion Form. The program leadership of any new program I may join has full authority to accept or deny any of the evidence for completion that I may submit.
- ☐ I have the *originals* of all my program participation documentation and evidence. The FUSD Induction Program does not keep copies of all pieces of evidence.

***I acknowledge that I have received or will receive the following documents:***

- ☐ My FUSD Induction Completion Form (copy) which is the program's transcript.

**Signature:** \_\_\_\_\_  
Teacher

**Date:** \_\_\_\_\_

**Print name:** \_\_\_\_\_

Exit Mid-Pgm  
2/5/2022



**FUSD Teacher Induction  
Early Completion Option Signature Page**

I have been informed at orientation of the FUSD Induction Early Completion option. I understand that if I feel I qualify, I can contact the Administrator of Teacher Development to apply.

Print Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Revised 9.17

# Recommendation for a Clear Credential

Upon the completion of the program, candidates will be recommended by Teacher Development to the Commission on Teacher Credentialing. Once recommended candidates will automatically receive an email from [donotreply@ctc.ca.gov](mailto:donotreply@ctc.ca.gov) with the following information and directions:

You have been recommended for the following document:

Document Title:

Term: Clear

Issuance:

Authorizations, if applicable, will be in the recommendation view once you enter the website.

In order to complete the application process, you must take the following steps within 90 days. If you do not complete these steps within 90 days your application will be cancelled.

You must log into your CTC Online Educator Account using the **Educator Login** button at: <https://www.ctc.ca.gov> to view the recommended document.

**\*\*Note: You can no longer log in with your SSN and date of birth. You must type your User ID and password\*\***

If you have not logged into the CTC Online system since February 2017, you probably do not have a registered User ID. You must register to use the online system by clicking the **Create Educator Account** link on the CTC Online Login page even if you were issued a document/credential or submitted an application prior to February 2017.

## **LOGGING IN TO CTC ONLINE (technical and troubleshooting help):**

<https://www.ctc.ca.gov/credentials/ctc-online---login-help>

## **INSTRUCTIONS ON HOW TO SUBMIT YOUR APPLICATION AND PAYMENT**

<https://www.ctc.ca.gov/credentials/ctc-online---written-instructions-for-application-and-payment>

\*\*Please review the information under the Complete Your Program's Recommendation or Return Your Programs Recommendation items.

## **INSTRUCTIONS ON HOW TO CHECK THE STATUS OF YOUR APPLICATION:**

<https://www.ctc.ca.gov/credentials/ctc-online---your-educator-account>

Reference: Education Code Section 44320(d); Title 5, California Code of Regulations, Sections 80028, 80487, and 80001.

# Units for Salary Advancement

Upon completing each year of Induction, candidates may receive professional units for salary advancement. Each year of Induction qualifies for 4 Units. Fresno Unified partners with Fresno Pacific University and Courses4Teachers for these units. Information and steps for units will be provided to candidates after Year 1 and Year 2 of Induction.

All units must be submitted to Human Resources by August 31 in order to be reflected in the Salary Schedule for the upcoming school year.

Unit Link: [bit.ly/HRUNITS](https://bit.ly/HRUNITS)



**FRESNO UNIFIED  
INDUCTION COMPLETION FORM  
Year 1**

|                      |  |
|----------------------|--|
| Candidate's Name     |  |
| Site                 |  |
| Date in Program      |  |
| YR 1 Induction Coach |  |

|                                                   | YR 1<br>Completed        |
|---------------------------------------------------|--------------------------|
| Co-Assessment Summary/ILP                         | <input type="checkbox"/> |
| Lesson Planning                                   | <input type="checkbox"/> |
| Analyzing Student Learning                        | <input type="checkbox"/> |
| Observation Cycle with Feedback                   | <input type="checkbox"/> |
| Just in Time Coaching/Meeting Immediate Needs     | <input type="checkbox"/> |
| Reflection- Teacher Growth and Impact on Students | <input type="checkbox"/> |
| Verification of Hours                             | <input type="checkbox"/> |
| Program Quality Survey                            | <input type="checkbox"/> |

Year 1 Reviewed by:

Teacher Development Department  
 Teresa-Morales-Young, Administrator  
 1833 "E" Street  
 Fresno, CA 93706  
 (559) 457-6072

# Resources

- Professional Development for New Teachers
- Early Completion Application
- Intent to Appeal





# New Teacher Support

Year 1, Year 2, Interns, STSPs, PIPs

2026-2027

What supports do new teachers receive in Fresno Unified?

## **Orientations**

- ◊ New Hire Orientation
- ◊ Induction Orientation

## **Face to Face Professional Learning**

- ◊ Saturday, Pipeline Trainings (Quarterly – 3 total))
- ◊ Curriculum Days- Professional learning and planning (2 days)

## **Job Embedded Professional Learning**

- ◊ Full release Coach/Mentor (weekly+ instructional & social-emotional support)
- ◊ Substitute release days to observe exemplary teachers (up to 2)

## **Clear Credentialing**

- ◊ Support to build a portfolio for the California Commission on Teacher Credentialing in mandatory areas: Planning Aligned Effective Instruction, Analysis of Student Work, Observation and Feedback Evidence



## FRESNO UNIFIED SCHOOL DISTRICT Induction Program Early Completion Option

### Program Purpose

SB 57 is legislation that allows a modified program option for **exceptional experienced** candidates who meet the eligibility requirements to complete the Induction program at a faster pace.

**Who may qualify** (all candidates must hold a California Preliminary Teaching Credential)

- Candidates with a minimum of 2 years of full-time experience prior to Preliminary Credential
- Candidates from out-of-state with 2 years full-time teaching experience
- Candidates that are currently teaching in a K-12 classroom
- Candidates with CLAD certification or equivalency
- Candidates have completed all assessments required by credential such as TPA, RICA and/or CSET.

**Application must be turned in by October 31st and include the following:**

- Submit at least two current and satisfactory teacher performance evaluations
- Submit passing score reports for all assessments required by credential
- Submit two letters of recommendation (one from a principal and one from an immediate supervisor) attesting to the appropriateness for the Early Completion Option. The following areas must be addressed in either the evaluations or the letter of recommendations:
  - Demonstrates teaching strategies that motivate all students to engage in the learning
  - Demonstrates the ability to establish and maintain high standards for student behavior
  - Demonstrates deep knowledge of the subject taught and the use of appropriate instructional strategies that promote student understanding
  - Demonstrates planning and lesson design to meet the needs of all students.
  - Demonstrates the ability to assess student learning
  - Demonstrates development as a professional educator
- Submit a portfolio of work that substantiates the candidate's experience and exceptionality. This portfolio may include a resume, certificates of completion from professional development courses, lesson plans and adjunct duty descriptions. The portfolio must contain documentation of meeting the elements of Induction:
  - Candidate's goals and implementation plan for the year based on CSTP's
  - Three samples of student work with a reflective analysis of each one
  - Three lesson plans that are based on the analysis of student work referenced above
  - One classroom management plan
  - One video (via stream) of candidate leading instruction with timestamps citing evidence of three CSTPs. **Total duration of time stamps is not to exceed 10 minutes.**

### **Procedure for application into the Early Completion Option**

- Interested teachers will contact Kim White a [kimberly.white1@fresnounified.org](mailto:kimberly.white1@fresnounified.org) to receive a link to the Early Completion Application
- Candidates will submit teaching assignments for the current school year and past 2 years as well as other related documents by **Oct. 31st**.
- The Early Completion Option (ECO) candidate will be contacted with the results of the application.
- The candidate will sign an agreement that lists the requirements for program completion.
- The ECO approval is contingent upon successfully meeting all program requirements during the current Induction year. This includes attending the ECO orientation, development of an Individual Learning Plan, engaging in ongoing coaching cycles, and the development of a growth portfolio for CTC that meets all program requirements.

### Early Completion Application Notification

Thank you for submitting an Early Completion Application by the October 31<sup>st</sup> deadline. The panel has reviewed the application submitted and the results of the application are below. If there are any questions or concerns, please reach out to the Kim White a [kimberly.white1@fresnounified.org](mailto:kimberly.white1@fresnounified.org).

- This participant has been approved to participate in the Early Completion Option. Please sign below indicating you are aware this approval is contingent upon successfully completing all program requirements during the current Induction year. This includes attending the ECO Orientation, the development of an Individual Learning Plan, engaging in ongoing coaching cycles, and the development of a growth portfolio for CTC that meets all programs requirements.

---

Participant Signature

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Date

- This participant has not been approved to participate in Early Completion Option due to the following reason(s):

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---

Kimberly White

---

Date





## Fresno Unified School District – Teacher Induction Intent to Appeal

*Candidates may submit an appeal regarding a decision that impacts admission, retention, and/or graduation from the Fresno Unified Teacher Induction Program.*

|                               |                     |
|-------------------------------|---------------------|
| <b>Participating Teacher:</b> | <b>Date:</b>        |
| <b>Support Provider:</b>      | <b>School Site:</b> |
| <b>Program Year:</b>          | <b>Assignment:</b>  |

### Reason for the Appeal

|                                                                                                                                                            |              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b><i>To Be COMPLETED by Teacher Induction Program Leadership</i></b>                                                                                      |              |
| <b>ACTIONS</b>                                                                                                                                             | <b>DATES</b> |
| Appeal is received in the Induction Department                                                                                                             |              |
| Scheduled date for Appeal Committee to meet                                                                                                                |              |
| Candidate submission of additional information for consideration by the Appeal Committee (Must be at least one week prior to the Appeal Committee Meeting) |              |
| Candidate notification of Appeal Committee Meeting and Evidence Submission                                                                                 |              |
| Determination of the Appeal Committee<br><br><input type="checkbox"/> Appeal Rejected <input type="checkbox"/> Appeal Accepted<br><br>Comments:            |              |
| Candidate notified of final determination of Appeal Committee                                                                                              |              |

*Candidate must submit this document to the Induction Program Office via email at  
Kimberly.white1@fresnounified.org*