

PROGRAM HANDBOOK



**FOOTHILL CONSORTIUM
CALIFORNIA TEACHER
INDUCTION PROGRAM**

Table of Contents

Who is Foothill Consortium?.....	3
Program Vision.....	3
What is Teacher Induction?.....	3
Components of Induction.....	3
Induction Pathway.....	4
Candidate Role & Responsibilities.....	5
Mentor Role & Responsibilities.....	6
Site Administrator Role and Responsibilities.....	7
Early Completion Option (ECO).....	8
Portfolio Requirements.....	11
Reassignment Policy.....	12
Grievance Policy.....	13
Program Policies.....	14
InductionSupport.com.....	17
FCTIP Staff Contact.....	20
Glossary.....	21

Who is the Foothill Consortium?

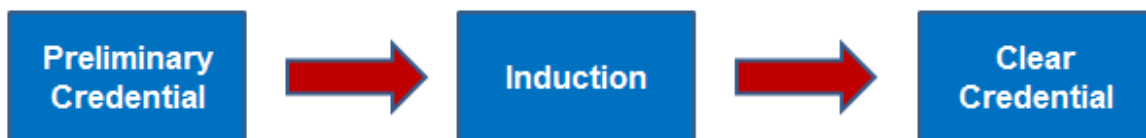
The Foothill Consortium California Teacher Induction Program (FCTIP) is an accredited Induction program primarily supporting new teachers in the Bonita Unified, Charter Oak Unified, Claremont Unified, Glendora Unified, and West Covina Unified School Districts. Candidates in surrounding private schools and districts are also served.

Program Vision

FCTIP is a professional learning community committed to developing teacher practice and raising student achievement.

What is Teacher Induction?

Once teachers receive their preliminary multiple subject, single subject, or education specialist credential, they participate in a two year, job-embedded, individualized Induction program that builds on the knowledge and skills from a teacher's preliminary preparation program. This must be a robust mentoring system of support that assists the teacher in their progress towards mastery of the California Standards for the Teaching Profession (CSTPs).



Components of Induction

Induction leads a teacher through a two-year journey of teaching and reflection. The cornerstone of the program is weekly, one-on-one guidance and collaboration from an experienced Mentor. Together, the Mentor and teacher (also called Candidate) develop an Individualized Learning Plan (or ILP), which is the driving force of Induction. The ILP is guided by the Candidate's Preliminary Program Transition Plan. It outlines the Candidate's goals, and it assists the Mentors in providing the support the Candidate needs. Throughout Induction, Mentors assist Candidates in inquiry based learning, collecting evidence of their teaching practice, reflecting on that evidence, and completing documentation of that process. Progress is reviewed regularly throughout the Induction experience.

The Induction Pathway

1. Recommendation for the Clear Credential is based on the contents of the Candidate's Induction Portfolio, reviewed and approved by the FCTIP Advisory Board.
2. It is the Candidate's responsibility to ensure no other renewal codes exist on their Credential prior to Submission. FCTIP will only clear the Induction renewal codes. During the entrance interview, the FCTIP Director will advise the Candidate of any other renewal requirements.
3. The primary responsibility of collecting evidence in the Induction Portfolio lies with the Induction Candidate with the assistance and guidance of the Mentor.
4. Program leadership reviews Induction Portfolios at regular intervals, noting progress toward Induction completion and providing formative feedback as needed.
5. At the end of Year Two Advisory Board review, the FCTIP Director reviews all completion documents and provides verification of completion reports to the Credential Analysts of each Participating District.
6. The Credential Analyst of the West Covina Unified School District (FCTIP LEA) will make Clear Credential recommendations to the CTC for all Candidates who have been verified by the FCTIP Director and approved by the FCTIP Advisory Board. All credential recommendations are provided solely by persons who are current employees of West Covina LEA, the California Commission on Teacher Credentialing (CCTC) approved institution.
7. All Induction Candidates participate in Colloquium at the end of the year, sharing experiences of professional growth and student achievement.



Candidate Role & Responsibilities

As stated in the Candidate Memorandum of Understanding, the Induction Candidate shall...

1. Complete an entrance interview with the FCTIP Director.
2. Ensure all information on the *InductionSupport.com* profile is complete and up-to-date.
3. Attend the Induction Program Orientation. This is the first official day of enrollment.
4. Complete an ILP within 60 days of program enrollment (Orientation).
5. Participate in a Triad Conference with the assigned Mentor and Site Administrator.
6. Develop a collaborative relationship with the assigned Mentor, characterized by openness, sharing and reflection.
7. Meet with the assigned Mentor for, on average, one hour a week and verify those meetings on *InductionSupport.com*.
8. Complete all FCTIP requirements, assessments, and milestones in a professional, collaborative, and timely manner.
9. Attend all required Induction meetings and professional development as indicated on the FCTIP Calendar.
10. Maintain an evidence-based professional Portfolio that demonstrates progress along the CSTP Continuum.
11. Communicate with the FCTIP Director in a timely manner should any concerns arise.
12. Ensure all payment deadlines are met.



Mentor Role & Responsibilities

As stated in the Mentor Memorandum of Understanding, the Induction Mentor shall...

1. Ensure teaching credential is active.
2. Participate as a Mentor for a minimum of two years.
3. Ensure all my information on the *InductionSupport.com* profile and Program Office records is complete and up-to-date.
4. Make initial contact with assigned Candidate(s) within 72 hours of assignment.
5. Attend Orientation with Candidate and assist Candidate in completing an ILP within 60 days of program enrollment (orientation).
6. Arrange and lead a Triad Conference with the Candidate and their site administrator to ensure site and district goals and initiatives have been reviewed prior to the development of the ILP.
7. Respect and maintain the trusting relationship between Mentor and Candidate by not discussing Candidate performance or evaluative feedback with the site administrator
8. Meet with the assigned Candidate for, on average, one hour a week for individualized, job-embedded support and just-in-time mentoring based on ILP goals. This includes a consistent reflection on the effectiveness of instruction, feedback on classroom instruction, modeling, analysis of student and other outcomes data, and the use of data to inform the repeated cycle of planning and instruction
9. Maintain and verify all meetings on *InductionSupport.com*.
10. Attend and actively participate in all FCTIP trainings, Collaboratives, and Colloquium and complete all program surveys.
11. Assist Candidate with fulfilling all Induction program requirements and milestones in a professional, collaborative, and timely manner.
12. Conduct classroom observations a **minimum** of 3 times each year and provide specific, timely feedback to Candidate.
13. Assist Candidate in arranging an observation of exemplary teaching practice (if requested).
14. Assist Candidate to connect with and become part of the larger professional learning community.
15. Communicate with FCTIP Director should concerns develop related to Candidate-Mentor pairing.

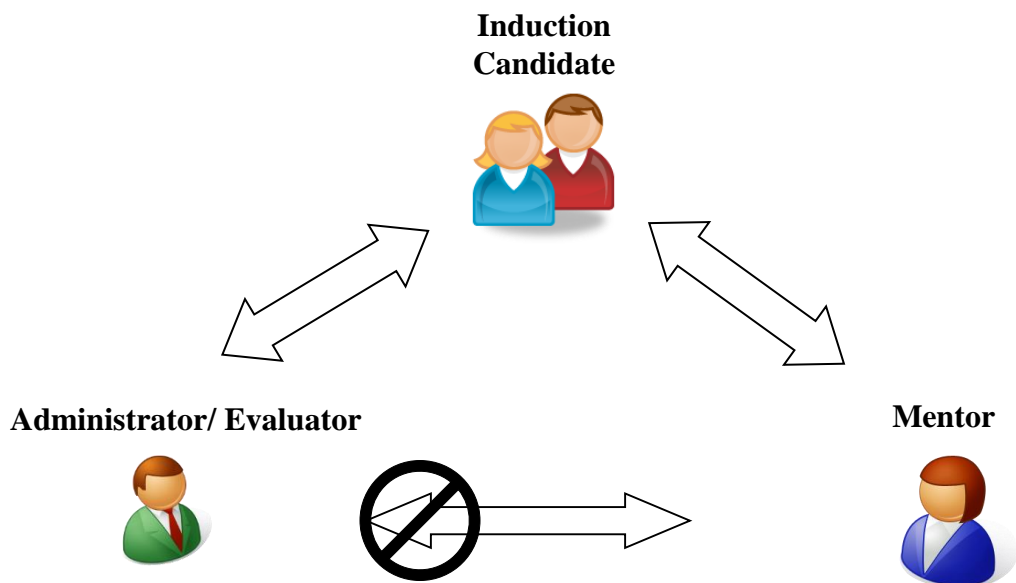


Site Administrator Role & Responsibilities

In order to ensure alignment of the Induction experience to site and district initiatives, the CCTC requires Induction programs to engage with the site administrators of Candidates. As stated on the Site Administrator Memo of Understanding, FCTIP requests site administrators to:

- 1) Participate with Mentors and Candidates during Triad Meetings to provide input on site and district initiatives.
- 2) Review relevant site details with Candidates including, but not limited to, site procedures & expectations; curriculum & instruction policies and resources; safety policies and procedures.
- 3) Approve release time for Mentors and Candidates for observation experiences and collaborative conversations.
- 4) Respect and maintain the trusting relationship between the Mentor and the Candidate. Induction is not evaluative, and site administrators should not solicit feedback information from Mentors on Candidate performance.
- 5) Contact Mentor and/or FCTIP Director should additional support be recommended to ensure Candidate success.
- 6) Validate the time required for Induction by limiting adjunct requirements for both Mentors and Candidates.
- 7) Provide feedback to FCTIP through periodic site administrator surveys.
- 8) Attend Colloquium in May to celebrate the successful completion of the Candidate's Induction year.

FCTIP Confidentiality Model



Early Completion Option (ECO)

As a Commission-approved Induction program, FCTIP provides an Early Completion Option (ECO) for experienced, exceptional candidates. The FCTIP Advisory Board has established the following ECO criteria and procedures for Induction Candidates.

1. Candidate Notification of Early Completion Option

All candidates receive notification of the availability of Early Completion upon enrollment in FCTIP and via email. Application forms are made available to all candidates who feel they meet program eligibility requirements.

2. Eligibility

Candidates who meet one of the following criteria may apply for ECO:

- ☐ Candidate has completed exceptional service as the teacher of record for a minimum of two school years prior to enrollment in FCTIP. Verification of experience to be provided by the local school district Human Resources Department and reviewed by FCTIP Director.
- ☐ Candidate holds a fully certified out-of-state or out-of-country credential with authorization to teach English Learners.

3. Application Process

a. Candidates with 2-9 years of prior, exceptional teaching experience

Candidates with 2-9 years of exceptional teaching experience prior to enrollment in FCTIP may qualify for the ECO option during the second year of Induction. This option will conclude Year 2 in December rather than May during Year 2. To qualify, Candidates must:

- ☐ Apply by September 1 in Year 2. Application must include:
 - ☐ Letter of Recommendation from Year 1 Principal.
 - ☐ Letter of Recommendation from Year 1 Mentor.
 - ☐ Copy of Year 1 end of the year evaluation that evidences exemplary teaching practice.

In addition, the following criteria must be met:

- ☐ Candidate completed Year 1 Induction with no recommendations from the Mentor review team.
- ☐ Candidate met all other Credential renewal code requirements before September 1st.
- ☐ Candidate's application was approved by FCTIP CAST (Consortium Assistant Superintendent Team).
- ☐ Candidate remains on track for all ECO requirements, which includes evidence of progress towards mastery of all CSTPs. At any time should the FCTIP Director feel the Candidate is not on track for all ECO requirements, the Candidate will be returned to the traditional pathway.

b. Candidates with 10+ years of prior, exceptional teaching experience

Candidates with 10+ years of exceptional teaching experience prior to enrollment in FCTIP may qualify for the ECO option during their first year of Induction. This option will conclude Induction after successfully completing one year of Induction. To qualify, Candidates must:

- ☐ Apply upon enrollment in Induction, but no later than September 1st. Application must include:

- ☐ Letter of Recommendation from previous year's Principal.
- ☐ Letter of Verification from Candidate's Human Resources department verifying ten or more years of teaching experience.
- ☐ Copy of end of the year evaluations from the past two years that evidence exceptional teaching practice.
- ☐ Copy of a formal observation by a site administrator within the past two years evidencing exceptional practice related to the CSTPs.
- ☐ Letter of Justification written by the applicant and addressed to the CAST citing reasons why an ECO Induction Single Year should be granted. Letter should cite specific information on how the Candidate is Applying, Integrating, or Innovating on all six CSTPs.

In addition, the following criteria must be met:

- ☐ Candidate must have met all other Credential renewal code requirements prior to September 1st.
- ☐ Candidate's application is approved by FCTIP CAST.
- ☐ The Candidate remains on track for all ECO Year Single Year requirements, which includes evidence of progress towards mastery of all CSTPs. At any time should the FCTIP Director feel the Candidate is not on track for all ECO Single Year requirements, the Candidate will be returned to the traditional, two-year Induction pathway.

4. Monitoring Early Completion Candidates

The Candidate's progress is monitored by the assigned Mentor, Lead Mentors, and FCTIP Director. Candidate's program completion will be based on the Candidate's professional growth, development of competence toward mastery of the CSTPs, and reflection of teaching practice.

5. Completion of the Induction Program for Early Completion Candidates

A member of the Program Advisory Board (outside the resident district) will review the Candidate's evidence of practice. Upon successful review, the Candidate will be recommended for the appropriate California Clear credential(s). If the Advisory Board reviewer determines the submitted evidence does not meet program expectations, the Candidate will return to the traditional track, participating fully in all aspects of the program to ensure successful completion.

Portfolio Requirements

Candidates will select due dates for Milestones within the window of dates provided and upload all required evidence on *InductionSupport.com*. Candidates should maintain copies of all documentation. The following are required evidence for the Portfolio:

1. Individualized Learning Plan -- Developed by Candidate and Mentor with guidance from program staff and in consultation with site administrator and guided by Preliminary Program Transition Plan.
2. Self-selected evidence demonstrating Candidate's progress towards mastery of the CSTPs.

Induction Candidates should check Milestone Reports regularly on *InductionSupport.com* to make sure everything has been received and reviewed. If any Milestones are marked as "Resubmit", the feedback from Induction leadership will guide the Candidate and Mentor on next steps. Unsatisfactory completion of portfolio requirements may result in an extension of Induction into the next school year.

Portfolio Verification Process

Candidate competency is measured through assessment of Candidate's progress towards mastery of the CSTPs. Evidence must reflect: learning and professional growth goals in the ILP and candidate's successful completion of ILP activities. Per the CCTC, Induction programs must verify Candidates have satisfactorily completed all program activities/requirements, and programs must document the basis on which the recommendation for the Clear Credential is made. Verification must be based on a review of observed and documented evidence, collaboratively assembled by the Candidate, the Mentor and/or other colleagues, according to program design. The following outlines the verification process for FCTIP:

1. Year 1: Program leadership reviews all documents uploaded and feedback is provided. At the conclusion of the year, program leadership meets with all Candidates to discuss recommendations for Year 2. Candidates share a reflection with evidence at Colloquium.
2. Year 2: Program leadership reviews all documents uploaded and feedback is provided. At the conclusion of the year, Candidate participates in a Submission Interview with a Mentor team that does not include their own Mentor. Candidate will share evidence related to their growth as a teacher. Candidate will also meet with program leadership to ensure all program requirements have been met. Candidates successfully completing the Submission Interview and who have met all program requirements will have their portfolio reviewed by an Advisory Board member from a district other than their own. Should this individual determine all requirements are met, a recommendation will be made for advancement to Clear Credential.

Reassignment Policy

If at any time the pairing between the Induction Candidate and Mentor is perceived to be ineffective, this pairing may be revised. These procedures outline the process should the Candidate, Mentor, and/or FCTIP Director perceive an ineffective pairing between Candidate and Mentor:

Procedures:

1. It is the responsibility of the Induction Candidate and/or Mentor to alert the FCTIP Director of concerns regarding the match as soon as possible.
2. The Director will determine if the concern can be resolved. This may include a triad meeting between the Candidate, Mentor, and Director or a collaborative dialogue between the Director and the concerned party.
 - a) Should a collaborative dialogue occur, it is the responsibility of the concerned party to readdress their concerns with the Director if concerns continue.
 - b) Should a triad meeting occur, the Director shall facilitate a collaborative conversation with mutually agreed upon solutions. The Director will monitor agreed upon solutions to ensure an effective pairing.
3. If it is determined by the Director that a Reassignment is in the best interest of the Induction Candidate and/or the Mentor, the Director will reassign the Induction Candidate to a new Mentor. A triad meeting will be held between the Induction Candidate, the new Mentor, and the Director to ensure a clear understanding of the Candidate's ILP and professional growth goals, as well as program requirements and expectations. The Director will monitor the new pairing to ensure effectiveness.

Grievance Policy

Mentors and program staff make every effort to ensure Candidates' successful program completion and recommendation for the Clear Credential. Candidates participate in progress monitoring activities throughout the year. Year 1 portfolios are reviewed to make formative suggestions to support collaboration in Year 2. The FCTIP Advisory Board reviews all Year 2 portfolios to determine a candidate's satisfactory progress toward mastery of the CSTPs and authorize the Clear Credential recommendation.

In the unlikely event a Candidate's submitted body of evidence is deemed lacking in any area of the CSTPs, a plan for remediation and completion will be developed by the Advisory Board reviewers and the FCTIP Director. If the candidate disagrees with the decision made by the Advisory Board and/or the plan for remediation, the Candidate is required to submit a formal letter of appeal to the FCTIP Director.

Upon receipt of the appeal, the FCTIP Director shall:

1. Contact the Mentor for input on the Candidate's level of practice with regard to the CSTPs.
2. Have the portfolio reviewed by two additional Advisory Board members, one of which will be a program Mentor holding the same credential type as the Candidate.
3. Hold a meeting with the Candidate and the Mentor to review the outcome of the second review.
4. Collaborate with the Candidate and the Mentor to develop a mutually agreed upon completion plan.
5. Submit a copy of a signed Remediation and Completion plan to the Candidate's site administrator and district Human Resources Department.

In the event the Candidate remains in disagreement with the outcome of the second review, and a mutually agreeable plan for remediation and completion cannot be developed, the Candidate must submit a formal letter of dispute to the appropriate Consortium Assistant Superintendent Team representative. The Consortium Assistant Superintendent Team (CAST) will thoroughly review the dispute and render a final resolution. Consortium Assistant Superintendent Team Representatives are as follows:

Bonita Unified	Matt Wien
Charter Oak Unified	Debra Black
Claremont Unified	Kevin Ward
Glendora Unified	Michelle Hunter
West Covina Unified	Mike Seaman
Out of Consortium	Kevin Ward

FCTIP Program Policies

Admittance Requirements

To be admitted into FCTIP, teachers must hold a valid preliminary multiple subject, single subject or Education Specialist credential. Although prospective Candidates do not need to be employed full time, they must be a contracted teacher of record. Verification of these admittance requirements is done in collaboration with the Candidate's Human Resources Department.

All candidates holding a Preliminary Credential are eligible to participate in the Foothill Consortium California Teacher Induction Program regardless of race, religion, color, national origin, ancestry, age, marital status, pregnancy, mental disability, physical disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, sexual orientation, or any other characteristic protected by state or federal law.

Attendance

Candidates must attend, be on time for, and stay for the duration of all required FCTIP meetings.

Intern Credential

FCTIP supports teachers with a Preliminary Multiple Subject, Single Subject, or Education Specialist Credential. Should a teacher hold an Intern Credential, they may enroll in FCTIP should they expect to receive a Preliminary Credential on or before January 1 of the academic year.

Personal Emergencies

Should the Candidate have a personal emergency that prevents them from satisfactorily participating in Induction, it is their responsibility to notify the FCTIP Director immediately. The FCTIP Director will work with the Candidate in modifying the timeline for completion of Induction without penalty.

Record Retention

At the end of each year, FCTIP program staff provide verification of completion documents to each Candidate's Human Resources office. These records are kept on file per each participating district's record retention policy. The FCTIP office maintains records for five years, at which time records are destroyed. All records are kept securely in locked cabinets.

Substitute Arrangement Policy

Each Mentor may request up to three total sub days each school year to observe Candidates. Each Candidate may request one sub day each year to observe exemplary teachers. Subs should be requested through the Google Classroom link.

Mentors: It is best to schedule a half day sub if possible, as this will provide you with more release time. If you have multiple Candidates, please schedule observations on the same day.

Candidates: If you need time to work on Induction program requirements, please contact the FCTIP Director to arrange this.

Substitute Teacher Participation

FCTIP supports teachers with a Preliminary Multiple Subject, Single Subject, or Education Specialist Credential who are the teacher of record. Substitute teachers are eligible for participation if they are guaranteed to be the teacher of record for the duration of the academic year (e.g., multiple long term substitute assignments or job share with at least one day a week as teacher of record). The decision for the substitute teacher to participate in Induction will lie with the Assistant Superintendent of the recommending district.

Transcripts

All Candidates will receive a verification of completion at the end of the year should the Portfolio be approved by the FCTIP Advisory Board and should all payments and program requirements be satisfactorily met.

Unsatisfactory Progress/Participation

Should it be determined that the Candidate is not making satisfactory progress or is not satisfactorily participating in the program, the FCTIP staff will work with the Candidate to provide remedial support. Should progress and/or participation not improve, the FCTIP Director will work with the Candidate's home district to counsel and advise the Candidate or collaborate to determine whether the Candidate will be dropped from the program with no refund of tuition.

A Candidate's failure to attend any required meeting or to submit any required documentation/evidence may result in an extension of Induction at the Candidate's expense.

University Graduate Credit

Master's Degree units from Whittier College are available for Candidates who satisfactorily complete program requirements for the year. Registration information and forms will also be made available online at *InductionSupport.com* beginning in January. Whittier College offers 6 units per year during participating years only. Units may not be earned retroactively. If a Candidate is interested in units, the registration forms and checks (Cashier's Check or Money Order only) payable to Whittier College are due to the Program Office later than May 1.

InductionSupport.com

InductionSupport.com is the FCTIP website where you will find the latest news and updates, Candidate online portfolios, event registration, assessments, resources and Mentor logs. *InductionSupport.com* should be checked **weekly**.

Calendar

When you select the **CALENDAR** tab on the left toolbar, you will find all of your registered and unregistered events. If you need to cancel an event, open the event and select **Cancel**. Events listed as “My Unregistered Events” may be required events, so view each one to ensure you are complying with all program Milestones.

Assessments

The **ASSESSMENTS** tab is where you will find program related surveys. There will be at minimum one mid-year and one end of year survey. All assessments are required.

My Profile

At the beginning of each year, you need to update your Profile. On *InductionSupport.com*, select **MY PROFILE** on the left toolbar. There are four sections to review and edit. You do this by selecting the blue **EDIT** button on the right.

Section 1	<ul style="list-style-type: none">• Verify we have your correct district and school.• Check the spelling of your name.• Email: The primary email should be your DISTRICT email. The Alternate Email is optional and can be a personal email.• Change your password. The password is visible to program staff so please do not choose a confidential password.• Select UPDATE when done.
Section 2	<ul style="list-style-type: none">• Verify we have your correct mailing address.• Verify or add your school phone number (Work Phone).• Verify or add your Home Phone and Mobile Phone. It is okay if these two numbers are the same.• Select UPDATE when done.
Section 3	<ul style="list-style-type: none">• Verify we have your correct position and grade level.• Select the university where you completed your preliminary credential.• If you teach Dual Immersion, select “Yes” for ESL/Bilingual.• Select UPDATE when done.
Section 4	This is demographic information required by the state. <i>This is entirely voluntary.</i> If you choose not to answer, your answers will be recorded as “Decline to State.” <i>Program Staff cannot view your responses.</i> If you choose to answer these questions, select UPDATE when done.

Logs (Interaction Verification)

After meeting each week, Mentors and Induction Candidates must complete on-line logs to verify collaborative time. **An average of 1 hour per week must be verified.**

Each week Mentors will:

1. Log on to *InductionSupport.com* and click the tab on the left: **MY CANDIDATES**.
2. Select the name of the Induction Candidate(s) from the list of teachers.
3. Chose **Input New Log** on the right.
4. Choose at least one Discussion/Activity topic. You may also record any meeting notes (optional).
5. Click **Save**. No changes can be made to the logs after this point.
6. Induction Candidates then receive a notice on their homepage when they log onto *InductionSupport.com*. They are informed that there are Mentor Logs available for review and verification. **The logs are not officially recognized without this verification.**
7. Mentor Logs are reviewed monthly by FCTIP leadership.

Milestones

All evidence of progress is submitted via Milestones.

1. The first step is to save your evidence electronically in one location. Each Milestone requires the ILP to be uploaded as well as evidence supporting the ILP. Files should be saved per the labels identified on the "Tool Guide" found in Google Classroom under the "Tools" Topic. Holding the "Ctrl" key, select all of the evidence documents you wish to upload. While holding "Ctrl," right click and select "Compressed (zipped) Folder." This creates one folder you can upload.
2. Select **MILESTONES** on the left toolbar.
3. Find the Milestone you are submitting and select it.
4. Select the **Select Document for Upload** button. Browse to find your zip folder and select it. Then, select the **Upload Document** button.

Continue to monitor your "Things to Do" box for feedback on your submission. If you are asked to "Resubmit", follow the directions given by the reviewer and then repeat the directions above, including the corrected evidence.

Resources

Here you may find resources to support you with Induction, although most resources are found on Google Classroom. Once you select **RESOURCES**, select "Download Files" to review any Resources available.

Event Registration

Induction Candidates and Mentors **must** register in advance on *InductionSupport.com* for all professional development, Orientations, Collaboratives, Mentor meetings, or other Induction events. There are often attendance limits, so **register as early as possible** to ensure you can attend the event at your preferred location and time.

If for any reason Induction Candidates or Mentors cannot attend and have previously registered, they can select **Cancel** until the registration window closes. Once the registration window closes, you must contact the Program Office to cancel or reschedule registrations.

To Register:

1. Log on to *InductionSupport.com*. Click on your “Things to Do” box on the top right corner.
2. Find the event you want to register for. Select **Register**.
3. You will receive a confirmation the day before the event.

**Foothill Consortium
California Teacher Induction Program**

Program Staff

Director: Patrick McKee
E-mail: pmckee@glendora.k12.ca.us

Office Manager: Carol Foster
E-mail: cfoster@glendora.k12.ca.us

Program Office: 301 S. Loraine Avenue
Glendora, CA 91741
(626) 963-2719

Office Hours: By Appointment Only

**Participating District
Credential Analyst
Contact Information**

Bonita Unified: Nicole Madrid
madrid@bonita.k12.ca.us

Charter Oak Unified: Michelle Jansen
mjansen@cousd.net

Claremont Unified: Daniel Leon
dleon@cusd.claremont.edu

Glendora Unified: Sherry Alertas
salertas@glendora.k12.ca.us

West Covina Unified: Michelle van der Goes
mvandergoes@wcusd.org

Glossary of Common Terms

Advisory Board	The Advisory board consists of Assistant Superintendents, Principals, and Mentors from each of the FCTIP participating districts as well as representatives from IHE's. The Advisory Board advises FCTIP leadership on program goals, processes, and procedures. They review and approve all Year 2 Portfolios.
CAST	Consortium Assistant Superintendent Team. The CAST has one Assistant Superintendent representative from each participating district. They provide oversight of FCTIP.
Collaboratives	Candidates or Mentors meeting in groups to identify and discuss common goals, teaching strategies and challenges. This includes professional development and problem solving.
Continuum of Teaching Practice	A self-assessment tool for the six standards of the teaching profession. Induction Candidates use this to assess their teaching practice, identify areas of strength and growth.
Candidate	Induction Candidate, who holds a Preliminary Credential and then earns the Clear Credential through the Induction process.
CCTC	California Commission on Teacher Credentialing
CSTPs	California Standards for the Teaching Profession. Six state standards identifying what every teacher needs to know and should be able to demonstrate.
ECO	Early Completion Option. Candidates who meet the qualifications for Early Completion complete all Induction requirements on an accelerated path.
Enrollment	Enrollment is defined by FCTIP as Orientation. Orientation is held the week prior to the start of the school year. Enrollment for Candidates beginning after Orientation is defined by the date the FCTIP office receives their enrollment application.
IHE	Institution of Higher Education (colleges and universities)
ILP	Individual Learning Plan, the Induction foundational document identifying Induction Candidate growth goals based on all six standards of the CSTPs.

InductionSupport.com	Consortium website used for program news and updates, professional development registrations, assessment completion, and online discussions.
Inquiry	The process by which Candidates examine one aspect of teaching or student learning in order to gain a deeper understanding of the topic. An analysis of teaching practice and relevant data and examination of how it affects student learning.
LEA	Local Education Agency. For FCTIP, the LEA is West Covina Unified.
Mentor	A Mentor teacher is trained in Induction processes and mentoring skills/strategies. They are assigned to support Induction Candidates in the first two years of teaching. Mentors are assigned within 30 days of a Candidate's enrollment.
MOU	An MOU, or Memorandum of Understanding, is an agreement between parties. FCTIP holds an MOU with each participating district, each teacher Candidate, each Mentor, and each site administrator of a participating teacher Candidate. Each MOU outlines the roles and responsibilities of each party.
Triad Meeting	A meeting between the Induction Candidate, Mentor and site administrator held at the beginning of the school year to review the responsibilities of all stakeholders, school policies, and professional growth goals.