

# Rialto Unified School District Induction Support Program



**2025 - 2026**  
**Induction Program**  
**Handbook**



# Rialto Unified School District

## Induction Program Handbook

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1The Rialto Unified School District's Induction Program is dedicated to cultivating and retaining reflective, results-driven educators who are committed to continuous professional growth adapted from Deming's Continuous Improvement Model. Our mission is rooted in the unwavering belief that every student deserves an exceptional education. To this end, the program provides rigorous, individualized mentoring and comprehensive support that empowers Induction Teachers to maximize their effectiveness through consistent implementation of the California Standards for the Teaching Profession (CSTP), alignment with curriculum standards, and adherence to California's Induction Standards. Candidates are prepared not only to meet but exceed expectations, culminating in a recommendation for the California Clear Teaching Credential.



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### 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

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Rialto Unified School District policies that strictly prohibit any and all unlawful discrimination.

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### 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 on what and how the students are learning.
3. The objectives of the Rialto Induction Program are to:
  - a. Provide an effective transition into the teaching career for first and second-year teachers in California.
  - b. Improve the educational performance of students through improved training, information, and support for new teachers.
  - c. Enable beginning teachers to be effective in teaching students who are culturally, linguistically, and academically diverse.
  - d. Encourage the professional success and retention of new teachers.
  - e. Ensure that an Induction Mentor provides intensive individualized mentoring support and assistance to each participating teacher for an average of one hour per week.
  - f. Ensure that teachers and decision makers utilize a variety of assessments and understand the usefulness of assessment results to inform professional practices.
  - g. 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.

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- h. Ensure that each Induction Teacher has an Individual Learning Plan that is based on an ongoing assessment of the beginning teacher's development.
- i. Ensure continuous program improvement through ongoing research, development, and evaluation.

#### **4. The Rialto Induction Program Research-Based Mission**

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### 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 to assess classroom practice. Opportunities for professional growth will be made available based on the Induction Teachers' needs.
5. **Professional Learning Experiences:** Induction Teachers are provided options to attend Induction Professional Learning Sessions and/or other Professional Learning Experiences 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. Induction Teachers will meet the established RUSD Induction Competency Criteria. 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 meet with the Induction Program Specialist prior to

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approval. The delay of the Induction Program documentation will be provided by the Mentor.

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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.

**a. The criteria for extending Induction may include:**

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

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### D. The Early Completion Option (ECO) for Induction is authorized by Senate Bill 57

Senate Bill 57, which established the Early Completion Option (ECO) for Induction Programs in California, was designed to provide a faster-paced completion option for Induction Participants who meet eligibility criteria. This option is available to Experienced and Exceptional candidates who demonstrate the knowledge, skills, abilities, and competencies required of Induction Participants completing the traditional two-year Induction Program.

The ECO option is more rigorous than the traditional two-year Induction Program. ECO candidates are expected to demonstrate competency and professional growth in the California Standards for the Teaching Profession within the one-year ECO option.

### ECO Eligibility Requirements

The Induction Program Participant must:

- Hold a Preliminary Multiple, Single Subject, or Education Specialist Credential, a current Clear Credential in another teaching area, or a current out-of-state teaching credential.
  - *All competency exams must be completed to qualify for ECO*
- Recommended by their current Administrative Supervisor for the fast track option, and be able to provide evidence of two or more years of successful full-time teaching experience as the teacher of record, one must have occurred within the immediate previous school year **(EXPERIENCE)**.
- Provide evidence of exceptional practices and evaluations during prior teaching experiences **(EXCEPTIONAL)**.
- Provide evidence of the teacher's additional roles held within the school site or local community. Evidence presented should show how the additional role(s) held that were *in addition to meeting their assigned classroom expectations*, influenced educational opportunities and positive outcomes for students, families, and or colleagues at their assigned site or within the community or district in which they served. **(EXPERIENCE & EXCEPTIONAL)**

### ECO Application Process

- All Induction Program Participants are notified of the ECO option at the time of enrollment in Rialto's Induction Program, during the Advisement and Orientation Meeting.
- Induction Program Participants who wish to apply for the ECO Option will complete

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all the required steps for the application process by the deadlines specified during the Advisement and Orientation meetings.

- The Induction Program Specialist will review completed ECO applications, determine acceptance into the ECO program, and notify the Induction Participant and their assigned Induction Mentor of the ECO status.
  - **NOTE:** *The Eligibility criteria are used to establish a baseline of eligibility to apply. Meeting the minimum eligibility criteria and submission of a complete application does not guarantee approval as an ECO candidate.*

### ECO Application Steps

#### Step 1: Collaborative Preliminary Inquiry

- Review the Rialto USD Induction Program's ECO eligibility requirements and the Explanation of ECO Criteria.
- The Induction Participant will meet with their assigned Induction Mentor to:
  - Discuss the rigor and time commitment needed to successfully complete the accelerated ECO option
  - Present their preliminary rationale and evidence that may qualify them to continue as an ECO Candidate
  - Collaboratively determine if ECO is a viable option for the Teacher Participant

#### Step 2: Submit Application

- Complete the full Rialto Induction Program ECO Packet
  - Submit all required materials in one email to the Induction Program Specialist within 21 calendar days after the Step 1 meeting is held.
- Ensure the Administrator completes the Administrator Recommendation Form
- A complete ECO Packet should include the following items:
  1. ECO Application
  2. ECO cover letter / Statement of Rationale
  3. Site Administrator(s)' letters of recommendation for ECO
  4. 2 Past Final Performance Evaluations
  5. ECO Candidate's Evidence of CSTP Practices
  6. Confirmed notice for the required scheduled observation by the Induction Program

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Specialist

### Step 3: Review ECO Applications

- Applications will be collaboratively reviewed by the Induction Program Specialist and the Induction Team.
- Candidates will be notified of ECO acceptance status within 10 business days of the ECO deadline. *Only completed applications will be considered.*

### Step 4: Notification of ECO Status

- The Program Specialist will provide each ECO applicant with a written notice indicating their **acceptance**, **conditional acceptance**, or **denial** to continue as an Induction Program ECO candidate.

### ECO Candidate Expectations

ECO candidates are expected to demonstrate consistent application of the CSTPs within their instructional practices and classroom environments. The Rialto USD's Induction Program Specialist and Induction Mentors will regularly monitor the candidates' progress throughout the year.

**\*\*If** an ECO Candidate struggles to demonstrate consistent progress towards meeting all ECO requirements outlined in the ECO pathways and/or provides inconsistent or minimal effort in documenting their CSTP Goal implementations, analysis, and thorough reflections on their ILP. The candidate will then be redesignated to the traditional Induction Program two-year Pathway.

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### E. Change of Mentor Form

Mentoring support is the foundation of the Induction Program. A strong, collaborative, and reflective relationship between Induction Teachers and Mentors is essential to the success of the program.

Induction Teachers may request a change of Mentor by submitting the "Change of Mentor Form" to the Induction Program Specialist. Upon receipt, the Specialist will follow up to discuss and process the request.

*Please note: At times, involuntary Mentor changes may be necessary to ensure equitable support across the program. When such changes occur, affected Induction Teachers will be notified and provided with documentation.*

Due to the need to maintain equity in mentor assignments, your Mentor has been reassigned. Your new Mentor is **[Mentor Name]**. This change was made solely to ensure balanced and effective support for all participants. Your new Mentor is fully prepared to provide you with high-quality guidance throughout your Induction journey.

If you have any questions or concerns, please feel free to contact me directly, Charmaine Hughey-Bailey

1. Double click on this box to open the drawing window.  
2. On the toolbar, click on the down arrow next to the line icon and choose a style.  
3. Sign your name under this instruction box using your mouse.  
4. On the toolbar, click on the arrow to get your mouse cursor back.  
5. Click on the line of direction box, and delete the instructional box (NO Cursor blinkings)  
Only signature should be present and then click save & close.

Induction Program Specialist

Date

#### Induction Teacher Request for a Change of Mentor

To Request a Change of Mentor:

I, \_\_\_\_\_, am assigned an Induction Mentor: \_\_\_\_\_

I request a change of Mentor due to \_\_\_\_\_

1. Double click on this box to open the drawing window.  
2. On the toolbar, click on the down arrow next to the line icon and choose a style.  
3. Sign your name under this instruction box using your mouse.  
4. On the toolbar, click on the arrow to get your mouse cursor back.  
5. Click on the line of direction box, and delete the instructional box (NO Cursor blinkings)  
Only signature should be present and then click save & close.

Induction Teacher Print Name

Signature

Date

#### **\*\*\* OFFICE USE ONLY \*\*\***

The requested Mentor change is:

- ☐ Approved  
☐ Mentor Match  
Date: \_\_\_\_\_

Your new Mentor is: \_\_\_\_\_

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- ☐ 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 choosing window.

2. On the toolbar, click on the down arrow next to the line icon and choose a color.

3. Sign your name under this induction box using your mouse/pen.

4. On the toolbar, click on the arrow to get your mouse cursor back.

5. Click on the line of direction box, and delete this instructional box (NO Cursor blinking).

Only signatures should be present and then click save & close.

Induction Program Specialist

Date

Revised 5/2025

### F. 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 the 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, or present compelling evidence that provides insight into the reasons for the observed concerning areas.
4. The Program Specialist will then schedule a meeting that includes the Induction Mentor and Induction Teacher. The Induction Teacher will be required to provide a detailed plan and explanation for their continuation in the program that addresses how they will improve in the identified areas that warranted the Notice of Removal.
5. The plan will then be submitted to the Induction Review Team for reasonability and doability for granting reinstatement.

\*\*\* If re-enrollment in the Rialto USD Induction Program is approved, the Induction Teacher must demonstrate acceptable participation and progress as delineated on the Rialto Induction Professional Growth Log and must be evidenced by the completion of Induction Program requirements.

The Induction Teacher's assigned Induction Mentor will regularly review the Teacher's progress towards improving in the areas which were agreed upon during the Grievance meeting.

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### Notice of Removal from RUSD Induction Program

### IT Grievance Form

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### G. Rialto USD 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:

1. completes the program
2. withdraws from the program
3. is dropped from the program based on established criteria in the MOU
4. is admitted to another approved program to complete the requirements, with minimal disruption, for authorization of a clear credential

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.

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### Section II: STEP-BY-STEP THROUGH INDUCTION

#### A. Advisement and Orientation

Induction Teacher	Induction Mentor
<ol style="list-style-type: none"> <li>1. Prior to entering Induction, Induction Candidates will familiarize themselves with their school community and information on school and district resources.</li> <li>2. Eligible teachers will begin enrollment in the Induction Program during the specified enrollment period after credentials are verified by Personnel. Induction Teachers (IT) will receive an Advisement &amp; Orientation date.</li> <li>3. Induction Teachers are required to attend the Advisement and Orientation meeting.</li> <li>4. At the Advisement and Orientation Meetings, teachers are informed of the following: Induction Program requirements, the teachers' professional responsibilities towards clearing their credential, <b>Early Completion Option criteria</b>, Induction Program Handbook, the <b>Grievance Process</b>, the <b>Teach-Out Plan</b>, the <b>process for requesting a new mentor</b>, and the Induction Pathways.</li> </ol>	<ol style="list-style-type: none"> <li>1. Induction Mentors will inform the Induction Teachers of the Induction Advisement and Orientation Meeting date.</li> <li>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. <b>At this time, the Induction Mentor will advise the Induction Teacher of the confidential 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.</b></li> <li>3. Induction Mentors will provide an average of <b>one hour per week</b> of mentoring support to their assigned Induction Teachers.</li> <li>4. Induction Mentors will regularly provide opportunities for Professional Learning Experiences.</li> <li>5. Induction Mentors will use and manage the Induction Program Website and Google Suite as resources for Induction.</li> </ol>

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### Section II: STEP-BY-STEP THROUGH INDUCTION

#### B. Mentoring/Individual Learning Plan

Induction Teacher	Induction Mentor
<ol style="list-style-type: none"> <li>1. <b><u>Mentor Support:</u></b> 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 9 of this handbook. Involuntary Mentor changes may be necessary to ensure equitable Mentor support.</li> <li>2. <b><u>Individual Learning Plan:</u></b> The Induction Teacher and Mentor will collaborate to develop the IT's Individual Learning Plan (ILP). The ILP will guide the IT's professional growth as an educational practitioner.</li> <li>3. <b><u>Induction Teacher Competency Rubric:</u></b> The Induction Teacher will use the Competency Rubric to determine their professional growth a minimum of two (2) times in each year of participation in the Rialto Induction Program.</li> <li>4. <b><u>End of Year One:</u></b> Induction Teachers will complete documentation of their progress toward CSTP growth goals, in collaboration with their Induction Mentor. Suggestions will be made for the development of goals for the next year, and ITs will complete the <b><u>End of Year Survey and Mentor Satisfaction Survey.</u></b></li> <li>5. <b><u>End of Year Two:</u></b> Induction Teachers will complete documentation of their progress toward CSTP growth goals in collaboration with their Induction Mentor. The Induction Teacher will</li> </ol>	<ol style="list-style-type: none"> <li>1. <b><u>Induction Advisement and Orientation Meeting:</u></b> Mentors will schedule ongoing meetings with their assigned ITs, document those meetings on the <b><u>Program Support Log.</u></b> and routinize the IT's practice of sharing up-to-date evidence and/or data.</li> <li>2. <b><u>Induction Handbook:</u></b> Mentors will review the handbook with the Induction Teacher and answer any questions they may have.</li> <li>3. <b><u>Google Classroom:</u></b> Mentors will 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.</li> <li>4. <b><u>Information Review:</u></b> Mentors will discuss the purpose of the Induction Professional Learning Experiences Session opportunities, Induction Pathways, and the Induction Completion Schedule with the ITs.</li> <li>5. <b><u>Assessments &amp; Progress:</u></b> Mentors will inform IT of the process in establishing growth goals, including pre- &amp; post-assessment processes. They will 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, Mentors will discuss end of cycles, Program Completion, and their Portability Document. The Induction Mentor will review the teacher's progress, using the Competency Rubric, two times during each year in the Induction Program.</li> </ol>

18The Rialto Unified School District's Induction Program is dedicated to cultivating and retaining reflective, results-driven educators who are committed to continuous professional growth adapted from Deming's Continuous Improvement Model. Our mission is rooted in the unwavering belief that every student deserves an exceptional education. To this end, the program provides rigorous, individualized mentoring and comprehensive support that empowers Induction Teachers to maximize their effectiveness through consistent implementation of the California Standards for the Teaching Profession (CSTP), alignment with curriculum standards, and adherence to California's Induction Standards. Candidates are prepared not only to meet but exceed expectations, culminating in a recommendation for the California Clear Teaching Credential.



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respond to the End of Program Reflection Questions and complete an **End of Program Survey and Mentor Satisfaction Survey**.

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### Section II: STEP-BY-STEP THROUGH INDUCTION

#### C. Electronic Portfolio

Induction Teacher	Induction Mentor
<p>1. <b>Induction Documentation:</b> Induction Teachers will work within the Google Suite platform. The platform will include records of activities that meet Induction requirements.</p> <p>2. The <b><u>Google Classroom must include:</u></b></p> <ul style="list-style-type: none"> <li>★ The <b><u>California Standards for the Teaching Profession (CSTP)</u></b> will be used as part of the Assessment of Teaching Practices. Also included will be a Self-Assessment tool to be completed by the Induction Teacher with input from the Mentor to monitor growth.</li> <li>★ <b><u>Individual Learning Plan (ILP)</u></b> 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.</li> <li>★ <b><u>Program Support Log</u></b> is an interactive tool where Induction teachers and Mentors will document: <ul style="list-style-type: none"> <li>○ "Just in Time" mentoring and support</li> <li>○ completion of required mentoring hours.</li> <li>○ Professional Growth attendance at all Professional Learning Experiences. These activities should be focused on helping the ITs demonstrate knowledge and application of the CSTPs.</li> </ul> </li> </ul>	<p><b><u>Induction Documentation</u></b></p> <p>1. Induction Mentors must <b><u>monitor the Induction Teachers' progress</u></b> in identifying evidence of instructional practices. Within Google Classroom, documentation of evidence must include:</p> <ul style="list-style-type: none"> <li>★ <b><u>Individual Learning Plan</u></b></li> <li>★ <b><u>California Standards for the Teaching Profession (CSTP) Self-Assessment Tool</u></b></li> <li>★ <b><u>Program Support Log</u></b></li> <li>★ <b><u>Documentation of Data</u></b></li> <li>★ 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.</li> </ul> <p>2. Mentors will help Induction Teachers identify evidence of their progress in meeting their ILP goals.</p> <p>3. Mentors will help teachers to plan, organize, collect, and store materials within the Google Suite.</p> <div data-bbox="889 1486 1461 1638"> </div>

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- ★ **Evidence must be provided** in support of ITs' growth in the CSTP focus areas.
- ★ **Observation Feedback Forms**, Video, and in-person representations of ITs' implementation and reflection of CSTPs.

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### Section II: STEP-BY-STEP THROUGH INDUCTION

#### D. Induction Completion Overview

Induction Teacher	Induction Mentor
<p><b><u>Additional Mentoring and Professional Development Support:</u></b></p> <ol style="list-style-type: none"> <li>1. If the Induction Teacher demonstrates the need for further support in the CSTP areas, evidence will be documented through the following: <ul style="list-style-type: none"> <li>★ Induction Mentor observations</li> <li>★ Induction Program Specialist observations</li> <li>★ Not showing growth in the implementation of CSTP 1-6, based on the CSTP assessment tool.</li> </ul> </li> <li>2. Determination on the length of additional mentoring required is based on the individual Induction Teacher's needs.</li> </ol> <p><b><u>Completion of Year 2 Requirements:</u></b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. After completion of the Induction requirements, the Induction Teacher must complete the End of Program Survey.</li> <li>3. The <b><u>Portability Document</u></b> will be signed by the Induction Mentor and the Induction Program Specialist.</li> <li>4. The <b><u>CTC form (41-Induction)</u></b> will be signed by the Program Specialist and forwarded to the Personnel Credentials Analyst, who will then</li> </ol>	<p><b><u>Additional Mentoring and Professional Development Support:</u></b></p> <ol style="list-style-type: none"> <li>1. For ITs not meeting CSTP growth goals, Induction Mentors will collaborate with them to develop a Professional Growth Assistance Plan (PGAP).</li> <li>2. The Induction Mentor monitors the progress of the IT in following through with the actions outlined in the PGAP.</li> </ol> <div data-bbox="915 1094 1463 1522"> </div>

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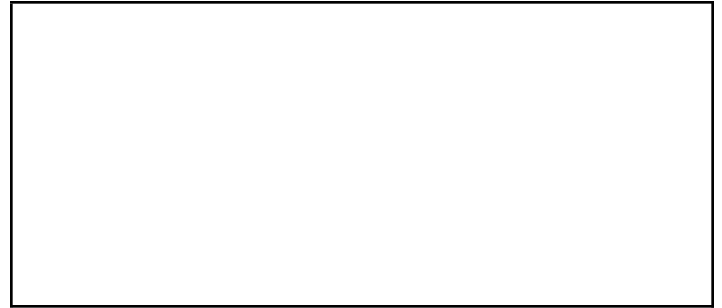


# Rialto Unified School District

## Induction Program Handbook

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!!!**



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