

Rialto Unified School District Induction Program

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Induction Program



Section I: Overview of the Induction Program

A. SB2042 Credential Law and Induction

1. In 1998, the California Commission on Teacher Credentialing sponsored, and the Governor signed legislation to create, Senate Bill 2042 (SB2042) which restructured teacher credentialing in California. This reform included:
 - a. The creation of multiple, standards-based routes into teaching
 - b. Alignment of teacher preparation standards with State adopted academic content and performance standards for students
 - c. A requirement that teachers pass teaching performance assessments embedded in their preparation program prior to earning a preliminary teaching credential
 - d. A requirement that teachers with a preliminary credential complete a two-year Induction Program of job embedded support and formative assessment during the first two years of teaching as a requirement for earning a Professional Clear Teaching Credential. The Induction Program is based on the research that resulted in the California BTSA Program. It was concluded that, "the initial preparation of beginning teachers must be continued and extended over a period of time in an intensive individualized professional induction plan" (Wilkinson, 1994) that is focused on mentoring and support. "Ninety-five percent of the beginning teachers who experience support during their initial years remain in teaching after three years, and eighty percent remain after five years," (*The First Days of School*, 1996).
 - e. In 2008, Induction Programs were altered by Senate Bill 1209 (SB1209). SB 1209 required a review of Induction Programs in order to:
 - i. reduce barriers and redundancy in teacher credentialing
 - ii. streamline the process for a credential
 - iii. ensure that Induction Programs are not introducing new content, but are instead requiring teachers to demonstrate the knowledge and skills that were previously acquired in preliminary teacher preparation programs.
2. **Eligibility for Induction Program:** The teacher must hold a Preliminary Teaching Credential and be in the first or second year of teaching with that credential. Consideration of admission and retention in the Induction Program is 100% aligned with all Rialto Unified School District policies that strictly prohibit any and all unlawful discrimination.



B. The Rialto Unified School District Induction Program

- 1 The Rialto Unified School District has developed a State accredited Professional Teacher Induction Program that meets the requirements of the Professional Clear Teaching Credential for General Education and Education Specialist Teachers. The program is centered on the California Induction Standards, the California Standards for the Teaching Profession (CSTP) and the Pre-K-12 Student Academic Content Standards. The Rialto Unified School District is committed to excellence in education for all students by providing a highly qualified teacher for every classroom.
- 2 The Induction Program in Rialto meets the Standards of Quality and Effectiveness for Professional Teacher Induction Programs approved as part of SB2042. Using individualized mentoring and professional development and the tenets of Instructional Inquiry Cycles, beginning teachers, with the assistance of a trained Induction Mentor, will focus on the process of teaching and learning. Attention to the learning environment, content standards, formative assessment, reflective practice, and collaboration allows the beginning teacher to focus upon what and how the students are learning.
- 3 The objectives of the Rialto Induction Program are to:
 - ⇒ Provide an effective transition into the teaching career for first-and second-year teachers in California.
 - ⇒ Improve the educational performance of students through improved training, information, and support for new teachers.
 - ⇒ Enable beginning teachers to be effective in teaching students who are culturally, linguistically, and academically diverse.
 - ⇒ Encourage the professional success and retention of new teachers.
 - ⇒ Ensure that an Induction Mentor provides intensive individualized mentoring support and assistance to each participating teacher for an average of one hour per week.
 - ⇒ Ensure that teachers and decision makers utilize a variety of assessments and understand the usefulness of assessment results to inform professional practices.
 - ⇒ Examine alternative ways in which the general public and the education profession may be assured that new teachers who remain in teaching have attained acceptable levels of professional competence.
 - ⇒ Ensure that an Individual Learning Plan is in place for each Induction Teacher and is based on an ongoing assessment of the development of the beginning teacher.
 - ⇒ Ensure continuous program improvement through ongoing research, development, and evaluation.

The Rialto Induction Program Research-Based Mission

The mission of the Rialto Unified School District's Induction Program is to develop and retain reflective practitioners who are committed to Deming's Continuous Improvement Model of developing their craft, working for the success of ALL students, seeking to be life-long learners and in turn becoming highly effective teachers. This mission is fundamental to providing each Induction Teacher with mentoring and support during the Induction process, maximizing growth as measured by the implementation of the California Standards for the Teaching Profession (CSTP) and curriculum standards, meeting the Induction Standards and the candidate earning a recommendation to obtain a California Clear Teaching Credential.

C. Induction Program Information

1. **The Induction Program is a 2 year job embedded mentoring and support program that begins in a teacher's first year of teaching. Mentors are assigned within the first 30 days of enrollment in the program.**
2. **The California Standards for the Teaching Profession (CSTP):** Induction Teachers must demonstrate their knowledge and skills in the classroom in relation to the California Standards for the Teaching Profession. CSTP Goals are established within the first 60 days of Program enrollment.
3. **Mentoring Support:** Induction Teachers must be provided with an average of one hour per week of individualized mentoring support by trained Induction Mentors. Induction Teachers may request a change of Mentor through the Program Specialist by submitting a "Change of Mentor Form", which is located on the website. Involuntary changes may also occur in order to provide equitable Mentor support.
4. **Individual Learning Plan (ILP):** Induction Teachers are expected to establish goals based on the CSTPs and develop their Individual Learning Plan collaboratively with their Induction Mentors. The Mentors will guide the Induction Teachers through a series of reflective conversations/activities in order to assess classroom practice. Opportunities for professional growth will be made available based on the Induction Teachers' needs.
5. **Professional Development:** Induction Teachers are provided options to attend Induction Group Mentoring Sessions and/or other professional learning sessions as needed or indicated by their Individual Learning Plan (ILP) to support their classroom practices.
6. **End of Program:** Upon completion of the Induction Program, the Induction Teacher presents their End of Program Reflection Questions and completes the End of Program Survey. The Induction Program Specialist will recommend the candidate for the Professional Clear Teaching Credential based on the accumulated evidence, including observations and evidence of their progress in implementing the CSTPs.
7. **Delay of Induction Program:** Under extreme circumstances, an Induction Teacher with compelling reasons, may request in writing to delay the start or completion of their program. The Induction Teacher must establish a CSTP growth goal and meet with the Induction Program Specialist prior to approval. Documentation will be provided by the Mentor.
8. **Program Extension:** The Induction Program is job embedded support that typically lasts for two years. An extension will be granted based on a plan developed through meetings with the Mentor and the approval of the Induction Program Specialist. The Induction Program Specialist may also extend participation in the Induction Program if it is deemed necessary for the professional growth of the Induction Teacher.

The criteria for extending Induction include:

- ⇒ Illness of self or close family member
- ⇒ Birth of a child
- ⇒ Interruption of employment
- ⇒ If it is decided by the Induction Review Team that the Induction Teacher needs additional mentoring support in their classroom practices based on evidence.

The Early Completion Option (ECO) for Induction Authorized by Senate Bill 57

Senate Bill 57 allows teachers to complete the two-year Induction Program required for a Professional Teaching Credential in a shorter period of time. Experienced teachers who are required to, or have the option of, participating in the Induction Program to receive a Professional Teaching Credential may choose this option. Experienced teachers are those who may have had some years of successful teaching experience outside of California or have earned their credential through participation in programs associated with the Learning to Teach Continuum; thereby, and having several years of experience teaching as part of the pre-intern and/or intern programs. Participation in pre-intern and intern programs ensures that candidates have had support in the early years of teaching through coaching and professional development. The needs of these teachers differ from those of a beginning teacher. The Rialto Unified School District Induction Program, therefore, offers the following program adaptation in order to better serve experienced, successful teachers in the Induction Program.

Application for this process must be submitted within 21 days of attending Advisement and Orientation.

Teachers who still need to complete TPA, CAL TPA and/or RICA are not eligible to apply for the ECO option.

Eligibility Requirements for Candidates

Candidates who will be considered for the Early Completion Option:

- Must have, or must have applied for, a current California Preliminary Credential
- Must have passed and received high scores on the TPAs and passed the RICA
- Must be currently teaching in a PreK-12 classroom
- Must be recommended by their current employing district for consideration for a fast track option based on positive evaluations with an overall rating of satisfactory or better in at least two years of eligible teaching experience (Substitute Teaching, Student Teaching and Resident Subbing do not qualify as teaching experience).
- One evaluation must have occurred within the immediate previous school year.

Procedures for Requesting the Early Completion Option

Recommendations for the Early Completion Option must include:

- The completed SB 57 Early Completion Option Application
- A completed Administrator Recommendation Form
- At least two satisfactory or above evaluations from an administrator occurring within the last three years. One evaluation must have occurred within the immediate previous school year. Evaluations taking place within the school year when beginning the Induction Program may not be submitted for the ECO application process
- Must have passed all criteria for preliminary credentialing with high scores prior to beginning the Induction Program
- Evidence to support the candidate's eligibility to participate in the fast-track option is based on the above qualifiers and an observation by the Program Specialist
- Evidence of the candidate's credential status
- Must have a teaching assignment in a curricular area
- Induction Teachers who wish to become an ECO candidate must complete the *entire* Rialto USD Induction Program application process and submit required documents to the Induction Program Specialist within 21 days of attending Advisement and Orientation

RIALTO USD Induction Program

Change of Mentor Form

Mentoring Support is the driving force of the Induction Program. It is imperative that Induction Teachers and Induction Mentors establish and maintain a collaborative and reflective relationship. Induction Teachers may request a change of Mentor through the Induction Program Specialist by completing and submitting this "Change of Mentor Form". The Induction Program Specialist will contact the Induction Teacher and follow up with the request.

***Involuntary** Mentor changes may be necessary to ensure equitable Mentor support. If involuntary changes in Mentor assignments are necessary, the Induction Teacher(s) will be notified and sent this documentation.

_____ due to the reason mentioned above, I had to make an involuntary change to your Mentor assignment.
Your new Mentor this school year is _____ **This change was made solely to ensure that equity is maintained within the program.**
_____ **will provide you with excellent support.** Contact me if you have any questions.

Induction Program Specialist

Date

.....
To Request a Change of Mentor:

I, _____ am assigned Induction Mentor: _____
and I request a change of Mentor due to _____

1. Double click on this box to open the drawing window
 2. Click on the line icon above and click on scribble
 3. Write your name underneath this box
 4. Erase this box so only your signature is present

Induction Teacher Print Name

Signature

Date

.....
***** OFFICE USE ONLY *****

The requested Mentor change is:

Approved Your new Mentor is _____

Cannot be accommodated at this time due to <<TYPE HERE>>
Your request may be revisited at a future date.

1. Double click on this box to open the drawing window
 2. Click on the line icon above and click on scribble
 3. Write your name underneath this box
 4. Erase this box so only your signature is present

Induction Program Specialist

Date



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Rialto USD Induction Program Grievance Process

Candidates in the Rialto USD Teacher Induction Program who have been removed from the program may grieve their removal through the following process:

1. The Induction Teacher will be provided documentation outlining reasons for their removal from the program.
2. Within 30 days of “Notice of Removal” the Induction Teacher must notify the Program Specialist of their intent to grieve and schedule a meeting.
3. The Induction Teacher will meet with the Program Specialist to provide evidence that refutes the reasons for the removal.
4. The Program Specialist will schedule a meeting that includes the Induction Mentor and Induction Teacher. The Induction Teacher will be required to provide a detailed explanation and plan for their continuation in the program.
5. The plan will then be submitted to the Induction Review Team for reasonability and doability for granting reinstatement.

***If re-enrollment is approved, the Induction Teacher must demonstrate acceptable progress as evidenced by completion of Induction Program requirements.

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RIALTO UNIFIED SCHOOL DISTRICT
INDUCTION PROGRAM
Teach Out Plan

The Rialto Unified School District is committed to serving its Induction candidates enrolled in Teacher Induction to clear a General Education (multiple and single subject) credential and/or an Education Specialist credential. This program sponsor offers an accredited program and will meet the adopted standards until the candidate:

- i. completes the program
- ii. withdraws from the program
- iii. is dropped from the program based on established criteria in the MOU
- iv. is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization

In the event the Rialto USD Induction Program closes, a Teach Out Plan, which includes individual transition plans for each candidate, as well as a plan for candidates and graduates to access their student records, has been developed. The Rialto Unified School District assures that candidates enrolled in the Induction Program will be able to complete the program unless the candidate withdraws, is dropped or is admitted to another program. Should the Rialto Unified School District Induction Program close, all Year Two candidates will be able to complete the program, and Year One candidates will be enrolled in another accredited program to complete the requirements for the clear credential, with minimal disruption. All Candidates who subsequently enroll in another Induction Program will be provided a Portability Document outlining the requirements and Individual Learning Plan (ILP) progress to date.



Section II: STEP-BY-STEP THROUGH INDUCTION

A. Advisement and Orientation

Induction Teacher

1. Prior to entering Induction, Induction Candidates will familiarize themselves with their school community and information on school and district resources.
2. Eligible teachers will begin the Induction Program as soon as their credentials are verified by Personnel and an Induction Mentor is assigned.
3. **Induction Teachers are required to attend the Advisement and Orientation meeting.**
4. At the Advisement and Orientation Meetings, teachers are informed of the following: Induction Program requirements, the teachers' professional responsibilities towards clearing their credential, **Early Completion Option criteria**, Induction Program Handbook, the **Grievance Process**, the **Teach Out Plan**, the **process for requesting a new mentor**, and the Induction Pathways.

Induction Mentor

1. Induction Mentors will inform the Induction Teacher to attend the Induction Advisement and Orientation Meeting.
2. During Advisement and Orientation, Induction Mentors will advise Induction Teachers of a general overview of the Rialto USD Induction Program and the process of Induction mentoring and support. **At this time, the Induction Mentor will advise the Induction Teacher of the confidentiality nature of their relationship. The Induction Mentor does not discuss any information in reference to the Induction process, ensuring the information will not be used for teacher evaluative purposes.**
3. Induction Mentors will provide an average of **one hour per week** of mentoring support to their assigned Induction Teachers.
4. Induction Mentors will regularly participate in professional development opportunities.
5. Induction Mentors will use the Induction Program website and Google Suite. Induction Mentors will manage these tools as resources for Induction Teachers.



Section II: STEP-BY- STEP THROUGH INDUCTION

B. Mentoring/Individual Learning Plan

Induction Teacher

1. **Mentor Support:** The Induction Teacher (IT) will receive mentoring support from their trained Induction Mentor for an average of one hour per week for the duration of the Induction Program. Induction Teachers may request a change of Mentor through the Induction Program Specialist by submitting a “Change of Mentor Form”, which is located on the website and on page 7 of this handbook. Involuntary Mentor changes may be necessary to ensure equitable Mentor support.
2. **Individual Learning Plan:** The Induction Teacher and Mentor will collaborate to develop the IT’s Individual Learning Plan (ILP). The ILP will guide the ITs’ professional growth as an educational practitioner.
3. **End of Year One:** Induction Teachers will complete documentation of their progress toward CSTP growth goals, in collaboration with their Induction Mentor. Suggestions will be made for development of goals for the next year, and ITs will complete the **End of Year Survey**.
4. **End of Year Two:** Induction Teachers will complete documentation of their progress toward CSTP growth goals in collaboration with their Induction Mentor. The Induction Teacher will respond to End of Program Reflection Questions, participate in the culminating activity and complete an **End of Program Survey**.

Induction Mentor

1. **Induction Advisement and Orientation Meeting:** Mentors will schedule ongoing meetings with their assigned ITs, document those meetings on the **Reflective Journal** and routinize the IT’s practice of sharing up-to-date evidence and/or data.
2. **Induction Handbook:** Mentors will review with the Induction Teacher and answer any questions they may have.
3. **Google Classroom:** Discuss the requirements for the Induction Program and acclimate Induction Teachers to the contents of the Google Classroom and the documents that will be used within the Program.
4. **Information Review:** Discuss the purpose of the Induction Group Mentoring, Collaborative Cohort opportunities, Induction Pathways, and the Induction Completion Schedule with the ITs.
5. **Assessments & Progress:** Inform IT of the process in establishing growth goals including pre & post assessment processes. Collaborate with the Induction Teacher to develop an Individual Learning Plan (ILP) and a timeline to complete the components of the Induction Program. In addition, Mentor will discuss end of cycles, end of Program and their Portability Document.

Section II: STEP-BY-STEP THROUGH INDUCTION

C. Electronic Portfolio

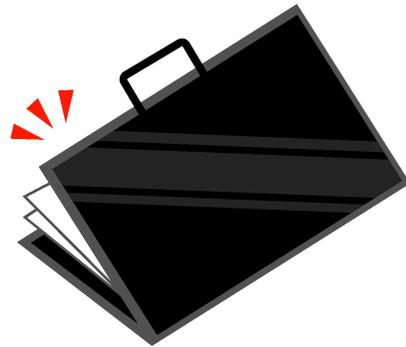
Induction Teacher

1. **Induction Documentation:** Induction Teachers will work within the Google Suite platform. The platform will include records of activities that meet Induction requirements.
2. The **Google Classroom must include :**
 - ⇒ The **Rialto USD Induction California Standards for the Teaching Profession (CSTP) Rubric** which will be used as part of the Assessment of Teaching Practices. Also included will be a Self-Assessment tool (used along with the Rubric) to be completed yearly by the Induction Teacher with input from the Mentor to monitor incremental growth.
 - ⇒ **Individual Learning Plan (ILP)** will be completed as part of the Induction Program to focus on CSTP goals and action plans that follow the Plan, Teach, Reflect, Apply Instructional Inquiry Cycle.
 - ⇒ **Reflective Journal** where teachers and mentors will communicate about the Induction process and document completion of required mentoring hours.
 - ⇒ **The Professional Growth Log** is a record of Induction Teachers' attendance at all professional learning sessions. These activities should be focused on helping the ITs demonstrate knowledge and application of the CSTPs.
 - ⇒ **Evidence must be provided in** support of ITs' growth in the CSTP focus areas.
 - ⇒ **Observation Feedback Forms**- Video and in-person representations of ITs' application and reflection of CSTP implementation.

Induction Mentor

Induction Documentation

1. Induction Mentors must **monitor the Induction Teacher's progress** in identifying evidence of instructional practices that can be included in the Google Classroom and make sure the documentation placed inside includes:
 - ⇒ **Individual Learning Plan**
 - ⇒ **Rialto USD Induction California Standards for the Teaching Profession (CSTP) Rubric and the Self-Assessment Tool**
 - ⇒ **Reflective Journal**
 - ⇒ **Documentation of Evidence**
 - ⇒ **Observation Feedback Forms**
 - ⇒ **Professional Growth Logs**
 - ⇒ Other artifacts that will verify completion of Induction requirements, such as evidence of lesson planning, student work samples, observation records, rubrics, graphs, charts, Induction timelines, etc.
2. Help teachers to identify evidence of the Induction Teachers' progress in meeting their ILP goals.
3. Help teachers to plan, organize, collect and store materials.



Section II: STEP-BY-STEP THROUGH INDUCTION
D. Induction Completion Overview

<u>Induction Teacher</u>	<u>Induction Mentor</u>
<p><u>Additional Mentoring and Professional Development Support:</u></p> <ol style="list-style-type: none">1. Induction Teacher demonstrates the need for additional growth in CSTP areas based on documented evidence, such as:<ul style="list-style-type: none">⇒ Induction Mentor observations⇒ Induction Program Specialist observations⇒ Not showing growth in the implementation of CSTP 1-6, based on the RUSD CSTP Rubric2. Determination on the length of additional mentoring required is based on individual Induction Teachers' needs.	<p><u>Additional Mentoring and Professional Development Support:</u></p> <ol style="list-style-type: none">1. For ITs not meeting CSTP growth goals, Induction Mentors will collaborate with them to develop a Professional Growth Assistance Plan (PGAP).2. The Induction Mentor monitors the progress of the IT in following through with the actions outlined in the PGAP.
<p><u>Completion of Year 2 Requirements:</u></p> <ol style="list-style-type: none">1. Both the Induction Mentor and the Induction Program Specialist will verify completion of the requirements for the Induction Program by signing the required forms.2. After completion of the Induction requirements, the Induction Teacher must complete the End of Program Survey.3. The <u>Portability Document</u> will be signed by the Induction Mentor and the Induction Program Specialist.4. The <u>CTC form (41-Induction)</u> will be signed by the Program Specialist and forwarded to the Personnel Credentials Analyst who will then submit it to the CTC. Once submitted, the Induction Teacher will receive a confirmation email from the Credentials Analyst and also an email from CTC informing them of their next steps in obtaining their Clear Credential.5. Hooray! You have completed this phase of your journey!!!	